

**California Department of Education
Career Technical Education (CTE)
11 Elements of a High-Quality CTE Program
Self-Review Tool**

Health Occupations Center Self-Review 19-20

1. LEADERSHIP AT ALL LEVELS				
Yes	No	What is being Assessed		Evidence
X		1A.	The CTE pathways are articulated with post-secondary and industry through programs of study, formal articulation agreements and dual enrollment.	• Dual Enrollment information • Articulation Agreements
X		1B.	Local district administrators participate in CTE professional development regarding the benefits of CTE and the management of CTE within the larger context of educational improvement to serve all students.	• Dates and Names of Activities
X		1C.	Investment is made to provide support for CTE leadership at the local level to ensure that CTE administrators, teacher(s), and counseling and instructional leaders have sufficient time and resources to implement system improvements and work with their counterparts in other programs.	• Dates and Names of Activities
Comments: All courses that are offered on campus and that we are able to articulate with are (medical terminology). We work closely with our local community college healthcare training programs and healthcare employers to provide a clear transition into the workforce or higher education. The HOC administrator attended Educating for Careers on March 5-7, 2017, the CTE Fall Conference on November 15-17, 2017, and the Perkins coordinator meeting in Southern CA on October 19, 2018. One CTE administrator and one account technician attended the CTE Fall Conference in 2018 and three CTE instructors attended Educating for Careers in 2019.				

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2. HIGH-QUALITY CURRICULUM AND INSTRUCTION			
Yes	No	What is being Assessed	Evidence
X		2A. The CTE Model Curriculum Standards are the basis for content of courses offered. Curriculum addresses "Pathway" standards within the program pathway(s) and course sequence.	• Course Outlines • Course Catalog • Local CTE Plan • Review Curriculum Document
X		2B. Career paths have been identified and can be found on a chart or diagram in the CTE Plan.	• Local CTE Plan
X		2C. The CTE program has classroom-linked work-based learning and work experience education opportunities through strengthened industry partnerships, effective coordination with Regional Occupation Center/Program (ROC/P), adult schools, Work Experience Education, and Cooperative Work Experience Education programs, and a systematic review of policies and practices addressing barriers to access, including insurance, liability, and other issues.	• List of Work Based Learning (WBL) Sites • Percentage of Students Participating
X		2D. The school master schedule allows students to follow the recommended sequence of CTE courses to complete the selected career path(s).	• Master Schedule • Course Catalog
X		2E. Students are provided with a strong experience in and understanding of all aspects of industry.	• WBL Experiences • Review Curriculum Document • Lesson Plans
X		2F. Technology is incorporated into program instruction.	• Program-Based Software • Program-Related Technology and Advanced Equipment
X		2G. There is collaboration between academic and CTE teachers.	• Agenda • Minutes • Sign-In Sheets

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X		2H. CTE courses are industry certified, have been submitted to meet high school graduation requirements, University of California a-g (UC a-g) credit, or articulated with a community college.	• Copy of Certification or Licensure • Copy of UC A-G Approval List; Articulation Agreements
Comments: All course outlines were updated in fall 2018 and crosswalked with the CTE model and anchor standards as well as the academic standards. Course outlines drive instruction and are reviewed every two years unless a change is required earlier. The course sequence and career paths have been identified in the Local CTE Plan. A list of clinical and internship sites can be found HERE. This year approximately 90% of students in Perkins supported CTE programs participated in an internship. This includes all students except those in the Medical Office Pathway. We will be implementing an internship component for this pathway in the 19-20 school year to reach 100% participation. The master schedule allows students to complete follow the recommended sequence and course details with schedule and hour requirements can be found on the "Courses" page of the website (hoc.guhsd.net). Skills required to work in each industry are embedded into the course outline and curriculum for each course path to prepare students before they attend their internship component. Many programs utilize Health Center 21 as a supplemental technology resource and the Medical Office students use SimChart. Students receive advanced technology required for equipment in class whenever possible, and if not, are exposed to it in the field during their clinical or internship. The Health Occupations Center only has CTE courses and therefore we have no academic instructors with which to collaborate, but they do meet monthly with the PLC leadership team that includes ESL and high school diploma instructors from other adult education sites in Grossmont Adult Education. We have updated accreditation/licensure for the following programs: vocational nursing, nursing assistant and home health aide, dental assistant, EMT, pharmacy technician, phlebotomy and medical lab assistant, and RN refresher. Accreditation documentation is on file at the Health Occupations Center office and available for review. Our other programs including medical assistant, healthcare interpreting, medical office professional, and veterinary assistant are eligible for student completers to receive certification/licensure and/or gain employment.			

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3. CAREER EXPLORATION AND GUIDANCE			
Yes	No	What is being Assessed	Evidence
X		3A. Students are counseled regarding: • CTE career opportunities. • CTE and academic courses necessary to complete career pathway offerings. • Post-secondary education and training options.	• List of Activities • List of Career Path Information Sent to Parents, Counselors and Students
	X	3B. All students have a completed a four year career plan that is updated annually.	• Lesson Plans • Example of Student Four Year Plan
Comments: The Health Occupation Center is part of East Region Adult Education and a consortium with our local community college partners and adult education programs. As part of the consortium our students have access to transition specialists. A transition specialist is onsite at Health Occupations Center with office hours during the week and visits each class at the beginning of the semester to assist students in developing a transition plan that will lead students directly into employment or towards the next steps in their education needed to reach long term goals. The transition plan takes the place of the four year plan as our adult education students only stay with us to complete a program 6-18 months.			

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Health Occupations Center Self-Review 18-19

4. STUDENT SUPPORT AND STUDENT LEADERSHIP DEVELOPMENT cont.			
Yes	No	What is being Assessed	Evidence
	X	4A. An official Career Technical Student Organization (CTSO) has been chartered (or in application process) by the State Association.	- CTSO Document - Agenda/Minutes/Sign-In Sheets
	X	4B. A local CTSO work plan is developed annually and a copy is furnished to local administration.	CTSO Work Plan
X		4C. Leadership activities are embedded in the CTE curriculum.	- List of Leadership Activities - Lesson Plans - Curriculum - Percentage of Students Participating - Evidence of Student Achievement - List of Student Organization Involvement In Community or School Related Activities
	X	4D. All students enrolled in CTSO's are affiliated with the State Association.	Local CTSO Roster
X		4E. Program meets the needs of special population students (including special education, english learners, non-traditional students, and the general student population).	- Student Completion Rates - Student Placement Results - Catalog of Support Services - Retention Rates - Mentors, Role-Models, Etc
X		4F. Students are made aware of non-traditional CTE offerings and pathways that lead to high skill, high wage, or high demand careers.	- Promotional Materials - Student Placement Results - Counseling Materials

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Health Occupations Center Self-Review 18-19

Comments: The Health Occupations Center is not presently involved with a regional HOSA. There are several factors: finding a faculty advisor is difficult and student participation is low. Most of our teachers have a full teaching schedule or also work in the field as a paid employee. This limits their time to organize and prepare students for participation in HOSA activities. We have polled students in the interest of starting HOSA on the HOC campus, but have received little interest. Student participation is low because the student is training for a job and is anxious to learn the skills and get into the workforce. Most of our courses are a semester in length, which does not lend itself to year-long participation. They see the numbers of hours HOSA requires as a distraction to meet their goals. Student Leadership in Grossmont Adult Education CTE classes are focused on opportunities in community service, job fairs, campus mentoring, etc. Curriculum is embedded in HOC programs to ensure students are getting the leadership instruction that they need to become a leader in their healthcare industry team. For example, Vocational Nursing students have a leadership course that they take while in the VN program. Curriculum includes a textbook and instructional plan focused on nursing leadership. The Health Occupations Center has a Student Council in place for the past 4 years. We have between 10 and 25 active students working on different projects that benefit the campus, the community, the programs they are in, and the healthcare industry as a whole. Each semester, students elect a President and a secretary. They are involved in recruiting/marketing events as student ambassadors, act as student leaders in their chosen program, and volunteer their time to assist our community.

The assessment of career technical education programs core indicators data that is required for Perkins can be found on the About page of our website. This data provides information on technical skill attainment, completion rates, student placement, and non-traditional participation and completion. Course information sheets are also available on our website and a summary document of all courses offered at HOC is available for marketing events and handed out during our orientations.

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Health Occupations Center Self-Review 18-19

5. INDUSTRY PARTNERSHIPS			
Yes	No	What is being Assessed	Evidence
X		5A. The Local CTE Advisory Committee is operational and reflects the committee membership as outlined in the California <i>Education Code</i> §8070 and meets at least once a year.	- List of Advisory - Members, Titles, Industry - List of Educators - Agenda/Minutes/Sign-In - E-mails
X		5B. Business/industry is involved in student learning activities.	- List of Activities – - Job Shadowing - Speakers - Percent of Industry Participation
X		5C. Business/industry is involved in the development and validation of the curriculum.	- List of Advisory Members and Industries - Agenda/Meeting Minutes/Sign-In Sheets
X		5D. Labor market demand has been documented for the Program.	Labor Market Projections
X		5E. There are industry certification standards and certificates for students who achieve industry recognized skill and knowledge requirements.	- Copy of Certification Standards - Percentage of Students Receiving Certification
Comments: The Health Occupations Center held it's advisory meeting for this school year on February 6, 2019. The agendas, minutes, and a list of all attending advisors can be found on the homepage of the website. Advisors provide insight on curriculum, labor market demands (review data provided by SDWP), and industry standards for equipment, supplies, and procedures. All instructors must submit for approval for job shadows, guest speakers, and tours. For job shadows, instructors must submit a summary and documentation from the job shadow site. We maintain a list of all work based learning events in our office. All CTE programs offered at HOC provide the education necessary for students to complete an industry standard certification and/or site for an exam that allows them to achieve industry standard certification or licensure.			

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6. SYSTEM ALIGNMENT AND COHERENCE				
Yes	No	What is being Assessed		Evidence
X		6A.	A Program of Study, with a post-secondary institution, has been developed.	• Industry Sector/Career Pathway Identified • Articulation, UC A-G, Technical School Sequence Documents
X		6B.	Sufficient time is provided for faculty to build cross-segmental and cross-disciplinary collaborations aimed at aligning curricula and programs, as well as models, tools, and professional development to facilitate pathway development.	• Meeting Dates for Collaboration Time with Others in Identified Sequence • Documents Identifying Sequence
X		6C.	Each CTE program sequence will include at least one district-funded CTE course in the industry sector.	• Local CTE Plan • Fiscal Records
Comments: The Health Occupations Center has transition maps and CTE course sequence documentation for all programs. Most students come to us having already completed their high school education requirements, hence the program of study is only the CTE program they wish to complete. For that reason the transition map is more useful as it has students examine their goals and create an education plan for next steps beyond the CTE program. We work closely with our local community college programs through the East Region Adult Education consortium. Transition specialists provide one-on-one support to students as they develop their transition map. We do participate in professional development and strategic planning meetings in collaboration with our community college partners. All of our programs are district-funded CTE courses with supplemental funds from Perkins.				

**California Department of Education
Career Technical Education (CTE)
11 Elements of a High-Quality CTE Program
Self Review Tool**

Health Occupations Center Self-Review 18-19

7. EFFECTIVE ORGANIZATIONAL DESIGN				
Yes	No	What is being Assessed		Evidence
X		7A.	Opportunities provide for better use of after-school, extended-day, and out-of-school time for career exploration, projects, and WBL connected to in-class curricula.	- Percentage of Students Who Participate - List of WBL Activities - Signed WBL Agreements
X		7B.	There are open-entry/open-exit strategies <u>where feasible</u> , in ways that maintain the integrity of CTE courses and course sequences and comply with industry requirements; structure and sequence curriculum in modules or “chunks” tied to jobs with multiple entry and exit points, and with multiple levels of industry-recognized credentials built into the sequencing of the pathway.	- Program Plans - Counseling Materials - Programs of Study Documents
X		7C.	Provides education and training for students and incumbent workers at times and locations convenient to students and employers, including non-traditional time or methods.	- Distance Learning Activities - Internet CTE Research Project Completed by Students
Comments: As mentioned, all programs except our Medical Office Pathway require an out of class clinical or internship connect to in-class curricula. In addition, many classes also conduct tours of local businesses and the community college programs and/or host guest speakers. Many of our programs are single long-term training programs, but for those that have multiple classes students can start and stop at any point in the pathway. For example, we have many students that complete their certified nursing assistant course and move into the field to work for a period of time before returning to complete their home health aide or vocational nursing training. The Health Occupations Center is open 7:00 am - 9:00 pm Monday through Thursday, 7:00 am - 3:30 pm on Friday, and even has weekend classes so that we can offer a wide variety of schedules to our adult education students, many of which continue to work while they enrolled in programs. When possible, we offer a multiple courses with multiple schedules. For example, or phlebotomy and MLA program has an AM and PM track.				

**California Department of Education
Career Technical Education (CTE)
11 Elements of a High-Quality CTE Program
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Health Occupations Center Self-Review 18-19

8. SYSTEM RESPONSIVENESS TO CHANGING ECONOMIC DEMANDS			
Yes	No	What is being Assessed	Evidence
X		8A. Mechanisms are in place that systematically track labor market demands, maintain the currency of occupational classifications, and ensure that teachers and counselors are informed of new developments in their fields.	• Minutes Showing Business/Industry Input Into Curriculum And Programs
X		8B. There is sufficient funding to cover costs of necessary equipment and facilities.	• Documented Costs Over Last 2 Years • Assessment of Ongoing Costs
X		8C. There is a partnership among local businesses and local workforce development and educational organization to provide consistent and reliable data about the regional economic and labor markets for planning programs.	• Labor Market Reports for both Regional and Global • Advisory Committee Minutes/Agendas
Comments: The Health Occupations Center evaluates local labor market data annually to ensure we are offering programs that meet the demand of industry. We work closely with our business partners and clinical/internship site administrators to provide evaluatory data and industry insights to keep our program curriculum up-to-date. With CA Adult Education Program (CAEP) and Perkins funding we are sufficiently funded to cover the costs of necessary equipment and facilities. As part of the bond measure for Grossmont Union High School District we are currently under construction and will have two new buildings that will host all lab facilities on campus that will be ready for classes in January 2020. We partner with over 100 local healthcare sites through our advisory committee and end of internship evaluations, the East County Economic Development Council, and the San Diego Workforce Partnership to ensure our labor market data and planning is up-to-date.			

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Health Occupations Center Self-Review 18-19

9. SKILLED FACULTY AND PROFESSIONAL DEVELOPMENT				
Yes	No	What is being Assessed		Evidence
X		9A.	Every CTE teacher has the appropriate credential for teaching the subject(s) assigned as well as documented employment experience outside of education in the program area taught.	Approved by Local Credential offices
	X	9B.	Based on the previous year's records, <u>every CTE teacher</u> , teaching at least half time CTE, attends a minimum of four professional development activities.	List of Teacher Technical Development Activities Such as Staff Exchange, Technical Conferences, Industry Certification Training, Etc.
N/A		9C.	The CTE staff meets a minimum of twice a month. (This criteria does not apply to single person departments - mark column N/A = Not Applicable.)	Staff Meeting Minutes
X		9D.	A written record of minutes of action taken during CTE staff meetings is kept in Department files.	Staff Meeting Minutes
Comments: All teachers at HOC have a designated subjects credential and documented employment experience outside of education in the program area they teach. We work with the San Diego County Office of Education to confirm credentialing and have listed all teachers with their credential details in the CTE Teacher Matrix submitted for Perkins funding. While most teachers on campus participate in a monthly PLC, not all do at this time. This is primarily due to the fact that they are the only teacher in their content area. We are looking at ways to include these teachers in PLC activities so we can reach 100% participation. An agenda and minutes are recorded and kept on file for all PLC and staff meetings.				

**California Department of Education
Career Technical Education (CTE)
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Health Occupations Center Self-Review 18-19

10. EVALUATION, ACCOUNTABILITY, AND CONTINUOUS IMPROVEMENT cont.			
Yes	No	What is being Assessed	Evidence
X		10A. A District CTE Plan is on file with the local administration and a copy is retained in the local department files.	Local Plan files
X		10B. Updates of the CTE Plan are sent to the local administrator by February. These updates include: (1) Five Year Equipment Acquisition Schedule; (2) Chart of Staff Responsibilities; (3) CTSO Program of Work; (4) Advisory Committee Roster.	- Meeting notes - Improvement Plan
X		10C. Enrollment report (CDE 101-E1) - All CTE courses are properly identified in data system (including new courses). - Enrollment figures and reports are reviewed by: - Site Staff and district CTE staff - Site and district advisory committees - Completed and submitted by October 15 to the CDE.	- CDE Records - Local Data System - Meeting Notes/Minutes
X		10D. A follow-up system (including membership in California Partnership for Achieving Student Success [CALPASS]) is used which gathers the following information from program completers: - Student placement status in postsecondary education or advanced training, in military service, or in employment. - Opinion regarding the value and relevance of the CTE program. - Suggestions for improving the CTE program.	- CDE Records - Meeting Notes/Minutes
X		10E. Graduate Follow Up/Placement Report (CDE 101-E2) The Graduate Follow Up data collected and presented to the CDE by March 15 .	CDE Records
X		10F. The CTE Department analyzes their student retention numbers each year and develops strategies to help increase retention within the program.	- Meeting Notes - Advisory Agenda/Minutes
	X	10G. All Core Indicators meet or exceed the State level targets.	Meeting Dates, Discussion Points
X		10H. The Expenditure Reports (CDE 101-A and VE-5) are received by the CDE by September 30.	- CDE Records - Interview of District Fiscal Representative
Comments: The Local CTE Plan is on file at the Health Occupations Center and with Grossmont Adult Education. The CTE Plan is reviewed and updated annually by administration. The CDE 101-E1 enrollment report, CDE 101-E2 graduate follow up/placement report, and CDE 101-A and VE-5 expenditure report were submitted by the due dates to the CDE in the 18-19 school year. We participate in collecting SSN and additional special population data as			

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Health Occupations Center Self-Review 18-19

required by the CDE. This information is entered into or management system ASAP. Grossmont Adult Education conducts bi-monthly Management meetings to discuss school business and student retention is reviewed during this meeting at least bi-annually. This year East Region Adult Education is developing our 3-year strategic plan so we have looked closely at data and trends in course offerings over the past few years to determine changes we would like to make to our CTE programs over the next 3 years. For the 18-19 school year we hit all core indicators except for 2A1 for credential, certificate, or degree completion. There were two major events that occurred in the 17-18 school year that caused this result.

Due to instructor resignation and inability to find a suitable replacement instructor, the billing & coding class was canceled mid-semester in fall 2017 and no class occurred in spring 2018. This prevented completion of the medical office pathway for approximately 54 students. We have since replaced the instructor for the Medical Office Pathway and do not expect further issues.

The second concern occurred with our ASAP data system as it was upgraded from a software to online system for the 17-18 school year. The software to online transition for data did not allow us to capture students that completed internship hours from the previous school year, and therefore be marked as completing the program/pathway, in separate fiscal years. Many of our programs have internships that crossover into the next fiscal year. Only data for students that completed their internship within the school year (July 1 - June 30) was able to be counted. To solve this issue clinical rotations and internships will be completed within a semester with no roll over into the next fiscal year. This will prevent loss of data and future E1 and E2 data will show all program completers within the same fiscal year.

**California Department of Education
Career Technical Education (CTE)
11 Elements of a High-Quality CTE Program
Self Review Tool**

Health Occupations Center Self-Review 18-19

11. CTE PROMOTION, OUTREACH, MARKETING, AND COMMUNICATION			
Yes	No	What is being Assessed	Evidence
X		11A. The CTE program has a recruitment brochure or similar document used to promote the program.	• Copy of Plan • Date and Type of Activities such as Web Page, Career Fairs, Open House, Serving on Program Related Committees, Etc.
X		11B. The CTE Department(s) conduct recruitment activities.	• Copy of Plan such as Feeder School Meetings
Comments: HOC has recruitment brochures for each program available in the office and at marketing events. We also have have a handout with details for each class that is available on the website and orientations. These handouts are updated twice a year. We conduct an open house in the spring and have campus visits/tours for local high school programs. The HOC Director works closely with the local high school Health Career Pathway program and the high school next door to make students aware of the opportunities offered. At this time, the majority of our classes fill and many are impacted by more students than we have spots in programs.			