

In the 10 requirements below, answer YES or NO to each question. The answers must apply to ALL pathways currently offered by the applicant and/or the consortium. If the answer is YES, then provide a brief list of evidence items available on site to verify the response. If the answer is NO, then provide a brief bulleted action plan to achieve the requirement. Any application with blank entries in this section will be ineligible for funding.

Requirement #1 – Quality Curriculum and Instruction

Does the applicant provide a coherent sequence of CTE courses that enable pupils to transition to postsecondary education programs that lead to a career pathway or attain employment upon graduation from high school?

Yes/No. Multiple pathways are sequenced with fidelity. Sequencing of courses is a current focus for the Marysville Joint Unified School District (MJUSD). Sequencing will be enhanced with CTEIG funds. We have opened conversations with the community college in our area to expand options and add capacity in the Health Science and Medical Technology industry sector. We offer multiple dual enrollment classes and a host of articulated classes with two surrounding community colleges in addition to A-G classes that all allow high school students to graduate and continue their education with an advantage. We have also cultivated excellent relationships and introduction strategies with trade schools and apprentice programs to provide connections for students. Hands-on learning in an industry-like setting catapults students who are entering the workforce upon graduation.

Requirement #2 – Career Exploration

Does the applicant provide pupils with quality career exploration and guidance?

Yes. Career exploration and guidance comes packaged in a variety of ways for our students. CTE teachers incorporate guest speakers, field trips, and research projects that focus on exposing students to the technical skills and occupational knowledge required to be successful and position students on a solid pathway to postsecondary education and careers. Industry professionals are infused into the curriculum to allow students to interact with local leaders who have dedicated their professional lives to the field students are actively pursuing. They provide both the practical perspective of the career and inspiration to encourage students to aspire to greatness in their chosen career path. In some cases, business leaders step in at the helm and teach a lesson or two. Internships provide on-the-job training through work experience. Students learn in a professional setting where they gain valuable insight into what they can expect to experience within the field they have chosen. College, trade school, and apprenticeship recruiters also enhance the classroom with opportunities for students while highlighting the importance of academic and skill attainment at the high school level. CTE provides relevant and engaging learning opportunities for students.

A career exploration class fosters career interest and aptitude by helping students identify their interests and life goals, discover a career aligned to those interests and goals, and develop an educational pathway to prepare for that career. In addition, expanded counselor capacity at both high schools heightens career guidance opportunities.

Requirement #3 – Student Support

Does the applicant provide pupil support services, including counseling and leadership development?

Yes. With LCFF funding, additional counselor FTEs were added to the high school staffing formulas. The expanded capacity creates an environment that supports more student interaction and career guidance. Advisory periods have recently been added to the schedule creating time to foster meaningful relationships between staff and students and create consistency throughout their high school years with adults invested in their future success. Research shows that students who receive career development services reported greater career awareness and higher levels of career exploration and planning. Further, long-term effects of counseling and connectivity resulted in higher levels of success in transitioning into life roles, a better sense of direction in their careers, and higher levels of overall life satisfaction.

Peer mentoring and teaching is embedded in CTE. It nurtures critical thinking which produces deeper learning outcomes and is an engaging learning model. Peer teaching forces students to be active learners and talk through the course concepts in their own words. Multiple industry sectors partner high school students, and in some cases elementary and middle school students, in teaching/learning teams. Some CTE classes are structured to mirror businesses and put students in roles with responsibilities that transcend the business world. Students attend industry specific conferences to expand their horizons while challenging their depth of knowledge and fueling their thirst for learning.

Participation in Career and Technical Student Organizations (CTSO) includes activities designed to expand leadership abilities and contextualize academic instruction. CTSOs encourage students to pursue their education and equip them with job-related skills in their career field of interest. Students have the opportunity to participate in local, state, national, and international career-based competitions designed to measure their academic understanding and skill development. Scholarships, prizes, and awards also encourage students to continue their career-path education and assume personal responsibility for their own career readiness.

Requirement #4 – System Alignment

Does the applicant provide for system alignment, coherence, and articulation, including ongoing and structural regional or local partnerships with postsecondary educational institutions, documented through formal written agreements?

Yes. The MJUSD articulates classes with Yuba Community College, Woodland Community College, and Butte Community College. These classes afford high school students postsecondary credit for select capstone courses. Beginning with the 2015-16 school year, a partnership between the Yuba Community College District and the MJUSD opened multiple dual enrollment classes at Lindhurst High School. We are actively engaged in conversations with the College District to expand the model to Marysville High School as well.

The MJUSD continues to direct energy into fortifying the number of established written articulation agreements with postsecondary schools for the MJUSD capstone classes. The CTE PD Series offered through the MJUSD, in coordination with Tri-County ROP, features an articulation workshop in the spring that will bring college representatives together with CTE teachers to enhance the number of articulations and ensure current articulations are ongoing. A current list of articulated classes includes: ROP 3D Animation (Butte Community College), ROP Auto (Yuba Community College), ROP Early Childhood Education (Yuba Community College), ROP Graphic Communications (Yuba Community College and Butte Community College), ROP Landscaping and Ornamental Horticulture (Woodland Community College), ROP Photography (Butte Community College), ROP Small Business and

Entrepreneurial Leadership (Butte Community College), ROP Welding Technology (Yuba Community College), and Culinary Arts (Yuba Community College).

Requirement #5 – Industry Partnerships

Does the applicant have ongoing and structural industry and labor partnerships, documented through formal written agreements and through participation on advisory committees?

Yes. It is important, in light of today's rapidly changing society, for education to work closely with labor to create relevant CTE learning for the next generation of our workforce. The MJUSD CTE advisory committees provide a format to bring employers and educators together to share information and ideas. Committees, at both the district and site level, are organized to provide advice and assistance to teachers and administrators to ensure students are learning the most current industry skills. To create a strong CTE program, employers are an integral part of designing and updating our curriculum.

The MJUSD CTE Advisory Committee has been praised as an exemplary model by both the CDE, during an on-site review, and the Tri-County ROP. The impressive composition of the committee includes: local employers linked to identified industry sectors, economic development officials, higher education partners, teachers, administrators, school board trustees, and students. The District Advisory Committee leaves their fingerprints on our CTE programs in various aspects and helps tailor and focus programs.

CTE classes also have a program advisory committee consisting of individuals whose experience and abilities represent a cross section of their occupational area. Teachers rely on the committee to assist in establishing, operating, and evaluating their curriculum in a manner that serves the needs of students, business, and industry, and to provide expertise pertaining to technological change.

Requirement #6 – After School/Extended Day Opportunities

Does the applicant provide opportunities for pupils to participate in after school, extended day, and out-of-school internships, competitions, and other work-based learning opportunities?

Yes. CTE classes at the MJUSD provide countless ways for students to participate in after school and extended day opportunities. Our students can be found working on student farms harvesting crops they planted, tending to animals, hosting pumpkin farms for elementary students, creating petting zoos and ag instruction for elementary students, taping student athletes for practice and sporting events, orchestrating community art shows featuring students' masterpieces, creating logos and brochures for local businesses, catering for school functions, serving meals made from scratch to homeless children, videotaping and broadcasting sporting events and other school functions, designing flower arrangements for education foundation fundraisers, and capturing photos of student memories to include in yearbooks that commemorate their high school experience. Community-based projects link students with areas of need in the community. Students also assist community service groups with their program of work when called upon.

Active FFA chapters at both high schools set the stage for premier leadership, personal growth, and career success through agriculture education. SkillsUSA is new to the MJUSD and provides educational programs, events, and competitions that support CTE.

Requirement #7 – Regional and Local Labor Market Demands

Does the applicant's pathway(s) reflect regional or local labor market demands and focus on current or emerging high-skill, high-wage, or high-demand occupations?

Yes. A representative from the Employment Development Department provides current labor market information to the MJUSD CTE Advisory Committee. In addition, high school principals and a district administrator attend bimonthly Tri-County ROP Steering Committee meetings where labor market information is presented by the North Central Counties Consortium Workforce Development Board. As a result, the Manufacturing and Product Development industry sector was selected as part of our regional pathway grant because of its high-skill, high-wage, and high-demand. Labor market information has also urged us to reach out to the community college to increase partnerships and expand opportunities in the Health Science and Medical Technology industry sector. It is critical we maintain alignment of courses to labor market demands by staying attuned to the needs of local businesses and industries.

Requirement #8 – Industry Certification/Employment

Does the applicant's pathway(s) lead to an industry-recognized credential, certificate, appropriate postsecondary training, or employment?

Yes and No. Industry certifications and employment is an area of focus for the MJUSD. Several CTE classes have incorporated National Occupational Competency Testing Institute (NOCTI) testing – both written and performance based. The job or task-based assessments incorporate input from subject matter experts representing secondary and postsecondary education as well as business and industry. NOCTI testing is targeted to be expanded through the CTEIG. Hospital/Community Health Services students earn certificates as they complete rotations through designated areas of their program. The certificates and time working in the health care setting through the high school class count toward the multi-criteria instrument of the Yuba Community College District nursing student application. ROP certificates are issued to students who successfully complete ROP classes outlining their skill attainment. FFA provides certificates for students who demonstrate mastery in various aspects of classroom/laboratory instruction (contextual learning), supervised agricultural experience programs (work-based learning), and student leadership. Testing for a welding certification is offered to students who excel in the written and practical application of the Advanced Welding class.

Requirement #9 – Skilled Faculty

Is the applicant's pathway(s) staffed by skilled teachers or faculty and provides professional development opportunities for those teachers and faculty?

Yes. The MJUSD offers professional development opportunities tailored to CTE teachers. In addition to participating in general education professional development at the district and site level, a menu of CTE specific topics are presented. During the 2015-16 school year, two full-day trainings and several after school workshops will be dedicated to CTE. Topics include: Mapping Course Outlines to the CTE Model Curriculum Standards, Quadrant D Key Lessons, NOCTI, SkillsUSA, Industry Partnerships, and Articulations.

A cross section of CTE teachers, counselors, and administrators will attend the Educating for Careers Conference. The unparalleled conference offers high-quality CTE professional development with a host of breakout sessions including: Assessment and Accountability, Career Pathway/Industry Sectors, Curriculum and Instructional Strategies, Employer and Community Partnerships, Mentor and Internships

Program, Middle School Connections, Perkins Policy and Programs, Secondary and Postsecondary Connections, and Work Based Learning.

Externships could be offered with CTEIG funding to expand CTE teachers' scope of knowledge and sharpen their understanding of current workforce trends. Externships would engage teachers in business and industry to learn how classroom content and learning strategies are applied in the workplace. Teachers would improve their pedagogical practices by incorporating new methods, labor market information, and employment skills that meet current industry standards. Externship will increase CTE teachers' ability to connect theory and practice and bring an understanding of workplace practices and policies (e.g. problem solving methods, practical applications of theory, leadership concepts) into the classroom, thus increasing the relevance of student learning. Teachers could arrange a twenty-four hour externship with an approved employer. The employer must be professionally certified in the industry sector applicable to the CTE teacher's discipline. Upon completion of the externship, CTE teachers would provide a written summary of the experience and articulate how it will impact their class. In addition, teachers would be challenged to create a lesson plan/activity, complete with CTE standards, linking the experience to the classroom. And finally, an evaluation will be required. Externships would raise the quality of CTE instruction by connecting teachers directly with business and industry.

Requirement #10 – Data and Evaluation

Are plan (A) Reports data as a program participation requirement to allow for an evaluation of the program. (B) Data reported pursuant to this paragraph shall include, but not be limited to, metrics aligned with the core metrics required by the federal Workforce Innovation and Opportunity Act and the quality indicators described in the California State Plan for Career Technical Education required by the federal Carl D. Perkins Career and Technical Education Improvement Act of 2006, and the following metrics: (i) the number of pupils completing high school; (ii) the number of pupils completing CTE coursework; (iii) the number of pupils obtaining an industry-recognized credential, certificate, license, or other measure of technical skill attainment; (iv) the number of former pupils employed and the types of businesses in which they are employed; and (v) the number of former pupils enrolled in a postsecondary educational institution, a state apprenticeship program, or another form of job training.

Does the applicant report data, as a program participation requirement, to allow for an evaluation of the program and does the applicant have plans in place to meet the data reporting requirements outlined as part of this grant criteria?

Yes. The MJUSD completes E1 and E2 reporting annually in compliance with our Carl Perkins application requirements.

Requirement #11 – Promotes CTE Programs (Optional, will not be scored.)

Does the applicant promote the CTE programs through outreach, marketing, and communications?



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Career Technical Education Incentive Grant (CTEIG)

Career Technical Education Incentive Grant (CTEIG) Application Part II

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LEA Information

LEA Name:
Marysville Joint Unified -- Yuba

CDS Code:
587273600000000

User Name:
Jami Larson

Application Information

LEA match as stated in Part I: \$1,104,112

Eligible allocation as determined by CDE: \$547,108

Application Status: New

Minimum Eligibility Requirements

In the 10 requirements below, answer YES or NO to each question. The answers must apply to ALL pathways currently offered by the applicant and/or the consortium. If the answer is YES, then provide a brief list of evidence items available on site to verify the response. If the answer is NO, then provide a brief bulleted action plan to achieve the requirement. Any application with blank entries in this section will be ineligible for funding.

Requirement #1 – Quality Curriculum and Instruction

Does the applicant provide a coherent sequence of CTE courses that enable pupils to transition to postsecondary education programs that lead to a career pathway or attain employment upon graduation from high school?

☒ Yes

☐ No

Requirement #2 – Career Exploration

Does the applicant provide pupils with quality career exploration and guidance?

☒ Yes

☐ No

Requirement #3 – Student Support

Does the applicant provide pupil support services, including counseling and leadership development?

☒ Yes

☐ No

Requirement #4 – System Alignment

Does the applicant provide for system alignment, coherence, and articulation, including ongoing and structural regional or local partnerships with postsecondary educational institutions, documented through formal written agreements?

☒ Yes

☐ No

Requirement #5 – Industry Partnerships

Does the applicant have ongoing and structural industry and labor partnerships, documented through formal written agreements and through participation on advisory committees?

☒ Yes ☐ No

Criteria #6 – After School/Extended Day Opportunities

Requirement (6) – Does the applicant provide opportunities for pupils to participate in after school, extended day, and out-of-school internships, competitions, and other work-based learning opportunities?

☒ Yes ☐ No

Requirement #7 – Regional and Local Labor Market Demands

Does the applicant's pathway(s) reflect regional or local labor market demands and focus on current or emerging high-skill, high-wage, or high-demand occupations?

☒ Yes ☐ No

Requirement #8 – Industry Certification/Employment

Does the applicant's pathway(s) lead to an industry-recognized credential, certificate, appropriate postsecondary training, or employment?

☒ Yes ☐ No

Requirement #9 – Skilled Faculty

Is the applicant's pathway(s) staffed by skilled teachers or faculty and provides professional development opportunities for those teachers and faculty?

☒ Yes ☐ No

Requirement #10 – Data and Evaluation

Are plan(A) Reports data as a program participation requirement to allow for an evaluation of the program. (B) Data reported pursuant to this paragraph shall include, but not be limited to, metrics aligned with the core metrics required by the federal Workforce Innovation and Opportunity Act and the quality indicators described in the California State Plan for Career Technical Education required by the federal Carl D. Perkins Career and Technical Education Improvement Act of 2006, and the following metrics: (i) the number of pupils completing high school; (ii) the number of pupils completing CTE coursework; (iii) the number of pupils obtaining an industry-recognized credential, certificate, license, or other measure of technical skill attainment; (iv) the number of former pupils employed and the types of businesses in which they are employed; and (v) the number of former pupils enrolled in a postsecondary educational institution, a state apprenticeship program, or another form of job training.

Does the applicant report data, as a program participation requirement, to allow for an evaluation of the program and does the applicant have plans in place to meet the data reporting requirements outlined as part of this grant criteria?

☒ Yes ☐ No

Requirement #11 - Promotes CTE Programs

(Optional-Will not be scored)

Does the applicant promote the CTE programs through outreach, marketing, and communications?

☒ Yes ☐ No

2015-2017 Proposed Budget Summary

In the table below, distribute the grant award in the object codes, then enter the object codes amounts for the matching funds. These object codes do not need to equal; the balances at the bottom, however, must be equal. In the Source of Funds column, list the source of the matching funds.

Does your match include any large infrastructure or other expenditures that are ongoing? If yes, provide information including expenditure amount.

Object Code	CTEIG 2015-2017 Funds	Matching Funds	Funding Source
1000 Certificated Salaries	10000.00	304235.00	LCFF
2000 Classified Salaries	0.00	0.00	
3000 Employee Benefits	2193.00	85460.00	LCFF
4000 Books and Supplies	380000.00	114184.00	LCFF
5000 Services and Other Operating Expenditures	98360.00	43229.00	LCFF
6000 Capital Outlay	20000.00	0.00	
7000 Indirect Costs	36555.00	0.00	
Total Amount Budgeted	\$547,108.00	\$547,108.00	

CTE Incentive Grant Sustainability 3-Year Budget

For the three years beyond the grant, show how the CTE program(s) will be sustained beyond the end of the grant term, starting with the 2019-20 fiscal year. Enter the amounts in each object code and the sources of sustainable funding.

Object Code	2019-2020 Budget	2020-2021 Budget	2021-2022 Budget	Source of Funds
1000 Certificated Salaries	304235.00	304235.00	304235.00	
2000 Classified Salaries	0.00	0.00	0.00	
3000 Employee Benefits	85460.00	85460.00	85460.00	
Grant Sustainability Total	\$547,108.00	\$547,108.00	\$547,108.00	

Object Code	2019-2020 Budget	2020-2021 Budget	2021-2022 Budget	Source of Funds
4000 Books and Supplies	114184.00	114184.00	114184.00	
5000 Services and Other Operating Expenditures	43229.00	43229.00	43229.00	
6000 Capital Outlay	0.00	0.00	0.00	
7000 Indirect Costs	0.00	0.00	0.00	
Grant Sustainability Total	\$547,108.00	\$547,108.00	\$547,108.00	

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