

Our Goals for Today:

- **Shared Understanding of College & Career Readiness**
- **Components of Quality CTE Programs**
- **Additional Resources & Support/ Specific Guidance**

Introductions

- **New Jersey Department of Education**
 - **Kimberley Harrington**, Chief Academic Officer/Assistant Commissioner, Division of Teaching and Learning
 - **Marie Barry**, Assistant Division Director, Division of Teaching and Learning
 - **Robyn Kay**, Director, Office of Career Readiness
 - **Nicolae Borota**, Manager, Office of Career Readiness
- **NJDOE Program Officers and Support Staff**

What is College & Career Readiness?

BIG PICTURE

What does it mean to be college and career ready?



Academic
Mathematics
Science
Communications
Literacy



Technical
Job specific
skills valued by
employers



Occupational
21st Century Skills
Employability
Skills

**College & Career
Ready**

“Making the Case for CTE: What the Research Shows” – James Stone, NRCCTE

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What is CTE?

Organized educational activities that offer:

- A sequence of courses that provide rigorous content aligned with challenging academic standards
- Relevant technical knowledge and skills needed to prepare for further education and careers
- Technical skill proficiency
- Industry recognized credentials
- Competency-based applied learning
- Occupation-specific skills

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Why CTE?

CTE *Works* for High School Students

- Engaging
- Real-world learning
- Higher graduation rate
- More students pursue postsecondary certifications and degrees

<https://www.acteonline.org/cte/>

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NJDOE

Office of Career Readiness

The Office of Career Readiness' mission is to provide leadership for innovative and performance-driven educational opportunities that promote equity and excellence for all students to become productive members in a global society.

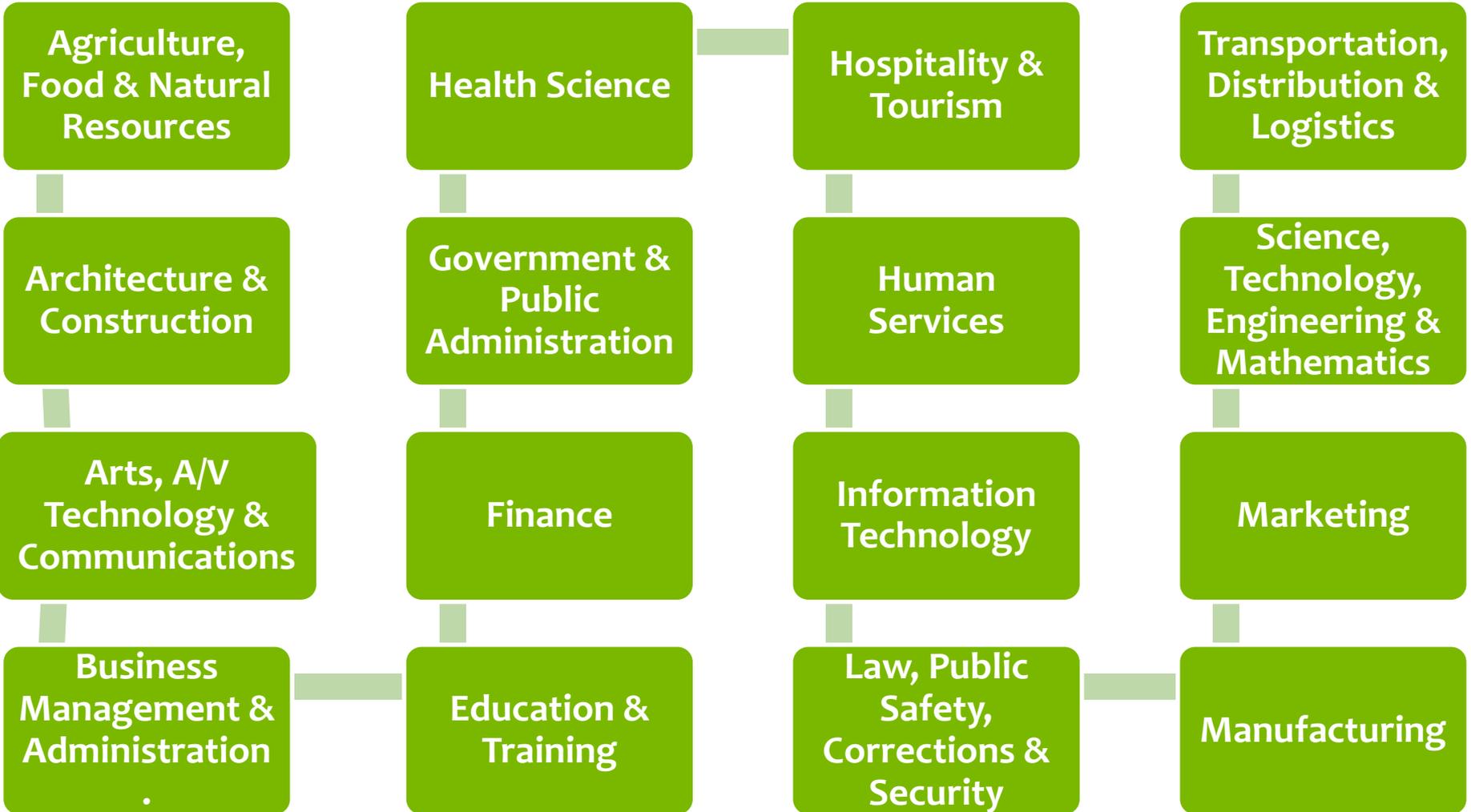
- Support CTE Programs
 - Administer and monitor Carl D. Perkins Grants
 - Provide professional development
 - Provide technical assistance
 - Develop model curricula
 - Develop partnerships
 - Carry out other state and federal initiatives and grants
 - Career Equity Resource Center (CERC)
 - Increase postsecondary certifications, degrees and opportunities

Creating New CTE Programs



PATHWAYS TO COLLEGE & CAREER READINESS

Career Clusters[®]



Resources in the Career Cluster[®]

- Career Pathway expertise
- Professional development
- Curriculum resources
- CTSO connections
- Postsecondary partnerships
- Technical skill assessments
- Industry certifications

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What is a CTE Program?

- Coherent and rigorous sequence of courses (at least three)
- Organized under a CIP code (Classification of Instructional Program)
<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>
- Provides technical skill proficiency, an industry-recognized credential, a certificate or an associate degree.
- Includes applied learning that contributes to the academic knowledge, technical and employability skills, work attitudes, and knowledge of all aspects of an industry.

CTE Programs vs. Elective Courses

CTE Program:

- Sequence of 3 or more courses that build upon each other
- Exposure in the career pathway through internships, job shadowing, work experiences and etc.
- Experience, connections, contacts, mentors, and possible references from the field they want to enter
- Prepares students for high skill, high wage, high demand careers
- Industry credentials and/or college credit
- CTE teachers work with an advisory committee to stay current on business and postsecondary trends

Elective:

- One or two classes
- Sometimes no sequence of courses
- May not have a direct tie to workforce



Learning that works
for New Jersey

Program Need

Is There a **Need** for the Program?

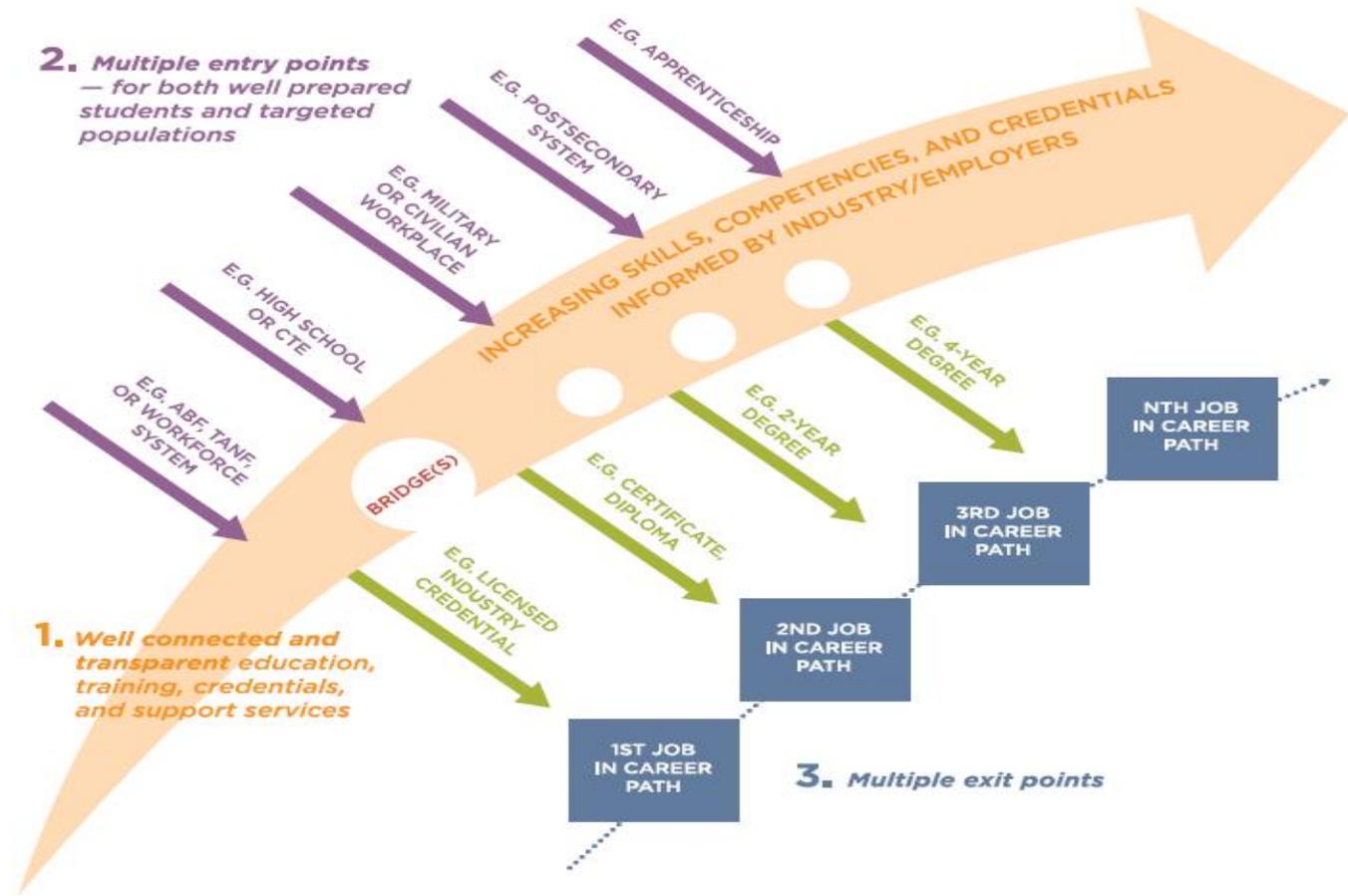
1. Is It a High-Skill, High-Wage, High-Demand Pathway?
2. Is There Student, Parent, Community Interest?
3. Is There Business/Industry/Local Need?
4. Is There NJ Labor Market Need?
5. Is There Enough District Capacity?

Starting a CTE Program - Need

High-Skill, High-Wage, High-Demand Pathway Program of Study:

- Incorporates and aligns secondary and postsecondary education elements,
- Includes academic and CTE content in a coordinated, non-duplicative progression of courses,
- Offers the opportunity, where appropriate, for secondary students to acquire postsecondary credits, and
- Leads to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

Career Pathway



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Business and Industry Need

- New Jersey Key Industries:
 - <http://wd.dol.state.nj.us/labor/lpa/pub/lmv/cluster%20handout.pdf>
 - Technology Industry Cluster
 - Biopharmaceutical Life Sciences Industry Cluster
 - Advanced Manufacturing Industry Cluster
 - Transportation, Logistics, Distribution Industry Cluster
 - Financial Services Industry Cluster
 - Health Care Industry Cluster
 - Leisure, Hospitality and Retail Industry Cluster
 - Construction Industry
- Workforce Development Boards in New Jersey:
 - <http://www.servicelocator.org/workforcesystem/default.aspx?loc=NJ&lst=2>
- New Jersey Talent Networks:
 - http://careerconnections.nj.gov/careerconnections/resources/talent/talent_networks.shtml

Specific Labor Market Need

- Labor market information can assist district in identifying:
 - Current employment trends
 - New job pathways
 - Revising programs to meet the needs of today and tomorrow's workforce.
 - www.onetonline.org

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Starting a CTE Program - Capacity

What is your district's capacity for starting and sustaining this program?

- Facility
- Staff
- Resources
- Funding
- Student Enrollment

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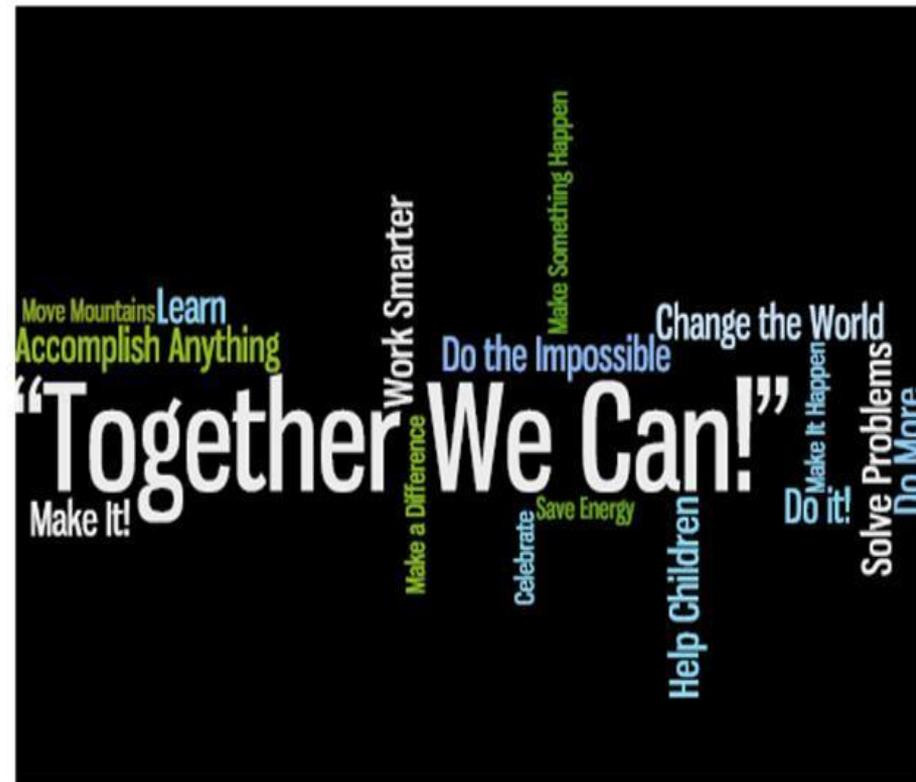
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Develop Student, Parent, and Community Interest

- Back to School Night
- CTE Program Day at Middle School
- On-line student/parent/community survey
- CTE Open House at the High School for Community
- Career Fairs/Guidance Counselors
- Involvement of PTO and Gifted & Talented Parent Organizations



Building High-Quality CTE Programs



Learning that works
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Required Program Elements

- **Advisory Committee**
- **Curriculum/Standards**
- **Postsecondary Connection**
- **Structured Learning Experiences**
- **Career and Technical Student Organizations**
- **Technical Skill Assessments**
- **CTE Performance**

Advisory Committees

What is the Purpose of an Advisory Committee?

- To assist educators in establishing, operating, and evaluating the CTE Program
 - To tailor programs to meet the workforce development needs of the community and the needs and interests of the individual students
 - To strengthen the collaboration between those responsible for CTE programs and the communities they serve
-
- A school is required to have one Advisory Committee for each program or program of study
 - Each program is required to meet with their Advisory Committee twice per school year
 - CTE Program Advisory Committee Handbook:
<http://www.nj.gov/education/cte/study/approval/CTEProgramReapproval.pdf>

What Can Advisory Committees Do for You?

- Attend Advisory Committee Meetings
- Consult on curricula revisions
 - Review, obtain or update instructional materials
 - Revise, develop or obtain new course assessments
- Advise on labor market trends
- Provide professional development to faculty
- Provide training to students
- Provide guest speakers, job shadowing, or field trip opportunities for students
- Recommend safety policy and procedures
- Consult on end of program assessments
- Consult on industry credentials
- Consult on post secondary alignment
- Provide scholarships or scholarship resources
- Donate supplies and/or equipment
- Consult on industry trends

...just to name a few

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What Great Things Have Your Advisors Done for You?



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Standard 9 - 21st Century Life and Careers

<http://www.state.nj.us/education/aps/cccs/career/>

The Standards: Standard 9 is composed of the Career Ready Practices and Standard 9.1, 9.2, and 9.3 which are outlined below:

- **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

- **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

- **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **9.3 Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

For students to be college and career ready they must have opportunities to understand career concepts and financial literacy. This includes helping students make informed decisions about their future personal, educational, work, and financial goals. By integrating Standard 9 into instruction, New Jersey students will acquire the necessary academic and life skills to not only achieve individual success but also to contribute to the success of our society.



Program or Program of Study

CTE Program

Prepares students for entry-level employment in specific occupation, and is aligned with business/industry standards;

Coherent sequence of 3 or more courses;

May lead to an industry-recognized credential/certificate at the secondary level;

Incorporates opportunities to participate in structured learning experiences and career and technical student organizations (CTSO);

Incorporates applied, contextual, cross curricular and interdisciplinary instructional strategies into the curricula.

CTE Program of Study (POS)

All of the Program Elements and ADDING the following:

Incorporates and aligns secondary and postsecondary education elements such as curricula, standards and assessment;

Provides students with opportunities to earn college credit for college courses successfully completed during high school;

Includes an articulation agreement or memorandum of understanding.

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Types of Postsecondary Articulations

- **Articulated Credit** - College credits students earn for successfully completing an articulated course are “banked” at the community college until the student enrolls in a program at that college.
- **Concurrent/Transcripted/Dual Credit** - Students simultaneously earn credits towards high school graduation requirements, and college credits for successfully completing a POS course.

Steps for Obtaining a Postsecondary Agreement

- Big Picture: What career are you focusing on?
- Look at surrounding colleges and colleges with this degree area
- Look at their curriculum and course offerings:
 - Compare curricula. Is there overlap?
 - Teacher Certification (Does the high school teacher qualify to be an adjunct professor with the college?)
 - Contact the college to find out what types of agreements they provide

Structured Learning Experiences

- **EXPERIENTIAL**, supervised work-based experiences that provide in-depth learning.
- **RIGOROUS** activities that are integrated into course curriculum and aligned to curriculum standards.
- **EXPLORATION** of career interests. Students gain career readiness skills.
- **DEVELOPMENT** of personal, academic and career goals.
- **DEMONSTRATION** and **APPLICATION** of a high level of academic and/or technical skills.

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SLE Program Options

- **Job Shadowing**
- **School-Based Enterprises**
- **Volunteering (includes clinical experiences)**
- **Community Service/Service Learning**
- **Unpaid Internships**
- **Paid Internships**

NOTE: Cooperative education experiences are for students enrolled in NJDOE-approved career and technical education programs only. Other students may participate in paid internships.

Educational Elements of SLEs

- Student Workplace Learning Activities
- Aligned to Standards/Career Ready Practices
- Learning Goals and Objectives
- Assessed

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Common SLE Regulations

- Supervised
 - School Coordinator
 - Worksite Mentor
- Age – 16
- Required SLE Forms
 - Training Plan
 - Employer Plan
- Non-Hazardous Only
- Paid or Unpaid

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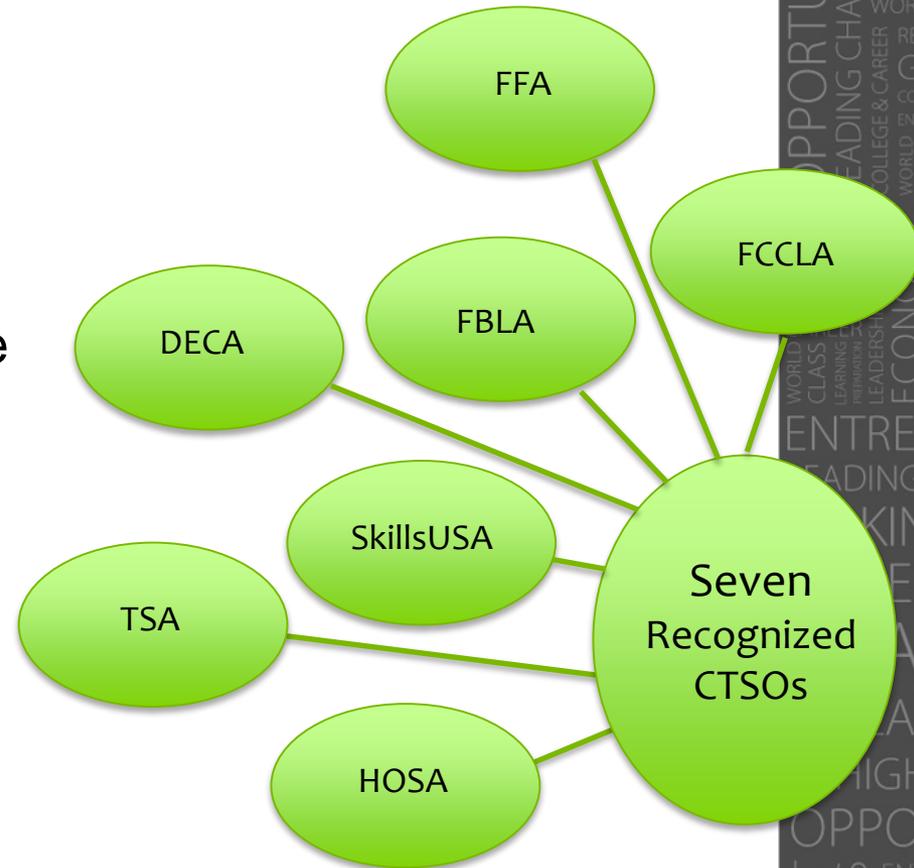
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Career and Technical Student Organizations (CTSOs)

- Opportunity to enhance career, employability and leadership skills through a variety of activities
- CTSO programs and competitive events must reflect current standards and competencies for the education programs that they support.
- Teachers infuse the organization's activities into the instructional programs, thereby enabling students to see and immerse themselves in the real-world connections to their academic studies.



Technical Skills Assessment

1. Every CTE Program/POS, where available, **MUST** administer a **third-party assessment**.
2. If there is no NJDOE recognized assessment listed for a particular CIP, an **alternate vendor assessment** may be listed.
3. If an alternate vendor assessment is not available, a **teacher-made and approved** assessment may be listed.
 - ❖ If option 2 or 3 is used, a justification must be provided. Be aware that the student outcomes **do not count** toward meeting the performance indicator if option 2 or 3 is used.
 - ❖ If you have a possible third-party end-of-program assessment that is applicable but not recognized by NJDOE, please inform your program officer so that we can review and possibly approve it.

www.nj.gov/education/cte/programs/CTEEndofProgramAssessments.pdf

CTE Program Performance Data

- End-of-Program Third Party Test
- Enrollment
 - Participants
 - Concentrators
 - Completers
- Academic Attainment

- High School Completion
- Nontraditional
- Special Populations
- Gender



Learning that works
for New Jersey

Building the Quality of Career and Technical Programs

The Career Equity Resource Center (CERC)

Office of Career Readiness

April 22, 2015

Building the Quality of Career and Technical Education Programs

- A major component of a quality CTE program is that it is accessible to and supports all learners. To assist schools in meeting this objective the Career Equity Resource Center has been established.

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About the Center

The Career Equity Resource Center

The Career Equity Resource Center (CERC) resides in the NJDOE Office of Career Readiness. The center provides data-driven research based **special populations** professional development and technical assistance to secondary schools and county colleges operating **career and technical education (CTE) programs**.

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About the Center

Special Populations

As defined by the Perkins Act, special populations include:

- Students with disabilities
- Students from economically disadvantaged families (SES)
- Students with limited English proficiency (ELL, LEP, SIFE)
- Students preparing for non-traditional careers

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Center Goals

- Increase the **awareness** of CTE programs among parents, students, and school district and county college personnel as viable pathways to assist special population students to prepare for the 21st century workplace and the global economy.
- Increase the **recruitment, participation, and retention** of special population students in high-quality CTE programs in order to broaden their options and opportunities and prepare them to secure high-wage, high-skill, and high-demand employment.
- Increase successful **completion** of special population students participating in CTE programs and programs of study.

Service Delivery

- The delivery of CERC services is a **voluntary** process that schools may wish to undertake to address specific equity issues or to develop comprehensive equity plans.

GLOBAL
COMPETITIVENESS
SUCCESS
LEADING CHANGE
CAREER
READINESS
COLLEGE & CAREER
ECONOMIC VITALITY
LEADERSHIP
TRANSFORMING EXPECTATIONS
HIGH-DEMAND

OPPORTUNITY
LEADING CHANGE
COLLEGE & CAREER
WORLD CLASS

HIGHER
GRADUATION RATES
STUDENT SUCCESS
OPPORTUNITY
CAREER
WORLD CLASS
LEARNING FOR ALL
LEADERSHIP
ECONOMIC
RE

ENTREPRENEURSHIP
LEADING CHANGE
MAKING
DIFFERENT

COLLEGE & CAREER
READ
HIGH-DEMAND
OPPORTUNITY

STUDENT SUCCESS
ENTREPRENEURSHIP
ECONOMIC
TRANSFORMING
EXPERIENCE

Contact Us:

- For additional information on special population CTE students contact: Charlotte Gray, charlotte.gray@doe.state.nj.us or go to: www.nj.gov/education/cte/cerc

