

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

Old Capitol Building, PO BOX 47200, OLYMPIA, WA 98504-7200

CAREER AND TECHNICAL EDUCATION

New Program/Course Planning Guide

Last updated April 11th, 2005

APPROVAL OF NEW CAREER AND TECHNICAL EDUCATION PROGRAMS

Important: New standards are currently under development and when completed, ALL career and technical education (CTE) programs may be assessed against the new standards. Until the new standards are approved, districts should use Standards and Indicators included in Attachment D. If you have questions or need additional information, please E-mail the appropriate pathway supervisor. In order to receive state vocational funding, the instructor assigned to teach the course must hold appropriate vocational certification.

PROGRAM EXPANSION

Courses are approved by District, not school or building. Program expansions are no longer required.

NEW PROGRAM APPROVAL

NEW COURSES are those not approved for vocational funding during the current school year. To be eligible for vocational funding, proposals for new courses must meet the application deadlines.

If the program proposals are not received by the deadline date, the program proposal must be submitted for the next application cycle.

		Request postmarked by	OSPI response (approved or pending)	Final deadline
Application Deadlines:	1 st Semester	April 15	June 1	June 30
	2 nd Semester	Oct 15	Dec 1	Jan 15

If help is needed in planning new vocational programs or courses, contact the following pathway supervisor directly:

Agriculture and Science Education Pathway—Wayne H Gilman, Supervisor, 360-725-6244
hwgilman@ospi.wednet.edu

Business and Marketing Education Pathway—Diane Carver, Supervisor, 360-725-6258
dcarver@ospi.wednet.edu

Health and Human Services Education Pathway—Teresa Stone, Supervisor, 360-725-6243
tstone@ospi.wednet.edu

Technology and Industry Education Pathway—Moe Broom, Supervisor, 360-725-6241
mbroom@ospi.wednet.edu

Submit all program proposal requests to:

(Specific Pathway Supervisor)
Career and Technical Education
Office of Superintendent of Public Instruction
Old Capitol Building, PO BOX 47200
Olympia, WA 98504-7200

PLANNING NEW CTE COURSES AND PROGRAMS (Attachment A)

The following information shall be submitted to the Office of Superintendent of Public Instruction (OSPI) for evaluation of a proposed new course or program based on the current standards for CTE programs. The goal of CTE programs is to prepare all students for successful roles as workers, family members, citizens, and lifelong learners. To achieve this goal, this document identifies basic elements that are expected within all CTE programs. These elements are the basis for any instructional program to be approved for state vocational funding. Assurances submitted, as part of the district's application for state/federal funds for CTE will apply to the new course or program.

OCCUPATIONS/CLUSTER IDENTIFICATION—Identify the occupation and/or occupational cluster for which the program is intended by using the title and CIP code number as taken from the attached list of secondary career and technical education course codes. (See attachment C)

NEED—Document the need for additional trained personnel in this occupation or occupational cluster through recommendations from advisory committees, local surveys, Employment Security Department, and other reliable data sources. Examples of labor market data sources are: Workforce Training Needs and Practices—Workforce Training and Education Coordinating Board: www.stats.bls.gov/oes; Washington's Interactive Labor Market Access: www.wilma.org; Occupational Employment, Training, and Earnings <http://stats.bls.gov/asp/ocp/noeted.empoptd.asp>; Occupational Outlook: www.stats.bls.gov/ocohome.htm Refer to standard 9 for indicators.

ADVISORY COMMITTEE—Indicate involvement of an advisory committee and its endorsement of the course/program by providing a statement signed by the advisory committee chair. Refer to standard 9 in Attachment D for performance indicators.

STUDENT CHARACTERISTICS—Describe the students who will be served through the course/program. Include the following items that apply: grade, age level or group, occupational aspirations, disabled and disadvantaged.

DIVERSITY—Describe course outcomes that will address appreciation for and respectful interaction with diverse populations, the elimination of harassment, bias and stereotyping, and how nontraditional training and employment opportunities will be addressed. Refer to Standard 3 in Attachment D for performance indicators.

COURSE OUTCOMES—Identify the course outcomes, including the industry standards, essential learnings, and employability skills to be developed in each of the major units of instruction by submitting the course outcome sheet (See attachment E). Indicate the approximate time of instruction planned for each major unit in a course outline format. Refer to Standard 1 in Attachment D for performance indicators.

SEQUENCE OF INSTRUCTION—List the sequence of course offered in the occupational area and show how this course fits into the sequence, e.g., the courses necessary to complete a sequence of training for business and administrative support areas. If your district is in a vocational skills center consortium, describe how you have communicated with the skills center administration to assure that this course is not a duplication of a skills center course, please include documentation to confirm that this action has been discussed with and approved by the skills center administration. Refer to Standards 2 and 10 in Attachment D for performance indicators.

FACILITIES/EQUIPMENT/PROGRAM STRUCTURE—Indicate which facilities, equipment, and supplies are to be provided for this course. Describe how the course/program will be structured to ensure that safety factors, number of training stations, the concentration of students from special populations, and the instructional requirements of the specific skills to be developed are considered in the implementation of the course. Refer to Standards 7 and 8 in Attachment D for performance indicators.

PERSONAL AND LEADERSHIP DEVELOPMENT—Describe how personal and leadership development competencies will be included as an integral part of the instructional program. Indicate how an affiliated national vocational student organization will be utilized. Refer to Standard 4 in Attachment D for performance indicators.

COORDINATION OF OUT-OF-CLASS EXPERIENCES—Describe how the instructional program will utilize home, school, workplace, and community experiences and describe how time will be provided for instructors to coordinate these planned activities. Refer to Standard 6 in Attachment D for performance indicators.

If there is a work-based learning component as part of this program, please refer to Standard 12 in Attachment D for performance indicators.

INSTRUCTORS—Indicate name(s) and vocational certification status of instructors. Refer to Standard 5 in Attachment D for performance indicators.

PROGRAM EVALUATION—Describe plans for follow-up of students, surveying employer satisfaction and general program evaluation. Where applicable, give plans for assistance in job placement. Refer to Standard 11 in Attachment D for performance indicators.

CLASSIFICATION OF INSTRUCTIONAL PROGRAMS (CIP)
(Attachment B)

CIP codes for CTE courses/programs for which program approval is currently approved are listed on the attached FileMaker pro document. Please use the appropriate CIP code number and course/program title to identify the vocational program on all reports/forms/applications as required.

STANDARDS AND INDICATORS FOR CTE PROGRAMS
(Attachment C)

Each standard is accompanied by a number of indicators that are guiding principles that demonstrate the standard is being satisfied within a particular program.

Standards and Indicators

1. CTE programs provide the opportunity for students to develop and demonstrate technical, related academic, and work readiness competencies required in the workplace, community, family, and for continuing education.

Indicators

- a. Students achieve specific technical competencies and proficiencies associated with:
 - ◆ Entry-level career sustaining objectives.
 - ◆ Preparation for further education.
 - b. Students apply related academic competencies that include the ability to:
 - ◆ Read, write, speak, listen, and perform basic computations.
 - ◆ Exhibit effective interpersonal skills and multicultural sensitivities.
 - ◆ Think critically, solve problems, make decisions, organize, and prioritize.
 - ◆ Work effectively with resources, teams, systems, and technologies.
 - c. Students achieve work readiness skills to:
 - ◆ Develop skills and attitudes to adapt to change and the need for lifelong learning.
 - ◆ Manage personal, family, and work responsibilities.
 - d. Programs are of sufficient duration (a beginning measure equivalent to 360 hours) for students to develop and apply identified sequential competencies from beginning level to more complex.
2. CTE programs are an integral part of the K-16 education systems and are coordinated with other workforce training programs.

Indicators:

- a. Students participate in programs coordinated throughout various levels of education (elementary, secondary, and post-secondary), thus providing continuity of instruction.
 - ◆ Curriculum is articulated to reinforce K-12 students' career development goals.
 - ◆ Students have an articulated educational plan that enables them to transition from the secondary vocational-technical program to post-secondary/college programs or to work.
 - b. Students demonstrate awareness that school is part of a broader set of community resources they must access for lifelong learning and for achieving education, work, family, and personal goals.
3. CTE programs assist students in the development of the skills and knowledge needed to work and live within a diverse society.

Indicators

- a. Students demonstrate an appreciation for diversity of culture, ethnicity, physical capacity, age, and gender as societal strengths.
- b. Students respectfully interact with diverse populations in schools, communities, and workplaces.
- c. Students will recognize and support the elimination of harassment, bias, and stereotyping.

4. Student leadership competencies are developed and applied as an integral part of every CTE program.

Indicators

- a. All CTE programs provide the opportunity for students to participate in recognized program-related state and national vocational student leadership organizations.
 - b. Interpersonal and leadership development competencies are taught as an integral part of each approved program in addition to state and national student leadership organizations.
5. CTE educators continue to demonstrate occupational and professional competence and maintain vocational certification in the area(s) in which they teach.

Indicators

- a. CTE instructors are initially certified in the specific fields they instruct and have occupational mastery through current relevant work experiences.
 - b. CTE educators maintain occupational competence by participating in business/industry seminars, university/college courses, inservice activities, return to-industry programs, and professional conferences and workshops.
 - c. CTE educators enhance their professional and technical competencies through a professional development plan that is reviewed by a local advisory committee prior to certification renewal.
6. CTE educators are provided time and resources for activities that connect school with work, home, and community.

Indicators

- a. CTE educators consult with employers, agencies, and families in the workplace, home, and community.
 - b. CTE educators are provided time and resources to coordinate vocationally approved learning activities outside of the school and school day.
 - c. Coordinator(s) in programs with a formal work site component will be assigned, beyond preparation time, one hour within the day for each 25 students to facilitate/evaluate school/work site components.
7. CTE programs are structured so that safety factors and number of training stations determine the maximum number of students per classroom.

Indicators

- a. Equipment and supplies are sufficient in quantity to ensure access to all students served and by all student populations
- b. Instructional facilities include adequate space in classrooms and labs/shops for effective and orderly instruction of the number of students served.
- c. Instructional facilities provide for adequate space for students to work individually, as well as in teams.
- d. Course equipments, supplies, and facilities meet or exceed current local, state, and federal guidelines for environmental health and safety.
- e. Safety practices are regularly monitored, and safety instruction is incorporated into all course content.

- f. In classrooms with hazardous equipment and processes and where student safety is of prime consideration, the class size will be limited to 24. Higher enrollments, up to 30 (excluding work-based learning), may be acceptable if one or more of the following exist:
 - ◆ Additional learning stations are available within the classroom and an educational staff assistant is employed.
 - ◆ Appropriate numbers of training stations are available within a team-teaching situation.
 - g. For funding purposes, the maximum enrollment hours allowed, per full-time instructor, shall not exceed 26 full-time equivalent students (FTE). This total load may be increased up to 30 student FTEs if educational staff assistants are provided for classes that exceed 24 students.
8. CTE instructional equipments, facilities, and instructional delivery used in the program are comparable to those used in the workplace and in the home.

Indicators

- a. The program's instructional facilities model those currently found in the workplace, community, and home.
 - b. The program reflects industry standards through equipment and supplies similar to those used in the workplace, community, and home.
 - c. The program exposes students to state-of-the-art technology.
 - d. The local advisory committee reviews the program facilities and equipment annually.
9. The CTE programs are based on identified need and are developed and maintained in consultation with a functioning general advisory council and program specific/career pathway advisory committee.

Indicators

- a. The program is based on identified state, regional, and local employment needs that lead to a wage consistent with the student's career and family goals.
- b. The general advisory council (GAC) shares pertinent information, promotes program models and pilots, and proposes program changes to meet current state, regional, and local employment needs.
- c. The GAC (as well as the program-specific/career pathway advisory committees) consists of a balanced representation of management and employees, business, labor, and the community.
- d. The program-specific advisory committees assist with career counseling, cooperative education activities, student leadership activities, student recruitment, and job placement.
- e. The program-specific committees assist with career counseling, cooperative education activities, student leadership activities, student recruitment, and job placement.
- f. The program-specific advisory committees promote the professional development of instructors and assist in endorsing teachers for certification as vocational educators.
- g. The program-specific/career pathway advisory committees publicize the content and benefits of CTE to parents, students, and the community.

10. Career development and planning is an integral part of all CTE programs.

Indicators

- a. Students develop career/education transition plans that provide for technical preparatory activities from ninth grade through two years after high school graduation.
- b. Career development identifies and coordinates activities to strengthen academic skills.
- c. Career development uses student aptitude and interest inventories to help students in program/course selection.
- d. Career development ensures that all student populations have equitable access to programs, developing specific plans, if necessary, to involve students with disabling conditions or special needs, understanding that all students have unique gifts and talents, and can be successful.
- e. Career development informs students of career opportunities related to occupational training. Students locate, interpret, and use information about job openings and opportunities, including nontraditional options.
- f. Career development assists students to understand how they can integrate academic, vocational, and personal skills with career goals and work activities.

11. Through a planning process, CTE programs are evaluated annually and the results are used for continuous program improvement.

Indicators

- a. Program evaluation is consistent with the standards as established in this document.
- b. Program evaluation assesses post-program employment and status of program completers.
- c. Program evaluation and follow-up assesses the satisfaction of former students with their employability, job finding, and retention skills; specific job and leadership skills; and management of work and family skills.
- d. Program evaluation gathers information on employers' satisfaction with skills, knowledge, and abilities of vocational education completers.
- e. Program evaluation assesses cost-effectiveness of the program.
- f. Program evaluation gathers information on the current status and trends in program enrollment.
- g. Program evaluation explores labor market databases to assess supply and demand for workers in occupations related to training.

12. Work-based learning opportunities may be offered as an integral part of a student's career pathway. Such learning shall follow guidelines specified in the accompanying indicators and may be paid or unpaid.

Indicators (Indicators that apply to both paid and unpaid work-based learning)

- a. A certificated work-based learning coordinator coordinates program functions.
- b. The coordinator is assigned at least one hour of time each day for 25 students to perform work-based learning responsibilities in addition to regular preparation time.

- c. The work-based learning coordinator is primarily responsible for job training development activities and placements.
- d. The certificated coordinator conducts a minimum of four (quarterly) student evaluations; one on-site per semester or trimester. Support staff performs only school-based clerical functions related to enhancing the organizational effectiveness of a local work-based learning program.
- e. The coordinator is assigned additional contract time to complete work-based learning activities that take place outside the school day.
- f. Work is combined with coordinated school-based skill learning.
- g. Work, training, and expectations are described in a mutually agreed-upon training plan and training agreement between employer, union (as applicable), parent, student, and school.
- h. Work related to a student's career pathway.
- i. Includes instruction in workplace safety in accordance with occupational health and safety standards.
- j. Student and coordinator records for documentation of all work-based learning shall include:
 - ◆ Documentation of student paid and unpaid training hours with third-party verification.
 - ◆ Training agreements and training plans that are established at the outset of any work-based learning experience.
 - ◆ Documentation of progress toward student attainment for work-based learning competencies.
 - ◆ Documentation of at least one training sponsor evaluation per grading period.
 - ◆ Release forms for insurance, safety, permit to drive, and special variances to minor work regulations.

Indicators: Paid work-based learning appropriate for students who have attained the certificate of mastery shall include:

- a. Students shall have a minimum of 405 hours of paid work-based learning to receive a school credit.
- b. Work combined with coordinated school-based skill learning.
- c. Work is conducted on a paid job site.
- d. Payment for work meets or exceeds the minimum wage.
- e. Work that culminated in the achievement of competencies and skills as defined by industry-accepted performance standards. Verification of the skills attained in work-based learning should be spelled out on a training plan that records the accumulation of competencies and skills as they are certified.

Indicators: Unpaid work-based learning appropriate for students skill working to attain the certificate of mastery will include a work-site outside the institutional environment of the school and shall include:

- a. Students receive a minimum of 90 hours and maximum of 180 hours of work-based learning instruction in non-paid setting.

- b. Work-based learning shall combine and coordinate with school-based learning to support the essential academic learning requirements.
- c. Work-based learning shall not produce significant economic benefit to the employer or replace a regular worker. If the student looks like a worker, it is not an unpaid experience!
- d. Work-based experience occurs during time usually designated as the student's normal school day.
- e. Students demonstrate increased skill attainment as academic competence increases and in accordance with career development.
- f. The student experience is time-limited with specific beginning and ending points. At the conclusion of the student experience, students have the opportunity to apply for paid work-based learning employment.

Career and Technical Education
 Source of Standards _____

Course Planning

(Attachment D)
 Sheet Course: _____

Performance Tasks/Assessments	Standards and Competencies (Exp. = pre-industry content standard)	Essential Academic Learning Requirements (EALRs Goals 1 and 2)	Integrating Analytical, Logical, and Creative Thinking (thinking skills) Goal 3	Leadership skills and activity	Employability skills	Local district goals	Relevance to work Goal 4	Time spent on this major unit of study