

CHAVEZ HUIERTA

K-12 PREPARATORY ACADEMY

Book	CHPA Board Policy Manual
Section	Chapter 3 Academic Affairs
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The following procedures will be established for career and technical education programs at Chavez/Huerta K-12 Preparatory Academy.

- Identify key partners who need to commit to the efforts of establishing a career and technical education program. This could include the following groups or individuals;
 - Advisory Level Participants • Four-year baccalaureate degree institution program chair • Community college president • Community college vice president for instruction • Community college technical dean, director of workforce development, or director of technical programs • School district superintendent(s) • Career center director • High school principal(s) • Private sector representation, economic developer • Parents • Counselors
 - Implementation Team Level Participants • Four-year baccalaureate degree institution faculty • Community college faculty • School district faculty (including both career-technical faculty and academic faculty) • Career center faculty
- Develop an Implementation Team – The implementation teams will be the core individuals who develop the course content alignment to knowledge and skills, gap analysis, and vertical alignment between secondary and postsecondary institutions. Secondary content specialists will perform an alignment between their course content, objectives and competencies for the secondary courses and programs.
- Provide Foundational Professional Development: All team members and participants should participate in joint sessions regarding career clusters, career pathways, programs of study, plans of study, knowledge and skill statements and the benefits that career clusters and programs of study provide for all learners. These are important concepts

that must be understood before beginning the alignment process. Participants may plan site visits to other institutions involved in implementing programs of study, or they may invite representatives from other institutions who are further along in the implementation process to a local meeting.

- **Alignment of CTE Course Competencies of Knowledge and Skills:** Program of study implementation is built upon curricula that address the career cluster knowledge and skills, essential knowledge and skills, and pathway knowledge and skills, as well as national and state academic standards. Standards-based curriculum moves education away from narrow job-specific preparation toward broader and more durable technical instruction. Standards-based curriculum also expands, enhances and reinforces academic content.
- **Gap Identification and Remedy:** After aligning the course competencies with the knowledge and skills, it should be apparent where gaps (knowledge and/or skill is not taught) or overages (competencies are above or beyond knowledge and skills) occur.
- **Local Validation and Credentialing:** Upon completion of the alignment and gap analysis, information should be shared with the local advisory committee to conduct a local validation of updated, nationally-aligned course competencies. Advisory committee members should be considered content experts; they may have a better feel for how clusters fit with the occupational area. However, advisory committee members may want to add knowledge and skill statements. If these are added, appropriate performance elements and sample indicators need to be developed.
- **Vertical Alignment and Transition Links -** Once horizontal alignment is completed, representatives of all educational levels (secondary, two-year and four-year) should meet and perform a vertical alignment. Courses that link programs between educational levels (secondary to two-year, secondary to four-year, and two-year to four-year) should be compared.
- **Create Transition Opportunities:** Completing the vertical alignment will facilitate creation of transition opportunities. It is important to determine criteria for successful articulation.
- **Create the Personal Plan of Study:** With the horizontal alignment, gap analysis and vertical alignment complete, schools are now ready to prepare a model personal plan of study. Secondary institutions should work closely with their counselors to develop the model personal plan of study in a way that ensures graduation requirements are met and course sequencing is appropriate to avoid remediation at postsecondary institutions.
 - To effectively develop a personal plan of study, successful secondary curriculum should meet the following principles: Meet state academic standards and College and Career Readiness Standards;
 - Meet high school testing and exit requirements;
 - Provide additional preparation to ensure college readiness;
 - Meet college entrance and placement requirements;
 - Provide academic and career-related knowledge and skill in a chosen Career
 - Cluster or Career Pathway; and Provide opportunities for learners to earn college credit through credit-based transition programs such as dual credit and articulation.

- Environment of Continuous Improvement: School leaders should consider reviewing school improvement processes that focus on data-driven decision making.

Last Revised October 31, 2017

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