

Applicant Name: CUBA INDEPENDENT SCHOOLS

Association Name: CTE Regional Association B

Narrative

CTE Vision and Community Partnership

1. Describe association/partner conversations held, the identified needs of your local community or region, and the vision engaged to enhance CTE opportunities at your high school or postsecondary institution.

Ans.

Cuba High School is in region B of the consortium. Conversations held with post-secondary community partners (Santa Fe CC, Northern New Mexico CC, UNM-Taos & UNM-Los Alamos, Santa Fe CC) include the transferring of NCCER training modules and offering high school students NCCER courses online. Cuba is 65 miles from Albuquerque, NM, which has a labor market for commercial, institutional and residential building construction. The vision is offer students internship opportunities, job training and future employment in these labor markets.

Academics

2. Describe how academic skills will be integrated into CTE programs to support CTE participants in achieving challenging academic standards, especially STEM competencies.

Ans.

All students will choose career pathways that may incorporate CTE programs. Teachers will collaborate to provide an integrated approach to build foundational skills in core areas through collaborative project based learning using academic standards (e.g., CCSS, NextGen Science) to ensure students will understand the progression and applicability of their learning. Reading comprehension, writing, speaking, listening, mathematical modeling, reasoning, critical thinking, scientific modeling, and problem solving will be aspects of the interconnectedness between the CTE course work and core subjects.

Student Advisement

3. How will career guidance and academic counselors teach middle school and high school students, including students who are members of special populations, about CTE offerings?

Ans.

At least twice a year, school counselors meet with middle and high school students to guide and educate them on CTE opportunities and offerings. This counseling effort includes Native American, economically disadvantaged, other minorities, homeless, and EL students and focuses on individual needs and goals. Counseling services include résumé writing, completing job applications, and review of resources for understanding the current and projected job market. In addition, counselors help students complete Next Step Plans, communicate current cohort graduation requirements, provide literature on career opportunities and college pathways, and provide resources from Work Force Solutions to help students understand cost of living, current occupational demands, and potential career pathways.

Career Exploration

4. How will students, including students who are members of special populations, learn about local workforce needs?

Indicate career exploration and career development activities that will be offered to middle school and high school students. Describe CTSO offerings that are available to build employability skills. Describe the various types of work-based learning opportunities that are available to students.

Ans.

All students, including special populations, will be included in monthly Motivational Mondays where students will learn about workplace trends, skills, examples, and opportunities. Guest speakers and business owners/managers along with teachers and counselors will work with students in understanding multiple career opportunities. Work Force Solutions and similar partners will present and engage students in workplace skill-building activities. Cuba Elementary 5th grade students and Cuba Middle 8th grade students will have capstone projects and Cuba High students will have capstone internships to develop work-based scenarios for

students. At both the middle and high schools, Carpenter's Union presentations will help support the development of student understanding of career opportunities. Within each Career Pathway, students will be engaged in career exploration. CISD has potential partnership with an NCCER sponsor to provide training, certification, internships, and resources for our Carpentry NCCER POS.

Special Populations

5. Describe existing gaps in student participation and achievement. How will you ensure that all students will have equal access to CTE programs? How are all students supported in academic achievement? Address the gaps and needs of specific subpopulations as identified in the comprehensive local needs assessment.

Ans.

At the high school, there is one career pathway (agriculture science) that does not mirror our current student population (70% Native American, 23% Hispanic, 7% Other). In all three courses offered (Ag Leadership, Science of Small Animals, and Intro to Science of Ag), Hispanic enrollment was 50%, 40%, and 72.7%, respectfully, and our Native American enrollment was 33.3%, 46.7%, and 27.3%, respectfully. The lack of participation by Native American students in this career pathway is one gap that school leadership is working to improve. For example, during course registration, students have the opportunity to choose their desired courses versus adults placing them in courses; this is a positive step toward increasing enrollment of special subpopulations. CISD will continue to increase student advisement to subpopulations to ensure they are aware of opportunities and avenues to reach these opportunities. Another gap is the lack of male representation within the Child and Human Development and Culinary Arts courses, with enrollment at only 25% and 31.3%, respectfully. Again, students' choice of courses together with guidance counseling will help to ensure career pathways are open to all students.

Professional Development

6. Indicate and describe, in summary, professional development opportunities that teachers, faculty, school leaders, administrators, special instructional personnel, career guidance and academic counselors, or paraprofessionals will participate in during this grant cycle. Describe also how funds will be used to attract CTE teachers and to retain teachers and maintain program continuity.

Ans.

Professional Development for teachers, school leaders, special instructional personnel, career guidance and academic counselors includes training on culture and language responsiveness, differentiation, project based learning, and standards instructional alignment. Perkins V will fund a portion of a CTE teacher's salary to build a longitudinal program from middle school to high school in the Carpentry career pathway. CISD will also leverage PD opportunities within the Region B Consortium to increase teacher and other staff capacity in CTE programming and implementation.

Program Evaluation

7. Describe the data you will collect and what evaluations that you will use to determine the effectiveness of funded activities.

Ans.

CISD will gauge effectiveness of funded activities by collecting 1) formative assessment data in core subjects and CTE classrooms along and 2) district interim assessment data in math and reading. Analyses of these data will show program effectiveness and student engagement, as well as any areas of the program in need of improvement. CISD will evaluate student enrollment, completion and certificate attainment within the CTE carpentry program of study. In addition, CISD will evaluate current partnerships with outside agencies, local businesses, and higher education partners to ensure student opportunities are maximized.

Programs of Study

POS Name: Carpentry - NCCER

Committees and Organizations

Local Industry Partner Name
SF City Gov't
Española Gov't
Meow Wolf
SF Chamber of Commerce
LANL
Regional Development Corp NM ED
SF County Gov't
United Way of NNM
Whiskey Aficionado & Owner
Local 412 Plumbers/Pipefitters
Jobs for the Future
NM Techworks
Regional Coalition of LANL Communities
NM Dept of IT
Jicarilla Apache Dept of Edu
Brian McPartlon Roofing, LLC
City of SF, Ofc of Economic Dev
EMR-Bear, LLC
SF Youthworks
Community Learning Network
NM Higher Education
Basin Coordinated
Nusenda CU
CS Alliance & Supercomputing
Taos Entrepreneurial Network
Bright Path Labs

Meeting Date 1	Meeting Date 2
08/27/2020	02/04/2021

Organization Name
Skills USA

Pathway Partnerships

Secondary Schools
CUBA INDEPENDENT SCHOOLS - CUBA HIGH

Post Secondary School
SANTA FE COMMUNITY COLLEGE - MAIN

Programs of Study

Cluster, Pathway, and Degree Plans

National Cluster	Pathway	2-Year Degree Plan	4-Year Degree Plan
Architecture and Construction	Construction		

Certification(s) Offered

Certification Name
NCCER Certifications

Program Requirements

Career Area Course Requirements / College Entrance Requirements

School Name: CUBA HIGH

Level	Course Name	Course Number
1	NCCER Core Curriculum-Intro	0480
2	NCCER Carpentry Level 1	0481
3	NCCER Carpentry Level 2	0482
Capstone	Construction Trades-Internship	0498

CTE Program of Study Alignment

A. For each program, name the high skill, living-wage, in-demand occupations that are aligned with the priority identified by the local needs assessment. What credential is required for entry-level employment in the target occupation? How does the program provide needed skills, including those needed for transitions from high school to postsecondary to employment?

Ans. Labor Market for NM in 2019 shows 3,000 available jobs in construction. Commercial & Industrial Construction with 481 jobs and an average salary of \$64,718. Residential Building Construction with 464 jobs and an average salary of \$32,448. Projected growth of jobs in construction & extraction are 569. The program provides the needed skills for student transitioning from high school to postsecondary to employment in that students will be able to earn certification in NCCER. This certification, in Carpentry, will provide students with a carpentry career path to further building their skill sets in postsecondary education as well as immediate employment in the job market upon graduation of high school.

B. Describe dual credit opportunities available to help students transition from high school to postsecondary, or describe work based learning and apprenticeship opportunities to help students transition from postsecondary to employment.

Ans. Santa Fe Community College is offering NCCER continued training to Cuba High students. NCCER is also working with industry partners in recognizing NCCER certificates to offer apprenticeship opportunities for Cuba High School students who participate in NCCER training certification. These opportunities will allow students to earn credits prior to entering post secondary institutions, namely Santa Fe CC. Internship opportunities will allow for dual credit acquisition prior to graduation of high school along with certification in the field of carpentry. Ultimately students will be learning needed skills to enter the workforce with trained skills which will make them more employable within the industry.

Strategic Alignment

1. Secondary to Post-Secondary

Please describe how the proposed Program of Study prepared students to transition from Secondary to Post-Secondary.

Ans.

2. Post-Secondary to Workforce

Please describe how the proposed Program of Study prepared students to transition from Post-Secondary to employment.

Ans.

3. Instructor Professional Organizations and Certifications

What Certifications and Professional Organization memberships are critical for the Program of Study Instructors?

Ans.

Budget Narrative

Please describe your approach to developing your budgets. What CLNA aligned activities are funded by Perkins? What CLNA aligned activities are funded by Next Gen? What activities are local choice Next Gen requests?

Ans.

This will be the first year 2020-2021 that CISD will see post secondary and career efforts begin at the middle school level to start a pipeline for CTE from 6th grade to 12th grades. CISD will focus on a CTE pilot (carpentry), building a vertical progression from middle school to high school with this CTE program of study. This funding will help support approximately 0.61 FTE salary for a carpentry teacher. In the past, course offerings have simply been woods classes; but, this POS is in line with certification with NCCER with an internship capstone course. In this way, CISD is taking initial steps to formalize a certify CTE pathway starting at the middle school and requests funding to support the salary of a 0.61 FTE to implement this new initiative. *CISD is applying for a Next Gen CTE competitive grant to purchase the supplies, materials, tools and equipment to build one tiny house on district-owned land that will serve as affordable housing for one new teacher. CISD continually struggles to recruit and retain teachers due to the lack of available/affordable housing in Cuba and surrounding area. For SY2020-2021, with Next Gen competitive grant funding, Cuba high school students in the CTE Carpentry Program will build one tiny house ready for move-in by August 1, 2021. All remaining supplies, materials, tools and equipment will be used to build more tiny houses through the CTE Carpentry program in SY2021-2022 and beyond, establishing much-needed housing for teachers.

Programs of Study Budget Details

Name	Item	Code	2020-2021 Federal	2020-2021 State	2021-2022 Federal	2021-2022 State
Carpentry - NCCER - CUBA HIGH	Professional Salaries	0.110	\$6,100.00	\$0.00	\$11,250.00	\$33,750.00
Carpentry - NCCER - CUBA HIGH	Grad Assists or Aids	0.120	\$0.00	\$0.00	\$0.00	\$0.00
Carpentry - NCCER - CUBA HIGH	Technicians	0.130	\$0.00	\$0.00	\$0.00	\$0.00
Carpentry - NCCER - CUBA HIGH	Secretarial/Clerical	0.140	\$0.00	\$0.00	\$0.00	\$0.00
Carpentry - NCCER - CUBA HIGH	Other Salaries	0.150	\$0.00	\$0.00	\$0.00	\$0.00
Carpentry - NCCER - CUBA HIGH	Employee Benefits	0.200	\$2,537.00	\$0.00	\$4,680.00	\$14,040.00
Carpentry - NCCER - CUBA HIGH	Purchased Services	0.300	\$0.00	\$0.00	\$0.00	\$0.00
Carpentry - NCCER - CUBA HIGH	Supplies/Materials	0.400	\$8,640.00	\$48,711.00	\$3,362.00	\$4,183.00
Carpentry - NCCER - CUBA HIGH	Travel	0.500	\$0.00	\$0.00	\$0.00	\$0.00
Carpentry - NCCER - CUBA HIGH	Equipment	0.700	\$0.00	\$0.00	\$0.00	\$0.00

Name: Carpentry - NCCER - CUBA HIGH

Item: Professional Salaries

Code: 0.110

Federal Explanation: To sustain a pilot CTE middle school initiative for Carpentry POS, funding a salary for a 1.0 FTE (Perkins 0.25 FTE, NextGen 0.75 FTE)

State Explanation:

Name: Carpentry - NCCER - CUBA HIGH

Item: Grad Assists or Aids

Code: 0.120

Federal Explanation:

State Explanation:

Name: Carpentry - NCCER - CUBA HIGH

Item: Technicians

Code: 0.130

Federal Explanation:

State Explanation:

Name: Carpentry - NCCER - CUBA HIGH

Item: Secretarial/Clerical

Code: 0.140

Federal Explanation:

State Explanation:

Name: Carpentry - NCCER - CUBA HIGH

Item: Other Salaries

Code: 0.150

Federal Explanation:

State Explanation:

Name: Carpentry - NCCER - CUBA HIGH

Item: Employee Benefits

Code: 0.200

Federal Explanation: To sustain a pilot CTE middle school initiative for Carpentry POS, funding benefits for a 1.0 FTE (Perkins 0.25 FTE, NextGen 0.75 FTE)

State Explanation:

Name: Carpentry - NCCER - CUBA HIGH

Item: Purchased Services

Code: 0.300

Federal Explanation:

State Explanation:

Name: Carpentry - NCCER - CUBA HIGH

Item: Supplies/Materials

Code: 0.400

Federal Explanation: CTE core curriculum and online access codes (\$1,917.65)

State Explanation: Carpentry supplies and materials

Name: Carpentry - NCCER - CUBA HIGH

Item: Travel

Code: 0.500

Federal Explanation:

State Explanation:

Name: Carpentry - NCCER - CUBA HIGH

Item: Equipment

Code: 0.700

Federal Explanation:

State Explanation:

Common Budget Details

Item	Code	2020-2021 Federal	2020- 2021 State	2021-2022 Federal	2021- 2022 State
Professional Salaries	0.110	\$0.00	\$0.00	\$0.00	\$0.00
Grad Assists or Aids	0.120	\$0.00	\$0.00	\$0.00	\$0.00
Technicians	0.130	\$0.00	\$0.00	\$0.00	\$0.00
Secretarial/Clerical	0.140	\$0.00	\$0.00	\$0.00	\$0.00
Other Salaries	0.150	\$0.00	\$0.00	\$0.00	\$0.00
Employee Benefits	0.200	\$0.00	\$0.00	\$0.00	\$0.00
Purchased Services	0.300	\$0.00	\$0.00	\$0.00	\$0.00
Supplies/Materials	0.400	\$0.00	\$0.00	\$0.00	\$0.00
Travel	0.500	\$0.00	\$0.00	\$0.00	\$0.00
Equipment	0.700	\$0.00	\$0.00	\$0.00	\$0.00
Indirect Costs	0.800	\$0.00	\$0.00	\$0.00	\$0.00
Administrative Costs	0.810	\$0.00	\$0.00	\$0.00	\$0.00

Common Budget Details Explanations

Item: Professional Salaries

Code: 0.110

Federal Explanation:

State Explanation:

Item: Grad Assists or Aids

Code: 0.120

Federal Explanation:

State Explanation:

Item: Technicians

Code: 0.130

Federal Explanation:

State Explanation:

Item: Secretarial/Clerical

Code: 0.140

Federal Explanation:

State Explanation:

Item: Other Salaries

Code: 0.150

Federal Explanation:

State Explanation:

Item: Employee Benefits

Code: 0.200

Federal Explanation:

State Explanation:

Item: Purchased Services

Code: 0.300

Federal Explanation:

State Explanation:

Item: Supplies/Materials

Code: 0.400

Federal Explanation:

State Explanation:

Item: Travel

Code: 0.500

Federal Explanation:

State Explanation:

Item: Equipment

Code: 0.700

Federal Explanation:

State Explanation:

Item: Indirect Costs

Code: 0.800

Federal Explanation:

State Explanation:

Item: Administrative Costs

Code: 0.810

Federal Explanation:

State Explanation:

Enrollment Goals

Measures	2018-2019 School Year Baseline Value	% of Total Students	2020-2021 School Year Projection	% of Total Students	2021-2022 School Year Projection	% of Total Students
Total number of students in grades 9 through 12 in your Local Education Agency (LEA)			228		230	
Number of CTE participants in the LEA			213	93.42 %	220	95.65 %
Number of CTE concentrators taking 2 or more courses in a single Program of Study			150	65.79 %	200	86.96 %
Number of students reaching CTE completer status during the program year having taken 2 or more courses in a single program and having completed a CAPSTONE course.			150	65.79 %	200	86.96 %

