

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. Post-secondary community partners include Santa Fe Community College, Northern New Mexico Community College, UNM-Taos & UNM-Los Alamos. Santa Fe Community College accepts the transfer of NCCER training modules currently being taught in the area of carpentry at Cuba High. Santa Fe Community College also offers NCCER courses online that will easily allow Cuba High students to continue programs of study started at Cuba High. Cuba is located sixty-five miles from Albuquerque, NM. Albuquerque has a labor market for Commercial & Institutional Building Construction & Residential Building Construction. The vision is to work with the construction industry to allow on the job training and future employment in these labor markets for Cuba students. The vision includes internship opportunities for high school students in the construction industry. The vision to start students within this POS at the middle school so as to provide students an opportunity to experience what carpentry is about and how they can build their future in the field of carpentry as a career.

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 which may incorporate CTE programs. Teachers will collaborate to provide an integrated approach to build foundational skills in core areas and apply these skills in CTE programs through collaborative project-based learning. Teachers will plan using CC, NextGen Science, and other state standards in a collaborative effort to ensure students will understand the progression of learning and the connectedness of learning throughout their middle and high school experience. CTE teachers will apply what students are learning in their core classes in the programs they offer to ensure students are seeing the application of such knowledge. The reading comprehension, writing, speaking, listening, mathematical modeling, reasoning, critical thinking, scientific modeling, and problem solving will be aspects of the inter-connectedness 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.

Programs of study are published in course catalogs for Cuba Middle & High Schools. Counselors will meet with students to guide and educate them on CTE opportunities and offerings at least twice a year. This counseling will include Native American, economically disadvantaged, other minorities, homeless, and EL students within the district and will be based on individual needs and goals. Résumé writing, filling out applications, and understanding the current and projected job market will also be provided for students so that can adequately choose career paths that interest and benefit them. Counselors will help students review Next Step Plans, communicate current cohort graduation requirements, provide literature on career opportunities, college pathways, and conduct strength finding assessments to help students to see potential areas of interests. Counselors will also use resources from Work Force Solutions to help students understand cost of living, current occupational demands, and potential career pathways. Partners will include Mission: Graduate, NCCER, local businesses, and CISD Alumni.

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 school Carpenters 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 the 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, SME's, and higher education partners to ensure student opportunities are maximized. At the end of the year the CTE teachers will conduct a needs assessment to ensure programs are meeting the needs of the students as well as meeting the needs of industry demand.

Programs of Study

POS Name: Carpentry - NCCER

Committees and Organizations

Pathway Partnerships

Secondary Schools
CUBA INDEPENDENT SCHOOLS - CUBA HIGH

Post Secondary School
SANTA FE COMMUNITY COLLEGE - MAIN

Program Requirements

Career Area Course Requirements / College Entrance Requirements

School Name: CUBA HIGH

Level	Course Name	Course Number
1	NCCER Core Curriculum-Intro	0480
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.The Labor Market for NM in 2021 showed 48,000 jobs in construction. The Private Sector Average Weekly Wage in NM was \$907. Projected growth of jobs in construction continues to increase. The program provides the needed skills for students 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.

CISD has made post secondary and career efforts begin at the middle school level to start a pipeline for CTE from sixth grade to 12th grade. CISD will focus on a CTE carpentry program, building a vertical progression from middle school to high school with this CTE program of study. This funding will help support approximately .50 FTE salary for a carpentry teacher, Mr. Jacob Lineberry. This program is in line with certification with NCCER and will include internships and a capstone course. In this way, CISD is taking initial steps to formalize and certify CTE pathway starting at the middle school and requests funding to support the salary of 0.50 FTE to implement this initiative. CISD is applying for a NextGen CTE competitive Grant to purchase the supplies, materials, tools, and equipment to build projects that can be used around the district - such as storage sheds, and possibly even a tiny home that can be put to use on district owned land that will serve as affordable housing for one teacher. CISD continually struggles to recruit and retain teachers due to the lack of available affordable housing in Cuba and surrounding areas and this will assist in that area.

Programs of Study Budget Details

Name	Item	Code	2022-2023 Federal	2022-2023 State	2023-2024 Federal	2023-2024 State
Carpentry - NCCER - CUBA HIGH	Professional Salaries	0.110	\$15,342.00	\$15,000.00	\$15,342.00	\$15,000.00
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	\$2,300.00	\$2,537.00	\$2,300.00
Carpentry - NCCER - CUBA HIGH	Purchased Services	0.300	\$0.00	\$0.00	\$0.00	\$0.00
Carpentry - NCCER - CUBA HIGH	Supplies/Materials	0.400	\$0.00	\$0.00	\$0.00	\$0.00
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 implement CTE MS/HS initiative for Carpentry POS this will fund salary for a 0.25 FTE, Jacob Lineberry

State Explanation: To implement CTE MS/HS initiative for Carpentry POS this will fund salary for a 0.25 FTE, Jacob Lineberry

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 implement CTE MS/HS initiative for Carpentry POS this will fund benefits for a 0.25 FTE, Jacob Lineberry

State Explanation: To implement CTE MS/HS initiative for Carpentry POS this will fund benefits for a 0.25 FTE, Jacob Lineberry

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:

State Explanation:

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	2022-2023 Federal	2022-2023 State	2023-2024 Federal	2023-2024 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	2020-2021 School Year Baseline Value	% of Total Students	2022-2023 School Year Projection	% of Total Students	2023-2024 School Year Projection	% of Total Students
Total number of students in grades 9 through 12 in your Local Education Agency (LEA)			250		250	
Number of CTE participants in the LEA			50	20.00 %	60	24.00 %
Number of CTE concentrators taking 2 or more courses in a single Program of Study			31	12.40 %	40	16.00 %
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.			11	4.40 %	20	8.00 %

