

# Perris Union High School District

## Course of Study

A. COURSE INFORMATION		
<b>Course Title:</b> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">CTE Advanced Retail Operations</div> <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised	<b>Subject Area:</b> <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input checked="" type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	<b>Grade Level</b> <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
<b>If revised previous course name if changed</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<b>Is this classified as a Career Technical Education course?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Transcript Course Code/Number:</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> (To be assigned by Educational Services)	<b>Required for Graduation:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Meets UC/CSU Requirements?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>Credential Required to teach this course:</b> <div style="border: 1px solid black; padding: 2px; font-size: small;">           Designated Subjects: Career Technical Education; Business <sup>Marketing</sup>            Designated Subjects: Career Technical Education; Marketing <sup>Sales Services</sup>  <u>To be completed by Human Resources only.</u> </div>	
<b>Was this course previously approved by UC for PUHSD?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)	<div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-between;"> <div style="font-family: cursive;"> </div> <div style="text-align: right;">             1/17/19  <b>Date</b> </div> </div>	
<b>Meets "AP" Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>Meets "Honors" Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Submitted by: J Gahre</b> <b>Site: PVHS</b> <b>Date: 11/9/18</b>	<b>Unit Value/Length of Course:</b> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
<b>Approvals</b>	<b>Name/Signature</b>	<b>Date</b>
Director of Curriculum & Instruction		1/17/19
Asst. Superintendent of Educational Services		1/19/19
Governing Board		



**RCOE ADVANCED RETAIL OPERATIONS**

**DATE:**

**INDUSTRY SECTOR:** Business and Finance Sector

**PATHWAY:** Business Management

**CALPADS TITLE:** Advanced Business Management Enterprise and Project Management (Capstone)

**CALPADS CODE:** 7412

**HOURS:**

Total	Classroom	Laboratory/CC/CVE
180	90	90

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Retail Salespersons	41-2031.00	First-Line Supervisors of Retail Sales Workers	41-1011.00
Merchandise Displayers and Window Trimmers	27-1026.00	Wholesale and Retail Buyers, Except Farm Products	13-1022.00
Online Merchants	13-1199.06		

**COURSE DESCRIPTION:**

This one-year standards-aligned course explores professional sales concepts more deeply. Students learn to access and use marketing information to enhance sales activities and opportunities and complete a strategic plan that includes establishing individual and company sales goals to guide activities of the sales staff. The instructional program prepares students to perform marketing and management functions and tasks associated with operating a retail business in a variety of on-site, student enterprises, such as a student store. The course curriculum's community-classroom (CC) and cooperative vocational education (CVE) component is designed for work-based learning at a community business training site and on-campus student enterprise operations. Work-based learning CC/CVE facilitate student skill development in a variety of retail management functions, including pricing strategies, marketing sales, promotional planning, inventory control, balancing registers, customer service techniques, handling complaints and other various management and scheduling operations. This is an advanced class; it is designed to serve as a concentrator or capstone course for any of the pathways in the Marketing, Sales, and Service Sector, or for the Fashion Merchandising pathway, and intended primarily for the junior or senior year of high school.

**A-G APPROVAL:** G

**ARTICULATION:** None

**DUAL ENROLLMENT:** None

**PREREQUISITES:**

Prerequisite
Introductory Marketing or Business Course, retail or equivalent retail, business, marketing, or merchandising course. (Recommended)

## METHODS OF INSTRUCTION

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

## STUDENT EVALUATION:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

## INDUSTRY CERTIFICATION:

- None

## RECOMMENDED TEXTS:

- Marketing Essentials Lois Schneider Farese, Grady Kimbrell, Carl A. Woloszyk McGraw Hill Education 2012

## PROGRAM OF STUDY

Grade	Fall	Spring	Year	Course Type	Course Name
10, 11, 12			<input type="checkbox"/>	Concentrator	RCOE Retail Sales and Marketing
10, 11, 12			<input type="checkbox"/>	Capstone	RCOE Advanced Retail Operations

I.	INTRODUCTION TO ADVANCED RETAIL OPERATIONS	CR	Lab/ CC	Standards
	<p>This unit introduces retail operation from a consumer, economic, and a social perspective as well as examines the role of retailing in the supply chain. Students will be introduced to key retail terms. Students will have the opportunity to examine the retail market by studying the consumer and consumer goods. Students will critique the economic benefits of the retail industry and how it affects society.</p> <p>Student Learning Outcomes</p> <ul style="list-style-type: none"> <li>• Identify the consumer, economic, and social perspectives of retail operations and products sold.</li> <li>• Evaluate the role of the consumer in the market.</li> <li>• Categorize the supply chain.</li> </ul> <p><b>Unit Assignment(s):</b></p> <p><b>Key Assignment</b></p> <ol style="list-style-type: none"> <li>1) Write a 2-3 page APA or MLA formatted report explaining the consumer, economic, and social benefits that a company and its products may provide as well as the path of the product on the supply chain.</li> <li>2) Create a flowchart presentation that demonstrates and explains the supply chain for that product.</li> <li>3) Present and discuss the product information and supply chain flow chart path to the class.</li> </ol> <p><b>Assessment</b></p> <p><b>Instructor:</b> Using a rubric, will grade paper, flowchart, and presentation.</p>	10	10	<p><b>Academic:</b> LS: 11.1</p> <p><b>CTE Anchor:</b> Health and Safety: 6.1</p> <p><b>CTE Pathway:</b> A1.1</p>
II.	THE SELLING PROCESS	CR	Lab/ CC	Standards
	<p>Students will identify, differentiate, and model the steps of the selling process, including customer approach styles, determining needs, present product options, overcoming objections, suggestion and substitution selling and closing the sale techniques. Students will define customer buying motives and interpret customer signals to determine rational or emotional motives to facilitate the customer's decision-making process. Students will describe the need for product knowledge in the selling process, including research and analyze ways to find product information. Students will differentiate between a variety of selling situations including face-to-face selling, e-mailing, catalog, and telemarketing sales as well as retail vs. wholesale selling. Students will explain the main characteristics of the successful salesperson including a focus on communication skills such as listening, verbal and written correspondence, and delivery of product knowledge that results in customer connections, trustworthiness, and power of persuasion to enhance the selling process and customer satisfaction. Students will analyze the ethical obligations of the salesperson during the selling process.</p> <p>Student Learning Outcomes</p> <ul style="list-style-type: none"> <li>• Explain the main characteristics of a successful salesperson including listening, verbal and written communication skills, product knowledge, customer connection, trustworthiness, and power of persuasion.</li> <li>• Demonstrate the steps of full-feature selling and techniques uses in the selling process, from the approach to close of a sale.</li> <li>• Obtain and analyze product service information to facilitate the selling process.</li> <li>• Define and predict buying motives in the customer's decision-making process.</li> </ul>	10	10	<p><b>Academic:</b> LS: 11.1</p> <p><b>CTE Anchor:</b> Career Planning and Management: 3.1</p> <p><b>CTE Pathway:</b> A9.5</p>

**Unit Assignment(s):**

**Key Assignment**

- 1-2 page (APA or MLA formatted) paper discussing each step of the Sales Presentation.

- Successful completion of the sales presentation paper will result in going on to the sales presentation demonstration and evaluation.

- Role play each step of the Sales Presentation:
- This is a pairing assignment; one student acting as the salesperson, while the other will be the customer. Upon completion, the students will switch roles.
- The students will also be filmed for review.

The steps include:

1. The Pre-Approach - all tasks and employee/student does before coming in contact with the customer.
2. The Approach - the first in-person contact the sales associate/student makes with a potential customer.
3. Determining needs/wants - through observation, questioning, and listening.
4. Product presentation - the opportunity to create desire and how the product might fulfill the customer's needs/wants.
5. Handling objections - fully understanding the customer's objection in order to overcome. Add-ons/plus selling - offering related or unrelated products.
6. Closing the sale - Asking the customer to make the purchase.
7. Follow-up - assuring that all is completed correctly for the closing and may often extend beyond the store visit.

After the students complete their presentation and review their video.

3) **Self-Critique:** 1-page critique in which the student will evaluate their strengths and weaknesses during the roleplay. Included will be a "needs improvement" section in which the students will discuss what they need to accomplish in order to correct and improve their sales techniques.

**Assessment**

**Instructor:** Using a rubric, will grade paper, presentation, and self-critique.

III.	CUSTOMER SERVICE	CR	Lab/ CC	Standards
	<p>Students will discuss and identify the importance of creating a positive customer service experience before, during and after the selling process. Students will model a positive attitude, strategies for meeting customer's product needs and exceeding service expectations. Students develop an understanding of diverse customer differences, backgrounds and perspectives that affect service expectations and evaluate methods for responding thoughtfully to all sides of an issue or concern. Students will identify and describe the importance of "after-sale activities" that affect customer service including order processing, customer departure methods, order fulfillment, carry-out/assistance options, and follow-up techniques. Students will identify Customer Relationship Management trends and ways technology plays a role in this endeavor. Students will identify ways businesses evaluate salesperson effectiveness in meeting customer service expectations.</p> <p>Student Learning Outcomes</p> <ul style="list-style-type: none"><li>• Explain the importance of customer service as well as detail examples of effective customer service techniques</li><li>• Interact with customers in a positive, responsive and professional manner.</li><li>• Demonstrate the concept of exceptional customer service by determining the needs and desires of customers to exceed their expectations.</li></ul> <p><b>Unit Assignment(s):</b></p>	10	10	<p><b>Academic:</b> LS: 11.1</p> <p><b>CTE Anchor:</b> Communications: 2.1</p> <p><b>CTE Pathway:</b> A9.5</p>

	<p><b>Key Assignment</b></p> <p>1) Research how businesses are using technology for customer service. The information to be collected will include the name of the company, products sold, approximate target market, what programs and software are used to maintain good customer relations.</p> <ul style="list-style-type: none"> <li>• Locate, compile, and evaluate five examples of these methods and create a presentation of your findings.</li> <li>• Should include what the software does as well rate the effectiveness of its usage.</li> </ul> <p>2) Students will present their findings to the class.</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• <b>Instructor:</b> Using a rubric, will grade presentation.</li> <li>• <b>Peer:</b> Non-presenting classmates will grade the presentation.</li> </ul>			
IV.	<b>CASHIERING - RETAIL FINANCIAL TRANSACTIONS</b>	CR	Lab/ CC	Standards
	<p>Students acquire knowledge of procedures for handling cash and noncash transactions in order to perform appropriate cashiering and related asset protection procedures. Students will demonstrate knowledge of the use of contemporary and emerging technology resources used in cashiering; including the production of proper cash accounting records and reporting and describe the uses and benefits of point of sale (POS) software programs. Students will identify differences between customer payment options and steps for handling cash, credit cards, debit cards, ATM cards, money orders, and personal checks. Students will perform cash fund set-up, balancing registers and established change-making procedures using manual and touch screen cash registers. These procedures include the "counting forward" method of change making, preparing accurate counting reports. Students will also prepare monies for bank deposits by; rolling of coins, sorting bills by domination, and straightening bills. Students will identify current counterfeit currency detection measures. Students demonstrate asset protection procedures for cash handling. Students identify risks for customers regarding identity theft and payment options and examine ways businesses can reduce the risk of exposure. Students will describe the importance of conducting all financial transactions in an accurate, professional and ethical manner.</p> <p>Student Learning Outcomes</p> <ul style="list-style-type: none"> <li>• Apply cashiering procedures and transactions, such as balancing cash draws, cash fund set-up, preparing deposits, management of money, and identifying counterfeit</li> <li>• Apply the procedures for handling non-cash transactions: credit cards, debit cards, money orders, personal checks, coupons, discounts, and online transactions.</li> <li>• Conducts all financial transactions in an accurate, professional, and ethical manner.</li> </ul> <p><b>Unit Assignment(s):</b></p> <p><b>Key Assignment</b></p> <ul style="list-style-type: none"> <li>• Students will role-play cashier procedures including conducting a transaction, collecting payment, making change using the count forward method.</li> <li>• Students will role-play counterfeit detection procedures including identifying security features and utilizing detection tools.</li> <li>• Students will role-play cash balancing procedures including verify daily sales receipts, using an "x z" report and register balancing. Students will determine what reports are needed to accurately report the products sold and the amount of money accepted and accurately report the products sold and the amount of money accepted by cashiers.</li> </ul>	10	10	<p><b>Academic:</b> LS: 11.1</p> <p><b>CTE Anchor:</b> Career Planning and Management: 3.2</p> <p><b>CTE Pathway:</b> A9.5</p>

	<p><b>Assessment</b>  <b>Instructor:</b> Using a rubric, grade the roleplaying performances.</p>			
<b>V.</b>	<b>VISUAL MERCHANDISING</b>	<b>CR</b>	<b>Lab/ CC</b>	<b>Standards</b>
	<p>Students gain an understanding of the importance of visual merchandising as a way to attract customers, begin the selling process, and create the desired business image. Students will explain the concept of visual merchandising and display, identify, define and use related merchandising terms. Students will identify different types of displays and merchandising techniques and explain each one's use and effectiveness based on different retail environments. Students will apply the procedures necessary to produce and maintain interior and exterior store displays including the use of the elements and principle of design and identify the ways cultural and ethical differences impact visual merchandising choices. Students will interpret and implement appropriate visual presentation techniques including interpreting a plan-o-gram or floor plan.</p> <p><b>Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Explain the characteristics of effective interior and exterior retail</li> <li>• Understand the theory and models the practice of appropriate merchandise placement on a sales</li> <li>• Create store displays by using various fixtures: mannequins, shadow boxes, wall, tabletop displays, &amp; props, to convey specific messages, the store's image, specific manufacturer's label, color or fabric store, or a specific event.</li> </ul> <p><b>Unit Assignment(s):</b>  <b>Key Assignment</b></p> <p>1) Students will identify and explain the rationale for a current retail store floor plan in a presentation to the class. The store layout will include specific fixtures, product placement, displays, and other important elements which contribute to the store's design.</p> <ul style="list-style-type: none"> <li>• The student will state the reasons for product placement, use of specific fixtures and displays to convey the overall</li> <li>• Will be presented to the class.</li> </ul> <p><b>Assessment</b>  <b>Instructor:</b> Using a rubric, grade the presentation.</p>	10	10	<p><b>Academic:</b>  LS: 11.1  <b>CTE Anchor:</b>  Career Planning and Management: 3.9  Technology: 4.6  <b>CTE Pathway:</b>  A9.5</p>
<b>VI.</b>	<b>STOCK HANDLING AND INVENTORY</b>	<b>CR</b>	<b>Lab/ CC</b>	<b>Standards</b>
	<p>Students determine the key functions in the distribution system of stock handling and inventory control. Students identify and describe the steps in the receiving process for merchandise and explain procedures for controlling and minimizing loss. Students identify, explain and appropriately use loss prevention terms. Students evaluate and describe the employees' legal and ethical obligations throughout the merchandise handling process. Students describe the process for providing effective inventory management and identify and describe various types of inventory systems and technologies for precise and consistent implementation procedures. Students will analyze sales information to determine inventory turnover.</p> <p><b>Students Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Describe the procedures involved in receiving, inspecting, and marking merchandise as well as distribution on the sales floor.</li> <li>• Compares common inventory loss points and strategies for loss</li> <li>• Analyze basic operational procedures for all aspects of inventory control and loss prevention.</li> </ul>	10	10	<p><b>Academic:</b>  LS: 11.1  <b>CTE Anchor:</b>  Technology: 4.1  <b>CTE Pathway:</b>  A9.5</p>

	<p><b>Unit Assignment(s):</b></p> <p><b>Key Assignment</b></p> <p>1) Students will create a loss prevention manual documenting legal and ethical procedures for employees when handling/receiving stock. The manual will include defining theft, current loss prevention practices, appropriate handling/receiving procedures, and actions to take during a robbery.</p> <p>- APA or MLA formatted paper.</p> <p><b>Assessment</b></p> <p><b>Instructor:</b> Using a rubric, grade the loss prevention manual.</p>			
VII.	<b>PROMOTIONAL MIX</b>	CR	Lab/ CC	<b>Standards</b>
	<p>Students gain an understanding of the basic marketing principles for maximizing revenue based on supply and demand. Students will analyze marketing strategies and their effect on products by exploring basic marketing principles and procedures applied to targeting an audience to define a specific "Target Market." Students will also examine ways of developing and maintaining long-term guest relationships through effective promotional marketing. Students understand and apply the skills and techniques to prepare advertising, public relations, and informational materials for consumers.</p> <p><b>Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Identify the role of promotion in marketing and the possible elements of the promotional mix</li> <li>• Categorize the different types of consumer sale promotions</li> <li>• Evaluate various types of advertising</li> <li>• Identifies the four marketing mix elements for a given company or</li> <li>• Analyze target markets, competition, and customer profiles.</li> </ul> <p><b>Key Assignment</b></p> <p>1) Students will identify a product, categorize the parts of its marketing mix (<b>4Ps: Product, Place, Price, and Promotion</b>), and then adjust the marketing mix to meet changes to the product for future distribution.</p> <ul style="list-style-type: none"> <li>• APA or MLA formatted paper.</li> <li>• Students will begin by selecting and listing the following name of the product, model number, type of product, and 3-5 special properties or functions of the product.</li> <li>• 2) Students will identify the current marketing mix for the product: <ul style="list-style-type: none"> <li>• <b>Product:</b> nothing to list.</li> <li>• <b>Price:</b> Current price.</li> <li>• <b>Place:</b> 2-3 locations where the product can be purchased.</li> <li>• <b>Promotion:</b> Locate a commercial, ad, or other types of promotional material used to market the product.</li> </ul> </li> <li>• 3) Based on the company's desire to change this product, students will change a product property or function and then revise the marketing mix in order to accommodate the proposed change. <ul style="list-style-type: none"> <li>• <b>Product:</b> What changes will be made to the product? What would be the benefit of the change to the market? Why would they want the new product?</li> <li>• <b>Price:</b> What should be the new price based on the product's new properties? Justify the price change.</li> <li>• <b>Place:</b> Identify two new locations where the product can be sold. What is the rationale for selecting these new sites?</li> </ul> </li> </ul> <p><b>Promotion:</b> Storyboard a new commercial to market the changes to the product.</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• <b>Instructor:</b> Using a rubric, grade the paper.</li> </ul>	10	10	<p><b>Academic:</b> LS: 11.1</p> <p><b>CTE Anchor:</b> Communications: 2.1</p> <p><b>CTE Pathway:</b> A9.1</p>



	<ul style="list-style-type: none"> <li>• <b>Media Faculty:</b> Critique of the elements of the commercial storyboard.</li> <li>• <b>Industry Partner:</b> Evaluate the marketing mix changes and whether they are viable in the marketplace.</li> </ul>			
<b>VIII.</b>	<b>BUYING AND PRICING</b>	<b>CR</b>	<b>Lab/ CC</b>	<b>Standards</b>
	<p>A student will evaluate the process of purchasing from vendors and buying from the market as a whole to make certain that vendors meet the needs of a business. Students will also examine product delivery timeframes and the acceptance of product quality and price. Students will consider competitive advantages and disadvantages.</p> <p>Student Learning Outcomes</p> <ul style="list-style-type: none"> <li>• Define the terms used for organizational buyers.</li> <li>• Explain how planning purchases differ between an industrial market and a seller's market.</li> <li>• List the steps involved in determining a price.</li> <li>• Evaluate the use of technology in the pricing function as well as smart pricing based on data, communicating prices to customers using electronic shelves, digital price, and scanning kiosks.</li> </ul> <p><b>Unit Assignment(s):</b></p> <p><b>Key Assignment</b></p> <p>1) Students will conduct a survey in order to determine why people make purchases. Students will interview six salespeople: three who sell average-priced products and three who sell high-end products. The survey will include the name of the salesperson, years in the field, types of products he/she currently sells, types of customer who buys their products (target market), and the reasons people give for making those purchases.</p> <ul style="list-style-type: none"> <li>• With each reason given, the student will categorize the reason as rational, emotional, and patronage as well as justifying that categorization.</li> </ul> <p>2) Students will prepare a 1-2 page report (APA or MLA formatted paper) discussing the findings. The paper will also include the links between the target market and the reasons for purchase.</p> <p><b>Assessment</b></p> <p><b>Instructor:</b> Using a rubric, grade the survey and paper.</p>	10	10	<p><b>Academic:</b> LS: 11.1</p> <p><b>CTE Anchor:</b> Career Planning and Management: 3.7</p> <p><b>CTE Pathway:</b> A9.1</p>
<b>IX.</b>	<b>EMPLOYMENT PORTFOLIO</b>	<b>CR</b>	<b>Lab/ CC</b>	<b>Standards</b>
	<p>This unit centers on job acquisition skills. Students will create digital and hard copies of varying employment portfolio documents including a job application, resume, letters of reference, and cover letter. Additionally, students will practice interviewing skills in a small group setting.</p> <p>Student Learning Outcomes</p> <ul style="list-style-type: none"> <li>• Identify a variety of sources for job leads.</li> <li>• Describe the best ways to develop job leads.</li> <li>• Name the legal document needed to begin working (work permit).</li> <li>• Complete an application form.</li> <li>• Develop a resume and a cover letter.</li> <li>• Prepare for an interview.</li> </ul> <p><b>Unit Assignment(s):</b></p> <p><b>Key Assignment</b></p> <p>1) A student will complete the application portion of the employment portfolio. The parts to be completed will include:</p> <ul style="list-style-type: none"> <li>• Job application (the instructor will provide a blank, generic application</li> </ul>	10	10	<p><b>Academic:</b> LS: 11.1</p> <p><b>CTE Anchor:</b> Technology: 4.4</p> <p><b>CTE Pathway:</b> A9.5</p>

	form) <ul style="list-style-type: none"> <li>• Resume</li> <li>• Three letters of recommendation.</li> <li>• Cover letter.</li> </ul> 2) Students will also provide their drafts and teacher comments as part of the assessment to follow the revisions.  <b>Assessment</b> <ul style="list-style-type: none"> <li>• <b>Instructor:</b> Using a rubric, grade the application, resume, letters of recommendation, cover letter, and adherence to teacher's comments on drafts.</li> <li>• <b>Industry Partner:</b> Evaluate whether the employment portfolio would result in a hire.</li> </ul>			
<b>X.</b>	<b>COURSE NOTES:</b>	<b>CR</b>	<b>Lab/ CC</b>	<b>Standards</b>
	Course Notes:	0	0	<b>Academic:</b> LS: 11.1 <b>CTE Anchor:</b> Communications: 2.1 <b>CTE Pathway:</b> A1.1

**Entered by:**

District: Riverside County Office of Education  
 Contact: John Bruestle, CTE Instructional Specialist  
 Phone: 951-826-6313  
 Email: rcoecte@rcoe.us

