

Metropolitan Education District

Career Technical Education Plan

For the Central County Occupational Center (CCOC)



APPROVALS:

Initial

Career Technical Education Advisory Committee.....	<u>June 13, 2007</u>
MetroED Governing Board.....	<u>June 27, 2007</u>
Sector Advisory Groups (“Employer Advisory Boards”).....	<u>July 30, 2007</u>

Updates

Career Technical Education Advisory Committee.....	<u>January 15, 2007</u>
MetroED Governing Board.....	<u>January 23, 2008</u>
Sector Advisory Groups (“Employer Advisory Boards”).....	<u>January 15, 2008</u>

Preface

The Metropolitan Education District (MetroED) is a Joint Powers Authority (JPA) formed pursuant to Government Code, Section 6500, et seq, by the following school districts operating in Santa Clara County:

- Campbell Union High School District
- East Side Union High School District
- Los Gatos-Saratoga Joint Union High School District
- Milpitas Unified School District
- San Jose Unified School District
- Santa Clara Unified School District

The purpose of this JPA is to operate the Central County Occupational Center (CCOC), a Regional Occupational Center Program (ROC/P), ROP classes for the participating districts and the Metropolitan Adult Education Program (MAEP).

This document has been developed by an executive committee appointed by Superintendent Paul Hay. The members of this Committee are:

- Paul Hay, MetroED Superintendent
- John Fox, CCOC Director
- Pamela Watson, MetroED Director of Accountability and Instruction
- Daniel Gilbertson, MetroED Human Resources Director
- Tom Mullin, CCOC Assistant Principal
- Mark Bartos, Dreiling Terrones Bartos Architecture Inc.

Following the development of a Draft document, comments were solicited from the CCOC Career Technical Education (CTE) Advisory Committee. The CCOC CTE Advisory Committee consists of members from within the school as well as business and industry partners.

The MetroED/CCOC CTE Advisory Committee approved this plan on June 13, 2007 and recommended subsequent approval by the MetroED Governing Board. The MetroED Governing Board approved the plan on June 27, 2007. The associated Career Technical Advisory Committees (Also known as Employer Advisory Boards) for each sector reviewed and approved the initial plan as of July 30, 2007. This update to the initial plan was reviewed and approved by the Committee on **January 15, 2008** and recommended for board approval on **January 23, 2008**.

The CCOC embraces the challenge of continuously responding to business and community needs and educational and legislative mandates while focusing on the needs of the Joint Powers Authority participating districts and its students.

This Career Technical Education Plan addresses how the CCOC will continue to maintain its unique qualities in this transition from an institution that had previously represented an optional course of study for high school students to an institution that prepares students for a wide range of postsecondary options.

This plan is intended as a living document which will be reviewed annually and updated in order to respond to evolving educational trends and industry needs.

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Metropolitan Education District
Central County Occupational Center

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Background

History

Since 1968, the Metropolitan Education District's Central County Occupational Center in central San Jose, has been home to vocational training for school districts in Santa Clara County. The facility has evolved from a single district vocational educational training facility, a technical high school, to its present-day status as the premier Career Technical Education center in Santa Clara County.

Four school districts, San Jose Unified School District, East Side Union High School District, Campbell Union High School District and Santa Clara Unified School District, formed the Regional Vocational Center (RVC) in 1968, as a cooperative vocational training program and facility at the present CCOC site in San Jose. Milpitas Unified School District joined in 1969, and Los Gatos-Saratoga High School District joined in 1973.

At the time the MetroED JPA was created in 1983, the secondary education course of study was clearly separated into "academic" and "vocational" tracks. The California Education Code stated:

"The governing Board shall prescribe **separate** courses of study including, but not limited to, a course of study to prepare prospective pupils for admission to state colleges and universities and a course of study for career technical training. (Ed Code Section 51224, 1977)

Now, the Education Code states that a secondary education program must have a dual purpose:

"Each school district shall offer ...a course of study fulfilling the requirements for admission to the California public institutions of postsecondary education; **and** a course of study that provides the opportunity for those pupils to attain entry-level employment skills in business and industry." (Ed Code Section 51228, (a) (b) 1983, amended 2002)

The Metropolitan Education District Joint Powers Authority was created to better serve the participating districts' constituent communities. The participating districts realized that, by partnering together and pooling their resources, they could realize substantial economies of scale and expense, and offer a variety and depth of regional occupational programs impossible to provide separately.

As stated in the MetroED Joint Powers Agreement, The Central County Occupational Center (CCOC) campus was created with the sole purpose of providing quality vocational, technical and occupational training opportunities to prepare youth for gainful employment in the occupational area for which training was provided.

For nearly 40 years, the CCOC has successfully provided high quality vocational programs of study to the students of the six participating districts as outlined in the JPA agreement and the Education Code Sections referenced above.

Current Program

The CCOC currently provides classes in 11 of the 15 industry sectors and the multiple pathways defined in the California Career Technical Education Model Curriculum Standards.

Presently, approximately 1,600 high school students from 36 comprehensive and continuation high schools from the participating districts attend daily three hour capstone courses in the morning or afternoon at the CCOC. Students are transported to and from their home schools where they complete their high school studies.

Students at the CCOC receive 534 hours of CTE instruction annually during three hour courses in lab settings from experts in their field. This provides educational opportunities unavailable at most comprehensive high schools. Comprehensive high schools typically provide one hour CTE courses, for a total of 180 hours of instruction per year.

Students apply the in-depth instruction to an internship or to the community classroom/cooperative education concept, where students combine classroom training with on-the-job experiences in businesses throughout the community. For an entire semester or for a few weeks' duration, internship experiences allow students to have first-hand experiences in the world of work.

A CCOC student who successfully completes a course is most likely ready for an entry-level job in the industry sector. The student may receive a letter of competency which highlights the industry and workability standards mastered, a certificate of achievement, and may be eligible for industry certification,

The CCOC includes community colleges as partners in providing students with academic and career technical education postsecondary options. Nearly all classes at the CCOC are articulated to community college courses and students who earn an A or B in those classes receive college credit.

Each Career Technical Education sector has an employer advisory board supporting that sector. The Advisory Boards advise teachers on current job needs, curriculum development and refinement, equipment needs and current technology. These local business and community partners also mentor students and provide job shadowing and internship opportunities, guest speakers, scholarships and awards.

Mission and Purpose

The Central County Occupational Center mission, to educate eligible high school and adult students for success in careers and college in a professional hands-on environment, is consistent with the California Education Code discouraging separate academic and career technical courses of study. This mission statement is in harmony with the career technical education reforms outlined in Assembly Bill 2448, the new Model Curriculum Standards and Frameworks, and the new Carl D. Perkins plan.

In order for the CCOC to remain current and in compliance, the tasks ahead are challenging. However, historically the CCOC has been flexible in response to change. The CCOC has discontinued classes that were either outdated, did not meet student needs/interests, or were more appropriately classified as ROP classes on the high school campuses, and courses have been introduced to address high demand industry needs.

With the introduction of the California High School Exit Exam (CAHSEE) as a high school graduation requirement, the CCOC began addressing the specific academic needs of its students by infusing CAHSEE mathematics standards into the curriculum, and students are beginning to show gains on the formative assessments.

During the 2007-08 school year, CCOC faculty and staff has continued to carry out its mission by embracing a rigorous professional development program that includes: English Learner Certification classes for all teachers, the introduction of English Language Arts standards and vocabulary instruction, and the alignment of the California Model Curriculum Standards with the current industry certified curricula.

The sole purpose of the CCOC is its mission: to provide a rigorous, academically integrated career technical education program for its six participating districts in the JPA.

Courses that we have added in the last two years to meet high demand industry needs include:

Forensic Investigation

- Law Enforcement
- Probation and Legal Career
- Video Production
- Baking and Catering
- Veterinary Assisting
- Computer Technology Careers

Courses added in 2007-08 include:

- Fire Science
- EMT (Emergency Medical Technician)

Examples of courses no longer provided as needs have diminished include:

- Administrative Assistant
- Computer Applications
- Computer Maintenance
- Electronic Assembly
- Network Administrator
- Surgical Technician

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Career Technical Education Plan

Introduction

This plan is intended to be a living document. The plan encompasses all aspects of the CCOC program. Curriculum and instruction, assessment and accountability, facility needs, and community collaboration are all integral parts of the CCOC CTE plan. This plan will be revisited and revised on an annual basis as educational and industry trends evolve. This plan is a blueprint designed to be used as a guide for:

- **Expanding** the current program;
- **Reviewing** the quality and applicability of the current program;
- **Evaluating** possibilities for new courses;
- **Implementing** the goals described herein and allowing for evolution of these goals; and
- **Developing** resources necessary to implement the plan.

Curriculum and Instruction

The CCOC shall increase student achievement by continually increasing rigor and relevance in our instructional program. CCOC students will be able to acquire skills, and apply those skills when analyzing a situation or creating solutions to workplace problems. In response to requirements described in Assembly Bill 2448, MetroED and the CCOC have developed the following goals to achieve by 2010.

Curriculum Goals

- Align and integrate CCOC curriculum in every industry sector with the *California Career Technical Education Model Curriculum Foundation and Pathway Standards*.
- Utilize the *Career Technical Education Framework for California Public Schools, Grade Seven Through Twelve*, as a blueprint to implement collaborative and interdisciplinary work among pathways within each industry sector and to provide real workplace experiences for students.
- Restructure classes to allow collaboration and interdisciplinary work among pathways within each industry sector and provide real workplace experiences for students.
- Develop a sequenced program of CTE introductory, concentrator and capstone classes and experiences that span grades 7-16 and includes classes that are "A-G" approved, meet high school graduation requirements, receive academic equivalency credit and are articulated with postsecondary institutions.
- Institute a plan for sequencing courses with the community colleges. The plan must be presented to the participating districts, approved by the Governing Board and sent to the California Department of Education
- Develop an annual professional development plan for instructors that increases rigor and relevance in content and in practice. CAHSEE English/Language Arts and Mathematics standards and career technical education standards integration, contextual and applied learning strategies, "state-of-the industry" topics, higher order critical thinking skills, and research-based, "best" instructional strategies will be topics explored in efforts to improve student achievement and instructional efficacy.
- Instructors, administrators and staff shall work with the employer advisory boards and other industry and business community partners to develop new classes addressing emergent needs.
- Instructors, administrators and staff shall work with the employer advisory boards and industry and business community partners to identify additional classes eligible for industry based certifications and shall obtain those certifications as applicable.
- Instructors, administrators and staff shall identify classes that prepare students for state and national examinations that award certifications based on examination. Curriculum and assessments will be aligned to reflect the standards needed for success in those classes.

Career Sectors and Pathways

The following Career Sectors and Pathways are currently provided by MetroEd/CCOC. The sectors and pathways available to our students will continually evolve as necessitated by industry needs. Sectors and pathways that become obsolete, or less in need, may be dropped from the curriculum. Sectors and pathways that appear on the horizon as representing a critical industry/economic need in the Region and California will be added.

This plan is not intended to be a “course catalogue” or comprehensive description of course requirements. The Metropolitan Education District CCOC website (<http://www.metroed.net/cte-day.html>) provides a detailed description of each sector and related courses.

Sequencing courses with CCOC ROP classes in the participating districts and our neighboring community colleges is a continual process. Most courses are sequenced from high school through community college with outstanding students receiving community college credit for their work. Others courses are “works in progress” because they are new courses or the collaborative work is on-going. In each sector, there are examples of the course sequences available to CCOC students.

Current Program Offerings

Agriculture and Natural Resources Industry Sector

- Animal Science Pathway

Veterinary Assistant

Students will learn anatomy and physiology, as well as animal health and disease, to prepare for employment as a veterinary assistant in clinics, kennels, laboratories, shelters, and pet stores. Course includes hands-on experience in clinic settings.

Arts, Media, and Entertainment Industry Sector

- Media and Design Arts Pathway
- Production and Managerial Arts Pathway

Animation

Students learn basic figure drawing, cell animation, 2D and 3D computer animation, as well as developing an understanding of script writing, storyboarding, and sound design. This course is designed to prepare students for entry-level positions in the field of animation. Coursework focuses on learning the basics of figure drawing, traditional cell animation, 2D and 3D computer animation, 3D modeling, texture mapping and rendering, lighting techniques and portfolio development. In addition, students develop an understanding of scriptwriting, storyboarding, and non-linear editing, as related to the field of animation.

Graphic Design

Students study color theory, typography, illustration, layout, and design for desktop publishing and computer graphics. Students will do advanced work for packaging and print production, and more advanced methods of creating graphics and making samples for a portfolio are employed. These include computer graphics or desktop publication.

Multimedia

Students learn all about computer graphics, animation and video from the desktop with the latest equipment and programs. Multimedia uses computers to bring together text, sounds, animation, graphic art and video technology to educate, inform and entertain.

Video Production

Students learn to produce videos for business and entertainment from scriptwriting to final edit. Video and audio technology is the largest and most rewarding occupation in the creative arts. Students learn to use cutting-edge software applications for audio and video production and editing, including iMovieHD, Final Cut Pro 5, and ProTools.

Arts, Media and Entertainment Industry Course Sequence

ROP / HS Course	CCOC Courses	Community College Courses
<ul style="list-style-type: none"> • Media Arts 1 • Media Arts Film • Photography • Digital Art/Photography • Yearbook • Video Production • Animation • Graphic Design • Multimedia Production • Electronic Music • Digital Design 	<ul style="list-style-type: none"> • Animation • Graphic Design • Multimedia • Video Production 	<p>West Valley College</p> <ul style="list-style-type: none"> • Modeling for Animation • Mastering Illustrator I • Beg Photoshop Elements • Digital Audio and Video • Digital Media 1 • Digital Media Internship • Web Pages with HTML <p>Evergreen Valley College</p> <ul style="list-style-type: none"> • Computer Visual Design • Web Design I-Internet Pub <p>San Jose City College</p> <ul style="list-style-type: none"> • Computer Graphics • Web Design I-Internet Pub

Building Trades and Construction Industry Sector

- Cabinetmaking and Wood Products Pathway
- Engineering and Heavy Construction Pathway
- Mechanical Construction Pathway

Carpentry / Building Trades

Students design and construct buildings using carpentry tools and equipment. This course gives students the experience necessary to enter the construction trades as an apprentice carpenter or as an apprentice in a related trade. Students get hands-on experience as well as academic exposure to the entire spectrum of residential construction: print reading (building plans), foundations, framing, roofing, finish work and drafting. The course also includes units on CAD, math, business skills, use of the personal computer, job search and building maintenance skills, including painting, plumbing, electrical wiring and sheet rocking.

Electrical Maintenance

Electrical installations, trouble shooting and repair for students wishing to enter electrical maintenance careers. This program is designed to develop pre-employment skills and attitudes in students wishing to enter industrial electrical maintenance occupations. Basic electrical safety; electrical code; lighting; switching and motor control circuits; electrical trouble-shooting; blueprint and schematic reading; and installation techniques are studied.

As new students gain experience and knowledge in the classroom, they participate in assigned campus electrical installations and maintenance ranging from lighting maintenance to the troubleshooting and repair of the great variety of industrial equipment found on the CCOC campus.

Air Conditioning, Refrigeration, Heating

Maintenance, overhaul, repair and adjustment of heating, air conditioning and refrigeration units. This program enables students to develop entry-level job skills in domestic and light commercial refrigeration and air-conditioning repair and maintenance. Included is instruction in the theory and application of basic principles involved in conditioning and cooling of air; electrical fundamentals and controls; the use of technical reference manuals; diagnosis of unit malfunctions; and repair and adjustment of compressors, pumps and related components. Students are given hands-on classroom experience and work on live equipment throughout the CCOC campus as aides to the campus maintenance crew.

A second year of advanced training includes theory and application of heating principles, commercial air conditioning and refrigeration, airflow measurements and system design. Refrigerant reclaim and recycling is a requirement for completion of both year one and year two

Cabinetmaking

Students operate woodworking machines common to millwork, cabinetmaking, finish carpentry and the display industry. Students learn how to operate all major woodworking machines, both stationary and portable, that are common to the millwork, cabinetmaking, finish carpentry and display industry. Students receive hands-on experience in the processes used to build fine casework, kitchen cabinets, displays, moldings, frames, trim and panels, and windows and sashes. Instruction includes training in layout, cutting, shaping fabrication, and assembling parts by means of pneumatic tools and woodworking machines, cabinet installation, installing hardware; e.g., hinges, catches and drawer pulls; blueprint reading and features of various kinds of woods.

Building Trades and Construction Industry Course Sequence

ROP / HS Course	CCOC Courses	Community College Courses
<ul style="list-style-type: none">Construction Technology, Woods 1/2	<ul style="list-style-type: none">Carpentry/Building TradesElectrical MaintenanceAir Conditioning / Refrigeration / Heating (HVAC)	San Jose City College <ul style="list-style-type: none">Construction, Tools, Materials and ProcessesResidential ConstructionResidential WiringRefrigeration Principles

Fashion and Interior Design Sector

- Fashion Design, Manufacturing and Merchandising Pathway
- Interior Design, Furnishings and Maintenance Pathway

Interior Design

Students learn interior design skills through hands-on activities and on-the-job training in color, materials, furniture, lighting, and scale drawings. This course is designed to prepare students for entry-level positions in the creative field of Interior/Architectural Design by covering: Basic elements of design, color, materials, finishes, furniture and lighting; architectural skills to develop scaled drawings; hands-on activities applied in the lab and on the job through community classroom with interior designers, architects, related professionals, and commercial businesses.

Fashion Design

This one year, 534-hour course prepares students with the skills, attitudes and knowledge needed for employment in fashion and textile design occupations. Instruction includes such topics as industry regulations; identification and analysis of textiles and textile products; elements and principles of design; garment construction; merchandising and fashion forecasting. Students develop skills to illustrate designs; create color charts with interesting pattern and texture variations; design apparel (including draping, pattern making, and grading); and develop and merchandise a line.

Fashion and Interior Design Course Sequence

ROP / HS Course	CCOC Courses	Community College Courses
<ul style="list-style-type: none">• Fashion Design• Fashion Workshop	<ul style="list-style-type: none">• Interior Design• Fashion Design	West Valley College <ul style="list-style-type: none">• Introduction to Interior Design

Finance and Business Industry Sector

- Accounting Services Pathway

Managerial Accounting

Students prepare and process financial data for computerized accounting systems; process data for financial offices. If you want to work in Silicon Valley or own your own business one day, this class is for you. Students learn current computer software and accounting practices needed to be successful in industry today. Accounting is needed in every company, in every state, in every country. This profession can work anywhere in the world.

Students concentrate on building solid double-entry accounting concepts featuring statement and report preparation and generation, cash control systems, accounts payable/receivable, general ledger accounting, payroll systems, file maintenance and weekly updates, and merchandise inventory control.

Successful business employability techniques are taught and practiced during the course of the class to get students ready for the work world.

An integral part of this course is being assigned to a financial office (community classroom) for on-the-job experience. This is non-paid and students must provide their own transportation.

This program is part of the Tech Prep sequence of courses for Accounting and carries college credit for students who meet the criteria.

Office Assistant

Students learn entry-level office skills such as keyboarding, filing, telephone etiquette, email protocol, and internet skills. This is a fundamentals class that teaches skills necessary for entry-level office occupations. Students reaching appropriate competency levels are able to transfer into additional computer classes for another year of training at CCOC.

Small Business Management

Students learn the basics of running a business. Use Microsoft software to manage a virtual business. Work in Accounting, Human Resources, Information Technology, or Sales & Marketing. Students will prepare for entry-level employment in a business setting or for advanced business studies in a business career pathway. Students will prepare for the employment hiring process by developing a career portfolio and resume. Students work in teams to develop and run a business enterprise. Tasks include management and business plan writing, sales and marketing techniques, accounting and banking record keeping, human resource forms and program development. Students learn Microsoft Windows applications on personal computers. Students develop the ability to use Microsoft Word, Excel, Publisher and PowerPoint to produce business documents. Basic skills are integrated into daily tasks related to business management. This includes communications, human relations, business math, business English and personal employability skills.

Finance and Business Industry Sector Course Sequence

ROP / HS Course	CCOC Courses	Community College Courses
<ul style="list-style-type: none">AccountingMarketingIntro to BusinessSales and Marketing	<ul style="list-style-type: none">Managerial AccountingOffice AssistantSmall Business Management	<p>Evergreen Valley College</p> <ul style="list-style-type: none">MS WordElectronic CalculatorKeyboarding / Document FormattingBookkeeping Small Business <p>West Valley College</p> <ul style="list-style-type: none">Computer KeyboardingDocument FormattingBeginning MS WordMission CollegeMarketing PrinciplesSan Jose City CollegeComputer KeyboardingDocument ProcessingMS Word

Health Science and Medical Technology Industry Sector

- Diagnostic Services Pathway
- Health Informatics Pathway

Dental Assisting

Students learn chair side assisting, laboratory and X-ray procedures, with radiation and clinical experience. The Dental Assisting Program prepares the student for employment as a dental chair side assistant and/or office assistant upon graduation. It also provides the student with a good foundation for entering related areas such as dental x-ray technician, hygienist, dentist, dental laboratory technician, and the continuation of a dental assisting program in a community college. Students have the opportunity to explore all related areas in dentistry.

Health Occupations

Medical terminology and communication skills are coupled with experience in health occupations in community hospitals or other health facilities. During the first quarter students complete a core curriculum consisting of medical terminology, anatomy and physiology, nutrition, metrics, patient care, diseases, infection control; and lab training in CPR, first aid, vital signs, positioning/transferring patients, primary and secondary patient surveys.

Medical Assistant

Students learn back office medical procedures with clinical training in medical offices. In this program, the students prepare for work in doctors' offices, clinics, hospitals and related occupations. An applied emphasis on back office skills with an introduction to front office skills is taught. Additional topics include: medical terminology, introduction to pharmacology, nutrition, anatomy and physiology, and lab procedures.

Medical Office Careers

Prepares students for entry-level employment in medical offices and clinics. The program teaches an understanding of terminology, documents, and procedures. Students will learn medical terminology, medical receptionist duties, medical typing and transcription, medical billing procedures, and medical office procedures, as well as alphabetic and numeric filing, 10-key calculator skills, personal computer skills, telephone techniques, typing skill and theory, English grammar and spelling, business vocabulary and job preparation.

Health Science and Medical Technology Course Sequence

ROP / HS Course	CCOC Courses	Community College Courses
(none)	<ul style="list-style-type: none"> • Dental Assisting • Health Occupations • Medical Assistant • Medical Office Careers 	Foothill College <ul style="list-style-type: none"> • Intro to Dental Assisting • Specialty Practice Procedures West Valley College <ul style="list-style-type: none"> • Intro to Health Careers • Structure & Function-Human Body • Basic Medical Terminology • Medical Information Processes • Computer Keyboarding • Document Formatting • Beginning MS Word Evergreen College <ul style="list-style-type: none"> • Basic Medical Terminology • Specialty Practice Procedures • Computer Keyboarding

Hospitality, Tourism, and Recreation Industry Sector

- Food Service and Hospitality Pathway

Baking and Catering

Students learn all aspects of commercial baking, preparing cookies, donuts, muffins, pies, pastries, breads, and decorated cakes, as well as learning catering through preparing and serving refreshments at school events.

Students will operate all aspects of a commercial bakery, gaining hands-on experience preparing large quantity cookies, donuts, muffins, pies, pastries, breads, and cakes, including cake decorating. Products will be sold to students and staff. Students will also learn catering, namely, preparing and serving food and refreshments at social affairs. Foods prepared will include hors d'oeuvres, fancy and plain sandwiches, and salads.

Culinary Arts

Students will learn all phases of the food services industry through hands-on instruction in both student lab and commercial kitchen.

Course Sequence

ROP / HS Course	CCOC Courses	Community College Courses
<ul style="list-style-type: none">• Intro to Culinary, Hospitality and Management/Advanced• International Cuisine• Foods 1, 2• Health/Nutrition/Food• Academy Cuisine	<ul style="list-style-type: none">• Baking and Catering• Culinary Arts	Mission College <ul style="list-style-type: none">• Hospitality Management• Quantity Foods Operation

Engineering and Design Industry Sector

- Computer Hardware, Electrical, and Networking Engineering Pathway
- Engineering Design Pathway
- Engineering Technology Pathway

Computer Technology Careers

Learn how to install, diagnose, and repair hardware and software. Acquire an understanding of jobs in the computer industry in sales & setup, software installation, help desk, computer support, computer networks, and programming. This course is an interactive tour through the world of Information Technology. Students will gain an understanding of general computer industry concepts and develop skills necessary to enter computer-related careers. Through hands-on experience students will learn a variety of industry skills including: building and repairing computers; installing and supporting operating software (Windows, Mac OS, and Linux); installing and supporting software; planning, constructing, and maintaining computer networks; using and supporting internet applications; effective interpersonal communication.

The class consists of a combination of lectures, hands-on activities, and field trips designed to assist students in learning how to effectively plan, install, manage and troubleshoot many technologies found in today's marketplace. Emphasis is placed on employability and interpersonal skills required to succeed in this customer-oriented field.

Robotic/Engineering Technology

Students learn electronic concepts, troubleshooting techniques, programming, and operation of robots

Course Sequence

ROP / HS Course	CCOC Courses	Community College Courses
<ul style="list-style-type: none">• Engineering Technology	<ul style="list-style-type: none">• Computer Technology Careers	San Jose City College <ul style="list-style-type: none">• Introduction to PC Hardware and Diagnostics

Manufacturing and Product Development Industry Sector

- Graphic Arts Technology Pathway
- Integrated Graphics Technology Pathway
- Machine and Forming Technology Pathway
- Welding Technology Pathway

Computer Aided Drafting

Students study electrical, mechanical, civil and architectural drafting using the latest in computer-aided drafting programs and equipment. Computer-aided design and drafting are an integral part of the design and manufacturing process and highly recommended as a basic skill for students interested in pursuing careers in technical, architectural, manufacturing, facilities management and engineering. A CAD drafter's renderings connect innovative ideas to the realities of tomorrow. Whether on a piece of paper or a computer, every building, structure, or new product starts as a drawing. Drafters work with engineers and designers to translate their ideas into technical drawings that will guide the fabrication of products. Turn your interests in drawing and in being creative into a well-paying and satisfying career by learning current CAD drafting techniques and standards.

The first year will introduce students to aspects of basic mechanical drawing and design, fundamental computer operation, AutoCAD features and commands, CAD drawing modifying objects, layers, editing, geometric construction, multi-view projection, isometric views, sectional and auxiliary views, dimensioning, geometric dimensioning and tolerancing, PC drawing and piping. Other skills include team building, leadership and interview techniques.

The second year offers students a choice of three design disciplines: electro/mechanical design, electronic and PC board design and architectural design. Students will work on project-based instruction including advanced model building skills, 3D solid and wire frame modeling, project development and leadership skills. Industry internships are available

Metals Technology

Students learn welding theory and safety. Gain hands-on experience in operation of welding equipment. Students prepare for employment as welders in the manufacturing, construction, aerospace, and maintenance industries. Entering students learn basic welding procedures for oxy-acetylene welding, brazing and cutting, arc welding, MIG welding, and TIG welding. Students make small projects as their welding skills develop. After learning the basic skills, students may enter the fabrication phase of the class. During the fabrication phase, students learn to build projects from plate and sheet metals, read blueprints, and perform layout and fitting operations. The safe operation of fabricating equipment for cutting and forming metals is also emphasized.

Precision Machining

Students study basic machining theory and hands-on operation of a variety of machines and computer-assisted machining. All entering students complete a machining orientation unit composed of a study of career opportunities in the machining industry. Students learn good work habits, shop math, blueprint reading and basic machining theory through "hands-on" experience. Instruction includes: hand tools, layout, precision measurement, pedestal and surface grinding, vertical mills, engine lathe, and drill press.

A second year of advanced training is available. Greater emphasis is placed on computer aided designing (CAD) of parts and computer assisted machining (CAM/CNC) on the lathe and milling machines; in addition, quality, manufacturing, and production processes are taught.

Manufacturing and Product Development Course Sequence

ROP / HS Course	CCOC Courses	Community College Courses
<ul style="list-style-type: none"> • Drafting • CAM Lab • CAD 1 • Metals 1/2 	<ul style="list-style-type: none"> • Computer Aided Drafting • Metals Technology • Precision Machining 	<p>Evergreen Valley College</p> <ul style="list-style-type: none"> • Mechanical CAD Applications • Fundamentals of AUTOCAD • Design Drafting • AUTOCAD 2 • Mechanical CAD Design <p>San Jose City College</p> <ul style="list-style-type: none"> • Basic Drawing Units <p>Mission College</p> <ul style="list-style-type: none"> • Beg/Intermediate Tech Drafting • Design Drafting • Survey of CAD and Drafting <p>DeAnza College</p> <ul style="list-style-type: none"> • Technical Drawing <p>West Valley College</p> <ul style="list-style-type: none"> • Beg Technical Drafting <p>Cabrillo College</p> <ul style="list-style-type: none"> • Arc Welding • Gas & TIG Welding

Public Services Industry Sector

- Legal and Government Services Pathway
- Protective Services Pathway

Forensic Investigation

Students explore the procedures used to process evidence and solve crimes. The course is designed to prepare students for Forensic Science careers. The course content will focus on: Rules of evidence; processing crime scenes; examination of evidentiary items; testing of evidentiary items obtained; laboratory safety rules and regulations

The class consists of a combination of discussions, hands-on activities, guest speakers and field trips designed to assist the student in developing the knowledge, training and competencies related to forensics

Law Enforcement

Students prepare for a career in public and private investigative fields. Understand the criminal justice system, investigate crimes, and improve decision-making skills.

The course is designed to prepare students for careers in law enforcement and related careers. The course content will focus on local, state and federal laws; physical training and defensive tactics. The class consists of a combination of lectures, hands-on activities, guest speakers and field trips designed to assist the student in developing the knowledge, training and competencies related to law enforcement.

Opportunities are available in the law enforcement field immediately following completion of this program

Fire Science

Students will learn uniform fire code, inspection techniques and terminology. Fundamentals of fire protection, laws regulations, standards and equipment use.

Emergency Medical Technician

Students are prepared for Universal Precautions methods and proper use of safety equipment. Students practice measuring vital signs and practice steps in assisting with a special rescue situation.

Public Services Industry Course Sequence

ROP / HS Course	CCOC Courses	Community College Courses
(none)	<ul style="list-style-type: none"> • Forensic Investigation • Law Enforcement • Fire Science • Emergency Medical Technician 	West Valley College <ul style="list-style-type: none"> • Introduction to Forensics • Patrol Procedures • Traffic Law & Accident Investigation • Defensive Tactics • Directed Studies-Pre-Report Writing

Transportation Industry Sector

- Vehicle Maintenance, Service, and Repair Pathway
- Collision Repair and Refinishing Pathway

Auto Body Repair and Refinishing

Students learn to repair auto body damage, paint to new-car brilliance, and perform body alignment and welding. First year: Students learn theory and techniques related to the processes of welding, metal straightening, unit alignment, major sectioning, body alignments and painting. Emphasis is on career orientation, skill development, knowledge and proper use of materials and hand tool, safety, and power equipment operation.

Brakes and Alignment

Students study anti-lock, drum and disc brake service, and four-wheel alignment and balancing. Students will prepare for employment in automotive repair facilities as trainees or apprentice mechanics. In this specialty students will study drum and disc brake service, anti-lock brake systems, computer four-wheel alignment, tire service, computer wheel balancing, CB joint service, lubrication, MacPherson struts, front and rear suspension rebuilding, active suspension systems, rack and pinion, conventional and power steering units. Scanner and digital volt OHM meters are also used.

Engine Repair and Transmission

Students learn to overhaul and repair engines using precision measurements and fundamentals for engine operation and systems. Students will prepare for employment in repair facilities as trainees or apprentice mechanics. Students will study basic engine repair procedures with an emphasis on maintenance. Fundamentals of engine operation, repair and maintenance of standard and automatic transmissions, differentials, and general shop skills will also be taught.

Truck Mechanics

Students learn to repair and service systems and components on large and small vehicles using precision measurements and fundamentals of engine operation. Instruction will be on small trucks, heavy trucks and diesel trucks. Practice and instruction are provided in repair/ replacement/ adjustment of all truck related components and systems: electricity/ electronics, fuel systems, manual drive trains, engine tune-up and repair, brakes and preventive maintenance. Other activities include the use of technical manuals; computer based training, precision measuring tools, a variety of hand/power tools, and testing/ diagnostic equipment.

Tune-Up and Electrical Systems

Students study basic engine tune-up, trouble-shooting and repair of fuel systems, electronic ignition and control systems. Students will prepare for employment in repair facilities as trainees or apprentice mechanics. In this specialty students will study basic tune-up procedures, minor engine service and adjustments, repair of charging and starting systems, repair of carburetors, and fuel systems to include fuel injection, introduction to electronic ignition, electronic engine management systems and emission control systems.

Transportation Industry Course Sequence

ROP / HS Course	CCOC Courses	Community College Courses
<ul style="list-style-type: none">• Auto Systems• Preventive Maintenance	<ul style="list-style-type: none">• Auto Body Repair and Refinishing• Brakes and Alignment• Engine Repair and Transmission• Truck Mechanics	Evergreen Valley College <ul style="list-style-type: none">• Automotive Systems• Chassis & Drive Train Systems• Automotive Systems• Engine Systems• Automotive Systems• Electrical Systems• Cassis and Drive Train Systems• Engine Systems• Heating & Air Conditioning

Future Program Offerings

Transportation Industry Sector

Motorcycle / Motor Sport Vehicle Maintenance and Repair

This will be a new class provided in this popular subject area. Students will learn to repair and service Motorcycles and other Sport Vehicles including watercraft. Practice and instruction are provided in repair/ replacement/ adjustment of all sport vehicle and motorcycle related components and systems: electricity/ electronics, fuel systems, engine tune-up and repair, brakes and preventive maintenance. Other activities include the use of technical manuals; computer based training, precision measuring tools, a variety of hand/power tools, and testing/ diagnostic equipment.

Aviation and Aerospace Transportation Services Pathway

Courses under development

Manufacturing, Product Development

Machine and Forming Technology Pathway

Modify and blend three existing program to better fit current job market and student interests.
Courses under development

Program Accountability and Assessment

The CCOC goal for assessment and accountability is to continue to refine our assessment and data collection process for the purpose of instructional and program improvement. Decisions guiding the instructional program, budget, and facilities improvements are data-driven and research-based.

Goals

- Develop a process with the key stakeholders for evaluating critical data. Data to be evaluated will include the following:
 - The percent of students completing capstone CTE courses
 - The percent of CCOC students that are placed in apprenticeships, enter the military, enroll in a community college, four-year college or other advanced educational training, or enter directly in to the workforce.
 - Student performance based on standardized tests, formative assessments, grades and industry certifications.
- Instructors and administrative staff will continue to monitor and improve student progress and accomplishment through the use of a variety of assessments, including standards-based tests, traditional paper-and-pen quizzes, midterms and finals, industry and project-based measurements to demonstrate mastery.
- Business, labor and industry data derived from the U.S. Bureau of Labor Statistics will be reviewed by key stakeholder committees to ensure program development in needed areas.

Program Administration and Community Collaboration

The CCOC will continue to involve key stakeholders in determining strategies for instructional and program improvement.

We rely on the participation of both the school community and the community-at-large, via representative committees and councils, in the decision-making process.

The CTE Advisory Committee joins established, functional groups that provide input to CCOC programs. The Industry Sector Advisory groups are now named Employer Advisory Boards as required by the California Education Code.

Goals

Maintain the operations and functions of stakeholder committees according to the California Education Code 52302.2

The following Key stakeholder committees have been consulted in the development of this plan

- The CCOC Operating Committee
- The CCOC Instructional Council
- The Employer Advisory Boards (Sector Advisory Committees)
- The MetroED/CCOC Career Technical Education Advisory Committee
- The MetroED Budget Advisory Committee
- The MetroED Executive Council
- The Metropolitan Education District Governing Board.

The composition, descriptions and functions of Key Stakeholder committees are included in Appendix A and B..

The Career Technical Education Advisory Committee and Sector Advisory Committees Rosters are included in Appendix F.

Student Opportunities

The CCOC will continue to ensure that all students in the six participating districts are given the opportunity to participate in Career Technical Education at the CCOC.

Goals

Implement a fair and objective process for recruitment, enrollment and attendance. The following outreach elements are currently in place and are reviewed annually for effectiveness.

High School Outreach

- Any student who attends high school in the six participating school districts and is a junior or senior or is 16 years old is eligible to attend CCOC. Presently, CCOC program representatives actively recruit students beginning in the 10th grade (ninth grade starting in 2007-08) through student body presentations at nearly every high school. They attend and present information about CCOC at community events, Open House, and Back to School Nights.
- Information about CCOC is disseminated in a variety of ways. A schedule of classes, along with CCOC information, is mailed to area households. The CCOC website is linked from area high school home pages. On line registration information is available to district counselors in order to facilitate more efficient student enrollment.

Center Tours and Open House

- As a result of the information distributed and the presentations described above, students are scheduled for CCOC tours and Open House dates. These tours and open house events allow students to see classes in progress, ask questions about the program and request additional information about courses.

These operations support our outreach activities and provide equitable access to the CCOC to all who want to attend.

Transportation

- Transportation to and from participating high schools is provided by CCOC and is available to any participating district student who wants to attend and is enrolled by their school counselor.

Draft Day

- The CCOC Draft is used each semester to allow the JPA district high schools to enroll students into classes that have not been filled by an established enrollment system based on CBEDs data from each district.

Process Review

- This process is reviewed and updated by the Operating Committee annually and sent forward to the Instructional Council for evaluation.

Career Guidance and Counseling

Career guidance and counseling are major focuses of the CCOC program. The CCOC counselor and staff arrange access to college information, assist with placement tests, provide individual and group financial aid assistance and schedule employers for site-based interviews for job openings.

Goals

- The CCOC counselor and program representatives will continue to ensure that all high schools in the participating districts are provided with CTE/CCOC course information.
- The CCOC Career and Placement Center will continue to coordinate and disseminate all information regarding student post-secondary options. All CCOC students will continue to be provided with or have access to referrals for internships, summer employment and employment after high school graduation, as well as information regarding admission requirements of the community college, University of California and California State University systems.

Facilities

General

The CCOC consists of six buildings of 25,000 square feet in area each and one building 22,500 square feet in area. All of these buildings were constructed in the mid 1960's. These buildings are well built and durable and should continue to serve us in perpetuity. However, as they have aged, our educational programs have evolved, and major facilities needs have been identified.

The MetroED Joint powers agreement, Section 5.1.2 requires MetroED and CCOC to provide student educational opportunities that meet industry needs. As industry needs evolve, course offerings must evolve. As instructional programs, courses and classes evolve, facilities must evolve in order to meet this mandate.

In 2005 the Metropolitan Education District Governing board approved a Facilities Master Plan in support of its academic goals. This master plan supports the development of real-world/ simulated workplace environments and flexible spaces allowing for program evolution. The master plan identifies needs for modernizing and reconfiguring the CCOC facility over a period of five to ten years. Meeting the goals of the Facility Master plan however will require additional financial resources heretofore unavailable to MetroED and CCOC.

The following goals have been identified for facility improvements to meet academic goals and requirements.

Goals

- Provide a Safe, Secure, Healthy and Accessible learning environment for our students and faculty. Continuously improve and update Structural, Fire and Life Safety, Accessibility, Mechanical Heating and Ventilation and Electrical Power and Low Voltage systems.
- Provide facilities with the latest technology and equipment in order to provide our students with the latest and most up to date skills sought by California Industry.
- Maximize the utilization of our existing facilities in recognition of both the economic difficulties for expansion and sustainability.
- Create "Academic Centers" in building units to the extent feasible. These "Centers" are intended to create a sense of dignity and identity for the students attending the CCOC. "Academic Centers" will also facilitate cross-disciplinary collaboration by faculty of various pathways and sectors.
- Provide simulated and real workplace and laboratory environments within our on site facilities. This will provide our students with the ability to easily transition from school to work. Students continuing on to their academic careers in college will have broader experiences in real world situations than their typical peers.

Facilities Funding

Because the Metropolitan Education District has been unable to access state or local resources for modernizing or re-configuring its facilities, we have been unable to adequately improve (as new needs are identified) and care for our facilities. It has been difficult for our facilities to live up to the mandate provided to us by the Joint Powers Agreement.

California's Measure 1D passed by the voters in 2006 provides some hope. Measure 1D allows for limited funding in support of Career Technical Education facilities throughout the state in a competitive program. This State Program is known as the California "Career Technical Education Facilities Program" (CTEFP). ROCP's may apply for Modernization funds but are not currently eligible for New Construction Funding. If awarded, funds provided by the state must be matched equally by District funds.

The District will continue to apply for Deferred Maintenance grants from the State, however these funds will only be targeted for critical health and safety issues required to keep the center functioning.

The District will continue to seek other resources in order to meet its obligations and keep its facilities in working order. The following section focuses solely on CTEFP project applications anticipated to be submitted for review by California Department of Education (CDE) in 2007.

CTEFP Identified Facilities Projects

The MetroED governing board is committed to pursuing CTEFP applications to fund facilities projects in support of the CCOC academic program, the 2005 facilities master plan and the goals outlined in this document.

The following projects are currently identified for application under the California Career Technical Facilities Education Program (CTEFP). This list will be continuously reviewed for relevance. The actual applications for funding may vary from the descriptions provided herein. As project programming and schematic diagramming evolve, the specific grant applications will evolve.

Grant applications must be submitted on a sector specific basis. On the CCOC campus however multiple sectors often exist in the same building. Therefore multiple applications may be necessary in order to meet the intent of the following outline goals. The primary intent of the following conceptual list is to dovetail with a continuously evolving District Facility Master Plan.

Building 100

Arts Media and Entertainment Industry Sector

- Media and Design Arts Pathway
- Production and Managerial Arts Pathway

Fashion and Interior Design Industry Sector

- Fashion Design, Manufacturing and Merchandising Pathway
- Interior Design, Furnishings and Maintenance Pathway

Facility Improvement Goals

Relocate the Electrical Maintenance classroom / shop currently located in building 100 to the Building Trades and Construction Industry Center in building 300. Modernize the existing facility and reconfigure the overall space plan in order to meet the goals outlined below.

- Modernize the existing building for lifecycle aging and building code issues. Improve HVAC, electrical power and data components, acoustical performance and update with durable finishes.
- Relocate toilet rooms from the second floor to the first floor. First floor core areas were originally intended to be utilized as tool rooms. However the building is no longer utilized as originally intended, therefore the core spaces are not utilized in the most efficient manner. The amount of Toilet/Changing space currently provided on the second floor is no longer a necessity. Relocation of toilets/changing to the first floor core will free up space on the second floor to be utilized as classroom/lab space. The second floor core space of building 100 will be developed as a Fashion Design / Manufacturing center. Relocating toilet rooms to the first floor will also provide better ability to supervise students and allow for access to toilet rooms by the disabled
- Convert second level toilet/changing rooms in to Classrooms accessible via elevator.
- Address accessible path of travel issues
- Provide a fire rated wall through the building and a fire rated corridor allowing for egress. This central corridor will allow for use of the central core resource area and provide for better overall utilization of the entire building. Provide building upgrades as necessary to meet evolving building codes.
- Provide new and updated Media Equipment
- Create an Arts Media and Entertainment Industry Center with a clear identity. Provide flexible spaces so that program can grow or contract as necessary with shared classroom spaces.
- Reconfigure the interior space plan so that the Video, Animation, Graphic Design, Multi Media and Video Production courses can easily share resources and provide inter-disciplinary collaboration. Currently the space plan of building 100 does not allow for easy collaboration between these disciplines.
- All spaces will provide for simulated workplace environments. For example a video production studio will be defined so that the students feel that they are going to work at “the studio”
- In concurrence with this project, Interior Design, Computer Technology/Robotics will be submitted as separate sector applications. Relocation of toilet rooms from the second floor to first floor may be included in this application.
- The Interior Design Center shall allow for hand-drafting tables, an area for computer aided design workstations, an area for storage of product samples and catalogues. An associated dedicated lecture classroom shall be provided.

Building 200

Health Science and Medical Technology Industry Sector

- Diagnostic Services Pathway
- Health Informatics Pathway
- Support Services Pathway
- Therapeutic Services Pathway

Facility Improvement Goals

Reconfigure Building 200 to become a Health Science and Medical Technology Industry Center, also housing the Animal Science Sector (refer to priority 3). Modernize the existing facility and reconfigure the overall space plan in order to meet the goals outlined below.

- Modernize the existing building for lifecycle aging and building code issues. Improve HVAC, electrical power and data components, acoustical performance and update with durable finishes.
- Utilize existing toilet rooms on first floor. Allow for future elevator to second level which may be converted in to classrooms or storage. As an alternative, consider relocating toilet rooms from second floor to first floor in order to provide better control over students and allow for access to toilet rooms by the disabled.
- Address accessible path of travel issues. Long term goal to relocate toilet rooms from second floor to first floor.
- Provide a fire rated wall through the building and a fire rated corridor allowing for egress. This central corridor will allow for usage of the central core Resource/Library area and provide for better overall utilization of the entire building. Provide building upgrades as necessary to meet evolving building codes.
- Provide new and updated Medical and Dental equipment
- Create a Health Careers Center with a clear identity. Provide flexible spaces so that program can grow or contract as necessary with shared classroom spaces.
- Reconfigure the interior space plan so that the Dental and Medical programs and associated Health Informatics and Support Services pathways can easily share resources and provide interdisciplinary education.
- The Medical and Dental pathway spaces will provide for simulated workplace environments. Each area will have a "Laboratory or Medical/Dental office" including an office area, clinical area and waiting / reception. Adjacent classrooms will allow easy movement between lecture and laboratory environment.

Building 200

Agriculture and Natural Resources Industry Sector

- Animal Science Pathway

Facility Improvement Goals

Relocate Veterinary Assistant classroom/laboratory spaces from their current location in building 300 to building 200. This relocation will allow for the creation of the Building Trades and Construction Industry “center”

- Modernize the existing building for lifecycle aging and building code issues. Improve HVAC, electrical power and data components, acoustical performance and update with durable finishes.
- Refer *Health Science and Medical Technology* Industry project.
- Provide new and updated Veterinary equipment
- Create a Veterinary Center with a clear identity as a portion of the overall Health Center. Provide flexible spaces so that program can grow as necessary with shared classroom spaces.
- Reconfigure the interior space plan so that these spaces may be adapted to other biological science programs – such as an expansion of the Medical program.
- The Veterinary Assistant / Lab Class space will provide for a simulated workplace environment that will be augmented with real animal patients. The area will have a “Laboratory or Veterinarian office” including an office area, clinical area and waiting / reception. Adjacent classrooms will allow easy movement between lecture and laboratory environment.

Building 300

Building Trades and Construction Industry Sector

- Cabinetmaking and Wood Products Pathway
- Residential and Commercial Construction Pathway
- Mechanical Pathway

Facility Improvement Goals

Create a “Building Trades and Construction Industry Center” in Building 300 with all related pathways in the same building. Modernize the existing facility and reconfigure the overall space plan in order to meet the goals outlined below.

- Modernize the existing building for lifecycle aging and building code issues. Improve Heating Ventilation and Air Conditioning (HVAC), electrical power and data components, acoustical performance and update with durable finishes.
- Convert second level toilet/changing rooms in to Classrooms accessible via elevator.
- Address accessible path of travel issues
- Provide a fire rated wall through the building and a fire rated corridor allowing for egress. This central corridor will allow for usage of the central core classroom area and provide for better overall utilization of the entire building. Provide building upgrades as necessary to meet evolving building codes.
- Provide new and updated Cabinetry, Carpentry, HVAC and Electrical equipment. Provide equipment necessary for a new Masonry Course
- Relocate Heating Ventilation and Air Conditioning (HVAC) and Electrical classes from buildings 100 and 600 respectively to building 300 in order to create a Building Trades and Construction Industry “Center”
- Reconfigure the interior space plan so that the Construction Technology, Cabinetmaking, Electrical Construction and HVAC classes will have a greater ability for interdisciplinary collaboration.
- Relocate toilet rooms from the second floor to the first floor. First floor core areas were originally intended to be utilized as tool rooms. With current teaching practices these spaces are no longer used as originally intended. The amount of Toilet/Changing space currently provided on the second floor is also no longer a necessity. Relocation of toilets/changing to the first floor core will free up space on the second floor to be utilized as classroom/lab space. The second floor core space of building 300 will be developed as a sustainability/energy project center. Relocating toilet rooms to the first floor will also provide better ability to supervise students and allow for access to toilet rooms by the disabled.
- Each pathway area will provide for simulated and real workplace environments. The Cabinet “shop” will be set up in a manner such that students have experience working in a shop that will be similar to a shop they may work in upon entering the workforce. The Electrical Shop, HVAC shop and Carpentry/Building trades areas will be interconnected so that all of these disciplines can work together as if on a real life job-site. An exterior space shall be created by fencing off an area adjacent to the Center. This space shall provide additional space for building arts students to work together on real-life projects.

Building 600

Transportation Industry Sector

- Vehicle Maintenance, Service and Repair Pathway
- Aviation and Aerospace Transport Pathway
- Collision Repair and Refinishing Pathway

Facility Improvement Goals

Building 600 currently serves as one of two Transportation Industry Sector Buildings on the CCOC campus. The goal for building 600 consists of creating a Motorcycle and Sports Vehicle Maintenance and Repair classroom/shop. A future Air Frame and Power Mechanics (Aviation) laboratory and classroom will also be added upon development of related curriculum. The HVAC shop currently located in building 600 will be relocated to the Building 300 Building Trades and Construction Industry Center.

- Modernize this building for lifecycle aging and building code issues. Improve HVAC, electrical power and data components, acoustical performance and update with durable finishes.
- Immediate improvement goals for this building assume that DSA will not require accessibility to second story toilet rooms. Relocating toilet rooms from second floor to first floor in order to provide better control over students and allow for access to toilet rooms by the disabled will be considered.
- Address accessible path of travel issues in the areas affected by this project.
- Provide a fire rated wall through the building and a fire rated corridor allowing for egress. This central corridor will allow for usage of the central core classroom area and provide for better overall utilization of the entire building.
- This project will replace (assumed) vacated HVAC laboratory with a new Motorcycle and Sports Vehicle Maintenance and Repair classroom / laboratory.
- A future Airframe and Power Mechanics classroom / laboratory may be added when related curriculum is developed. The proposed space will provide a shop simulating an aircraft hanger with adjacent classroom space for ease of movement from lecture to laboratory.

Building 700

Public Services Industry Sector

- Human Services
- Legal and Governmental Services Pathway
- Protective Services Pathway

Facility Improvement Goals

Building 700 currently includes Public Services Industry Sector courses, Manufacturing and Product Development Industry courses and Engineering and Design courses. Future modifications will provide for additional Emergency Medical Technician and Fire Fighter classes, and a model courtroom in the Public Services Center. These classes will be an addition to the Law Enforcement, Legal Careers and Forensics Investigation classes.

- Modernize a portion of this building for lifecycle aging and building code issues. Improve HVAC, electrical power and data components, acoustical performance and update with durable finishes. This “modernization” effort will be targeted only at the areas configured as part of this application. The remaining portions of building 700 will be modernized by other means or under a separate application.
- Relocate toilet rooms from the second floor to the first floor. First floor core areas were originally intended to be utilized as tool rooms. With current teaching practices these spaces are no longer used as originally intended. The amount of Toilet/Changing practices currently provided on the second floor is also no longer a necessity. Relocation of toilets/changing to the first floor core will free up space on the second floor to be utilized as classroom/lab space. The second floor core space of building 700 will be developed as a model courtroom. This model courtroom will work in conjunction with the rest of the public services sector courses currently provided in the building. Relocating toilet rooms to the first floor will also provide better ability to supervise students and allow for access to toilet rooms by the disabled.
- Provide accessibility to second floor model courtroom via elevator.
- Address accessible path of travel issues
- As a result of a Federal Qualified Zone Academy Project to create the current Forensics lab in the Public Services industry Sector, a fire rated wall through the building and a fire rated corridor allowing for egress currently exist. No further work on this egress system is currently anticipated. However with adoption of new building codes, further modifications may be required.
- Provide new and EMT and Firefighting training Equipment
- Continue to develop a portion of this building as a Public Services Industry Center by the addition of space for EMT and Fire Fighting courses. This building will continue to serve other sectors as well.
- The current building 700 plan allows for interdisciplinary collaboration. This project incorporates new spaces in to this existing flexible plan. This facility will be in close proximity to both Forensics Science and Protective Services (Police) classrooms allowing for simulated events across all of these curriculums.
- Provide accommodations for an EMT vehicle to be accessed in the laboratory and a real EMT office and fire station simulated environment. A covered outdoor area will be dedicated for simulating emergency situations.

Building 700

Manufacturing and Product Development Industry Sector

- Graphic Arts Technology Pathway
- Integrated Graphics Technology Pathway
- Machine and Forming Technology Pathway
- Welding Technology Pathway

Facility Improvement Goals

Building 700 currently includes Public Services Industry Sector courses, Manufacturing and Product Development Industry courses and Engineering and Design courses. The Manufacturing Product Development facility will be expanded by the addition of a full production “line” manufacturing laboratory.

- Modernize a portion of this building for lifecycle aging and building code issues. Improve HVAC, electrical power and data components, acoustical performance and update with durable finishes. This “modernization” effort will be targeted only at the areas configured as part of this application. The remaining portions of building 700 will be modernized by other means or under a separate application.
- Address accessible path of travel issues in the areas affected by this project.
- As a result of a Federal Qualified Zone Academy Project to create the current Forensics lab in the Public Services industry Sector, a fire rated wall through the building and a fire rated corridor allowing for egress currently exist. No further work on this egress system is planned a part of this application.
- Provide new production equipment (*An equipment application under the CTEFP or other program will be made separately*)
- Continue to develop a portion of this building as a Public Services Industry Center by the addition of space for a Product Development and Manufacturing “factory/lab” This building will continue to serve other sectors as well.
- The current building 700 plan allows for interdisciplinary collaboration. This project incorporates new spaces in to this existing flexible plan. This laboratory/shop will be in close proximity to the welding shop, metal fabrication shop and computer aided drafting laboratory allowing for creation of a multidisciplinary manufacturing center.
- The Proposed project will allow students to design and manufacture components using real-world technologies (software, processes and machinery).

Building 800

Hospitality Tourism and Recreation Industry Sector

- Food Service and Hospitality Pathway

Facility Improvement Goals

Building 800 currently contains Culinary Arts, Baking and Catering, general use classrooms and the CCOC administrative offices. The facility goals described here focus on the Culinary Arts, Baking and Catering and classroom portion of the building and do not address any of the existing needs in the Administrative Offices portion of the building.

The existing cafeteria which currently serves double duty as a simulated workplace kitchen will be modernized and reconfigured to promote more fluid interaction between Culinary Arts and Baking/Catering classes. A model (simulated) restaurant will also be created. Existing classroom spaces will be reconfigured into larger spaces to allow for more activity-based instruction.

- Modernize the existing building for lifecycle aging and building code issues. Improve HVAC, electrical power and data components, acoustical performance and update with durable finishes.
- Modernize existing toilet rooms on first floor for accessibility and life cycle needs.
- Address accessible path of travel issues
- Address egress issues.
- Create a Culinary Arts Center with a clear identity. Identity is a critical component of the “model restaurant”, the working Catering program and bakery.
- Reconfigure the interior space plan so that culinary arts, catering and baking classes can easily collaborate.
- Provide a Bakery and Catering laboratory/classroom for demonstrations and student participation. This area will be adjacent to the main kitchen which students will work in as a simulated kitchen/model restaurant environment.
- Provide a Culinary Arts laboratory/classroom for demonstrations and student participation. This area will be adjacent to the main kitchen which students will work in as a simulated kitchen/model restaurant environment.
- Create a model restaurant that will provide food to real life customers. This model restaurant will allow students to learn about all aspects of running a restaurant including: customer service, food preparation and business management.
- Modernize the existing kitchen with new and updated kitchen equipment to improve the quality of the Food Service and Hospitality pathway teaching environment.

Summary

The Central County Occupational Center Career Technical Education Plan shall be flexible enough to adapt to changing industry and technical requirements, as well as the California Career Technical Education Model Curriculum Standards and new Education Code requirements.

The CCOC will remain relevant by offering students opportunities to learn entry-level job skills, earn college credit and employment certification while providing enough rigorous instruction to improve and enhance their academic skills. The plan will provide for a data-based, research-driven process involving key stakeholders from the school community in evaluating and reviewing the program.

The CCOC will continue to be committed to its unique capability of providing depth and quality of career technical education instruction in a centralized location to its JPA participating districts and students.

Metropolitan Education District
Central County Occupational Center

**Metropolitan Education District
Central County Occupational Center**

Appendices

Appendix A
CTE Advisory Committee Roster
Plan approval June 13, 2007

Member	Title	Affiliation	Phone	Address /E-mail
Public				
Orv Buesing	Public Member	Public	356-1620	15892 Union Ave, Los Gatos 95032
John Diquisto	Public Member (knowledge of Disadvantaged)	Public (former San Jose Councilman and Fireman)		ffdiquisto@yahoo.com
Mike Duel		Public		
Roy Stamps	Retired Teacher	Public (electronics /manufacturing engineer)	408-779-4835	14725 Native Dancer Dr. Morgan Hill 95037 r.stamps2@verizon.net
Students				
Tran Nguyen	Student	CCOC	Can't Release	Can't Release
Jodi Ogas	Student	CCOC	Can't Release	Can't Release
School Administration				
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John Fox	Director	CCOC	408-723-6464	760 Hillsdale Ave. San Jose, Ca. Building 800 JohnFox@metroed.net
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Sylvia Evans	Assistant Principal	CCOC	408-723-6417	760 Hillsdale Ave Building 800 San Jose, Ca sevans@metroed.net

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<i>Instructors</i>				
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Ray Behvand	Computer Aided Drafting Instructor	CCOC	408-723-6400	760 Hillsdale Ave. San Jose, Ca
Kurt Cheetsos	Building Arts Instructor	CCOC	408-723-6400	760 Hillsdale Ave. San Jose, Ca
Nathan Chukes	Auto body /Paint Instructor	CCOC	408-723-6400	760 Hillsdale Ave. San Jose, Ca
Justin Locketz	Computer Technology Instructor	CCOC	408-723-6400	760 Hillsdale Ave. San Jose, Ca
Michelle Sugden	Dental Assisting / Health Care Instructor	CCOC	408-723-6400	760 Hillsdale Ave. San Jose, Ca
Rico Sciaky	Law Enforcement Instructor	CCOC	408-723-6400	760 Hillsdale Ave. San Jose, Ca
<i>Industry</i>				
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Chris Drew	Sergeant	San Jose Police Department	408-277-8900	201 W. Mission Street San Jose, Ca. 95110
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Andy Medeiros	Contractor	Trim Tech Construction	408-487-8648	1724 Ringwood Ave San Jose, Ca. 95131
Glenn Skogan	Field Rep	Mill Cabinet JATC (Joint Apprenticeship Training Council)		
Neil Struthers	CEO	Building & Trade Council, Santa Clara & San Benito Counties	408-265-7642	2102 Almaden Rd. Suite 101 San Jose, Ca. 95125 neil@scbt.org

Member	Title	Affiliation	Phone	Address /E-mail
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Ken Tough	Ca Director Auto YES (Youth Educational Systems)	California Motor Car Dealers Association		
Colleges				
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Appendix B

CTE Sector Advisory Committee Rosters

Original Plan approval July 30, 2007

*Updated Plan approval **January 15, 2007 (to be verified)***

Agriculture and Natural Resources

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Hospitality, Tourism, and Recreation Industry Sector

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Appendix C

Labor Market Trends

CCOC programs are expected to provide training in programs that offer a positive occupational outlook based on national and regional statistics from the Bureau of Labor.

All programs are reviewed annually to determine if a specific program should continue to be offered at the CCOC. Programs are reviewed by advisory committees to make determinations based partly on the national and regional labor markets. A recommendation is made by advisory committee members at the first advisory meeting each year to ratify the curriculum and to continue, modify, or to discontinue each program based on labor market trends.

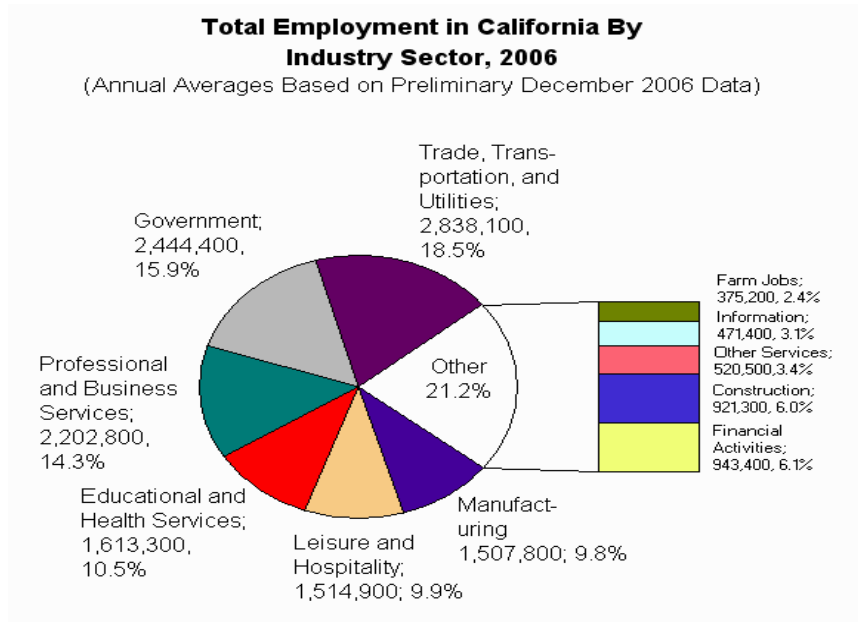
Each year a follow-up is completed to retrieve information on students that have completed CCOC courses. The follow-up can provide information on the availability of openings in a particular area.

CALIFORNIA LABOR MARKET TRENDS

CCOC programs are expected to provide training in programs that offer a positive occupational outlook based on national and regional statistics and analysis from the Bureau of Labor. All courses/programs are reviewed annually by the advisory boards to make curriculum adjustments based partly on the labor analysis.

The following information is from an economic and labor market analysis prepared in May 2007 by the Employment Development Department (EDD) Labor Division to support the California Workforce Investment Board's (CWIB) strategic planning process.

California has one of the largest and most diverse economies in the world. The following chart represents total employment in California by Industry Sector, 2006.



90 percent of the industries projected to grow over the next decade include: **administrative and support services; health care services, food services, construction, scientific and technical services.**

Jobs and occupations most critical to California's economy with projected future rapid growth between 2004 and 2014 are those included in the **automotive industry, construction, biotechnology, construction, energy, financial services, geospatial, manufacturing, retail and transportation.**

A short list of fastest growing (percentage) and largest (number) growth jobs.

Industry	Jobs/Occupations
Automotive	<ul style="list-style-type: none"> • Auto service technicians and mechanics • Auto body repairers • Painters of transportation equipment, • Bus and truck mechanics, cleaners of vehicles and equipment
Biotechnology	<ul style="list-style-type: none"> • Human and veterinary medicines
Construction	<ul style="list-style-type: none"> • Carpenters, • Construction laborers, • Dry wall and ceiling installers • Electricians, painters, plumbers
Energy	<ul style="list-style-type: none"> • Heating, Air conditioning, and Refrigeration Mechanics and Installers
Financial Services	<ul style="list-style-type: none"> • Accountants, customer service representatives, financial services agents
Geospatial	<ul style="list-style-type: none"> • Engineering • Electrical engineering • Computer scientists • Mechanical drafters, surveyors
Health Care	<ul style="list-style-type: none"> • Home health aides • Nursing aides, RNs • Dental assistants • Medical assistants • Nonfarm animal care workers
Hospitality	<ul style="list-style-type: none"> • Food preparation workers • Restaurant cooks • Food service managers
Information Technology	<ul style="list-style-type: none"> • Computer software engineers • Systems analysts • Data communications analysts, • Computer lab specialists, programmers • Executive secretaries • Administrative assistants
Manufacturing	<ul style="list-style-type: none"> • Production workers • Operating workers
Retail	<ul style="list-style-type: none"> • Cashiers • Salespersons • General and operations management, • Automotive service technicians
Transportation	<ul style="list-style-type: none"> • Truck drivers, • Industrial truck and tractor operators and mechanics, • Diesel engine specialists

Government jobs included in the high growth job areas are: police and sheriff patrol officers, fire fighters, emergency medical technicians and paramedics.

The labor market analysis not only identifies the top occupations in the High-Growth area, it also examines the typical skill requirements across industries that serve as a foundation for training. The following table is included in the report:

TOP SKILLS REQUIRED IN CALIFORNIA INDUSTRIES
 (Italicized skills are common across industries)

Attachment H

Automotive	Biotechnology	Construction	Financial	Geospatial	Health Care
<ul style="list-style-type: none"> • Active learning • <i>Active listening</i> • <i>Coordination</i> • <i>Critical thinking</i> • Instructing • <i>Judgment and decision making</i> • <i>Reading comprehension</i> • Social perceptiveness • <i>Speaking</i> • <i>Time management and</i> • Troubleshooting 	<ul style="list-style-type: none"> • Active learning • <i>Active listening</i> • <i>Coordination</i> • <i>Critical thinking</i> • <i>Judgment and decision making</i> • Monitoring • <i>Reading comprehension</i> • Social perceptiveness • <i>Speaking</i> • <i>Time management and</i> • Writing 	<ul style="list-style-type: none"> • Active learning • <i>Active listening</i> • <i>Coordination</i> • <i>Critical thinking</i> • Equipment selection • Installation • <i>Judgment and decision making</i> • <i>Mathematics</i> • <i>Reading comprehension</i> • <i>Speaking and</i> • <i>Time management</i> 	<ul style="list-style-type: none"> • Active learning • <i>Active listening</i> • <i>Critical thinking</i> • <i>Judgment and decision making</i> • <i>Mathematics</i> • <i>Reading comprehension</i> • Service orientation • <i>Speaking and</i> • <i>Time management and</i> • Writing 	<ul style="list-style-type: none"> • Active learning • <i>Active listening</i> • Complex problem solving • <i>Coordination</i> • <i>Critical thinking</i> • Equipment selection • <i>Judgment and decision making</i> • <i>Mathematics</i> • <i>Reading comprehension</i> • <i>Speaking</i> • Technology design • <i>Time management and</i> • Troubleshooting 	<ul style="list-style-type: none"> • Active learning • <i>Active listening</i> • <i>Critical thinking</i> • Instructing • Learning strategies • <i>Reading comprehension</i> • Social perceptiveness • <i>Speaking</i> • <i>Time management and</i> • Writing

Source: Labor Market Information Division

Industry breakout from High Growth Training Initiative
 Occupational Selection: California Projections of Employment 2004-14
 Occupational Skills: Occupational Information Network (O*NET)

- The CCOC offers courses/programs (refer to Current Program section in Plan, Page 2,) either in support of the high growth areas or in the identified industry sectors.
- The CCOC curriculum goals and the facilities reconfiguration and modernization goals are focused on the high demand industries listed and focused on developing the skills highlighted in the above table.
- CCOC students in a reconfigured, simulated lab or center environment will learn to coordinate with co-workers, be socially perceptive, learn to make decisions and solve complex problems.

Appendix D

Certifications

Many of CCOC's classes are designed to prepare students for industry certifications, and the instructors maintain industry certifications. Some students take State certification exams while still attending their CCOC class. Some examples of courses offering certifications are:

Heating, Ventilation and Air Conditioning.

- Preparation for ICE , RSES, GAMA, PHCC, ARI and ACCA exams.

Automotive Technology

(Brakes and Alignment, Engine/Transmission repair, Engine Performance, Truck Mechanics and Autobody Repair and Refinishing)

- Smog, Brake and Lamp licenses
- ASE certification exams

Dental Assisting

- State Radiation Safety Certification exam (obtained while enrolled)

Electrical Maintenance

- CTEN (journeyman) certification exam

Medical Assisting and Health Occupations

- Basic Life Support Certification (obtained while enrolled)
- CPR and First aid Certification (obtained while enrolled)

Metals Technology

- American Welding Society Certification (Obtained while enrolled)

Precision Machining

- NIMS certification exam

Appendix E

District Demographics

CCOC STUDENT PROFILE

2006-07: 3RD QUARTER, FEBRUARY 2007 : Total Enrollment: 1207 (High School Students)

Gender	Percentage of Students	*Santa Clara County-wide Data (2005-06)
Female	43%	48%
Male	57%	51%

Ethnicity	Percentage of Students	Santa Clara County-wide Data (2005-06)
Hispanic/Latino	54%	35.7%
White (not of Hispanic Origin)	33%	27.5%
African-American	5%	3.4%
Filipino	4%	5.0%
Vietnamese	3%	2.2%
Other	1%	

Primary Language	Percentage of Students	Santa Clara County-wide Data (2005-06)
English	57%	NA
Spanish	33%	16.9%
Vietnamese	3%	3.1%
Tagalog or Pilipino	2%	0.9%
Other	5%	

Academic/Social Demographics	Percentage of Students	Santa Clara County-wide Data (2005-06)
English Language Learners (ELL)	19%	25.6%
Migrant Education	4%	NA
Gifted and Talented (GATE)	3%	10.6%
Socioeconomically Disadvantaged	42%	35.2%
Special Education	15%	10.3%

*May not total due to some students not completing form.

Appendix F
District Map

See following page.

Appendix G

Key Committees

The CCOC Operating Committee

The Operating Committee consists of CCOC staff, the participating districts' counselors and representatives. The Committee meets each month to insure effective communication between participating district high schools and CCOC. Recruitment and enrollment issues, along with operational concerns are discussed and resolved. Recommendations are made to the CCOC staff and to the CCOC Instructional Council.

The CCOC Instructional Council

The Instructional Council is composed of the CCOC administration, at least one assistant superintendent of instruction from each participating district and is facilitated by the MetroED Director of Instruction for the MetroED Superintendent. Its purpose is to make recommendations to the MetroED Superintendent regarding programmatic decisions about District offerings and receive recommendations from staff, advisory committees, community agencies and organizations, and students concerning the instructional program, building needs, balance of programs, and overall goals.

CCOC Industry Sector Advisory Committees

The names of the **CCOC Industry Sector Advisory Committees** will change to *the Employer Advisory Boards* and according to Education Code Section 52302.2 guidelines, meet separately and at least once annually for the purpose of assisting in the development and the review of the skills and knowledge students are expected to acquire upon completing a sequence of courses and to assist in developing internships, summer employment, etc., for those students completing courses in the specific industry sector. The majority of members are industry representatives from trade organizations, business or governmental agencies.

The MetroED/CCOC Career Technical Education Advisory Committee

This committee is composed of representatives of industry, business, trades, and community appointed by the Metropolitan Education District Governing Board. The CTE Advisory Committee meets regularly to review information and data about the program and make recommendations, assist in evaluating curriculum in relation to industry need, serve as resources to our staff and students, provide support through scholarships and awards, and act as liaison to potential employers.

The MetroED Budget Advisory Committee

CCOC and MetroED staff, certificated teachers, administrators, classified personnel and directors, business managers from each of our six districts, and the business and community at-large compose the membership of this committee. The Committee reviews budgets and recommends financial support for the instructional programs to the MetroED Superintendent.

The MetroED Executive Council

The Executive Council is composed of the JPA district superintendents who meet with the MetroED Superintendent quarterly. Their responsibilities and duties include reviewing and advising the MetroED Superintendent on recommendations of the Instructional Council, discussing issues pertaining to all aspects of the development and operation of the district, making recommendations regarding rules, regulations and policies, setting student enrollment goals and advising and assisting the MetroED Superintendent on a variety of issues.

The Metropolitan Education District Governing Board

Members are elected Governing Board representatives from each participating JPA district and have all the authority and control granted to a school district and regional occupational center governing boards as described in Education Code Sections 35160, et seq., and 52310.5.