Office of the State Superintendent of Education
Career & Technical Education

Programs of Study Guide
Spring 2021

Office of the State Superintendent of Education
Postsecondary and Career Education Division
Career and Technical Education Department

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The purpose of this document is to communicate the elements of the programs of study and the processes to establish Career and Technical Education (CTE) programs of study in the District of Columbia.

INTRODUCTION

Programs of study, as defined by The Strengthening Career and Technical Education for the 21st Century Act (Perkins V), are a sequence of courses that incorporate challenging state academic standards; address both academic and technical knowledge and skills, including employability skills; align with the needs of industry/economy; progress in specificity; have multiple entry and exit points that incorporate credentialing, and culminate in the attainment of a postsecondary credential. Students are also encouraged to participate in career and technical student organizations (CTSOs) aligned to their study program. The Office of the State Superintendent of Education (OSSE), department of Career and Technical of Education (CTE), is focused on creating, supporting, and improving programs of study to ensure they meet this criterion along with opportunities for articulated and/or dual credit and embedded work-based learning opportunities within each course. Each OSSE program of study is aligned to one of the 16 career clusters and will prepare students to enter a high-skill, high-wage, and/or in-demand profession.

OSSE worked with state educational agencies from multiple states throughout the U.S. and established baseline course standards for each of the 107 courses offered in our new programs of study. Our courses/programs of study were validated by business and industry professionals in April and May 2019. OSSE staff members arranged over 30 validation meetings, representing all aspects of our 42 programs of study, and asked business and industry representatives to modify and recommend the technical skills in each of our new course standards. The validation process allowed OSSE to ensure the course standards will appropriately prepare students for the jobs aligned with their programs of study. It allowed the business and industry community to learn more about the quality and complexity of instruction that will occur across all CTE classrooms. OSSE will require all Perkins V grantees to choose and follow these learning standards effective July 1, 2020; only local education agencies (LEAs) that follow these standards will be eligible for federal and/or state career education funding. OSSE will ensure compliance with this requirement through a combination of the following: the Consolidated Annual Report (CAR), desk audits, site-visits, compliance monitoring, and pre-and-post-local application assurance documents. The programs of study matrix is in Appendix A.

As we continue to expand CTE in the District, further development of our programs of study is essential. Through an application process, LEAs can submit opportunities for new programs of study or make changes to existing programs. Once approved, programs of study are eligible to receive Perkins funds and technical assistance for implementation. The application for new CTE programs of study will **open on November 1 and close on January 30**. Program of study applicants will be notified of their **submission status on March 1**. New program(s) of study implementation is a 16-month process, from the date of approval, and the Fast-Track is 4-months. The LEA's CTE Director can only submit applications. If you have questions or concerns pertaining to this application, contact Candice Mott – Performance Accountability Coordinator, at candice.mott@dc.gov.

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OSSE PROGRAM OF STUDY IMPLEMENTATION

Secondary Programs of Study

CTE programs of study (POS) are four-course sequences that begin at the secondary level and continue through postsecondary education. Each level of course work introduces students to different aspects of that industry, content, and skill. Secondary CTE courses also expose students to opportunities to earn industry-recognized certifications, obtain college credit, and acquire work experience. OSSE programs of study offerings are aligned to industry needs and were validated through a statewide process to identify targeted occupations meeting that meet the criteria of high-skill, high-wage, and/or in-demand.

First-level CTE courses introduce students to that industry and provide a high-level overview of the key aspects of that field. At the second and third levels, students increase skills attainment and content specificity in order to prepare students for postsecondary education and obtaining industry-recognized credentials. OSSE is focused on students enrolling in and successfully completing CTE industry certification, career certificates, and degree programs (e.g., Associate of Applied Science and Associate of Science) before transitioning to postsecondary education. Students are considered CTE concentrators once they have completed course three in the program of study; this is the threshold for which the federal government measures all other CTE-related student outcomes. The third and fourth-year courses provides students the opportunity to complete a capstone, internships, apprenticeships, dual credit or enrollment, and more. Students engage in progressive work-based learning programs at each course level, which include attending speakers' series, self-assessments, worksite visits, and more.

Middle School Programs

OSSE is committed to the expansion of middle school courses that introduce students to college and career options, provide access to appropriate industry credentials, create opportunities to earn high school credit, and educate students about various programs of study at local high schools. This age group is well-suited for career exploration opportunities in business information management, entrepreneurship, and STEM-related engineering and design courses. Working in collaboration across LEAs and with educators and appropriate business partners, OSSE is supporting the development of curriculum and educator standards, various instructional supports, and certification options for each of these recommended middle school programs.

Postsecondary Programs of Study

At the postsecondary level, OSSE is focused on students enrolling in and successfully completing industry-recognized certifications, career certificates, and degree programs (e.g., Associate of Applied Science and Associate of Science) through traditional and non-traditional pathways. Perkins-funded program offerings were aligned with secondary programs of study and industry needs through a statewide process that identified targeted occupations meeting high-skill, high-wage, and/or in-demand criteria. OSSE will continue to expand access to and/or improve traditional and non-traditional postsecondary CTE in the District of Columbia by increasing articulation agreements, dual enrollment opportunities, programmatic investments, competency-based education, student support, and career pathway alignment/mapping.

OSSE PROGRAM OF STUDY IMPLEMENTATION

Overview

Programs of study provide a structured approach for delivering academic and technical education through an aligned sequence of courses that increase in skill and specificity at the secondary level. Students who complete a CTE program of study should attain a secondary school diploma or its equivalent and an industry-recognized credential, certificate, or license which holds value at the professional level, or in an associate or baccalaureate degree program. Students also participate in work-based learning experiences and dual credit/enrollment. The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) calls for states to offer CTE programs of study which may be developed or adopted by secondary LEAs s an option for students to plan and complete future coursework. All eligible D.C. recipients of Perkins funds are required to offer at least one CTE program of study.

OSSE CTE programs of study:

- Must have been a part of the approval process.
- Be organized into career clusters aligned with the National Career Clusters Framework
- Use the most recently available LMI data to meet the state definitions for high-wage, high-skill, and/or in-demand careers
- Consists of a nonduplicative, sequential course of study consisting of four courses.
    - The structure and layout of the courses must follow a similar format as the existing state-approved course sequences, which progress in knowledge/skill attainment and are unique to the career cluster. for the approved format of state-approved programs of study
- Incorporate industry-validated and OSSE-approved standards
- Offer work-based learning experiences that align with OSSE's work-based learning program framework and course-level standards
- Align with recognized industry standards, as evidenced by business and industry advisory support
- Include, where appropriate, opportunities for students to pursue dual enrollment courses, early college programs, or opportunities established through articulation agreements with local colleges, postsecondary institutions, and/or apprenticeship programs
- Result in an industry-recognized credential (or postsecondary degree program if a credential is not recognized or valued by the business community).

OSSE PROGRAM OF STUDY IMPLEMENTATION

National Career Clusters

The National Career Clusters Framework serves as an organizing tool for CTE programs, curriculum design and instruction. There are 16 Career Clusters in the National Career Clusters Framework, representing 79 Career Pathways to help learners navigate greater college and career success. The framework also functions as a useful guide in developing programs of study bridging secondary and postsecondary systems to create individual student plans of study for a complete range of career options. As such, it helps learners discover their interests and their passions, and empowers them to choose the educational pathway that can lead to success in high school, college, and career. The District of Columbia has adopted the Career Clusters Framework to structure and implement program of study offerings.
For more information on knowledge and skill statements specific to each Career Cluster, please visit the Advance CTE website https://careertech.org/career-clusters.

Labor Market Data

OSSE annually evaluates and approves programs of study designed to reflect statewide labor and postsecondary education offerings. As a result of this process, OSSE CTE will make adjustments to corresponding courses in order to maintain vertical alignment between secondary, postsecondary, and the labor market. This can result in the creation of new courses to fill a gap for growing occupations or the retirement of courses and programs of study which may have become obsolete, or which no longer represent areas of growth within the statewide labor market. Only approved programs of study will receive Perkins funding.

The process of the program of study justification should be repeated annually by the LEA and Institutions of Higher Education (IHE) levels to verify if programs offered to students are aligned to employment or postsecondary education so students can continue their education or enter a career path after high school graduation. This process also informs CTE directors of which programs of study to open in order to address a growing workforce need.

OSSE PROGRAM OF STUDY IMPLEMENTATION

Definitions for Labor Market Information

In order to properly evaluate whether a program of study or a course should be created or phased out, the District of Columbia will rely on Labor Market Information (LMI). To provide the most consistent conclusions and to meet federal guidance, OSSE-SOCTE will rely on these definitions:

High Wage

Those occupations that have a 25th percentile wage equal to or greater than the most recent MIT Living Wage Index for one adult in the District of Columbia, and/or leads to a position that pays at least the median hourly or annual wage for the Washington, DC, metropolitan statistical area.

High Skill

Those occupations located within the Washington, DC, metropolitan statistical area with education or training requirements of completion of an apprenticeship program; completion of an industry-recognized certification or credential; Associate degree, o higher.

In-Demand

Those occupations in the Washington, DC, metropolitan statistical area having more than the median number of total (growth plus replacement) annual openings over a five-year period.

These definitions were created in collaboration with Career and Technical Education leaders from District of Columbia LEA's, the University of the District of Columbia Community College, and national guidance from Research Triangle International (RTI) and Pathways2Careers. Additionally, previous work was consulted from researchers at MIT's Labor Wage Index Project, and the DC CTE Task Force's 2012 Strategic Plan for the District of Columbia.

Courses

First-level CTE courses introduce students to that industry and provide a high-level overview of the key aspects of that field. At the second and third levels, students increase skills attainment and content specificity in order to prepare students for postsecondary education and obtaining industry-recognized credentials. OSSE is focused on students enrolling in and successfully completing CTE industry certification, career certificates, and degree programs (e.g., Associate of Applied Science and Associate of Science) before transitioning to postsecondary education. Students are considered CTE concentrators once they have completed course three in the program of study; this is the threshold for which the federal government measures all other CTE-related student outcomes. The third and fourth-year courses provides students the opportunity to complete a capstone, internships, apprenticeships, dual credit or enrollment, and more. Students engage in progressive work-based learning programs at each course level, which include attending speakers' series, self-assessments, worksite visits, and more.

TRANSPORTATION AND LOGISTICS CAREER CLUSTER						
Program of Study	**Course 1**	**Course 2**	**Course 3**	**Course 4**	**SOC Code and Aligned Occupation**	**Industry Certification(s)**
Automotive Technology	**Automotive Basics** OSSEID: 5160101	**Automotive Technology I** OSSEID: 5160102	**Automotive Technology II** OSSEID: 5160103	**Practicum in Automotive Technology** OSSEID: 5160104	**49-3023.00** Automotive Service Technicians and Mechanics	**At the end of Automotive 1:** ASE Suspension and Steering (A4) ASE Brakes (A5) **At the end of Automotive 2:** ASE Manual Drive Train and Axles (A3) ASE Electronic and Electrical Systems (A6) ASE Heating and A/C (A7) ASE Engine Performance (A8)

OSSE PROGRAM OF STUDY IMPLEMENTATION

Course Numbering System

OSSE will use the following course numbering system to improve student identification, data collection, and data reporting as pertaining to student outcomes in a program of study. Once students are accurately counted in their courses, performance data will be collected to determine gaps for CTE concentrators and improve outcomes. Each number in the course numeration system reflects a component of OSSE's CTE program of study implementation.

Course Standards

OSSE worked with state educational agencies from multiple states throughout the U.S. and established a baseline level of course standards for each of the 107 courses offered in our new programs of study. Our courses/programs of study were validated by business and industry professionals in April and May 2019. OSSE staff members arranged over 30 validation meetings, representing all aspects of our 42 programs of study, and asked business and industry representatives to modify and recommend the technical skills in each of our new course standards. The validation process allowed OSSE to ensure the course standards will appropriately prepare students for the jobs aligned with their programs of study, and it allowed the business and industry community to learn more about the quality and complexity of instruction that will occur across all CTE classrooms. OSSE will require all Perkins V grantees to choose and follow these learning standards; only LEAs that follow these standards will be eligible for federal and/or state career education funding. OSSE will ensure compliance with this requirement through a combination of the following: the Consolidated Annual Report (CAR), desk audits, site-visits, compliance monitoring, and pre- and post-local application assurance documents.

Course standards were written to provide consistency in student outcomes. Each course's standards include indicators for knowledge and technical skills attainment, communication, technology application, employability, and legal and moral ethics pertaining to that industry. These components are in addition to students work-based learning and/or participating in career and technical student organizations (CTSOs) standards. LEA's will be required to provide standards for new courses and/or programs of study. OSSE also provides a standards package for each program of study. The program of study standards package includes:

- Course Descriptions
- Industry Certifications
- Work-Based Learning Examples and Resources
- Labor Market Information and Data Six-Year Plan
- Course Standards (Levels 1-4)
- Standard alignments between OSSE course standards and other standards (ex. ProStart)
- Suggested Equipment List

OSSE PROGRAM OF STUDY IMPLEMENTATION

Work-Based Learning

OSSE has outlined work-based learning requirements into our new statewide CTE course standards. These requirements are largely based on the FHI 360/Succeed 2020 framework, which will provide progressive opportunities for CTE students to experience work-based learning in and out of the classroom. Work-based learning progresses within each course and is aligned to students' theory and skills attainment. All new programs of study are required to integrate these work-based learning statements into the course level standards.

Level I Course: Career Exploration

Example experiences: Guest speakers, workplace tours
Standards language: "Students will participate in at least two career exploration work-based learning experiences in this course, which might include guest speakers and workplace tours in industries relevant to the "program of study."

Level II Course: Career Awareness

Example experiences: Informational interviews, job shadows
Standards language: "Students will participate in at least two career awareness work-based learning experiences in this course, which might include informational interviews or job shadowing relevant to the program of study."

Level III Course: Career Preparation

Example experiences: Paid or unpaid internships
Standards language: "Students will participate in a career preparation work-based learning experience in this course, which might include paid or unpaid internships that are aligned to the program of study."

Level IV Course: Career Preparation

Example experiences: Cooperative education
Standards language: "Students will participate in a career preparation work-based learning experience in this course, which includes paid or unpaid internships, pre-apprenticeships, or apprenticeships relevant to the program of study.

Career and Technical Student Organizations (CTSOs)

CTSOs are co-curricular/extracurricular groups for secondary and/or postsecondary CTE students that allow them to further their knowledge and skills by participating in activities, events, and competitions. CTSOs work as an integral component of classroom curriculum and instruction, building on career skills and concepts through the application and engagement of students in hands-on demonstrations and real-life and/or work experiences through a CTE program. CTSOs help students develop a career path, as well as a program of study, and give them opportunities to gain skills and abilities through activities, programs, and competitions. Also, students have opportunities to hold leadership positions at the local, state, and national level and attend leadership development conferences to network with other students, as well as business and industry partners. OSSE will support CTSOs at the state level and through the local Perkins grant application.

Support Completing This Application

CTE Director: Richard Kincaid – Richard.Kincaid@dc.gov
Programs: Candice Mott – Candice.Mott@dc.gov
Industry Recognized Credentials: Tanya Whitaker – Tanya.MacKall@dc.gov
Methods of Administration: Joseph Green - Joseph.Green3@dc.gov
Finance: Kim Freeland – Kim.Freeland@dc.gov
Guidance and Postsecondary Partnerships: Tiffany DeJesus Tiffany.Dejesus@dc.gov

OSSE NEW CTE PROGRAM OF STUDY APPLICATION

OSSE has established an application and review processes to support the improvement and creation of locally developed programs of study. The purpose of these processes is to ensure OSSE and local recipients make effective decisions for program development, resource allocation, and compliance. By requiring specific data and background information, the processes ensure appropriate consistency and care when designing and presenting new program of study proposals and comprehensive reviews of existing programs. The processes also support OSSE's organizational procedures that govern programmatic and financial considerations to eliminate confusion and unnecessary delays during implementation.

OSSE NEW CTE PROGRAM OF STUDY APPLICATION

Local Program of Study Proposal Process/Requirements

- Applications for new programs of study must be completed by the LEA and submitted to OSSE by the LEA CTE director.
- The application must be submitted to OSSE during the designated time frame. Applications will open November 1 annually and close January 1. Applicants will be notified March 1 of their approval.
- The LEA/IHE agree to a 16-month development process, after approval, for the new programs of study.
- The LEA/IHE is required to convene a local stakeholder team or use an existing program stakeholder team to determine the community need and support of the requested program of study.
- The LEA/IHE must use LMI data to determine the requested program of study's alignment to workforce needs.
- LEA/IHE partners should provide essential knowledge and skill requirements for each course in the proposed sequence.
- The process allows for LEA/IHE partners to identify nationally recognized standards or course standards adopted by other states to be included in the application, which may expedite the approval process.
- OSSE will provide official program of study/course names and numbers for each course. Applicant program of study/course names will be considered. It is encouraged, LEAs use OSSE course names and numbering for data purposes upon approval and implementation.

Locally Programs of Study Requirements

- Unique to the District existing programs of study.
- Approved through the OSSE Local Program of Study Application process.
- Use the most recently available LMI data to meet the state definitions for high-wage, high-skill, and/or in-demand careers.
- Be organized into career clusters aligned with the National Career Clusters Framework.
- Consist of four nonduplicative, sequential courses of study.
- The structure and layout of the courses must follow a similar format as the existing state-approved course sequences, which progress in knowledge/skill attainment and are unique to the career cluster.
- Incorporate industry-validated and OSSE-approved standards.
- Offer work-based learning experiences that align with OSSE's work-based learning program framework and course-level standards.
- Align with recognized industry standards, as evidenced by business and industry advisory support.
- Include, where appropriate, opportunities for students to pursue dual-enrollment courses, early-college programs, or opportunities established through articulation agreements with local colleges, universities, postsecondary institutions, and/or apprenticeship programs.
- Result in an industry-recognized credential (or align with a postsecondary degree program if a credential is not recognized or valued by the business community).
- The process allows for LEA/IHE partners to identify nationally recognized standards or course standards adopted by other states to be included in the application, which may expedite the approval process.

OSSE NEW CTE PROGRAM OF STUDY APPLICATION

OSSE New Program of Study Application Components

1. LEA Information and Overview
2. Stakeholder Team, Survey, and Endorsements
3. Needs Assessment
4. Course Content and Standards
5. Budget and Finance

PROPOSAL COMPONENT	DESCRIPTION	EVIDENCE
LEA Information and Overview	The LEA CTE Director is responsible for providing and submitting the OSSE New Program of Study Proposal for approval.	Program of Study Application
Secondary Stakeholder Team and Endorsements	Implementing a new program of study takes the commitment and effort of all stakeholders. All applicants must submit letters of support from the campus leaders, LEA, and advisory board in addition to the profile of each team member. Each secondary stakeholder team must consist of the following members (11): • Secondary CTE Teacher • Secondary Core Academic Teacher • Secondary Special Education Professional • Secondary Career Guidance, Advisor, or Academic Counselor • Secondary Principal • Postsecondary CTE Faculty • Local Workforce Development Board Member • Local Business & Industry Representative • Parent • Student • Community Member	Program of Study Application Campus Leader Letter of Support LEA Leadership Letter of Support *(If applying for multiple programs of study, the LEA provides one (1) letter of support for their evidence)* Stakeholder Team Letter of Support Stakeholder Surveys

OSSE NEW CTE PROGRAM OF STUDY APPLICATION

Postsecondary Stakeholder Team and Endorsements	Each postsecondary stakeholder team must consist of the following members (7): • Postsecondary CTE Faculty • Postsecondary Administrator • Local Workforce Development Board Member • Local Business & Industry Representative • Student (2) • Postsecondary Career Guidance and Advising Professional	Program of Study Application IHE Letter of Support *(If applying for multiple programs of study, the LEA provide one (1) letter of support for their evidence)* Stakeholder Team Letter of Support Stakeholder Surveys
Need Assessment	Needs assessments are used by organizations to determine priorities, make improvements, or allocate resources. LEAs seeking approval for a new program of study are required to complete the New Program of Study Needs Assessment. The components are: • Program of Study Overview • Labor Market Alignment • College and Career Readiness • Methods of Administration • Program Performance • Human Capital	Program of Study Application
Course Content and Standards	Content and standards are the foundation of designing Perkins-eligible programs of study. LEAs are responsible for providing standards for each course within proposed program of study.	Standards for Each Course Within the Program of Study
Budget and Finance	As an OSSE/Perkins funded CTE program of study, please submit the requested documentation for financial review. Budgets should include staffing, facilities, instructional equipment, marketing, and other significant purchases, epically those aligned to the LEAs Perkins application.	New Program of Study Budget

OSSE NEW CTE PROGRAM OF STUDY APPLICATION

LOCAL EDUCATION AGENCY (LEA) INFORMATION

☐ **Secondary** ☐ **Postsecondary**

Local Education Agency (LEA) Name

CTE Director **Phone Number**

STAKEHOLDER TEAM INFORMATION

Complete the stakeholder team profiles for each of the members.

Secondary stakeholder teams must consist of the following members (11):

- Secondary CTE Teacher
- Secondary Core Academic Teacher
- Secondary Special Education Professional
- Secondary Career Guidance, Advisor, or Academic Counselor
- Secondary Principal
- Postsecondary CTE Faculty
- Local Workforce Development/Advisory Board Member
- Local Business & Industry Representative
- Parent
- Student
- Community Member

Each postsecondary stakeholder team must consist of the following members (7):

- Postsecondary CTE Faculty
- Postsecondary Administrator
- Local Workforce Development/Advisory Board Member
- Local Business & Industry Representative
- Student (2)
- Postsecondary Career Guidance and Advising Professional

SECONDARY STAKEHOLDER TEAM

Role	Name	Affiliation
Secondary CTE Teacher		
Secondary Core Academic Teacher		
Secondary Special Education Professional		

Secondary Career Guidance, Advisor, or Academic Counselor		
Secondary Principal		
Local Workforce Development/Advisory Board Member		
Local Business & Industry Representative		
Parent		
Student		
Community Member		

POSTSECONDARY STAKEHOLDER TEAM		
Role	Name	Affiliation
Postsecondary CTE Faculty		
Postsecondary Administrator		
Local Workforce Development /Advisory Board Member		
Local Business & Industry Representative		
Postsecondary Career Guidance and Advising Professional		
Student (2)		

Stakeholder Survey

In addition to establishing a stakeholder team, please include data from surveys and/or focus groups with students, parents, and community representatives to support interest in the proposed program of study. The LEA has the flexibility to choose their tool to collect data from its stakeholders.

NEEDS ASSESSMENT

Program of Study Overview

The District of Columbia has established guidelines to support local providers in creating and offering CTE POS. A POS is a sequence of four CTE courses in a single program area. The first course consists of a survey class to introduce and showcase for students all aspects of a given industry and key occupations in demand. The second- and third-level courses require students to understand the key components of a given POS that will help prepare them for a recognized postsecondary/industry credential. In their fourth year, students may take a capstone course, which offers the student internship or apprenticeship opportunities in related occupational fields.

A high-quality, locally developed CTE POS:

- Is based on labor market information—programs are designed to prepare students for employment in high-wage, high-skill, and in-demand careers.
- Offers non-duplicative, sequential coursework—content is aligned across courses to offer students progressively more advanced knowledge and skills.
- Incorporates industry-validated and OSSE-approved standards—curriculum and instruction are targeted on the academic, technical, and employability skills that employers value.
- Provides work-based learning experiences—placements aligned with OSSE's WBL framework and course-level standards offer students a context for applying classroom learning.
- Includes dual enrollment or early college programs—articulation agreements with local colleges and universities, postsecondary institutions and apprenticeship programs provide for high school students to earn credit before graduating.
- Lead to an industry-recognized credential—award of a recognized industry credential or certificate at the postsecondary level that has value in the workplace or an associate or baccalaureate degree.

OSSE NEW CTE PROGRAM OF STUDY APPLICATION

NEW PROGRAM(S) OF STUDY INFORMATION/OVERVIEW

Proposed Program of Study

Career Cluster

New Program of Study Summary:

Projected Number of Students Entering the Program of Study

Campus(es) where the program of study will be offered:

OSSE NEW CTE PROGRAM OF STUDY APPLICATION

Program of Study Course Overview

Course #1

Title	
Description	
Summary of Knowledge, Skills, and Abilities Attained	

Course #2

Title	
Description	
Summary of Knowledge, Skills, and Abilities Attained	

Course #3

Title	
Description	
Summary of Knowledge, Skills, and Abilities Attained	

OSSE NEW CTE PROGRAM OF STUDY APPLICATION

Course #4

Title	
Description	
Summary of Knowledge, Skills, and Abilities Attained	

College and Career Readiness

	Course Level	WBL Opportunities
Work-based Learning Opportunities	**Course 1**	
	Course 2	
	Course 3	
	Course 4	
Dual Enrollment Opportunities		

OSSE NEW CTE PROGRAM OF STUDY APPLICATION

Aligned Industry Certification(s)						
SOC Code and Aligned Occupations						
Aligned Career and Technical Student Organization (CTSO)	BPA	☐	FBLA	☐	SkillsUSA	☐
	DECA	☐	TSA	☐	Educator's Rising	☐
	FCCLA	☐	HOSA	☐	FFA	☐

Labor Marker Alignment

Programs of Study (POS) offered within your site will need to prepare students to enter high-skill, high-wage, in-demand occupations. Please use the https://www.economicmodeling.com/ system to verify and provide evidence of high-skill, high-wage, and in-demand for the proposed POS. The LEA director has access to the economic modeling system.

CTE POS	Extent of Alignment to Regional Growth Industries		Does LMI data indicate a need for this program?		Evidence
	None	☐	Yes	☐	
	Weak	☐			
	Strong	☐	No	☐	
	Full	☐			

OSSE NEW CTE PROGRAM OF STUDY APPLICATION

Methods of Administration

OSSE is committed to providing all students with access to high-quality CTE programs of study. This section should address program promotion, student recruitment, services, and strategies that support the access and equity for various student populations, including by gender, race and ethnicity, and special population status.

Please describe how the program of study will be promoted to all potential stakeholders and in a manner that is free from bias, inclusive, and non-discriminatory.

How will the implementation of this program of study impact special population and non-traditional enrollment for the LEA?

OSSE NEW CTE PROGRAM OF STUDY APPLICATION

Please provide an overview of how facilities, equipment, technology, and support services will be provided to support Title IX, Title VI of the Civil Rights Act of 1964, Americans with Disabilities Act, and Section 504 of the Vocational Rehabilitation Act of 1973.

How will the LEA support student services staff (i.e., college/career staff, guidance, and etc.) in providing appropriate assistance to all stakeholders including recruitment, retention, enrollment, and college/career advising.

OSSE NEW CTE PROGRAM OF STUDY APPLICATION

Program Performance

All students within CTE programs of study (POS) should attain academic, technical, and employability skill proficiency, graduate with a recognized postsecondary credential, and transition into advanced education and training and/or employment. The stakeholder team should create a program evaluation and accountability plan to complete this section of the application. This plan should be designed with the end-in-mind and focus on the elements that accelerate student achievement within the program of study. Furthermore, this plan should be student-centered and focused on creating efficient practices that lead students to high-skill, high-demand, high-wage career opportunities through early college and early career experiences.

The evaluation and accountability plan should at minimum, define the required Perkins performance indicators, elements for program improvement, a timeline for each evaluation activity, the individual(s) responsible for collecting/analyzing the data, benchmarks, and a feedback loop that promotes continuous program improvement. LEAs are encouraged to move beyond values required for Perkins, and to identify measures that reflect additional student needs.

Human Capital

Will the proposed program of study require hiring additional staff (e.g. instruction, college/career, administrative, and etc.)

☐ Yes

☐ No

Describe how the LEA will ensure the recruitment of a high-quality instructor(s) for the proposed program of study. Please include any education requirements, training, and/or certifications needed before/after hire.

OSSE NEW CTE PROGRAM OF STUDY APPLICATION

Please provide information about non-instructional hiring. (If applicable)
Please include any education requirements, training, and/or certifications needed before/after hire for these positions.

COURSE CONTENT AND STANDARDS

Content and standards are the foundation of designing Perkins-eligible programs of study. LEAs are responsible for providing standards for each course within proposed program of study. Course content and standards must be submitted with the application.

BUDGET AND FINANCE

As an OSSE/Perkins funded CTE program of study, please submit the requested documentation for financial review. Budgets should include staffing, facilities, college/career opportunities, instructional equipment, marketing, and other significant purchases.

OSSE NEW CTE PROGRAM OF STUDY APPLICATION – *FAST TRACK*

OSSE has established an application and review processes to support the improvement and creation of locally developed programs of study. The purpose of these processes is to ensure OSSE and local recipients make effective decisions for program development, resource allocation, and compliance. By requiring specific data and background information, the processes ensure appropriate consistency and care when designing and presenting new program of study proposals and comprehensive reviews of existing programs. The processes also support OSSE's organizational procedures that govern programmatic and financial considerations to eliminate confusion and unnecessary delays during implementation.

Applicants, please use the OSSE New CTE Program of Study Application – *Fast Track* Application if you are:

- Seeking approval to implement a program of study from an already OSSE approved program of study but more than one course will be changed/added.
- Seeking approval to implement a program of study from an already nationally recognized program of study *
- The modification of an existing LEA program (3 years or more) to become an OSSE CTE program of study *

***must be pre-approved by OSSE CTE**

OSSE NEW CTE PROGRAM OF STUDY APPLICATION – *FAST TRACK*

OSSE New Program of Study Application Components

1. LEA Information and Overview
2. Stakeholder Team, Survey, and Endorsements
3. Needs Assessment
4. Course Content and Standards
5. Budget and Finance

PROPOSAL COMPONENT	DESCRIPTION	EVIDENCE
LEA Information and Overview	The LEA CTE Director is responsible for providing and submitting the OSSE New Program of Study Proposal for approval.	Program of Study Application
Secondary Stakeholder Team and Endorsements	Implementing a new program of study takes the commitment and effort of all stakeholders. All applicants must submit letters of support from the campus leaders, LEA, and advisory board in addition to the profile of each team member. Each secondary stakeholder team must consist of the following members (11): • Secondary CTE Teacher • Secondary Core Academic Teacher • Secondary Special Education Professional • Secondary Career Guidance, Advisor, or Academic Counselor • Secondary Principal • Postsecondary CTE Faculty • Local Workforce Development Board Member • Local Business & Industry Representative • Parent • Student • Community Member	Program of Study Application Campus Leader Letter of Support LEA Leadership Letter of Support *(If applying for multiple programs of study, the LEA provides one (1) letter of support for their evidence)* Stakeholder Team Letter of Support

OSSE NEW CTE PROGRAM OF STUDY APPLICATION – *FAST TRACK*

Postsecondary Stakeholder Team and Endorsements	Each postsecondary stakeholder team must consist of the following members (7): • Postsecondary CTE Faculty • Postsecondary Administrator • Local Workforce Development Board Member • Local Business & Industry Representative • Student (2) • Postsecondary Career Guidance and Advising Professional	Program of Study Application IHE Letter of Support *(If applying for multiple programs of study, the LEA provide one (1) letter of support for their evidence)* Stakeholder Team Letter of Support
Need Assessment	Needs assessments are used by organizations to determine priorities, make improvements, or allocate resources. LEAs seeking approval for a new program of study are required to complete the New Program of Study Needs Assessment. The components are: • Program of Study Overview • Labor Market Alignment • College and Career Readiness • Methods of Administration • Program Performance • Human Capital	Program of Study Application
Course Content and Standards	Content and standards are the foundation of designing Perkins-eligible programs of study. LEAs are responsible for providing standards for each course within proposed program of study.	Standards for Each Course Within the Program of Study
Budget and Finance	As an OSSE/Perkins funded CTE program of study, please submit the requested documentation for financial review. Budgets should include staffing, facilities, instructional equipment, marketing, and other significant purchases, epically those aligned to the LEAs Perkins application.	New Program of Study Budget

OSSE NEW CTE PROGRAM OF STUDY APPLICATION – *FAST TRACK*

LOCAL EDUCATION AGENCY (LEA) INFORMATION

☐ **Secondary** ☐ **Postsecondary**

Local Education Agency (LEA) Name

CTE Director **Phone Number**

STAKEHOLDER TEAM INFORMATION

Complete the stakeholder team profiles for each of the members.

Secondary stakeholder teams must consist of the following members (11):

- Secondary CTE Teacher
- Secondary Core Academic Teacher
- Secondary Special Education Professional
- Secondary Career Guidance, Advisor, or Academic Counselor
- Secondary Principal
- Postsecondary CTE Faculty
- Local Workforce Development/Advisory Board Member
- Local Business & Industry Representative
- Parent
- Student
- Community Member

Each postsecondary stakeholder team must consist of the following members (7):

- Postsecondary CTE Faculty
- Postsecondary Administrator
- Local Workforce Development/Advisory Board Member
- Local Business & Industry Representative
- Student (2)
- Postsecondary Career Guidance and Advising Professional

SECONDARY STAKEHOLDER TEAM

Role	Name	Affiliation
Secondary CTE Teacher		
Secondary Core Academic Teacher		
Secondary Special Education Professional		

Secondary Career Guidance, Advisor, or Academic Counselor		
Secondary Principal		
Local Workforce Development/Advisory Board Member		
Local Business & Industry Representative		
Parent		
Student		
Community Member		

POSTSECONDARY STAKEHOLDER TEAM		
Role	**Name**	**Affiliation**
Postsecondary CTE Faculty		
Postsecondary Administrator		
Local Workforce Development /Advisory Board Member		
Local Business & Industry Representative		
Postsecondary Career Guidance and Advising Professional		
Student (2)		

Stakeholder Survey

In addition to establishing a stakeholder team, please include data from surveys and/or focus groups with students, parents, and community representatives to support interest in the proposed program of study. The LEA has the flexibility to choose their tool to collect data from its stakeholders.

NEEDS ASSESMENT

Program of Study Overview

The District of Columbia has established guidelines to support local providers in creating and offering CTE POS. A POS is a sequence of four CTE courses in a single program area. The first course consists of a survey class to introduce and showcase for students all aspects of a given industry and key occupations in demand. The second- and third-level courses require students to understand the key components of a given POS that will help prepare them for a recognized postsecondary/industry credential. In their fourth year, students may take a capstone course, which offers the student internship or apprenticeship opportunities in related occupational fields.

A high-quality, locally developed CTE POS:

- Is based on labor market information—programs are designed to prepare students for employment in high-wage, high-skill, and in-demand careers.
- Offers non-duplicative, sequential coursework—content is aligned across courses to offer students progressively more advanced knowledge and skills.
- Incorporates industry-validated and OSSE-approved standards—curriculum and instruction are targeted on the academic, technical, and employability skills that employers' value.
- Provides work-based learning experiences—placements aligned with OSSE's WBL framework and course-level standards offer students a context for applying classroom learning.
- Includes dual enrollment or early college programs—articulation agreements with local colleges and universities, postsecondary institutions and apprenticeship programs provide for high school students to earn credit before graduating.
- Lead to an industry-recognized credential—award of a recognized industry credential or certificate at the postsecondary level that has value in the workplace or an associate or baccalaureate degree.

OSSE NEW CTE PROGRAM OF STUDY APPLICATION – *FAST TRACK*

New Program(s) of Study Information/Overview

Proposed Program of Study

Career Cluster

New Program of Study Summary:

Projected Number of Students Entering the Program of Study

Campus(es) where the program of study will be offered:

Program of Study Course Overview

Course #1

Title	
Description	
Summary of Knowledge, Skills, and Abilities Attained	

Course #2

Title	
Description	
Summary of Knowledge, Skills, and Abilities Attained	

Course #3

Title	
Description	
Summary of Knowledge, Skills, and Abilities Attained	

Course #4

Title	
Description	
Summary of Knowledge, Skills, and Abilities Attained	

College and Career Readiness

	Course Level	WBL Opportunities
Work-based Learning Opportunities	**Course 1**	
	Course 2	
	Course 3	
	Course 4	

Dual Enrollment Opportunities	

Aligned Industry Certification(s)	
SOC Code and Aligned Occupations	

Aligned Career and Technical Student Organization (CTSO)	BPA	☐	FBLA	☐	SkillsUSA	☐
	DECA	☐	TSA	☐	Educator's Rising	☐
	FCCLA	☐	HOSA	☐	FFA	☐

Labor Marker Alignment

Programs of Study (POS) offered within your site, will need to prepare students to enter high-skill, high-wage, in-demand occupations. Please use the https://www.economicmodeling.com/ system to verify and provide evidence of high-skill, high-wage, and in-demand for the proposed POS. The LEA director has access to the economic modeling system.

CTE POS		Does LMI data indicate a need for this program?			Evidence
	None	☐	Yes	☐	
	Weak	☐			
	Strong	☐	No	☐	
	Full	☐			

Methods of Administration

OSSE is committed to providing all students with access to high-quality CTE programs of study. This section should address program promotion, student recruitment, services, and strategies that support the access and equity for various student populations, including by gender, race and ethnicity, and special population status.

Please describe how the program of study will be promoted to all potential stakeholders and in a manner that is free from bias, inclusive, and non-discriminatory.

How will the implementation of this program of study impact special population and non-traditional enrollment for the LEA?

Please provide an overview of how facilities, equipment, technology, and support services will be provided to support Title IX, Title VI of the Civil Rights Act of 1964, Americans with Disabilities Act, and Section 504 of the Vocational Rehabilitation Act of 1973.

How will the LEA support student services staff (i.e., college/career staff, guidance, and etc.) in providing appropriate assistance to all stakeholders including recruitment, retention, enrollment, and college/career advising.

Program Performance

All students within CTE programs of study (POS) should attain academic, technical, and employability skill proficiency, graduate with a recognized postsecondary credential, and transition into advanced education and training and/or employment. The stakeholder team should create a program evaluation and accountability plan to complete this section of the application. This plan should be designed with the end-in-mind and focus on the elements that accelerate student achievement within the program of study. Furthermore, this plan should be student-centered and focused on creating efficient practices that lead students to high-skill, high-demand, high-wage career opportunities through early college and early career experiences.

The evaluation and accountability plan should at minimum, define the required Perkins performance indicators, elements for program improvement, a timeline for each evaluation activity, the individual(s) responsible for collecting/analyzing the data, benchmarks, and a feedback loop that promotes continuous program improvement. LEAs are encouraged to move beyond values required for Perkins, and to identify measures that reflect additional student needs.

Human Capital

Will the proposed program of study require hiring additional staff (e.g. instruction, college/career, administrative, and etc.)

☐ Yes

☐ No

Describe how the LEA will ensure the recruitment of a high-quality instructor(s) for the proposed program of study. Please include any education requirements, training, and/or certifications needed before/after hire.

Please provide information about non-instructional hiring. (If applicable)
Please include any education requirements, training, and/or certifications needed before/after hire for these positions.

COURSE CONTENT AND STANDARDS

Content and standards are the foundation of designing Perkins-eligible programs of study. LEAs are responsible for providing standards for each course within proposed program of study. Course content and standards must be submitted with the application.

BUDGET AND FINANCE

As an OSSE/Perkins funded CTE program of study, please submit the requested documentation for financial review. Budgets should include staffing, facilities, college/career opportunities, instructional equipment, marketing, and other significant purchases.

OSSE NEW CTE COURSE APPLICATION

OSSE has established an application and review processes to support the improvement and creation of locally developed courses for programs of study. The purpose of this process is to ensure OSSE and local recipients make effective decisions for program development, resource allocation, and compliance. By requiring specific data and background information, the process ensures appropriate consistency and care when designing and presenting new courses for a program of study and a comprehensive review of existing programs. The process also supports OSSE's organizational procedures that govern programmatic and financial considerations to eliminate confusion and unnecessary delays

OSSE NEW CTE COURSE APPLICATION

Add Course to an Existing Program of Study Process/Requirements

- Applications for new programs of study courses must be completed by the LEA and submitted to OSSE by the LEA CTE director.
- The application must be submitted to OSSE during the designated time frame. Applications will open November 1 annually and close January 1. Applicants will be notified March 1 of their approval.
- The LEA/IHE agree to a 4-month development process, after approval, for a new course.
- The LEA/IHE is required to convene a local stakeholder team or use an existing program stakeholder team to determine the community need and support of the requested program of study.
- The LEA/IHE must use LMI data to determine the requested course's alignment to workforce needs.
- LEA/IHE partners should provide essential knowledge and skill requirements for the course and its alignment to the existing courses.
- OSSE will provide official course names and numbers upon application approval. Applicant course names will be considered. It is encouraged, LEAs use OSSE course names and numbering for data purposes upon approval and implementation.

OSSE NEW CTE COURSE APPLICATION

OSSE New CTE Course Proposal Components

1. LEA Information and Overview
2. Stakeholder Team, Survey, and Endorsements
3. Needs Assessment
4. Course Content and Standards
5. Budget and Finance

PROPOSAL COMPONENT	DESCRIPTION	EVIDENCE
LEA Information and Overview	The LEA CTE Director is responsible for providing and submitting the OSSE New Program of Study Proposal for approval.	Program of Study Application
Secondary Stakeholder Team and Endorsements	Implementing a new program of study takes the commitment and effort of all stakeholders. All applicants must submit letters of support from the campus leaders, LEA, and advisory board in addition to the profile of each team member. Each secondary stakeholder team must consist of the following members (6): • Secondary CTE Teacher • Secondary Career Guidance, Advisor, or Academic Counselor • Secondary Principal • Postsecondary CTE Faculty • Local Business & Industry Representative • Student	Program of Study Application Campus Leader Letter of Support LEA Leadership Letter of Support *(If applying for multiple programs of study, the LEA provides one (1) letter of support for their evidence)* Stakeholder Team Letter of Support

Stakeholder Team and Endorsements	Each postsecondary stakeholder team must consist of the following members (5): • Postsecondary CTE Faculty • Postsecondary Administrator • Local Business & Industry Representative • Student • Postsecondary Career Guidance and Advising Professional	Proposal Document IHE Letter of Support Stakeholder Team Letter of Support
Need Assessment	Needs assessments are used by organizations to determine priorities, make improvements, or allocate resources. LEAs seeking approval for a new course are required to complete the New CTE Course Needs Assessment. The components are: • New Course Proposal Overview • Labor Market Alignment • Methods of Administration • Program Performance • College and Career Opportunities, Work-based Learning, and Industry-Recognized Credentials • Human Capital	Proposal Document
Course Content and Standards	Content and standards are the foundation of designing Perkins-eligible programs of study. LEA's are responsible for providing standards for proposed course within program of study.	Standards for the Proposed Course
Budget and Finance	As an OSSE/Perkins funded CTE course, please submit the requested documentation for financial review. Budgets should include staffing, facilities, instructional equipment, marketing, and other significant purchases, epically those aligned to the LEAs Perkins application.	New Program of Study Budget

OSSE NEW CTE COURSE APPLICATION

1. LOCAL EDUCATION AGENCY (LEA) INFORMATION

☐ **Secondary** ☐ **Postsecondary**

Local Education Agency (LEA) Name

CTE Director **Phone Number**

2. STAKEHOLDER TEAM INFORMATION

Complete the stakeholder team profiles for each of the members.

Secondary stakeholder teams must consist of the following members (12):

- Secondary CTE Teacher
- Secondary Career Guidance, Advisor, or Academic Counselor
- Secondary Principal/Other Administrators
- Secondary Instructional Support/Paraprofessional
- Postsecondary CTE Faculty
- Local Workforce Development Board Member
- Regional Economic Development Organization Member
- Local Business & Industry Representative
- Parent
- Student (2)
- Youth Corrections Education

Each postsecondary stakeholder team must consist of the following members (8):

- Postsecondary CTE Faculty
- Postsecondary Administrator
- Local Workforce Development Board Member
- Regional Economic Development Organization Member
- Local Business & Industry Representative
- Student (2)
- Adult Corrections Education
- Postsecondary Career Guidance and Advising Professional

SECONDARY STAKEHOLDER TEAM		
Role	**Name**	**Affiliation**
Secondary CTE Teacher		
Secondary Career Guidance, Advisor, or Academic Counselor		
Secondary Principal/Other Administrators		

Secondary Instructional Support/Paraprofessional		
Postsecondary CTE Faculty		
Local Workforce Development Board Member		
Regional Economic Development Organization Member		
Local Business & Industry Representative		
Parent		
Student (2)		
Youth Corrections Education		

POSTSECONDARY STAKEHOLDER TEAM		
Role	Name	Affiliation
Postsecondary CTE Faculty		
Postsecondary Administrator		
Local Workforce Development Board Member		
Regional Economic Development Organization Member		
Local Business & Industry Representative		

Student (2)		
Adult Corrections Education		
Postsecondary Career Guidance and Advising Professional		

3. NEEDS ASSESMENT

New CTE Course Information/Overview

Proposed CTE Course

Program of Study

Campus(es) where the course will be offered:

Program of Study Course Overview

Title	
Description	
Summary of Knowledge, Skills, and Abilities Attained	

OSSE NEW CTE COURSE APPLICATION

College and Career Readiness

Complete the level associated with the proposed course.		
	Course Level	WBL Opportunity
Work-based Learning Opportunities	Course 1	
	Course 2	
	Course 3	
	Course 4	
Dual Enrollment Opportunities		

Aligned Industry Certification(s)						
SOC Code and Aligned Occupations						
Aligned Career and Technical Student Organization (CTSO)	BPA	☐	FBLA	☐	SkillsUSA	☐
	DECA	☐	TSA	☐	Educator's Rising	☐
	FCCLA	☐	HOSA	☐	FFA	☐

Labor Marker Alignment

New CTE Courses offered within your site, will need to prepare students to enter high-skill, high-wage, in-demand occupations. Please use the https://www.economicmodeling.com/ system to verify and provide evidence of high-skill, high-wage, and in-demand for the proposed POS. The LEA director has access to the economic modeling system.

CTE Course	Extent of Alignment to Regional Growth Industries* (X)		Does LMI data indicate a need for this program? (X)		Evidence
	None	☐	Yes	☐	
	Weak	☐			
	Strong	☐	No	☐	
	Full	☐			

OSSE NEW CTE COURSE APPLICATION

Methods of Administration

OSSE is committed to providing all students with access to high-quality CTE programs of study. This section should address program services and strategies that support the access and equity for various student populations, including by gender, race and ethnicity, and special population status.

How will the implementation of this course, impact special population and non-traditional enrollment for the LEA?

Please provide an overview of how facilities, equipment, technology, and support services will be port Title IX, Title VI of the Civil Rights Act of 1964, Americans with Disabilities Act, and Section 504 of the Vocational Rehabilitation Act of 1.

How will the LEA support student services staff (e.g. college/career staff, guidance, and etc.) in providing appropriate assistance to all stakeholders including recruitment, retention, enrollment, and college/career advising.

Human Capital

Will the proposed program of study require hiring additional instructional staff?

☐ Yes

☐ No

Describe how the LEA will ensure the recruitment of a high-quality instructor(s) for the proposed CTE course. Please include any education requirements, training, and/or certifications needed before/after hire.

4. COURSE CONTENT AND STANDARDS

Content and standards are the foundation of designing Perkins-eligible programs of study. LEA's are responsible for providing standards for the proposed course. Course content and standards must be submitted with the application.

5. BUDGET AND FINANCE

As an OSSE/Perkins funded CTE course please submit the requested documentation for financial review. Budgets should include staffing, facilities, college/career opportunities, instructional equipment, marketing, and other significant purchases.

☐ Approved ☐ Not Approved

OSSE NEW CTE PROGRAM OF STUDY APPLICATION APPROVAL

The following section will be completed and maintained by the Office of the State Superintendent of Education.

Date application was received:	**Program of study start date:**
Local Education Agency:	**Local Education Agency CTE Director Name:**
	Phone Number:
	Email Address:
Campus(es) where the program of study will be offered:	
Career Cluster:	**LEA Program of Study Name:**
	OSSE Finalized Program of Study Name:

Program of Study Course Name and OSSE Course Number

Level	OSSE Course Name	OSSE Course Number
Course 1		
Course 2		
Course 3		
Course 4		

Documentation Checklist

☐	Completed Program of Study Proposal Application	☐	Stakeholder Surveys
☐	Campus Leader Letter of Support	☐	Course Standards
☐	LEA Letter of Support	☐	New Program of Study Budget
☐	Stakeholder Team Letter of Support	☐	OSSE Final Approval

CTE Director Signature:	**Date:**

☐ Approved ☐ Not Approved

OSSE NEW CTE PROGRAM OF STUDY APPLICATION APPROVAL – *FAST TRACK*

The following section will be completed and maintained by the Office of the State Superintendent of Education.

Date application was received:	**Program of study start date:**
Local Education Agency:	**Local Education Agency CTE Director Name:**
	Phone Number:
	Email Address:
Campus(es) where the program of study will be offered:	
Career Cluster:	**LEA Program of Study Name:**
	OSSE Finalized Program of Study Name:

Program of Study Course Name and OSSE Course Number

Level	OSSE Course Name	OSSE Course Number
Course 1		
Course 2		
Course 3		
Course 4		

Documentation Checklist

☐	Completed Program of Study Proposal Application	☐	Stakeholder Surveys
☐	Campus Leader Letter of Support	☐	Course Standards
☐	LEA Letter of Support	☐	New Program of Study Budget
☐	Stakeholder Team Letter of Support	☐	OSSE Final Approval

CTE Director Signature:	**Date:**

☐ Approved ☐ Not Approved

OSSE NEW CTE COURSE APPLICATION APPROVAL

The following section will be completed and maintained by the Office of the State Superintendent of Education.

Date application was received:	**Course start date:**
Local Education Agency:	**Local Education Agency CTE Director Name:**
	Phone Number:
	Email Address:
Campus(es) where the course will be offered:	
Career Cluster:	**LEA Course Name:**
	OSSE Finalized Course Name:

Program of Study Course Name and OSSE Course Number

Level	OSSE Course Name	OSSE Course Number
Course 1		
Course 2		
Course 3		
Course 4		

Documentation Checklist

☐	Completed CTE Course Application	☐	Stakeholder Surveys
☐	Campus Leader Letter of Support	☐	Course Standards
☐	LEA Letter of Support	☐	Detailed Budget for New CTE Course
☐	Stakeholder Team Letter of Support	☐	OSSE Final Approval

CTE Director Signature:	**Date:**

OSSE NEW PROGRAM OF STUDY APPLICATION RUBRIC

Application Component	Requirement	Yes	No
LEA Information and Overview	The LEA provides accurate and complete information for this component of the application.	☐	☐
Stakeholder Team Information	• The LEA obtained the required members of stakeholder team. • The LEA provides a complete listing of the stakeholder team on the application.	☐	☐
Campus Leader Letter of Support	The LEA provides a letter of support from the campus leader(s) where the program of study will be implemented with their application.	☐	☐
LEA Letter of Support	The LEA provides a letter of support from their executive office with their application.	☐	☐
Stakeholder Team Letter of Support	The LEA provides a letter of support from their executive office with their application.	☐	☐
Stakeholder Surveys	• The LEA provides a copy of the stakeholder survey with their application. • The LEA provides a copy of the survey results (with no identifiers) in their application. • The LEA provides a summary of the survey results in the application.	☐	☐
Program of Study Overview	The LEA provides complete and detailed information about the new program of study in the application.	☐	☐
College and Career Readiness	• The new program of study provides rigorous and appropriate college and career readiness opportunities at each grade level. • The new program of study provides rigorous and appropriate college and career readiness opportunities that align to LMI data and postsecondary outcomes. • The college and career readiness application components are detailed and complete.	☐	☐
Labor Market Alignment	• The LEA provides accurate LMI data for the new program of study • The new program of study aligns to LMI data requirements (High Skill, High Wage, and In-Demand), in order to support adoption/implementation.	☐	☐

Equity, Access, Inclusion, and Support Services	• The LEA provides a detailed overview of how they plan to support Title IX, Title VI of the Civil Rights Act of 1964, Americans with Disabilities Act, and Section 504 of the Vocational Rehabilitation Act of 1973 through facilities, equipment, technology, and support services. • The LEA provides a detailed overview of student and other stakeholder support services pertaining to staffing, academics, recruitment, retention, enrollment, and college/career advising.		☐	☐
Program Performance	The LEA provides an evaluation and accountability plan that define the required Perkins performance indicators, elements for program improvement, a timeline for each evaluation activity, the individual(s) responsible for collecting/analyzing the data, benchmarks, and a feedback loop that promotes continuous program improvement.		☐	☐
Human Capital	• The LEA provides a detailed overview of instructional hiring needs for the new program of study. • (If applicable) The LEA provides a detailed overview of non-instructional hiring needs for the new program of study.		☐	☐
Course Content and Standards	The LEA provides standards for each course in the new program of study in their application.		☐	☐
New Program of Study Budget	The LEA provides a budget for the new program of study that includes staffing, facilities, instructional equipment, college/career opportunities, marketing, and other significant expenditures in their application.		☐	☐

Local Education Agency (LEA): _____

New Program of Study: _____

Review By: _____

Date: _____

OSSE NEW PROGRAM OF STUDY APPLICATION RUBRIC – *FAST TRACK*

Application Component	Requirement	Yes	No
LEA Information and Overview	The LEA provides accurate and complete information for this component of the application.	☐	☐
Stakeholder Team Information	• The LEA obtained the required members of stakeholder team. • The LEA provides a complete listing of the stakeholder team on the application.	☐	☐
Campus Leader Letter of Support	The LEA provides a letter of support from the campus leader(s) where the program of study will be implemented with their application.	☐	☐
LEA Letter of Support	The LEA provides a letter of support from their executive office with their application.	☐	☐
Stakeholder Team Letter of Support	The LEA provides a letter of support from their executive office with their application.	☐	☐
Stakeholder Surveys	• The LEA provides a copy of the stakeholder survey with their application. • The LEA provides a copy of the survey results (with no identifiers) in their application. • The LEA provides a summary of the survey results in the application.	☐	☐
Program of Study Overview	The LEA provides complete and detailed information about the new program of study in the application.	☐	☐
College and Career Readiness	• The new program of study provides rigorous and appropriate college and career readiness opportunities at each grade level. • The new program of study provides rigorous and appropriate college and career readiness opportunities that align to LMI data and postsecondary outcomes. • The college and career readiness application components are detailed and complete.	☐	☐
Labor Market Alignment	• The LEA provides accurate LMI data for the new program of study • The new program of study aligns to LMI data requirements (High Skill, High Wage, and In-Demand), in order to support adoption/implementation.	☐	☐
Equity, Access, Inclusion, and Support Services	• The LEA provides a detailed overview of how they plan to support Title IX, Title VI of the Civil Rights	☐	☐

	Act of 1964, Americans with Disabilities Act, and Section 504 of the Vocational Rehabilitation Act of 1973 through facilities, equipment, technology, and support services. • The LEA provides a detailed overview of student and other stakeholder support services pertaining to staffing, academics, recruitment, retention, enrollment, and college/career advising.			
Program Performance	The LEA provides an evaluation and accountability plan that define the required Perkins performance indicators, elements for program improvement, a timeline for each evaluation activity, the individual(s) responsible for collecting/analyzing the data, benchmarks, and a feedback loop that promotes continuous program improvement.		☐	☐
Human Capital	• The LEA provides a detailed overview of instructional hiring needs for the new program of study. • (If applicable) The LEA provides a detailed overview of non-instructional hiring needs for the new program of study.		☐	☐
Course Content and Standards	The LEA provides standards for each course in the new program of study in their application.		☐	☐
New Program of Study Budget	The LEA provides a budget for the new program of study that includes staffing, facilities, instructional equipment, college/career opportunities, marketing, and other significant expenditures in their application.		☐	☐

Local Education Agency (LEA): _____

New Program of Study: _____

Review By: _____

Date: _____

OSSE NEW CTE COURSE APPLICATION RUBRIC

Application Component	Requirement	Yes	No
LEA Information and Overview	The LEA provides accurate and complete information for this component of the application.	☐	☐
Stakeholder Team Information	• The LEA obtained the required members of stakeholder team. • The LEA provides a complete listing of the stakeholder team on the application.	☐	☐
Campus Leader Letter of Support	The LEA provides a letter of support from the campus leader(s) where the new CTE course will be implemented with their application.	☐	☐
LEA Letter of Support	The LEA provides a letter of support from their executive office with their application.	☐	☐
Stakeholder Team Letter of Support	The LEA provides a letter of support from their executive office with their application.	☐	☐
Stakeholder Surveys	• The LEA provides a copy of the stakeholder survey with their application. • The LEA provides a copy of the survey results (with no identifiers) in their application. • The LEA provides a summary of the survey results in the application.	☐	☐
Program of Study Overview	The LEA provides complete and detailed information about the new CTE course in the application.	☐	☐
College and Career Readiness	• The new CTE course provides rigorous and appropriate college and career readiness opportunities at each grade level. • The new CTE course provides rigorous and appropriate college and career readiness opportunities that align to LMI data and postsecondary outcomes. • The college and career readiness application components are detailed and complete.	☐	☐
Labor Market Alignment	• The LEA provides accurate LMI data for the new CTE course. • The new CTE course aligns to LMI data requirements (High Skill, High Wage, and In-Demand), in order to support adoption/implementation.	☐	☐

Equity, Access, Inclusion, and Support Services	• The LEA provides a detailed overview of how they plan to support Title IX, Title VI of the Civil Rights Act of 1964, Americans with Disabilities Act, and Section 504 of the Vocational Rehabilitation Act of 1973 through facilities, equipment, technology, and support services. • The LEA provides a detailed overview of student and other stakeholder support services pertaining to staffing, academics, recruitment, retention, enrollment, and college/career advising.		☐	☐
Program Performance	The LEA provides an evaluation and accountability plan that define the required Perkins performance indicators, elements for program improvement, a timeline for each evaluation activity, the individual(s) responsible for collecting/analyzing the data, benchmarks, and a feedback loop that promotes continuous program improvement.		☐	☐
Human Capital	• The LEA provides a detailed overview of instructional hiring needs for the new CTE course. • (If applicable) The LEA provides a detailed overview of non-instructional hiring needs for the CTE course.		☐	☐
Course Content and Standards	The LEA provides standards for each course in the new CTE course in their application.		☐	☐
New Program of Study Budget	The LEA provides a budget for the new CTE course that includes staffing, facilities, instructional equipment, college/career opportunities, marketing, and other significant expenditures in their application.		☐	☐

Local Education Agency (LEA): _____

New Program of Study: _____

Review By: _____

Date: _____

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