

Concurrent Enrollment Partnership:

Monterey Peninsula College
&
Monterey High School and Marina High School

Contact:

Susan Steele,
Dean of Instruction
Monterey Peninsula College
980 Fremont Street
Monterey, CA 93940-4799
831-646-4165-phone
831-655-2627-fax
ssteele@mpc.edu

Abstract

The initiative described in this proposal builds on an on-going collaboration between Monterey Peninsula College and the high schools in its district. We propose to target two of the three high schools in north Monterey County, the region of MPC's district with the lowest educational attainment and the highest ethnic diversity, as partners; we propose further to focus on two of the many curricular areas in career technical education available at Monterey Peninsula College -- automotive technology and culinary arts/hospitality -- to build concurrent enrollment. These curricular areas are the locus of a relatively high proportion of ethnic minority students from families without experience with post-secondary education. The idea is to use this very targeted focus as a way to test what is required for a strong and effective structure to make concurrent enrollment the pathway to higher education for a population at risk. The activities to be funded are in four general areas -- curricular alignment in the CTE areas between the high schools and Monterey Peninsula College; the development of basic English skills; parent/student education; and internships. Once the demonstration projects in these two areas are well-established and the kinks have been ironed out, MPC and its high school partners can use this foundation to expand the CTE partnerships in other curricular areas and with the third high school in the targeted region, subsequent to the grant period.

Narrative

I. The Initiative

Monterey Peninsula Community College District stretches along the California central coast, from Pajaro in the center of Monterey Bay to the bottom of Big Sur. From Monterey south the district has a steady or slightly declining population; from Monterey north the district's population is growing. From Monterey south the district is relatively well-educated (with roughly 50% having a bachelor's degree or higher) and predominantly white; from Monterey north the district is less well-educated (with less than 20% having a bachelor's degree or higher) and ethnically diverse. (Roughly 40% of the population from Monterey north is white; another 40% is Hispanic and the remainder is distributed reasonably equally between Asians and African Americans.)

The College has a track record of welcoming high school students into its classes. An average semester sees 1500 course enrollments at Monterey Peninsula College from roughly 1000 students who are also attending high school.¹ The procedure by which high school students register for MPC classes is well-established, and within the last two years a group of senior administrators from the College and the local high schools has been working together to encourage and facilitate concurrent enrollment. A study of course-taking behavior was undertaken to identify courses in which high school students already enroll, with a goal of ensuring that these are offered at a time and place that meets the needs of this population. The study found that high school students can be found in all segments of MPC's curriculum, but that they cluster in creative arts courses (often absent in the high schools), second language courses (generally those like Arabic, Mandarin, and American Sign Language that are not available in the high schools) and college preparatory courses in English, the sciences and mathematics.²

This proposal builds on the on-going collaboration and partnership and extends it to career technical education. That is, we don't intend to redirect students from the curricular areas in which concurrent enrollment is relatively high, but rather to build concurrent enrollment in career technical education where it is more sporadic.³ The initiative the proposal describes aims to change the educational demographic, targeting students in the northern portion of the district, where the educational levels demand improvement.

II. The Program

Career Technical Education at MPC covers a wide range, including law enforcement, business, automotive technology, retail management, fashion, graphic arts, human services, hospitality, interior design, medical assisting, nursing, ornamental horticulture, parks and recreation, photography, real estate, and technical writing. We propose to select two of these – automotive technology and hospitality– as the areas in which to focus our efforts. We propose, further, to target two of the three high schools in

¹ In the Spring semester of 2007, for example, there were 1539 high school student enrollments in 218 courses.

² These curricular areas account for over half of classes with high school enrollments and easily two-thirds of the total enrollments. Another area with high enrollments is physical fitness.

³ Career technical education accounts for only one-sixth of the courses with high school enrollments and only 7% of the total enrollments.

north Monterey County, the region of MPC’s district with the lowest educational attainment, as partners in the endeavor – Monterey High School and Marina High School.. Automotive technology and culinary arts at these two schools are the locus of a relatively high proportion of students identified in the first paragraph – ethnic minorities from families without experience with post-secondary education.⁴

The idea is to use this very targeted focus as a way to test what is required for a strong and effective structure to make concurrent enrollment the pathway to higher education for a population at risk. Once the demonstration projects in these two areas are well-established and the kinks have been ironed out, MPC and its high school partners can use this foundation to expand the CTE partnerships in other curricular areas and with the third high school in the targeted region, subsequent to the grant period.

The selection of these two curricular areas builds on a number of strengths. First, Monterey High School has a robust program in automotive technology, enrolling roughly 120 students per year. Marina High School is in the process of developing an academy in the culinary arts. It currently enrolls approximately 40 students per year and the high school administration estimates that it should double over the next year.

A second strength is the local salience of the programs. The Monterey Peninsula is home to the Laguna Seca Raceway and host to car shows throughout the year. Further, hospitality and tourism account for roughly 12% of the jobs in Monterey County. The visibility of the targeted areas makes them attractive to potential students and their parents; it also allows for productive relations with local businesses and business leaders. Perhaps, most importantly, these programs provide ready and obvious career opportunities.

Third, these programs at MPC are headed by individuals who have a record of working well with high school students, who have established contacts in the local high schools, and who are enthusiastic about collaboration between the community college and the high schools.

Fourth, CTE at MPC takes three forms. One is short-term and very focused, leading to a certificate of training; another is essentially like a major, leading to a certificate of achievement; and a third combines the major with general education to lead to an associate degree. Not all CTE programs have all three options. In those that do, the goal is to move students who are attracted to the first into the second and third, expanding their abilities and opportunities with each step. Both automotive technology and hospitality have all three options. Other programs – for example, Graphic Arts – lack the first.

	Certificate of Training	Certificate of Achievement	Associate Degree
Automotive Technology	Yes	Yes	Yes
Hospitality	Yes	Yes	Yes
Graphic Arts	No	Yes	Yes

⁴ 67% of the students in automotive technology courses at Monterey High are ethnic minorities – almost entirely Hispanic with a sprinkling of Filipinos. Overall, the high school is 36% Hispanic and 13% Asian. The culinary arts program at Marina High School has the same ethnic distribution as the high school overall.

The assumption is that the concrete result of the coursework in these areas, the certificate of training, will be attractive to students. It also provides an explicitly marked pathway.

The rationale for forming the CTE partnership with these two high schools also builds on strengths. Concurrent enrollments at MPC involving students at these two high schools are the highest in the district,⁵ so we can take advantage of already established patterns. In addition, the physical location of the two high schools supports easy connections between them and MPC. Monterey High School is little more than one mile from the MPC main campus. Marina High School is even closer to the new satellite campus that MPC has just established in the city of Marina.

III. The Design

Our goal is to develop a CTE concurrent enrollment model where students graduate from high school prepared for both a specific career and for college, i.e. where they have a choice of which path to pursue. Specifically in regard to the two demonstration projects, our goal is that each of the students enrolled in automotive technology at Monterey High or in culinary arts at Marina High will graduate from high school with (1) 5-9 transferable college credits and a certification of training in their respective career field and (2) with the basic skills in English that employers desire and that would give them the potential for success in college, either immediately or in the future.

To reach these goals, we propose a four-pronged effort.

The first prong has to do with interleaving the college and high school curriculum in the career technical areas. While both MPC and Monterey High School share a curriculum in automotive technology, it is not the case that the two curricula articulate with one another so that the movement from high school to community college is seamless. Similarly, while both MPC and Marina High School share a curriculum in culinary arts, it is not the case that the culinary arts courses at the high school help the student navigate the transition to hospitality at MPC. We propose two initiatives to provide a seamless transition.

The first is hard work and not very sexy. Faculty members at the high schools and the community college have to work together to construct a joint curriculum. One portion is located at the high school and this prepares students for the courses offered at the community college for concurrent enrollment. That is, both high school and community college faculty need to be involved in all three parts of the curriculum represented in Diagram I.

Entry-level High school courses	concurrent enrollment courses	advanced community college courses
---------------------------------------	-------------------------------------	--

Diagram I

⁵ In Spring 2007, one-quarter of the 1000 concurrently enrolled students were from Monterey High School and 14% were from Marina High School. The next highest enrollment number was 11% from Seaside High School.

Second, there should be a piece that offers an invitation to move from the high school curriculum to concurrent enrollment. Our idea for this invitational piece is to create joint projects that students enrolled in courses at either institution can contribute to. For example, in automotive technology, we could purchase a high performance/classic car that is in need of restoration and make the completion of the restoration a joint project of a number of different classes. In the culinary arts, advanced level high school students and entry-level college students could jointly plan and cater a large event.

From the students' point of view a 'project-based' curriculum adds relevance because their coursework yield a tangible result, something they can point to and show others. The experience should also make them entirely comfortable with the college campus and see it as a natural extension of their educational experience. This kind of 'project-based' curriculum has the added benefit of ensuring that the faculty members at both institutions are working together. They have to jointly decide on projects and coordinate the activities of their respective students.

The second prong focuses on basic English skills in reading and writing. High school students, whether their emphasis is career-technical education or college preparation, are required to take four years of English. However, one of the major complaints from local employers is that their employees lack the ability to produce functional English prose and to understand anything other than relatively simple text. This situation pertains both to native English speakers and to students whose home language is something other than English – usually, in this part of the country, Spanish. It is also the case that unless these students develop their reading and writing skills in English, the career technical path will not lead to success in post-secondary education.

Optimally, the basic skills part of the program would last for two years. The first year would involve English instruction at the high school. In addition to the required English course, instruction in English reading and writing would be integrated into the career-technical curriculum itself. After years of working with this population of students, instructors involved in career-technical education are convinced that they learn best when the instruction can be tied to concrete, tangible activities. The second year would involve English instruction at MPC, drawing on its strong programs in developmental reading and writing. Like all students entering an English class at the College, the high school students would be placed in a course at the appropriate level, based on their performance on the California Test of English Proficiency (CTEP).

Our expectation, given the performance of the high school graduates who attend MPC, is that the vast majority these students would place into the pre-collegiate level of English, the level below the equivalent of the Subject-A English course at the University of California. Thus, this part of the project also requires that the English faculty from the high schools and from MPC work together to develop more closely aligned expectations. A grant recently received from Cal-PASS by MPC to support the development of professional learning communities in English and mathematics will facilitate this collaboration. In any case, after two semesters of English coursework at MPC, the students in the CTE partnership would be ready either for the first semester of collegiate English or would require only one more semester of English coursework to be prepared. The program in developmental reading and writing depends on the MPC English and Study Skills Center, so these students would also become experienced in learning how to take advantage of college support services.

The third prong involves outreach to local businesses to create job shadowing and internship opportunities. One of the members of our steering committee has a long-term commitment to creating such opportunities – and the community connections to make them happen. Underlying this part of the initiative are three ideas. (1) Such opportunities make the educational experience real. (2) They can also broaden the student's horizons and raise their expectations about their potential. (3) They build a commitment in the local community to the education of its students.

The fourth prong of our effort has to do with parent and student education. High school students in automotive technology and culinary arts are not necessarily there because they see it as a step towards a career. More commonly, they are driven by personal interest and by relatively minimal success in traditional high school subjects. They need to be educated about how they can use their skills and abilities to make their education purposeful. Parents can be less than enthusiastic about what they may see as the consequence of a focus on career technical education – especially automotive technology and the culinary arts, where the prospects might appear to be muffler repair or bussing dishes. They need to understand the aspirations of this program, as evidenced by building in the development of English skills and the internship opportunities.

III. Outcomes

The primary goal of the project is for every student participant to graduate from high school prepared for both career and college, an outcome that has two measures. (1) Each will graduate from high school with 5-9 college credits and a certificate of training. This measure requires identifying the students in the program and assessing their transcript at high school graduation. (2) Each will have demonstrably improved his/her English skills. As noted above, students are placed in an MPC English class based on their performance on the CTEP. The CTEP can be used as well for post-testing, so it will be possible to compare the results prior to their coursework and at the point of high school graduation. MPC's Office of Institutional Research is capable of providing the data for these two measures.

However, because this is a demonstration project, another goal is to determine the essential components for a successful CTE partnership. First, our model assumes that some variables will contribute to student participation: (1) programs with certificates of training; (2) programs with local salience; (3) geographic proximity between the partners; and (4) programs headed by faculty members who have a track record of collaboration. It would be useful to match this program up against other programs that lack these variables to test whether these assumptions are correct. Second, our model has four components – curriculum (alignment and invitational), English skills, student/parent education, and internships – and the implicit claim is that all four of these are essential to ensuring that students participate in concurrent enrollment opportunities in a sustained and purposeful fashion. Again, this is an empirical question, one that we hope the context of the larger initiative will be able to address.

Secondary goals of the project – extending the CTE partnership between MPC and Monterey and Marina High Schools to other curricular areas; establishing a CTE partnership with Seaside High school, the third high school in north Monterey County; and building concurrent enrollment more generally – will likely be evident only in years subsequent to the grant period. In spite of the time depth, we don't want to downplay the

importance of these goals. In fact, we see the grant period as providing the platform from which to launch these efforts. So, another measure of the success of the project will be whether these efforts are underway at the time of its conclusion.

Finally, there is the question of student numbers. Assuming that the students enrolled in automotive technology at Monterey High School remains constant at 120 per year and assuming the growth in culinary arts at Marina High School grows to 80, approximately 200 students per year would be at some point in the concurrent enrollment pathway.

IV. Partnership

The partnership supporting this initiative has three different levels. The framework is provided by the group of senior administrators from the College and the local high schools that have already been working together to encourage and facilitate concurrent enrollment. This group will continue its quarterly meetings. The second level involves the faculty members at the College and the high schools in automotive technology, hospitality, English and counseling. This group teaches the courses, provides the work that is required to integrate the curriculum and is responsible for student and parental outreach. Linking the two is the group that will lead the initiative. This group will report to the administrative group about progress and issues and will organize the work of the faculty member group. It involves a representative from local industry, administrative representatives from both high schools and faculty and administration representatives from MPC:

Harlen Lee, Board of Directors, Sports Car Racing Association of the Monterey Peninsula

Mazda Raceway Laguna Seca, known around the world as one of the premier race tracks in existence, is run by SCRAMP (Sports Car Racing Association of the Monterey Peninsula). Through the hosting of 5 motorsport events per year, the organization contributes over \$200,000 a year (on average) to local charities and non-profit organizations and they help to drive over \$100,000,000 in local revenues per year.

Harlen Lee is the only director with 3 responsibilities: Admissions, Souvenirs, and this year has been given the added responsibility of all volunteers. Last year he set a SCRAMP record by signing up 14 new non-profit clubs and organizations.

Mr. Lee has been actively seeking to develop partnerships between local industry and educational institutions. His role in the initiative is to use his connections to create job shadowing and internship opportunities.

Don Livermore, Principal, Marina High School

Donald R. Livermore has worked in education for 36 years. In that time he has taught in grades K-12, served as a Library Media Specialist at the elementary and secondary levels, worked as a Program Coordinator in Career Education and is presently a Principal at the newly opened Marina High School. He holds both Elementary and Secondary Life Credentials, a Master's degree in Library Science, and an Administrative Credential.

Mr. Livermore will oversee the culinary arts/hospitality portion of the initiative at Marina High School.

Mary Nelson, MPC Family and Consumer Science Department Chair

Mary Nelson previously served as Life Science Division chair for six years. During that time, the hospitality program was added to the Family and Consumer program and has grown substantially under her leadership. Most recently, Human Services and Family Development programs have been added to the department. Ms. Nelson has attended the national conference of the Council for Hotel, Restaurant and Institutional Education each to stay updated in the hospitality industry, as well as being actively involved in the Monterey County Hospitality Association. She maintains memberships in the American Association of Family and Consumer Sciences (AAFCS), The Textiles Arts Council (TAC), American Sewing Guild (ASG), the Professional Association of Custom Clothiers (PACC), Phi Upsilon Omicron (honorary scholarship society) and American Association of University Women (AAUW). Ms. Nelson is a graduate of Kansas State University and has her Master's from San Jose State University.

Ms. Nelson will support the integration of the high school and college curricula in automotive technology, and culinary arts/hospitality.

John Schilling, Monterey High School Assistant Principal

After 10 years in San Jose middle schools and high schools, John Schilling joined Monterey High School and has served its students, parents and stakeholders for the last three years. He prides himself on creating an atmosphere supporting high academic achievement. Mr. Schilling has a Bachelor of Arts in History with an emphasis in teaching from San Diego State University and a Master of Arts from Santa Clara University in Educational Administration.

Mr. Schilling will oversee the automotive technology portion of the initiative at Monterey High School.

Susan Steele, MPC Dean of Instruction

Susan Steele has been a Dean of Instruction at MPC since September 2007. Prior to coming to MPC, she served in administrative roles at, among other institutions, the University of Arizona and the University of Connecticut. At both these institutions, one of her major initiatives was to forge links with the local community colleges to encourage and support transfer. Dr. Steele has a PhD in Linguistics from the University of California, San Diego.

Dr. Steele is the lead for this initiative, drawing on her experience managing large and complicated projects. She will commit 25% of her time in the first quarter of the grant period and 10% of her time subsequently. She will also provide the connection between MPC's Office of Institutional Research and the CCRC researchers in the evaluation of the project.

V. Sustainability

Over the course of the last two years, MPC has made a vigorous commitment to building enrollments from the northern part of its district and to building its minority enrollments. The effort described in this initiative is entirely consistent with this commitment.

In addition, as described at the outset, MPC has been working to build concurrent enrollments. The effort described in this initiative is consistent with and builds on this institutional thrust.

Finally, MPC is a participant in the ongoing efforts of Cal-PASS to create regional partnerships between K-12 schools, community colleges, and universities. The activities described in this initiative will supplement that effort.

In short, MPC was already moving in the direction that the Concurrent Course Initiative envisions. The initiative simply allows us to move more quickly than we would otherwise have been able to. At the end of the grant period MPC will continue the full-time project assistant as part of its regular budget, will absorb the costs associated with this student population (additional tutorial support, expanded supply budgets for automotive technology and culinary arts/hospitality courses), and will cover the percentage of the Dean's time devoted to keeping concurrent enrollment running smoothly. Furthermore, our expectation is that the positive business and community relations generated by this effort will allow us to create external funding in the amount of \$25,000 per year to continue to defray the cost of textbooks and college fees, to run the shuttle, and to support the 'project-based' part of the curriculum.

Timeline

Components	Curriculum	English Skills	Internships	Parent/Student Education
Dates				
April 2008 – June 2008	Faculty workshops for automotive technology, and culinary arts to explain the project and plan their participation.	Faculty workshops for English to explain the project and plan their participation		
June, 2008 - December, 2008	Align the automotive technology curriculum at MPC and Monterey High; align the culinary arts curriculum at Marina High with hospitality management at MPC.			
June 2008	Purchase culinary arts equipment			
June, 2008 - June 1, 2009		Integrate English skills into automotive technology and culinary arts curriculum. This will require collaboration among the high school English teachers, MPC’s faculty in developmental writing and reading, and the career-technical faculty.		

	Curriculum	English Skills	Internships	Parent/Student Education
December, 2008	Purchase project supplies for automotive technology kick-off project.			
January, 2009				Offer workshop for parents and high school students to explain concurrent enrollment and this program
February, 2009-June, 2009	Offer one shared project in automotive technology and culinary arts. This offering should pique student interest and build enrollment in subsequent years. It also provides another link between the college and high faculty, as they work through the issues associated with a project-based curriculum. These projects will also provide publicity for the program with local industry			
July, 2009: Make Project Assistant full-time				

	Curriculum	English Skills	Internships	Parent/Student Education
September, 2009 – December, 2009			Establish first set of opportunities for students in local industry	
January, 2010				Offer workshop for parents and high school students to explain concurrent enrollment and this program
January, 2010 – June 2010	Continue to build concurrent enrollment in culinary arts and automotive Technology	Continue placement of high school students in appropriate MPC English courses.	Place students in local industry opportunities	
June 2010 Graduate first high school group of approximately 100 students		Post-test students for English achievement		
September, 2010				Offer workshop for parents and high school students to explain concurrent enrollment and this program
September, 2010- December, 2010		Adjust English Skills program		

Secondary Partner Name:

2007-2008 (Year)

Marina High School

Describe secondary partner: (e.g., comprehensive school, CTE school, alternative school, ROCP)	Comprehensive High School
Fall enrollment in institution:	237
Fall enrollment in program, if different from above (e.g., Partnership Academy):	
Males (%)	128
Females (%)	109
Foreign/nonresident (%)	1%
Black, non-Hispanic (%)	12%
American Indian or Alaskan Native (%)	1%
Asian or Pacific Islander (%)	15%
Hispanic (%)	26%
White, non-Hispanic (%)	41%
Race-ethnicity unknown (%)	4%
Students eligible for free/reduced lunch (%)	38%
School's 2006 Base API	0
School's 2007 Growth API	787
2006-07 Operating Budget (\$) :	\$7500

Secondary Partner Name: Monterey High School

(2008)

Describe secondary partner: (e.g., comprehensive school, CTE school, alternative school, ROCP)	Comprehensive High School
Fall enrollment in institution:	1496
Fall enrollment in program, if different from above (e.g., Partnership Academy):	223
Males (%)	777(52%)
Females (%)	719(48%)
Foreign/nonresident (%)	3(.002)0%
Black, non-Hispanic (%)	113(.075)8%
American Indian or Alaskan Native (%)	18(.012)1%
Asian or Pacific Islander (%)	195(.13)13%
Hispanic (%)	536(.36)36%
White, non-Hispanic (%)	634(.42)42%
Race-ethnicity unknown (%)	0
Students eligible for free/reduced lunch (%)	484(.32)32%
School's 2006 Base API	718
School's 2007 Growth API	721
2006-07 Operating Budget (\$) :	\$87,000

*Postsecondary Partner Name: Monterey
Peninsula College*

Fall, 2006

Fall enrollment, Full-time equivalent (FTE):	3952
Total enrollment:	19.1%
Full-time students (%)	80.9%
Part-time students (%)	
Men (%)	47.4%
Women (%)	52.6%
Foreign/nonresident (%)	.8%
Black, non-Hispanic (%)	4.4%
American Indian or Alaskan Native (%)	.8%
Asian or Pacific Islander (%)	10.3%
Hispanic (%)	13.6%
White, non-Hispanic (%)	57.9%
Race-ethnicity unknown (%)	12.1%
Under age 25 (%)	37.7%
Students who enter at developmental level (%)	40.8%
Full-time, receiving any financial aid (%)	43%
2006-07 Operating Budget (\$) :	42,072,571

Letters of Interest and Commitment from:

Douglas Garrison, President and Superintendent, Monterey Peninsula College

Don Livermore, Principal, Marina High School

Andy Bedell, Principal, Monterey High School

Monterey Peninsula College
980 Fremont Street
Monterey, California 93940-4799

February 14, 2008

Colleagues:

I write in support of Monterey Peninsula College's lead role in the response to the James Irvine Foundation Request for Proposals titled 'Concurrent Courses: Pathways to College and Careers Initiative'.

Since I first took up my position at Monterey Peninsula College two years ago I have been actively involved in building better partnerships between us and the district's high schools. My senior administrative team and I meet quarterly with the senior leadership of the high schools, with the goal of enhancing educational opportunities and advancement for the people who live in the district. This reinvigorated effort builds on the long-standing practices of locating some MPC courses in the local high schools, of ensuring that those segments of our curriculum of interest to high school students are scheduled in the late afternoon, and of articulating certain segments of the high school curriculum with MPC's courses.

In short, the Irvine Foundation's interest in building pathways for high school students to higher education is timely and entirely consonant with our institutional goals. However, it also allows us an opportunity to develop in an area that reaches an as yet underserved population. Although many high school students enroll in MPC classes, only a small number of these have a focus in career technical education. This grant will, therefore, allow MPC to make more accessible and attractive its considerable strength in career technical education.

The grant will require the participation of MPC faculty members, administrators and staff. I am committed to supporting their participation. I will, of course, make my enthusiasm for the effort widely known, so that it is clear to the campus community that building pathways in career technical education is an essential part of our service to the region. More concretely, for the fourth quarter of this fiscal year, MPC will contribute part of the time of a dean and a staff member, in order to get the grant off to a running start. In the subsequent years of the grant, MPC will share the salary of a staff member with the grant and plans to make this position permanent once the grant concludes.

Sincerely,

Douglas R. Garrison, Ed.D.
Superintendent/President

vp
GarrisonLetter
February 2008



MARINA HIGH SCHOOL

298 PATTON PARKWAY ROAD

MARINA, CA 93933

PHONE 831-583-2060 FAX 831-384-2288

NAVIGATING THE FUTURE

February 10, 2008

Marina High School is very interested in the development of a Career Technical Education Pathways partnership and is committed to participating with Monterey Peninsula College in this effort. We have enjoyed our past year collaborations with MPC in the field of technology. Students were excited to take college courses and earn college credit at the same time. Our intent was to set the bar high for our students and MPC has played a large part in maintaining that goal.

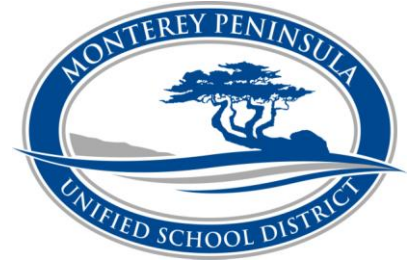
Marina High was developed with the mission that all students will graduate with the skills they need to be successful in college and in a career of their choosing. All courses have been designed to satisfy the A to G college requirements as well as fulfill desired expectations of the working world. Full inclusion programs with academic support have been implemented to provide all students with access to rich and rigorous curriculum.

In our first year of operation we began building connections with our community and local colleges. California State University at Monterey Bay, Moss Landing Marine Lab, Monterey Peninsula College, Chapman University and Monterey Institute of International Studies have been and still are great resources for the staff and students of Marina High. Our collaborations have resulted in college tutors, interns, scientific equipment, and environmental collaborations and in the case of MPC, on site courses. We continue to maintain and pursue programs and potential partnerships that will better prepare our students for a successful future. This year we added a career pathways component in the area of culinary arts. We chose this path due to the expressed interest of our stakeholders. Our goal is to expand the scope of the course by pairing it with math and English classes that will strengthen learners' ability to perform at an optimum level. Adding the college component will facilitate not only greater understanding and skill development but also a natural path for continued education.

Many of the students that attend Marina High come from families that have had little education beyond the 12th grade. They come from diverse backgrounds and economic levels. Many of their families work in the service industry but want their children to have opportunities they did not have. The community is rapidly growing as are the expectations for their families. Often touted as the 7th most diverse city in the United States, Marina has always been a wonderful testing ground for new programs and ideas. It is extremely supportive of its schools. When the new high school first opened only a year ago, the local organizations rallied to its support by raising nearly \$30,000 to help with the start up. It is an amazing community with truly amazing kids. We look forward to working with MPC on this program and many more. Interactions with college students have a lasting and invaluable effect on the outlook and aspirations of our students. As they navigate their futures we do not want to create road blocks but instead pathways to opportunities and success.

Sincerely,
Don Livermore
Principal Marina High

**Monterey Peninsula Unified School District
Monterey High School**



Andy Bedell, Principal
Debra Marker, Assistant Principal
John Schilling, Assistant Principal
101 Herrmann Drive
Monterey, CA 93940
(831) 392-3801* Fax (831)649-1154
abedell@mpusd.k12.ca.us

February 14, 2008

TO WHOM IT MAY CONCERN:

Monterey High School is very interested in the development of a Career Technical Education Pathways partnership and is committed to participating with Monterey Peninsula College in this effort. We have a long-standing relationship, on many dimensions, with Monterey Peninsula College. One dimension is administrative. Monterey High administrators participate in the regular meetings between MPC and the local high schools. Another dimension has to do with faculty members. Many of our faculty members know their MPC counterparts personally. The most important dimension is the students. Over 200 Monterey High students take courses at MPC every semester.

The partnership between Monterey High and MPC described in the grant proposal focuses on automotive technology. The students in automotive technology classes are largely from families with little experience in higher education. Thus, the effort described in the grant proposal to encourage these students to take automotive technology courses for college credit should open their eyes to new opportunities. Most important, from my perspective, is the component of the grant which focuses on improving basic English skills. Many of the families of these students work in the service industry but want their children to have opportunities they did not have. However, these students, disproportionately from ethnic minorities, will not be able to take advantage of these opportunities unless they are able to read and write at a college level.

The grant will require the participation of Monterey High faculty members in the areas of automotive technology and English. I am committed to supporting their participation. In addition, my Assistant Principal, John Schilling, has agreed to serve on the grant's steering committee and I will ensure that he has the time to devote to this responsibility.

Monterey High looks forward to working with MPC on this program and to using it as a springboard to further collaborations for the educational health of our students and our region.

Sincerely,
Andy Bedell
Principal Monterey High

Expense Categories	Year 1 4/1/08- 3/31/09			Year 2 4/1/09- 3/31/10			Year 3 4/1/10- 12/31/10		
	Requested Funds	MPC's Contribution	Total	Requested Funds	MPC's Contribution	Total	Requested Funds	MPC's Contribution	Total
Salaries									
Project Coordinator	\$9,000	\$7,375	\$16,375	\$12,000		12,000	\$9,200		\$9,200
Project Assistant	\$18,000	\$5,825	\$23,825	\$24,000	\$16,000	40,000	\$25,680	\$17,120	42,800
Faculty salaries	\$28,000		28,000				\$21,000		21,000
Counselor salaries	\$1,000		\$1,000	\$2,000		\$2,000	\$2,000		\$2,000
Benefits	\$8,100	\$3,930	\$12,030	\$10,800	\$4,800	\$15,600	\$10,464	\$7,836	18,300
Meetings	\$5,000	\$5,000	10,000	\$5,000	\$5,000	10,000	\$5,000	\$5,000	10,000
Tutoring				5544		5544	7560		7,560
College Fees & textbooks	5,000		5,000	\$10,000		10,000	\$10,000		10,000
Transportation	800		800	3000		3000	\$3,000		3,000
Equipment	\$55,300		55,300						
Project supplies	\$15,000	\$3,000	18,000	15,000	\$3,000	18,000	\$15,000	\$3,000	18,000
Total	\$145,200	\$25,130	\$170,330	\$87,344	\$28,800	\$116,144	\$108,904	\$32,956	\$141,860

Budget

Budget Explanation

Budget year 1 – April 1, 2008 – March 31, 2009

Project Coordinator: The work of project coordination will be handled by an MPC dean. During the first quarter of the grant (April 1, 2008 – June 30, 2008), the 25% effort required for the startup will be a contribution of MPC (25% of \$29,500). After the initial startup effort, 10% of the dean's FTE during the next three quarters of the grant year will be devoted to project coordination (\$10% of \$90,000) and will be covered by the grant

Project Assistant: A half-time project assistant will be required to manage day-to-day details; another 10% FTE will be required to enter Cal-PASS data. During the first quarter of the grant (April 1, 2008- June 30, 2008), 50% FTE will be a contribution of MPC (50% of \$11,749). From July 1, 2008 to March 31, 2009, the grant will support 60% FTE project assistant.

Faculty Salaries: The curricular development required to weave together the high school and college curriculum in automotive technology requires a one-course contribution per semester by one high school faculty member and one college faculty member (2 faculty members x \$3500 x 2 semesters). The curriculum development required to weave together the high school and college curriculum in culinary arts and hospitality requires a one-course contribution per semester by one high school faculty member and one college faculty member. (2 faculty members x \$3500 x 2 semesters).

Counselor Salaries: 40 hours of counselor time @ \$50.00 per hour) to provide student and parent education.

Benefits: Computed @ 30% on salaries of project coordinator and project assistant only.

Meetings: \$5,000 to facilitate the development of a professional learning community for English faculty members, contributed from MPC's CalPASS grant. \$5,000 to support collaboration between English faculty at all three partnership schools, the automotive technology faculty at MPC and Monterey High and the culinary arts faculty at MPC and Marina High.

College fees and textbooks: 100 students @ \$50

Transportation: The cost of a shuttle to get students from the high schools to MPC, beginning in January, 2009. Twice a week for 8 weeks (February and March, 2009) @ \$50 per = \$800

Equipment: The culinary arts program at Marina High can support only 20 students per semester with its current kitchen arrangement. \$30,300 will provide them with the equipment they need to double their enrollment (range @ \$12,000; vent \$2000, @ 2 microwave ovens with vents \$1300, washer/dryer \$2200, dishwasher \$6500, steamer \$600, boiler/fryer \$700, coffee system \$2500, warming drawer \$1000, 3-compartment

sink \$1500). The increase in the number of high school students in automotive technology will require a new paint cabinet @ \$25,000.

Project supplies: Day-to-day administrative expenses covered by MPC. The supplies for the project-based invitational piece envisioned for automotive technology and hospitality covered by the grant. \$10,000 for automotive technology; \$5000 for hospitality.

Budget year 2 – April 1, 2009 – March 31, 2010

Project Coordinator: 10% of an MPC dean FTE (@ \$120,000).

Project Assistant: Project assistant becomes full-time. 10% of project assistant's time devoted to CalPASS input and paid for by grant. Remaining 90% divided between grant (50%) and MPC (40%).

Counselor Salaries: 40 hours of counselor time @ \$50.00 per hour to provide student and parent education.

Benefits: Computed @ 30% on salaries of project coordinator and project assistant only.

Meetings: \$5,000 to facilitate the development of a professional learning community for English faculty members, contributed from MPC's CalPASS grant. \$5,000 to support collaboration between English faculty at all three partnership schools, the automotive technology faculty at MPC and Monterey High and the culinary arts faculty at MPC and Marina High.

Tutoring: This amount provides one tutor @ 18 hours per week (for 22 weeks; fall semester and 7 weeks of spring semester before March 31) in MPC's English and Study Skills Center to support high school students in development English.

College fees and textbooks: 200 students @ \$50

Transportation: The cost of a shuttle to get students from the high schools to MPC. Twice a week for 30 weeks @ \$50 per = \$3000

Project supplies: Day-to-day administrative expenses will be covered by MPC. The supplies for the project-based curriculum envisioned for automotive technology and hospitality will be covered by the grant. \$10,000 for automotive technology; \$5000 for hospitality.

Budget year 3 – April 1, 2010 – December 31, 2010

Project Coordinator: 10% of an MPC dean FTE, assuming a salary of \$127,400..

Project Assistant: full-time. 10% of project assistant's time devoted to CalPASS input and paid for by grant. Remaining 90% divided between grant (50%) and MPC (40%).

Faculty Salaries: \$21,000 covers the equivalent of one course release for the fall semester for six faculty members (four from the high schools; two from MPC) in two more CTE areas. Likely targets graphic arts and photography.

Counselor Salaries: 20 hours of counselor time @ \$50.00 per hour to provide student and parent education.

Benefits: Computed @ 30% on salaries of project coordinator and project assistant only.

Meetings: \$5,000 to facilitate the development of a professional learning community for English faculty members, contributed from MPC's CalPASS grant. \$5,000 to support collaboration between English faculty at all three partnership schools, the automotive technology faculty at MPC and Monterey High and the culinary arts faculty at MPC and Marina High.

Tutoring: This amount provides one tutor @ 18 hours per week for 30 weeks in MPC's English and Study Skills Center to support high school students in development English.

College fees and textbooks: 200 students @ \$50

Transportation: The cost of a shuttle to get students from the high schools to MPC. Twice a week for 30 weeks @ \$50 per = \$3000

Project supplies: Day-to-day administrative expenses will be covered by MPC. The supplies for the project-based curriculum envisioned for automotive technology and hospitality will be covered by the grant. \$10,000 for automotive technology; \$5000 for hospitality.