

MS CTE PA FAQ + Considerations for Assurances

Are middle school program approvals due April like the high school approvals? *Yes, any program that has courses taught by teachers a district wishes to claim on CTA for 20-21 must be in by April 1, 2021.*

Program Quality Action Plan (PQAP) Middle School- Can we make our own (cause we already did) or do we have to use something else? *They get to and can complete the same PQAP as HS though apply it to their own environments and their own applicable info. We won't be picky about it but we do want teachers to think thoughtfully about the PQAP elements.*

Would it be okay to write one Program Quality Action Plan (PQAP) for our Middle Schools? Or, does each school need to create its own? *It is indeed designed to help EACH instructor reflect on their programming with a continuous improvement lens. They'll have to update it every time their program is renewed so....it may be best to keep it as individually completed. Having said that, Combined Exploratory will be ONE PQAP....since it is one program.*

What should we provide for the "Diversity Statement" assurance? Is there a template or example? *We know that is a weird ask. It is one of the many elements we'll be editing for next year's rendition. Attached is a model we'd like to see for now.*

Can we use the HS Advisory committee chair as the MS chair as well? They have their committees together. *Yes, they aren't expected to create their own rendition of an advisory committee, they can combine and we like to see that type of collaboration.*

Is the plan for MS to eventually host their own Advisory Committees? Or is the MS Advisory Chair seen as more of the industry contact or who regularly supports the schools combined exploratory program? *The vision in the past and currently (foreseeably for the future too) is for the MS and HS Advisory combine. This will help inform programming backwards and forwards. If it were me, I'd solicit input from my MS teachers in the programs you have who would like to serve as 'chair' or rep on this advisory. You would only need one rep if it is a combined exploratory though if multiple teachers are interested then let them join, it won't hurt! At the same time, any other middle school champion can also join this advisory committee so if there is a champion school counselor or champion principal, they too are welcome to join the advisory. Especially if it will benefit and best inform thoughtful programming.*

On the MS PA, you can upload your HS advisory roster/POW to serve as evidence for this.

If the middle school course doesn't match the Course Sequence list at CCCS, what happens? *If there are changes to course titles or schools, contact LV and she'll add them to the system (lauren.victor@cccs.edu). If you are noticing that course aren't in the drop down menus (if applicable), send an email to the appropriate Program Director who approves the programs to inform them that you'll be using a particular course so it can get approved officially.*

****Special Note on Program Approvals in 2021**:** *it was noticed that the way the MS PA is right now in the new PA online system doesn't reflect the best assurances so....if you submit a program this year, you are grandfathered in to not having to be accountable to the more assurances that others next year will have to do.*

Combined Exploratory

The courses listed in an exploratory "wheel" program MUST come from two or more career clusters/sectors. There has to be a credentialed instructor. Unlike the high school versions of CTE programming, the credential does not have to match the specific content area.

Ideally a "wheel" should lead to more in depth solo CTE programming for the school and the feeder high school.

Consider envisioning the ‘wheel’ program to help grab students attention, support their future aspirations and lead them to understanding the meaningful career development processes that will continue to happen as they age in and out of high school. We recommend leveraging ICAP here to the best of your abilities, including integrating Meaningful Career Conversations as objectives for classroom experiences. Explore the newly released PWR Playbook here for more ideas and promising practices to borrow:

<https://www.cde.state.co.us/postsecondary/pwrplaybookmeaningfulcareerconversations>

Work Based Learning:

Middle School is the perfect time to implement elements listed in the 1st column of the Continuum. See here: <http://coloradostateplan.com/educator/work-based-learning/> Promising practices forthcoming.

Think of MS CTE as a foundation for Career Development: Career exploration and awareness

MS CTE is indeed designed to be very ICAP-like. Please explore the many resources, implementation ideas and creative practices via the 2021 PWR Playbook: <https://www.cde.state.co.us/postsecondary/pwrplaybookwelcome>

MS CTE is best delivered when CTE courses integrate developmentally appropriated activities and implementation of WBL. Check out the newly released Quality Action Guide on the WBL page here, for more details and ideas: <http://coloradostateplan.com/educator/work-based-learning/>

Middle level program activities should reflect the Learning about Work activities found on the WBL Continuum. This continuum of activities should foster student exposure through skill attainment of a wide variety of careers and be integrated within the school’s ICAP process for student’s growth and awareness of education, training and skill development needed for their career goal(s). Evidence of WBL activities is required as a condition of program renewal.

Advisory Committees

Middle level programs should be utilizing the secondary advisory committee(s) appropriate for this program to assure that middle level programming objectives align to secondary programs and to industry expectations for middle level students. Participation in the secondary advisory committee or development of a specialized advisory committee that serves this program is required as a condition of program renewal.

Non-Trad & other Assurances:

- Describe activities within the program that promote awareness of this program to students and parents/caregivers.
- Describe activities within the program to foster student participation in building relevant skills for careers in your community.
- Describe activities within the program designed to assist with student ICAP and the exploration of non-traditional careers.
- Describe how this program uses activities in the WBL continuum.
- Describe activities within the program towards meeting the needs of students with disabilities.
- Describe activities within the program to engage business and industry around challenges they have around diversity and equity in their workforce.

See sample template, below.

CTA Reporting and Claiming:

We recommend always being thoughtful about CTA regulations and kindly check in with Jacqui Geiselman, CTA Manager (Jacqui.Geiselman@cccs.edu) (720) 858-2595)

SAMPLE for 'diversity statement'

CTE Non-Traditional Career Plan

1. Invite local employers to speak to students about the potential for career options.
2. Bring in multiple role models and volunteers to encourage students.
3. Instructors to share personal story and career path.
4. Encourage students to explore many career options.
5. Hold all students to high standards of involvement in skill building.
6. Increase opportunities to align male and female students to work together to help reduce the natural tendency to self-segregate by gender.
7. Encourage all students to be student coaches for each other.
8. Use alternative training techniques so that all students find a way to use the tooling properly and comfortably no matter the physical ability.
9. Communicate with parents through community outreach (ie. Back to School Night, Incoming Student Registration) to increase awareness of the opportunities available to each and every student. Parents and students are exposed to nontraditional programs and pursuing nontraditional career opportunities.
10. Partner with local entities to help find supply donations, tools, and opportunities for student growth. Enlist help from your advisory committee and community- based organization to provide student support.

Additional Guidance:

Think 'measurable' with program design:

- Hold all students to high standards of involvement in skill building.
- Encourage students to explore many career options.
- Encourage all students to be student coaches for each other.

We recommend leveraging the current scope and sequences for High School programming to developmentally appropriate them for the Middle School levels. <http://coloradostateplan.com/secondary-pathways/>

Familiarize yourself with the many state and national resource links for curriculum ideas, programming design and thoughtful implementation on the MS CTE webpages: <http://coloradostateplan.com/educator/middle-school-cte/middle-school-cte-program-approval/>

Contact Lauren.Jones@cccs.edu for further clarifications, ideas and requests for supports.

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