



Career Ready Leadership That Works

Career Technical Education (CTE) Regional Advisory Meeting Minutes of January 26, 2017

Registration/Lunch – Registration and lunch began at 11:00 am with industry partners, school administrators, school counselors and IVROP staff present. Mr. Juan Campos, CTE Education Services Coordinator, facilitated the event.

Welcome – Mr. Edwin Obergfell, IVROP Superintendent, extended a welcome and thanked all the IVROP staff and teachers that assisted with the event. He addressed the three areas of IVROP's focus as Career Technical Education, Family Development and Stabilization, and Employer Connections, to help provide services to districts, the communities and employers. Mr. Obergfell commented on the importance of the partnership through our joint powers agreement with our educational partner districts (Brawley Union High, Calexico Unified, Central Union High, Holtville Unified, Imperial Unified, and San Pasqual Valley Unified School Districts and the Imperial County Office of Education), community college partners (Imperial Valley College, and the workforce development partners (Imperial County Workforce Development Office and the Employment Development Department). ***He emphasized that the regional approach to this CTE advisory group allows for the involvement of all partners and the employer community to assist CTE programs in preparing youth for careers after high school and to respond to local workforce needs and demands.***

Keynote Address – Mr. Aaron Popejoy, Creative Director of Conveyor Group, spoke about this first regional event with every discipline coming together at one time. He said that a lot of experience and knowledge converged to make this effort fruitful. He commended the attendees for making a difference and volunteering their time, talents, knowledge and expertise for the greater good and setting the example of their commitment to the Imperial Valley community. Mr. Popejoy believes in the purpose of providing real-world industry input and business insight, not just listening, but engaging and sharing everyone's collective experience and provoking thought and offering valuable guidance. He said that IVROP CTE provides students with a glimpse into their future by exposing them to numerous career possibilities, opening doors they did not know existed, offering an outlet for students to discover their skills, and identifying relevant applications. Mr. Popejoy elaborated on the opportunities available to students and the choices they have to pursue higher education or joining the workforce or both. He encourages his staff to get involved so they understand the importance of community service. For over 100 years, Mr. Popejoy's family has learned to respect the value of work, the value of all trades, and to work smart by taking risks. He spoke about the qualities of being a leader and defined those as providing service and commitment. Mr. Popejoy said that the careers and even industries do not last forever, they must adapt to changing times. He challenged all attendees to help guide these programs and the teachers who work in them with forward thinking. Not by looking back, but by envisioning what tomorrow will look like in each industry. He encouraged attendees to share their knowledge of industry trends and be honest and realistic with the people providing the instruction to the students. Mr. Popejoy encouraged providing insightful recommendations and even providing internships to engage and inspire students. He said students need the opportunities to get involved in hands-on learning, observations, walkthroughs, and site visits. Mr. Popejoy addressed the need for students to consider pursuing their education at Imperial Valley College first before pursuing out-of-town private colleges or universities. Mr. Popejoy challenged educators to prepare students for the real-world life skills or "soft-skills" as the tools to help them get a job, keep a job, correcting bad habits, clear communication, punctuality and reliability, focus and initiative, and by doing other duties not in their job descriptions. The National Career Ready Certificate (NCRC) promoted by IVROP CTE was mentioned by Mr. Popejoy as the critical test to ensure CTE students meet the very basic requirements of joining the workforce. He encouraged all attendees to support the NCRC. He emphasized that our common goal is to serve our clients and our community, which in turn serves us to. He suggested to work together to find solutions to problems that may not exist yet, help identify skills and talent and nurture them, and create leaders from individuals. Mr. Popejoy closed with an inspirational script of a one-minute television commercial by creative director Rob Siltanen in 1997:

"Here's to the crazy ones. The misfits. The rebels. The troublemakers. The round pegs in the square holes. The ones who see things differently. They're not fond of rules. And they have no respect for the status quo. You can quote them, disagree with them, glorify or vilify them. About the only thing you can't do is ignore them. Because they change things. They push the human race forward. And while some may see them as the crazy ones, we see genius. Because the people who are crazy enough to think they can change the world, are the ones who do."

EDD Labor Market Data/Presentation – Ms. Cathy Vizcarra, California Employment Development Department in El Centro, reviewed the documents available from the labor market information division and the website <http://www.labormarketinfo.edd.ca.gov/>. Data included the fastest growing occupations, estimates of the current labor force and industry employment. She provided examples of the occupational guide printouts. Accesses to these guides are available for all positions at the website. Ms. Vizcarra made reference to CalJOBS www.caljobs.ca.gov and how it can be utilized to search for positions in California.

Industry and CTSOs – Ms. Jackie Valadez, Health Science and Dental Assistant Teacher at Southwest High School, discussed the topic of Connecting Students to Industry and Career Technical Student Organizations. She emphasized the progression of the student's exposure to CTE pathways through Career Exploration and Work-based Learning (job shadowing, school-based enterprises, career mentoring, internship, community service, company tours, job shadowing rotators, and multi-year work-based learning). Ms. Valadez provided three examples of industry partners and their involvement (San Diego Blood Bank, Southwest Dental Group, Imperial Valley Food Bank). Industry partner benefits are: *job shadowing, work-based learning, guest speakers, scholarships, verification of community service, mentoring, potential employment, curriculum support, instructional activities to support student learning, health science awareness, and community engagement.* CTE student benefits include: *Service to community, organizational skills, teamwork, communication skills, health competencies such as vital signs, assessing patients, clinical skills, HIPAA, infection control, career awareness, commitment to the community, creativity developing projects, and health science knowledge.* Ms. Valadez encouraged all industry partners to become involved with CTE programs or student organizations to help build their skills and make real-world applications.

Breakout Session for Industry Meetings – Attendees convened into industry sector groups. Discussion notes for each group are included in the following pages. Groups assigned a facilitator, notetaker, and reporter. The purpose of the breakout session by industry is to obtain/provide up-to-date information on current trends in business and industry, make recommendations for the improvement of the program, and provide an overview of labor market conditions. *Members are invited to visit CTE classes at any time through the check-in process at the school sites.*

Industry Group 1 – Agriculture, Building, Transportation (Facilitator Mr. Aguirre, Notetaker Ms. Coronel)

Industry Group 2 – Health/Medical (Facilitator Ms. Lupe Garcia, Notetaker Ms. Gallardo)

Industry Group 3 – Public Services (Facilitator Mr. Campos, Notetaker Mr. Torales)

Industry Group 4 – Hospitality/Interior/Fashion (Facilitator Ms. Pantoja, Notetaker Ms. Cynthia Garcia)

Industry Group 5 – Education (Facilitator Ms. Prewett, Notetaker Ms. Vega)

Industry Group 6 – Arts, Business, Info Comm & Tech (Facilitator Mr. de la Torre, Notetaker Ms. Burquist)

Agenda topics included:

Pathways: a) *Industry Sectors and Pathway Courses*, b) *Technology/Equipment Trends*, c) *Student Leadership CTSOs*

Industry Trends: a) *Local Job Opportunities*, b) *Current and Future Trends*, c) *Work-Based Learning Opportunities for Students*, d) *Professional Development or Externships for Teachers*, e) *Professional Skills Rubric*

Program Data/Performance: a) *Completers*, b) *Follow-up Results*, c) *Articulation, Dual Enrollment and UC "a-g" Designation*, d) *Industry Certification*

IVROP Employer Connections & Solutions – Mr. Campos mentioned that one of IVROP's focuses is to help bridge the connection between CTE students and project participants by arranging work-based learning opportunities, job shadows, mentoring, job placement, industry visits and much more.

National Career Ready Certificate (NCRC) – Mr. Campos reviewed information on the ACT NCRC. The NCRC is developed by ACT, the same authors of the ACT College Entrance Exam. Students are encouraged to take practice for taking three exams in Applied Mathematics, Reading for Information and Locating Information. Upon successful completion, students are awarded a certificate based on their completion level. Imperial County has awarded over 570 NCRC certificates to Imperial County youth. A score of 3 is for a bronze level certificate, a score of 4 is for a silver level certificate, a score of 5 is for a gold level certificate and a score of 6 is for a platinum level certificate. Employers are encouraged to become partners in promoting their support for students earning the ACT NCRC. Employers are encouraged to register through ACT to become partners in the "Work Ready Community"; IVROP can assist with these efforts.

Project RISE/Developmental Assets – Mr. Fernando Calderon, Project Specialist of Relationships Inspire Success and Excellence (RISE), presented the topic of developmental assets as the positive values, relationships, and experiences that help bring out the best in children and teenagers. Research by Search Institute has identified 40 concrete, positive experiences and qualities, called developmental assets, which have considerable influence on young people's lives. The assets are grouped in eight categories: *Support, Empowerment, Boundaries and Expectations, Constructive Use of Time, Commitment to Learning, Positive Values, Social Competencies, and Positive Identity*. Data collected from Search Institute surveys of over 4 million youth from all backgrounds and situations have continually shown that the more developmental assets youth gain, the better their chances of succeeding in school and becoming happy, contributing members of their community. Mr. Calderon explained that the Assets are divided by External Assets (the SUPPORT) are basically a loving caring adult represented in the young person's life. Over the years the Internal Assets (the STRENGTHS) will be developed with those around the young person. Mr. Calderon provided examples of recent ways students have experienced their assets. In Ms. Saldaña's course students were to be exposed to the clinical rotations for their Nursing Assistant class for the first time at Imperial Heights in Brawley. CTE Student Ambassador, Abraham, shared his personal experience at the time of clinical rotations. In addition, Mr. Van Driessche, Law Enforcement Teacher/Law Academy Advisor at Central Union High School, shared his experience working with the and how IVROP has supported him this year.

Closing Remarks – Mr. Campos concluded the meeting and asked members to provide feedback on the two surveys in their packet. One was for ways that members would like to continue working with CTE and the second a survey on the event itself and ways the event could be improved.

Developmental Assets Framework

The first four asset categories focus on external structures, relationships, and activities that create a positive environment for young people.

1 Support		Young people need to be surrounded by people who love, care for, appreciate, and accept them.	1. Family support 2. Positive family communication 3. Other adult relationships 4. Caring neighborhood 5. Caring school climate 6. Parent involvement in schooling;
2 Empowerment		Young people need to feel valued and valuable. This happens when youth feel safe and respected.	7. Community values youth 8. Youth as resources 9. Service to others 10. Safety
3 Boundaries and expectations		Young people need clear rules, consistent consequences for breaking rules, and encouragement to do their best.	11. Family boundaries 12. School boundaries 13. Neighbourhood boundaries 14. Adult role models 15. Positive peer influence 16. High expectations
4 Constructive use of time		Young people need opportunities - outside of school - to learn and develop new skills and interests with other youth and adults.	17. Creative activities 18. Youth projects 19. Religious community 20. Time at home

The next four asset categories reflect internal values, skills, and beliefs that young people also need to fully engage with and function in the world around them.

5 Commitment to learning		Young people need a sense of the lasting importance of learning and a belief in their own abilities.	21. Achievement motivation 22. School engagement 23. Homework 24. Bonding to school 25. Reading for pleasure
6 Positive values		Young people need to develop strong guiding values or principles to help them make healthy live choices.	26. Caring 27. Equality and social justice 28. Integrity 29. Honesty 30. Responsibility 31. Restraint
7 Social competencies		Young people need the skills to interact effectively with others, to make difficult decisions, and to cope with new situations.	32. Planning and decision making 33. Interpersonal competence 34. Cultural competence 35. Resistance skills 36. Peaceful conflict resolution
8 Positive identity		Young people need to believe in their own self-worth and to feel that they have control over the things that happen to them.	37. Personal power 38. Self-esteem 39. Sense of purpose 40. Positive view of personal future

Membership Roster

Attendees - Industry Representatives and Teachers:

Agriculture, Food & Natural Resources	James Birger	Birger Ranches
Agriculture, Food & Natural Resources	Freddy Cornejo	Brawley Elementary School District
Arts, Media & Entertainment-Presenter	Aaron Popejoy	Conveyor Group and Presenter
Arts, Media & Entertainment	Charla Teeters	Imperial County Film Commission
Building & Construction Trades	Tanya Hernandez	Lowes
Building & Construction Trades	Robert Turner	Vic's Air Conditioning
Building & Construction Trades-Teacher	Gianni Mayo	Central Union & Southwest HS Teacher
Business & Finance	Sam Couchman	City of Brawley; 8 Minute Energy
Business & Finance	Andrea Roark	Housing Authority of Imperial Valley
Business & Finance	Lindsay Takata	City of El Centro
Education, Child Development & Family Services	Velinda Cruz	Naval Air Facility Child Development
Education, Child Development & Family Services	Magda Franco	United Families, Inc.
Education, Child Development & Family Services	Jose Martinez	SIATech High School Teacher
Education, Child Development & Family Services	Alejandra Meza	Little Einstein Montessori
Education, Child Development & Family Services	Roxanne Nunez	Imperial Valley College
Education, Child Development & Family Services	Vivian Yacopi	Imperial County Office of Education
Fashion & Interior Design	Samantha Salas	Urbano Interior Planning & Design
Health Science & Medical Technology	Maria Andrade	Thomas Acerno, D.D.S
Health Science & Medical Technology	Laura Hartsock	Imperial Valley Nursing Ed./Health Tech/EMS Dept.
Health Science & Medical Technology	Jason Hobbs	AccentCare Home Health & Hospice; IVC
Health Science & Medical Technology	Aide Munguia-Fulton	El Centro Regional Medical Center
Health Science & Medical Technology	Maria Munoz	Thomas Acerno, D.D.S
Health Science & Medical Technology	Dr. Sangi Patel	El Centro Pharmacy
Health Science & Medical Technology	Carlos Ramirez	AccentCare Home Health & Hospice; IVC
Health Science & Medical Technology-Student	Abraham Buelna	Southwest High School Student CTE Ambassador
Health Science & Medical Technology-Student	Ashley Rodrigues	Southwest High School Student CTE Ambassador
Health Science & Medical Technology-Student	Sowon Moon	Southwest High School Student CTE Ambassador
Health Science & Medical Technology-Teacher	Reyna Saldana	Imperial High School and IVROP Teacher
Health Science & Medical Technology-Teacher	Jackie Valadez	Southwest High School Teacher and Presenter
Health Science & Medical Technology-Teacher	Roxine Zamora	Imperial Academy and IVROP Teacher
Hospitality & Tourism	Vanessa Arellano	Deli Haus
Hospitality & Tourism	Dianna Seanez	Cold Stone Creamery
Hospitality & Tourism	Gil Urena	Sysco
Hospitality & Tourism-Teacher	Franco Nunez	Calexico High School Teacher
Information & Communications Technologies	Edward Avelar	Central Union HSD Instructional Technology Coach
Information & Communications Technologies	Jim Eyer	El Centro Regional Medical Center
Information & Communications Technologies	Ricardo Jimenez	Imperial Valley College
Information & Communications Technologies-Teacher	Don Jeffers	Central Union and Southwest High School Teacher
Information & Communications Technologies-Teacher	Anita Jones	Brawley Union High School Teacher
Manufacturing & Product Development-Teacher	Frank Cervantes	Brawley Union High School Teacher
Public Services	Michael Boston	El Centro Police Dept. & Central/Southwest HS
Public Services	Juan Gonzalez	US Border Patrol
Public Services	Chris Hall	City of Calipatria
Public Services	Omar Hermosillo	US Border Patrol
Public Services	Fred Miramontes	Imperial County Sheriff's Office
Public Services	Phillips Kenneth	CA Department Corrections and Rehabilitation
Public Services	Eric Ruiz	US Border Patrol
Public Services	Alex Silva	City of Holtville - Holtville Fire Dept.
Public Services-Teacher	Cory VanDriessche	Central Union HS Teacher & Legal Law Academy
Transportation	Stan Ferdyn	CRST
Transportation	Julio Fielder	Imperial High School Transportation
Transportation	Gilbert Harrison	Rogers & Rogers Automotive
Labor Market & Employer Services Presenter	Cathy Vizcarra	CA Employment Development Dept. - Presenter

School Administrators and Counselors:

Tina Aguirre	Imperial Valley College Dean of Health & Sciences	Martin Leyva	Calexico High School Assistant Principal
Joe Apodaca	Imperial High School Principal	Craig Lyon	Central Union High School Principal
Lance C. Burfield	Holtville High School Principal	Fernanda Mass	Imperial High School Counselor
Cynthia Cardona	Imperial County Office of Education Alternative Education	Angie Ortiz	Calipatria Unified School District Assistant Superintendent
Stephanie Castillo	Imperial High School Counselor	Sergio Rubio	Southwest High School Assistant Principal
Joe Derma	Calipatria High School Principal	Jesse Sanchez	Brawley Union High School Principal
Sheri Hart	Central Union High School District Assistant Superintendent	Gabrielle Williams	Calexico High School Principal
Stacy Hauck	Imperial High School Counselor	Samantha Williams	Holtville Unified School District Special Project

IVROP Staff:

Gabriel Aguirre	Projects WORK/THRIVE/MRT Coordinator	Lupe Garcia	CTE Program Assistant & Health Science Coordinator
Debbie Burquist	CTE Guidance Technician at Central Union High School	Edwin P. Obergfell	IVROP Superintendent
Juan Campos	CTE Education Services Coordinator	Maria Pantoja	Project STAR Program Manager
Janeth Coronel	CTE Guidance Technician at Southwest High School	Wendy Prewett	Projects WorkAbility/Nenes/Mi Familia/Family Visitation Coordinator
Luis De la Torre	Projects WIOA/RN Mentorship/TOY/Éxito Coordinator	Emmanuel Torales	CTE Guidance Technician at Central/Southwest/Alt Ed/Migrant
Cecilia Duron	Director of Business & Human Services	Roxanne Vega	CTE Guidance Technician at Calexico/Holtville High School
Yessenia Gallardo	CTE Guidance Technician at Brawley Union High School		

Breakout Session for Industry Meeting Notes and Comments

Attendees convened into industry sector groups. Discussion notes for each group are included in the following pages. Groups assigned a facilitator, notetaker, and reporter. The purpose of the breakout session by industry is to obtain/provide up-to-date information on current trends in business and industry, make recommendations for the improvement of the program, and provide an overview of labor market conditions. *Members are invited to visit CTE classes at any time through the check-in process at the school sites.*

Industry Group 1 –

Agriculture & Natural Resources; Building & Construction Trades; and Transportation

(Facilitator Mr. Aguirre, Notetaker Ms. Coronel)

Industry Sectors and Pathway Courses – Mr. Aguirre reviewed the course schedule and noted the various pathways available to students at each school site.

Technology/Equipment Trends - Mr. Jimenez stated that technology applies to any industry. He shared that IVC is trying to incorporate Robotics into the agriculture field. He recommended that high school students need to be more knowledgeable in this arena. Mr. Cervantes shared that technological literacy is essential in all jobs, including welding, and provided an example of how basic technology understanding can make an impact for an entry-level worker. Mr. Birger also shared that technology is being used to operate farming machinery. Mr. Burfield stated that students need to be knowledgeable with computers/technology in all fields in which work-based learning students are performing. Mr. Aguirre summarized the main points of the discussion that technology is impacting all CTE courses. At this point, Mr. Aguirre stated that it is difficult to state whether each district has the ability to support addressing this issue financially and invest in technological equipment.

Student Leadership CTSOs - Mr. Aguirre gave an overview of CTSO's on campus (as a follow up to Ms. Valadez' presentation) and asked if any industry partners had the ability to support the CTSOs in their career fields. Mr. Cervantes gave examples of the benefits of CTSOs on campus and in preparing students in the industry sector.

Local Job Opportunities – Mr. Aguirre asked for input on industry trends and skills needed going into the workforce. The group alluded back to the conversation about technology in CTE courses.

Current and Future Trends - Mr. Aguirre noted that one of the efforts that IVROP is making is preparing Seniors in CTE courses to take the NCRC and how this credential is a tool to measure their preparedness to enter the workforce and identifies their level of skill.

Work-Based Learning (WBL) Opportunities for Students – Mr. Aguirre gave an overview of how the industry partners

could support the CTE courses, instructors, and students through provision of WBL sites, externship opportunities, and guest speaking. He asked if industry partners would be able to place students at their sites or be involved in WBL activities. Mr. Fielder would need to find out at his current job if he can accept students for work-based learning opportunities. Mr. Turner stated that due the advanced skill set needed in their industry it was difficult to serve as a WBL site. Mr. Birger stated that it is very important that our students build soft skills. He said that attitude is an issue. Mr. Turner added that soft skills are necessary such as good attitude, critical thinking skills, and communication skills. Mr. Burfield agreed that soft skills are necessary.

Professional Skills Rubric – Mr. Aguirre led the group to review the Professional Skills Rubric in response to discussion regarding the soft skills necessary by students. Ms. Ortiz stated that scoring would need to be adjusted accordingly. She felt that if CTE students rated as acceptable through the entire rubric, they would still not rank under the bronze category. She recommended identifying qualifications for scoring a 4, 2 and 1. Mr. Birger pointed out that the rubric was similar to the military checklists for meeting skills.

Completers and Follow-up Results – Mr. Aguirre reviewed the list of 12th grade completers for each course and noted that IVROP was in the process of refining how it currently collects completer follow-up data.

Articulation, Dual Enrollment, and UC "a-g" Designation – Mr. Aguirre guided the group through the three flyers and lists of transitional steps to college and career readiness for students. Mr. Burfield stated that it is difficult to arrange meetings with IVC and that there needs to be better communication. Mr. Aguirre replied that he would convey the concerns to Mr. Campos and that IVROP has facilitated contact between IVC and HS instructors to help bridge the difficulty in physically meeting.

Industry Group 2 – Health Science & Medical Technology **(Facilitator Ms. Lupe Garcia, Notetaker Ms. Gallardo)**

Industry Sectors and Pathway Courses - Ms. Lupe Garcia indicated that there are four different pathways offered to Imperial Valley students in Patient Care, Health Care Administrative Services, Health Care Operational Support Services, and Public and Community Health.

Technology/Equipment Trends – Dr. Patel mentioned that at El Centro Pharmacy, she had 3-4 students placed regularly. The support of increasing the internship from 40 hours to 80 hours has made a huge difference in the number of skills the students are able to learn.

Student Leadership CTSOs – Ms. Garcia explained that health students have opportunities for involvement in CalHOSA that prepare students with leadership skills. HOSA Chapters are at Brawley, Calexico, Imperial, Southwest and Alternative Education.

Local Job Opportunities for Course Completers – Mr. Ramirez indicated that by the year 2020, one million new nurses will be needed. Opportunities are there for students.

Current and Future Trends - Mr. Patel mentioned that employment demand is good, especially with the increased number of internship hours for pharmacy technician students to 80 hours onsite. She asked if students could have set schedules as to when they are to attend the internship site so that the training period can be more productively set. Mr. Ramirez with AccentCare mentioned that at his site, students are paired with seasoned employees that served as good role models for the students. Ms. Munguia-Fulton indicated that she is involved with a program at El Centro Regional Medical Center on training Community Health Workers using a specific curriculum. Ms. Valadez is offering that course at Southwest High School and the course is UC “a-g” approved. Ms. Andrade and Ms. Munoz commented on the need for more hours at the placement sites. This will help the students know the instruments and apply more of their skills at the sites.

Work-based Learning Opportunities for Students - Mr. Ramirez indicated that he would be willing to be a guest speaker. He is also willing to show students what it is like to work in a health care organization.

Professional Development and/or Externships for Teachers – Ms. Munguia-Fulton mentioned that she works with the health teachers on holding multiple events throughout the year. Her focus area at El Centro Regional Medical Center is to provide awareness to the community of various health-care topics, such as asthma.

Professional Skills Rubric – Ms. Garcia reviewed the purpose of the Professional Skills Rubric. Mr. Ramirez

suggested adding a component on the ability to work under pressure or stress. He added that individuals with this skill are able to take the initiative and employers are able to spot a leader. Mr. Hobbs indicated that the rubric will help strengthen the skills for a student and will help determine what skills are lacking. Dr. Patel suggested more effort in communication skills and that more exposure to public speaking or group activities to develop their skills.

Completers/Follow-up Results – Ms. Garcia explained the list of total 2015-16 CTE seniors completing their course. She added that follow-up results are gathered by sending a survey to senior students six months after the program. Ms. Hartsock asked for the status of the Medical Terminology students after high school. Ms. Garcia mentioned that students are encouraged to pursue their education after high school (community college or university).

Articulation, Dual Enrollment, and UC “a-g” Designation – Ms. Garcia explained fliers and lists on articulation, dual enrollment and UC “a-g”. She said that the articulation list includes the Medical Terminology and Nurse Assistant courses approved with IVC. The students take a course in high school, if qualified and with teacher recommendation, will take an articulation exam at IVC. The results will determine whether the student can have the course credit added to their transcript at IVC. IVC covers these costs. The second list had the courses approved by IVC as Dual-Enrollment. The Medical Terminology course at Brawley Union High School with Ms. Estrada is approved as dual-enrolled. The grade the student receives for the course in high school is the same grade that will appear at IVC. The state is moving towards changing articulation courses to dual-enrollment courses. Ms. Garcia explained the third document on the list of courses that are UC “a-g” approved. This process allows a student to take a course in high school that allows the student to meet their UC/CSU entrance requirements. Ms. Garcia said that several courses are approved: Community Health Worker, Dental Assistant, Medical Science & Terminology, Medical Terminology, Public and Community Health, Sports Medicine and additional academic courses in the health pathways, such as Advanced English for Public Health, Anatomy and Physiology, First Responders, Kinesiology: Applied Anatomy & Physiology, Sports Medicine: Applied Physiology in Sports.

Industry Certifications – Ms. Garcia reviewed the new list of industry specific certifications that students are able to prepare for while in high school. The list was provided by industry sector and the health sector had eight certifications.

Industry Group 3 - Public Services **(Facilitator Mr. Campos, Notetaker Mr. Torales)**

Industry Sectors and Pathway Courses – Mr. Campos reviewed the courses by pathway. Mr. Van Driessche mentioned that report writing should be implemented as a year-long course. Officer Boston added that writing is about 80 to 90 percent of the work that officers do.

Technology/Equipment Trends – Officer Boston indicated that one of the biggest changes in technology in the public services field is the addition of computers. He stated that the El Centro Police Department has become about 95 percent paperless. Fire Captain Guzman mentioned that a new law was just passed, requiring public services to collect and maintain electronic copies of the patient care report meaning that when the officers are in the field providing medical attention to a person, they will need to electronically track all symptoms and injury data. He stated that this will require that they carry iPads or other devices wherever they provide services. Officer Boston said that firearms knowledge should be covered with students.

Student Leadership CTSOs – Mr. Campos explained how schools are more involved with CTSOs and provide leadership skills to students.

Local Job Opportunities – Mr. Van Driessche mentioned that El Centro Police Department is always hiring. He added that most of the time they prefer applicants from outside of the Valley who already have experience in the field.

Current and Future Trends - Officer Boston mentioned that current industry trends include modern techniques in use of firearms as well as the addition of computer-based technology for police reports. Mr. Boston explained how well Mr. Van Driessche prepares his students for real world skills and the POST. Officer Boston spoke about how new and even current officers need professional skills training in regards to public speaking.

Work-Based Learning Opportunities for Students - Mr. Apodaca asked whether a mentorship program such as the one at Central was available for other industries. He added that focusing on younger individuals providing the mentorship, such as the border patrol agents, will help students relate themselves, reassuring them that their goals aren't so far away as they seem. Office Boston and Mr. Van Driessche suggested that having seniors participate in ride-

alongs could help with students with work-based learning component. Mr. Van Driessche added that out of 100 students that start the mock academy, only 46 were able to complete. He said that this means students will know at the end of the academy whether they are mentally and physically capable of withstanding the endurance or will know what they will need to do to improve themselves to complete the academy in the real-world.

Professional Development or Externships for Teachers – Mr. Van Driessche, Office Boston, Mr. Lyon, and Mr. Campos agreed to plan out how they could develop a ride-along program at Central.

Professional Skills Rubric – Mr. Campos explained the purpose and planned use of the Professional Skills rubric. Fire Captain Villa stated that specifically with written communication this component is important since students need extra help with public speaking skills. Officer Boston agreed that grammar, communication skills, and interpersonal skills are components that will allow employers to see the skills of the applicant.

Completers/Follow-up Results – Mr. Campos explained the list of total CTE seniors completing their courses in 2015-16. He added that follow-up results are gathered by sending a survey to senior students six months after the program.

Articulation, Dual Enrollment, and UC "a-g" Designation – Mr. Campos explained the documents in the packet for courses that are articulated and dual enrolled with IVC and the courses that were UC "a-g" approved. Mr. Van Driessche explained that his courses were articulated and approved as dual enrolled with IVC. He said that students taking his course do not need to repeat the course at IVC and that the grade received in high school is the grade that will appear on their transcript at IVC. His courses are UC/CSU "a-g" approved as "g" as elective.

Industry Certifications – Mr. Campos explained that the list of industry certification by industry as those that students can prepare for while in high school. Mr. Van Driessche explained that CPR, First Aid and rigorous Academy training are components that students prepare for while in his courses.

Industry Group 4 – Hospitality & Tourism; Fashion & Interior Design

(Facilitator Ms. Pantoja, Notetaker Ms. Cynthia Garcia)

Industry Sectors and Pathway Courses – Ms. Pantoja reviewed the class schedule and CTE pathways available valleywide. Mr. Nunez spoke about the Interior Design course. He said that there is a lot of interest by students and that many skills are taught, including budgeting. Ms. Salas mentioned that as an employer, she highly suggested these courses for students since they are taught so much more life experiences.

Technology/Equipment Trends – Mr. Nunez indicated that math skills are integrated in his course and online resources are utilized to support the instruction. Ms. Arellano explained that she considers the grill one of the most trendiest pieces of equipment in her business followed by the fryer. Ms. Salas stated that the computer was an important tool in her business.

Student Leadership CTSOs – Ms. Pantoja indicated that student leadership through CTSOs helped students connect to their leadership skills through CTSO involvement. Members recommended that creating clubs as an excellent opportunity to provide hands-on experiences for students. Ms. Seanez commended the annual Skills event where students are involved in various competitive events. She was involved as a judge in the speech event and students articulated well. She said that students are exposed to many skills.

Local Job Opportunities – Ms. Seanez stated that she benefited from recruiting students who had previously taken CTE courses since training was minimal for her. Ms. Arellano indicated that social media was a good method for advertising job opportunities in her business.

Current and Future Trends – Ms. Salas indicated that everything is always changing and constant updates are necessary. In the food industry, members mentioned that students with a few skills, good attitude and wanting to be there are more likely to get hired than someone with many skills and a bad attitude. Boundaries need to be set from the beginning of the experience. Ms. Arellano indicated that students would need more training in the areas of health and machinery used in the kitchen. She emphasized more training with grill and fryer. Ms. Seanez mentioned she had worked with IVROP in the past with placement of volunteers. She hired some students after the on-site program training ended. IVROP provided the food safety

certificate. She emphasized that the important skills in her industry are food safety, customer services skills and basic kitchen knowledge. Ms. Arellano added that minimum wage was a challenge for her business and mostly likely for other local businesses since many students felt they deserved a higher wage. Ms. Salas mentioned that her biggest challenge was competing with online commerce and trying to match prices.

Work-Based Learning Opportunities for Students – Ms. Seanez stated that the IVROP work-based learning component is very beneficial. She said that students are prepared and in some cases earn a job at the end of the site training. Ms. Salas suggested bringing in different industry partners to share their skills that will help expand the student experiences. She said that working with other industries on a specific task (such as opening a restaurant) will help students develop their knowledge of various industries across curriculum (in the example for opening a restaurant, suggested working with Graphic Design, Culinary and Interior Design to complete the project phases). Members agreed that more exposure allows the students to learn more skills.

Professional Development or Externships for Teachers – Ms. Pantoja asked if there were professional development opportunities for teachers that advisors would recommend. Ms. Seanez stated that many of the trainings she offered her employees where on site and others out-of-town, such as ServSafe in San Diego and other and online trainings.

Professional Skills Rubric – Ms. Arellano mentioned that she would be surprised by some employees who lacked soft skills demonstrating unnecessary attitude and poor habits in the workplace; therefore it's very important that these topics are discussed and included in course curriculums.

Completers/Follow-up Results – Ms. Pantoja reviewed the list of 12th grade student completers for CTE courses.

Articulation, Dual Enrollment, and UC "a-g" Designation – Ms. Pantoja reviewed the list of courses articulated with IVC, dual enrollment and UC "a-g" designation.

Industry Certifications – Ms. Pantoja reviewed the list of industry certifications that students can prepare for each industry.

Industry Group 5 – Education, Child Development, and Family Services

(Facilitator Ms. Prewett, Notetaker Ms. Vega)

Industry Sectors and Pathway Courses – Ms. Prewett indicated that Education and Family development is only listed as one course offered (CHS). Ms. Cruz stated that it is important for students to not only have early childhood education but work-based experience. Once the course is completed, students receive a certificate which counts towards IVC. Ms. Cruz recommends that students be placed within the community for the hands-on experiences. She mentioned that the program she has admits 15-18 years olds that get to work about 20 hours a week and get paid. She places students at different facilities.

Technology/Equipment Needs – Members mentioned that industry also looks for the development of soft skills. Students Industry looks for soft skills as well. They are tech savvy, but they need to enhance in communication and public speaking. Ms. Nunez encouraged students to have Linked In accounts to distribute to potential employers. She said that students need to be cautious of how they portray their image on social media. She suggested that students need to be responsible, professional and follow industry guidelines.

Student Leadership CTSOs – Ms. Prewett indicated that the course in Calxico does have involvement with student organizations such as FHA-Hero and SkillsUSA. Their involvement requires that they have good leadership and soft skills. Ms. Williams indicated that these events expose students to the work-based learning activity which strengthens their soft skills and helps with experience. In addition, they must dress for success following specific dress code requirements. For example, some organizations require a uniform and the way the student carries themselves to events by dressing and acting professionally.

Local Job Opportunities - Ms. Cruz indicated that in her Navy Base program, she accepts students ages 15-18. They complete a summer two-week program and after that most students were hired within the organization or in other locations. In Ms. Cruz's program, the student can complete a training/module/education and once completed the course in the desired field, they can move up as well as their wages, but the students also grows in experience since they are also required to do community work quarterly. Ms. Cruz added that when students do community work, it is a way of branding (partnerships with the boy's and girl's club, veterans, 4-H, and other events giving back to the community).

Work-based Learning Opportunities for Students – Members suggested establishing partnership with companies or entities that work with child care, human services, behavior health, etc. Mrs. Cruz mentioned that the Navy Base is partnering with a university and the children from the program are able to apply for internship in that school even if they are not students. An internship they have right now allows the student to travel to Italy. She indicated that the program is available for those students that are pursuing the industry. Mrs. Williams suggested pursuing placements during the holiday season regardless of age and work. She said that many students do not see the benefit of these experiences since they may not want to go into those fields (ex. Retail or fast food).

Professional Skills Rubric – Ms. Prewett mentioned that the Professional Skills Rubric is intended to evaluate the skills of the students. Mrs. Cruz suggested that there be a critical thinking section/behavioral section. This would be used to see how they react about certain situations/questions/scenarios, how a student would react to a problem and how to find a solution. Members suggested addressing in the Professionalism section how the student presents themselves (composure, attire, and hand gestures). Mrs. Williams said that behavior in the classroom may be different compared to real world and suggested that the criteria should match real world experiences. Conversation evolved around who should be the individual completing the rubric, teacher versus industry partner or other individual, since based on the criteria the student may perform differently in class versus the real world experience. Mrs. Williams suggested adding a comment and/or an evaluation section where the person can write why they gave the score they did and make suggestions for improvement. Members suggested using the rubric gradually (3 times a year such as in the beginning, middle, and end) to see improvements or downfalls.

Completers – Ms. Prewett reviewed the list of number of seniors who completed the course.

Follow-up Results – Ms. Prewett informed the group that follow-up data was a work in progress to find out the outcomes of students, such as if they're working, furthering education, etc.

Articulation, Dual Enrollment, and UC "a-g" Designation – Mrs. Williams described the upcoming efforts of articulation, dual enrollments as everyone's plans this spring.

Industry Group 6 –

Arts, Media & Entertainment; Business & Finance, Information & Communications Technologies

(Facilitator Mr. de la Torre, Notetaker Ms. Burquist)

Industry Sectors and Pathway Courses - Mr. De la Torre explained and reviewed the various CTE Industry Sectors and Pathway Courses.

Technology/Equipment Trends - Mr. Eyer stated that there was more security issues with the Cloud and students needed to be exposed to the risks in this area. He stressed that in technology security needed to be at the forefront. Mr. Eyer announced that the El Centro Regional Medical Center uses an applicant's Facebook account as a screening tool. Mr. Popejoy commented that the younger generation is using the Cloud where it could be a positive and businesses are using their electronic devices rather than desktop computers. Ms. Teeters commented that in her industry her clients use their electronic devices to get business done. Mr. Avelar said that he had attended technology training at the state level where he was exposed to data printing and data security. He mentioned that schools are having an issue in this area and in the Information Technology arena we don't want students' information floating on-line. Mr. Avelar announced that it was important for students to know the difference between digital responsibilities versus digital literacy. Mr. Couchman reported that schools needed to stay up-to-date on technology and emphasized the importance of students being made aware of what they advertise on their Facebook and Twitter accounts. Ms. Jones announced that she teaches digital literacy at Brawley High School and social media/technology is the trend for the younger generation and that her students demonstrate a lot of creativity in this area. Mr. Jeffers stated that he covers the dos and don'ts regarding social media with his students at both Central and Southwest High Schools. Mr. De la Torre challenged the

advisors to be guest speakers to educate and reinforce the impact that social media could have on their lives.

Student Leadership CTSOs - Mr. De la Torre informed advisors of the purpose of CTSOs and invited them to be a part of these organizations. Mr. De la Torre mentioned that the IVROP Community Foundation has been supportive of CTSOs. Mr. Couchman announced that he is a part of IVROP's Community Foundation and has been involved with supporting the CTSOs and student scholarships.

Local Job Opportunities - Mr. Couchman announced that there are a lot of projects on board in renewable energy and solar and many of these projects will create job opportunities. He said that these areas include electricians, computer work, engineering, and security. Some of these may be entry-level jobs, but it does create opportunity into higher paying jobs and other industry supportive positions. Mr. Avelar stated that educators need to start at an earlier age to get students prepared for the workforce. He added that CTE should be part of middle school to have stronger impact on students. Mr. De la Torre stated that IVROP is doing career exploration with younger students to create awareness and interest in CTE pathways. Mr. De la Torre reviewed the courses that are articulated and stated that our goal is to get students' college and career ready for their future.

Current and Future Trends – Mr. Eyer said that business is looking at the new trend where, although investment in hardware has been diminishing, investment in software licensing is increasing dramatically for business. Mr. Popejoy stated that schools will need to look at these new cost structures to ensure that students have availability to learn on the most current software which they will most likely encounter in workplace.