**2016-2017**

New Jersey Department of Education

Office of Career Readiness

**Career & Technical Education (CTE) New Program Approval Application**

*Our mission is to provide leadership for innovative and performance-driven educational opportunities that promote equity and excellence for all students to become productive members in a global society.*

*Application Version: August 2016*

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| **Section 1: Applicant Information** |
| LEA Name:  | Delsea Regional High School | Date:  | July 11, 2017 |
|  |
| District Code (4 digit):  | 4940 | County Name:  | Gloucester | County Code (2 digit):  | 15 |
|  |
| LEA Website:  | www.delsearegional.us |
|  |
| Contact Person/Position:  | Dr. Melissa Williams, Assistant Superintendent |
|  |
| Contact Person Email:  | mwilliams@delsearegional.us |
|  |
| Contact Person Mailing:  | Delsea Regional School District242 Fries Mill RoadFranklinville, NJ 08322 |
|  |
| Phone:  | 856-694-0100 | Fax:  | 856-694-4417 |
| **Section 2: Program Information (CIP Code, Labor Market Information & Teacher Licensure)** |
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| **CIP Information**Proposed CIP Codes can be obtained from the [NJDOE CTE Program Approval Page](http://www.nj.gov/education/cte/study/approval/). |
| Proposed CIP Code Name:  | Building Construction Technology | Proposed CIP Code #: (Format: 123456)  | 460415 |

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| **Locations CIP Code will be operating:**  |
|  |
| 1. School Name:  | Delsea Regional High School | School Code (3 digit):  | 050 |
|  |
|  Address:  | 242 Fries Mill Road, Franklinville, NJ 08322 |
|  |
| 2. School Name:  |  | School Code (3 digit):  |  |
|  |  |
|  Address:  |  |
|  |  |
| 3. School Name:  |  | School Code (3 digit):  |  |
|  |  |
|  Address:  |  |
|  |  |
| 4. School Name:  |  | School Code (3 digit):  |  |
|  |  |
|  Address:  |  |
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**Labor Market Information**

Labor market information can assist district in identifying current employment trends, identifying new job pathways, and revising programs to meet the needs of today and tomorrow’s workforce. The following links can assist the district in applying current labor market information for Career Cluster and/or pathway planning and revising.

* [New Jersey Center For Occupational Employment Information's (COEI) Labor Demand List](http://lwd.dol.state.nj.us/labor/lpa/lbrdmand/LaborDemand_index.html)
* [New Jersey Department of Labor and Workforce Development - Regional Community Fact Books](http://lwd.dol.state.nj.us/labor/lpa/pub/factbook/factbook_index.html)
* [New Jersey Department of Labor and Workforce Development - Industry & Occupational Employment Projections](http://lwd.dol.state.nj.us/labor/lpa/employ/indoccpj/indoccpj_index.html)
* State, regional, local businesses, business associations or local Workforce Investment Board (WIB) can also verify a labor market need.
* [O\*NET Online](https://www.onetonline.org/)

**Teacher Licensure and Credentials**

For information regarding appropriate CTE Teacher certification related to this CTE program, please refer to the following link:

* [New Jersey Department of Education CTE Teacher Licensure and Credentials](http://www.nj.gov/education/educators/license/cte/)

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| **Section 3: Enrollment Information** |

Provide the Enrollment Projections for the first three years of the proposed new CTE program or program of study.

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| **Indicate School Year** |  | **Enrollment Projections: Anticipated number of enrollees each year:**  |
| 2016-2017 |  | 0 |
| 2017-2018 |  | 20 (Initial Year) |
| 2018-2019 |  | 90 |
| 2019-2020 |  | 110 |

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| **Section 4: Program Advisory Committee** |

A Career and Technical Education (CTE) Program Advisory Committee is a representative group of individuals whose experience and abilities represent a cross-section of a particular occupational area. The primary purpose of the CTE Program Advisory Committee is to assist educators in establishing, operating, and evaluating the CTE programs which serve the needs of students, business and industry, and to provide expertise pertaining to technological change. Program Advisory Committees strengthen collaboration between those responsible for career and technical education programs and the communities they serve. Ongoing dialogue between Advisory Committee members and career and technical educators fosters shared responsibility for preparing students for a place in the workforce and in society. Examples, templates, and other valuable information to help guide districts establish effective Advisory Committees are included in the **CTE Program Advisory Committee Handbook** which can be found at [www.state.nj.us/education/cte/study/approval/CTEProgramAdvisoryCommitteeHandbook.pdf](http://www.state.nj.us/education/cte/study/approval/CTEProgramAdvisoryCommitteeHandbook.pdf)

The chart on the next page identifies the required members of the CTE program or program of study advisory committee *N.J.A.C. 6A:19-3.1(a)2*. The advisory committee **must have at least two planning meetings before applying for approval.**

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| **Advisory Committee Chart** |
| **Required Advisory Committee representatives** | **Name** | **Professional Title/Instructional Endorsements** | **Affiliation** |
| **Business/Industry/Labor member(s) with expertise in the CTE program or program of study** | David PiccirilloMario ChristinaBernard Simpkins | Plant Supervisor DuPont ChemicalGloucester County Improvement Authority/Project ManagerCo-Owner of contracting business | DRHS BOE memberDRHS BOE presidentSimpkins General Contracting, LLC |
| **CTE Teacher(s) of the CTE program or program of study** | David T. DoyleGreg Sawyer | Industrial Arts K-12Technology EducationEngineering TechnologyPending certification | DRHS EmployeeDRHS Employee |
| **School Counselor**  | Melissa Pilitowski | Director, Student Personnel Services | DRHS Employee |
| **Postsecondary Institution**  | Rowan College at Gloucester County | Local Accredited College/University | Gloucester County, NJLocal County College |
| **District Representative for Special Populations** | Dr. Anner Thompson | Director, Child Study, ADA Compliance | DRHS Employee |
| **Parent** | Steven Monteleone | Owner, Spectrum Industrial Design | Parent of DRHS students  |
| **Student** | Christopher Burton | Student, Grade 11 | DRHS Student |
| **\*Other**  | Mike Nicholson | Supervisor of Integrated Technology Arts | DRHS Employee |
| **\*Other** |  |  |  |
| **\*Other** |  |  |  |
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| \*Members listed as “Other” are not required. Examples of “Other” advisory committee members may include teachers in relevant academic areas and school administrators such as department chairpersons and/or supervisors.  |

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| **Two most recent dates of Advisory Committee meetings:**  |
| Meeting 1 Date:  | October 17, 2016  |
| Meeting 2 Date:  | May 23, 2017 |

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| **REQUIRED UPLOAD:**  | **File 1 - Advisory Committee Meeting minutes/attendance for Meeting 1****File 2 - Advisory Committee Meeting minutes/attendance for Meeting 2** |

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| **Section 5: CTE Program or Program of Study** |

Determine if the district’s current programis a **CTE program**or [**CTE program of study**](http://www.nj.gov/education/cte/study/)byreviewing the information below.

**CTE Program**

* Prepares students for entry-level employment in a specific occupation and is aligned with business/industry standards;
* Consists of a coherent sequence of three or more CTE courses, and includes strong academic and career and technical courses;
* May lead to an industry-recognized credential or certificate at the secondary level;
* Incorporates opportunities to participate in structured learning experiences and career and technical student organizations (CTSO);
* Incorporates applied, contextual, cross curricular and interdisciplinary instructional strategies into the curricula.

**CTE Program of Study\***

* Leads to an industry-recognized credential, certificate in postsecondary education, apprenticeship, an associate or baccalaureate degree;
* Incorporates and aligns secondary and postsecondary education elements such as curricula, standards and assessments;
* Provides students with opportunities to earn college credit for college courses successfully completed during high school (e.g., dual/concurrent credit or articulated credit);
* Includes an articulation agreement or memorandum of understanding to ensure that students have a seamless transition from secondary into postsecondary education. Agreements must be signed and dated on a yearly basis by the secondary school superintendent and the college president;
* Incorporates opportunities to participate in structured learning experiences, and career and technical student organizations (CTSOs);
* Incorporates applied, contextual, cross curricular and interdisciplinary instructional strategies into the curricula.

**Place an “X” in appropriate box below.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CTE Program |  | OR | CTE Program of Study | **X** |

**Program of Study Requirements**

**\* Select and describe the appropriate industry-recognized credential, postsecondary certificate or**

**apprenticeship associated with the program of study (if applicable):**

|  |  |
| --- | --- |
|  | **Description** |
| **Industry-Recognized Credential: X****Postsecondary Certificate: ☐****Apprenticeship: ☐** | **NOCTI:****Building & Construction Occupations****Code 4011** |

**\* Postsecondary Agreement Details (Required for Program of Study):**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Agreement Type:  | Dual/Concurrent (“X” if applicable):  |  |
|  | Articulated Credit (“X” if applicable):  | X |
|  | Postsecondary Institution Name:  | Rowan College at Gloucester County |
|  |  |  |  |
|  | High School Course Name *(One or more secondary courses may articulate to one college course)* | College Course Name:  | Number of Credits:  |
|  | Building & Construction Technology 1:Fix It |  |  |
|  | Building & Construction Technology 2:Construction Technology |  |  |
|  | Building & Construction Technology 3: Surveying & Construction Management | Introduction to Surveying:CET 108 | 3 |
|  |  |
| UPLOAD (IF PROGRAM OF STUDY): File 3 – If this program is operating as a Program of Study, the signed articulation agreement must be uploaded to NJDOE Homeroom with the application.  |

**CTE Program Information:**

A **curriculum** will be delivered in the approved CTE program or program of study to ensure that it will meet appropriate industry-recognized and/or state- or nationally-recognized skill standards as well as the **New Jersey Student Learning Standards** through:

1. A **coherent sequence** of not fewer than three identifiable CTE courses; ***or*** twoidentifiable CTE courses for a shared-time program at a county vocational-technical school district;

ii. **Classroom instruction combined and coordinated with field, shop, or laboratory experiences, structured learning experiences**, or other instruction/experiences which are appropriate to the competencies of the Career Cluster® and Career Cluster pathway identified in the re-approval application;

iii. **Academic content** that is aligned to the **New Jersey Student Learning Standards** for secondary programs, found on the New Jersey Department of Education’s website at [**www.state.nj.us/education/cccs**](http://www.state.nj.us/education/cccs/)**;**

iv.  **Career and technical content** that meets **New Jersey Student Learning Standard 9.3** **Career and Technical Education** [**www.state.nj.us/education/cccs/2014/career/93.pdf**](http://www.state.nj.us/education/cccs/2014/career/93.pdf).

1. Industry-approved or state or nationally-recognized skill standards, catalogs of performance objectives; textbooks, and/or other curricular materials appropriate to the CTE program or program of study;
2. An appropriate third-party **end-of-program technical skills assessment,** when available;
3. Industry-recognized credential when applicable and available;
4. Opportunities to participate in [**Structured Learning Experiences**](http://www.nj.gov/education/cte/sle/) (SLEs), implemented in accordance with *N.J.A.C. 6A:19-4.1*;
5. Opportunities to participate in [**Career and Technical Student Organizations**](http://www.nj.gov/education/cte/ctso.htm) (CTSOs), in accordance with *N.J.A.C. 6A:19-3.1*; and
6. A district/agency **career and technical education safety and health plan**, in accordance with
*N.J.A.C. 6A:19-6.4*.

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| **NOTE: County Vocational School Districts ONLY**, indicate if the district operates the CTE program or program of study as a (place an ‘X’ in all that apply):  | **Shared-Time**  |  |
| **Full-Time** |  |

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| **Section 6: Course Details, Sequence, and Curriculum** |

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| **Course Sequence and Detail Chart** |
| **Course 1** |
| Course Title:  | **Building & Construction Technology 1:****Fix It** |
| Delivery format (traditional/block) & Length of Course (semester/year):  | **Monday-Friday****(1) 40-minute Class Period****120 Hours of Instruction** | Grade Levels:  | **9-12** |
| SCED Course Name | **Building Maintenance** | SCED Course Code Number:  | **17009** |
| **REQUIRED UPLOAD: Syllabus (Document must include** [**CTE Standard 9.3**](http://www.state.nj.us/education/cccs/2014/career/93.pdf)**, other applicable** [**New Jersey Student Learning Standards**](http://www.state.nj.us/education/cccs/)**; Industry Standards and other resources as applicable.)** |
| **PROGRAM OF STUDY ONLY:** Is this course included in the articulation agreement?:  | **Yes** | **X** | **No** |  |
| Course Description:  |
| **Fix It** is a 5 credit course which prepares individuals to maintain residential structures. Students will become familiar with the operation of household systems such as: air conditioning, heating, plumbing, electricity, and other mechanical systems. Students will also learn about home restoration & beautification techniques using the following mediums: cleaning products, paint, stain, polish, wax, spackle/drywall, molding & trim. Major units of study include: What's in the Tool Box, Interior Maintenance (room by room), Exterior Maintenance, Understanding Building Systems, and Vehicle & Motor Maintenance. Assessments include, but are not limited to: quizzes, tests, MPA's, lab activities, skill mastery demonstrations, log books, and project estimation research. It is understood that a professional atmosphere must be maintained at all times to ensure the safety and wellbeing of all who participate in the course of study.**NJ Standard 9.3 for Architecture & Construction****9.3.12.AC‐CST.3** Implement testing and inspection procedures to ensure successful completion of a construction project.**9.3.12.AC‐CST.4** Apply scheduling practices to ensure the successful completion of a construction project. **9.3.12.AC‐CST.5** Apply practices and procedures required to maintain jobsite safety.**9.3.12.AC‐CST.8** Demonstrate the construction crafts required for each phase of a construction project.**9.3.12.AC‐CST.9** Safely use and maintain appropriate tools, machinery, equipment and resources to accomplish construction project goals.**Career Ready Practices:****CRP1.** Act as a responsible and contributing citizen and employee.**CRP2.** Apply appropriate academic and technical skills.**CRP3.** Attend to personal health and financial well-being.**CRP4.** Communicate clearly and effectively and with reason.**CRP5.** Consider the environmental, social and economic impacts of decisions.**CRP6.** Demonstrate creativity and innovation.**CRP7.** Employ valid and reliable research strategies.**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.**CRP9.** Model integrity, ethical leadership and effective management.**CRP10.** Plan education and career paths aligned to personal goals.**CRP11**. Use technology to enhance productivity.**CRP12.** Work productively in teams while using cultural global competence**Project Based Learning, Essential Design Elements:****Key Knowledge, Understanding, and Success Skills**The project is focused on student learning goals, including standards-based content and skills such as critical thinking/problem solving, communication, collaboration, and self-management. **Challenging Problem or Question**The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.**Sustained Inquiry**Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.**Authenticity**The project features real-world context, tasks and tools, quality standards, or impact – or speaks to students’ personal concerns, interests, and issues in their lives.**Student Voice & Choice**Students make some decisions about the project, including how they work and what they create.**Reflection**Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.**Critique & Revision**Students give, receive, and use feedback to improve their process and products.**Public Product**Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom. |
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| Link to course catalog/description: | www.delsearegional.us |

Academic Support (Tutoring, PARCC prep, etc.) |
| Individualized ELA and mathematics instruction and support offered daily through Delsea One and NHS tutoring |

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| **Course Sequence and Detail Chart** |
| **Course 2** |
| Course Title:  | **Building & Construction Technology 2:****Construction Technology** |
| Delivery format (traditional/block) & Length of Course (semester/year):  | **Monday-Friday****(1) 40-minute Class Period****120 Hours of Instruction** | Grade Level:  | **10-12** |
| SCED Course Name | **Construction Careers Exploration** | SCED Course Code Number:  | **17001** |
| **REQUIRED UPLOAD: Syllabus (Document must include** [**CTE Standard 9.3**](http://www.state.nj.us/education/cccs/2014/career/93.pdf)**, other applicable** [**New Jersey Student Learning Standards**](http://www.state.nj.us/education/cccs/)**; Industry Standards and other resources as applicable.)** |
| **PROGRAM OF STUDY ONLY:** Is this course included in the articulation agreement:  | **Yes** | **X** | **No** |  |
| Course Description:  |
| The Building and Construction 2 course (5 credits) prepares individuals to apply technical knowledge and skills to lay out, cut, fabricate, erect, install, and repair wooden structures and fixtures, using hand and power tools. Includes instruction in technical mathematics, framing, construction materials and selection, job estimating, blueprint reading, foundations and roughing-in, finish carpentry techniques, and applicable codes and standards. NJ Standard 9.3, the Career Ready Practices, and the elements of Project Based Learning are incorporated into each unit of study.(or)Introduction to the Built Environment: This core course for the Architecture and Construction Career Cluster will build a knowledge base and technical skills in all aspects of the industry. Learners will be exposed to a broad range of architecture and construction careers and cluster foundation knowledge and skills including basic safety, plan reading, use of tools and equipment and basic rigging as well as how to employ positive work ethics in their careers. Possible student certifications to be earned include NCCER Core, RCA Series, Basic First Aid and CPR. Participation in SkillsUSA will reinforce cluster knowledge and skills. It is recommended that a construction mathematics course be offered in conjunction with this introductory skills course. This may be taught as a career exploration course in conjunction with other foundation Career Cluster courses.**NJ Standard 9.3 for Architecture & Construction****9.3.12.AC‐CST.1** Describe contractual relationships between all parties involved in the building process. **9.3.12.AC‐CST.2** Describe the approval procedures required for successful completion of a construction project. **9.3.12.AC‐CST.3** Implement testing and inspection procedures to ensure successful completion of a construction project.**9.3.12.AC‐CST.4** Apply scheduling practices to ensure the successful completion of a construction project. **9.3.12.AC‐CST.5** Apply practices and procedures required to maintain jobsite safety.**9.3.12.AC‐CST.6** Manage relationships with internal and external parties to successfully complete construction projects.**9.3.12.AC‐CST.7** Compare and contrast the building systems and components required for a construction project. **9.3.12.AC‐CST.8** Demonstrate the construction crafts required for each phase of a construction project.**9.3.12.AC‐CST.9** Safely use and maintain appropriate tools, machinery, equipment and resources to accomplish construction project goals.**Career Ready Practices:****CRP1.** Act as a responsible and contributing citizen and employee.**CRP2.** Apply appropriate academic and technical skills.**CRP3.** Attend to personal health and financial well-being.**CRP4.** Communicate clearly and effectively and with reason.**CRP5.** Consider the environmental, social and economic impacts of decisions.**CRP6.** Demonstrate creativity and innovation.**CRP7.** Employ valid and reliable research strategies.**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.**CRP9.** Model integrity, ethical leadership and effective management.**CRP10.** Plan education and career paths aligned to personal goals.**CRP11**. Use technology to enhance productivity.**CRP12.** Work productively in teams while using cultural global competence**Project Based Learning, Essential Design Elements:****Key Knowledge, Understanding, and Success Skills**The project is focused on student learning goals, including standards-based content and skills such as critical thinking/problem solving, communication, collaboration, and self-management. **Challenging Problem or Question**The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.**Sustained Inquiry**Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.**Authenticity**The project features real-world context, tasks and tools, quality standards, or impact – or speaks to students’ personal concerns, interests, and issues in their lives.**Student Voice & Choice**Students make some decisions about the project, including how they work and what they create.**Reflection**Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.**Critique & Revision**Students give, receive, and use feedback to improve their process and products.**Public Product**Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom. |
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| Link to course catalog/description: | www.delsearegional.us |

Academic Support (Tutoring, PARCC prep, etc.) |
| Individualized ELA and mathematics instruction and support offered daily through Delsea One and NHS tutoring |

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| **Course Sequence and Detail Chart** |
| **Course 3** |
| Course Title:  | **Building & Construction Technology 3:****Surveying & Construction Management** |
| Delivery format (traditional/block) & Length of Course (semester/year):  | **Monday-Friday****(1) 40-minute Class Period****120 Hours of Instruction** | Grade Level:  | **11-12** |
| SCED Course Name | **Construction—Comprehensive** | SCED Course Code Number:  | **17002** |
| **REQUIRED UPLOAD: Syllabus (Document must include** [**CTE Standard 9.3**](http://www.state.nj.us/education/cccs/2014/career/93.pdf)**, other applicable** [**New Jersey Student Learning Standards**](http://www.state.nj.us/education/cccs/)**; Industry Standards and other resources as applicable.)** |
| **PROGRAM OF STUDY ONLY:** Is this course included in the articulation agreement:  | **Yes** | **X** | **No** |  |
| Course Description:  |
| The Building and Construction 3 course (5 credits) prepares individuals to apply technical knowledge and skills to residential and commercial building construction and remodeling. The course includes instruction in construction equipment and safety; site preparation and layout; construction estimating; blueprint reading; building codes; framing; masonry; heating, ventilation, and air conditioning; electrical and mechanical systems; interior and exterior finishing; and plumbing. NJ Standard 9.3, the Career Ready Practices, and the elements of Project Based Learning are incorporated into each unit of study.(or)Principles of Construction: This course provides an overview of the total construction process including the safe use of tools and equipment, city and regional planning, construction management, contracting, labor and management relations, the design process, methods and materials, estimating and bidding, scheduling and purchasing, construction, and equipment. Students will develop problem-solving and critical-thinking skills by identifying the relationship between available resources and requirements of a project/problem to accomplish realistic planning and reinforce quality and resource management. Course content may reflect some of the knowledge and skills of the Visual Arts Pathway from the Arts, Audio/Video Technology and Communications Career Cluster found at http://www.careerclusters.org/goto.cfm?id=13.**NJ Standard 9.3 for Architecture & Construction****9.3.12.AC‐CST.1** Describe contractual relationships between all parties involved in the building process. **9.3.12.AC‐CST.2** Describe the approval procedures required for successful completion of a construction project. **9.3.12.AC‐CST.3** Implement testing and inspection procedures to ensure successful completion of a construction project.**9.3.12.AC‐CST.4** Apply scheduling practices to ensure the successful completion of a construction project. **9.3.12.AC‐CST.5** Apply practices and procedures required to maintain jobsite safety.**9.3.12.AC‐CST.6** Manage relationships with internal and external parties to successfully complete construction projects.**9.3.12.AC‐CST.7** Compare and contrast the building systems and components required for a construction project. **9.3.12.AC‐CST.8** Demonstrate the construction crafts required for each phase of a construction project.**9.3.12.AC‐CST.9** Safely use and maintain appropriate tools, machinery, equipment and resources to accomplish construction project goals.**Career Ready Practices:****CRP1.** Act as a responsible and contributing citizen and employee.**CRP2.** Apply appropriate academic and technical skills.**CRP3.** Attend to personal health and financial well-being.**CRP4.** Communicate clearly and effectively and with reason.**CRP5.** Consider the environmental, social and economic impacts of decisions.**CRP6.** Demonstrate creativity and innovation.**CRP7.** Employ valid and reliable research strategies.**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.**CRP9.** Model integrity, ethical leadership and effective management.**CRP10.** Plan education and career paths aligned to personal goals.**CRP11**. Use technology to enhance productivity.**CRP12.** Work productively in teams while using cultural global competence**Project Based Learning, Essential Design Elements:****Key Knowledge, Understanding, and Success Skills**The project is focused on student learning goals, including standards-based content and skills such as critical thinking/problem solving, communication, collaboration, and self-management. **Challenging Problem or Question**The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.**Sustained Inquiry**Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.**Authenticity**The project features real-world context, tasks and tools, quality standards, or impact – or speaks to students’ personal concerns, interests, and issues in their lives.**Student Voice & Choice**Students make some decisions about the project, including how they work and what they create.**Reflection**Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.**Critique & Revision**Students give, receive, and use feedback to improve their process and products.**Public Product**Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom. |
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|  |  |
| --- | --- |
| Link to course catalog/description: | www.delsearegional.us |

Academic Support (Tutoring, PARCC prep, etc.) |
| Individualized ELA and mathematics instruction and support offered daily through Delsea One and NHS tutoring |

**COURSE 4 SHOULD BE FILLED OUT ONLY IF PROGRAM HAS A 4-COURSE SEQUENCE.**

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| --- |
| **Course Sequence and Detail Chart** |
| **Course 4** |
| Course Title:  | **NA** |
| Delivery format (traditional/block) & Length of Course (semester/year):  |  | Grade Level:  |  |
| SCED Course Name |  | SCED Course Code Number:  |  |
| **REQUIRED UPLOAD: Syllabus (Document must include** [**CTE Standard 9.3**](http://www.state.nj.us/education/cccs/2014/career/93.pdf)**, other applicable** [**New Jersey Student Learning Standards**](http://www.state.nj.us/education/cccs/)**; Industry Standards and other resources as applicable.)** |
| **PROGRAM OF STUDY ONLY:** Is this course included in the articulation agreement:  | **Yes** |  | **No** |  |
| Course Description:  |
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| Link to course catalog/description: |  |

Academic Support (Tutoring, PARCC prep, etc.) |
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| **Section 7: End-of- Program Technical Skills Assessment & Industry Credentials** |

All approved CTE programs must administer, where available, a valid NJDOE recognized end-of-program assessment for each CTE program/program of study. The NJDOE Technical Skills Assessment list can be found here: <http://www.nj.gov/education/njsmart/download/cte/TechnicalSkillsAssessmentList.xls>. This information would be entered under option 1 on the application. If there is no NJDOE recognized assessment, an alternate vendor assessment may be listed under option 2 on the application. If there is no NJDOE recognized assessment and no alternate vendor assessment, a teacher-made assessment may be listed under option 3 on the application. Although Teacher-Made Assessments **will not count toward** meeting performance indicators, to be as reliable as possible, they should be reviewed and approved by the Program Advisory Committee and/or a representative from a related postsecondary program for reliability purposes.

**End-of-Program Assessment – Required**

|  |  |  |  |
| --- | --- | --- | --- |
| **1.** | [**NJDOE Recognized Assessment:**](http://www.nj.gov/education/njsmart/download/cte/TechnicalSkillsAssessmentList.xls)  | **Assessment Name:**  | **Provider (NAME & WEBSITE):**  |
| **Building & Construction Occupations:****Job Ready, # 4011** | **NOCTI** |
| If NJDOE Recognized Assessment is not available:  |
| **2.\*** | **Alternate Vendor****Assessment** | **Assessment Name:**  | **Provider (NAME & WEBSITE):** |
| **NA** |  |
|  **OR:**  |
| **3.\*** | **Teacher-Made****Assessment** | **Created by:**  | **Reviewed and approved by:**  |
| NA |  |
| **\*If Assessment is either Alternate Vendor or Teacher-Made, please provide justification below:**  |
|  NA |

**Industry Credential or Nationally Recognized Assessment–Optional**

Industry and/or stackable industry credentials and state occupational licenses/credentials obtained by students can increase employment opportunities in addition to demonstrating industry skill mastery. Examples such as First Aid/CPR certification, Basic Life Support certification, or 911 Dispatch certification are encouraged to be included within related programs. Include the name of industry credential and provider name and web site in the area below as applicable. If the industry and/or stackable industry credential is also listed in the section above and serves as the end of program assessment, it does not need to be repeated below in this section (examples:
NJ Cosmetology State License, NATEF Certification).

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| --- | --- |
| **Name:**  | **Provider (NAME & WEBSITE):**  |
| **NA** |  |
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| **Section 8: Required Structured Learning Experience (SLE)** |

Describe all Structured Learning Experience(s) incorporated throughout the CTE program or program of study course sequence. SLEs are listed below. Provide the details of the experience(s) in the corresponding box below. **At least one SLE is required** to be included in a CTE program/program of study. For more information about Structured Learning Experiences, please visit: [**www.nj.gov/education/cte/sle**](http://www.nj.gov/education/cte/sle/).

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| **Job Shadow – Please describe below:**  |
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| **Volunteer – Please describe below:**  |
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| **Internship (paid or unpaid) – Please describe below:**  |
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| **Cooperative Education Experience – Please describe below:**  |
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| **Apprenticeships – Please describe below:**  |
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| **School-based Enterprise (example: School Store) – Please describe below:**  |
| Shed construction, sales, and delivery enterprise. |
| **Community Service/Service Learning** **– Please describe below:** |
| School and grounds. Various supervised interior and exterior construction projects. Possible partnerships with community organizations to meet specific needs.  |

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| **Section 9: Required Career and Technical Student Organization (CTSO)** |

Identify (X) the Career and Technical Student Organization (CTSO) that will support students enrolled in the CTE program or program of study. The CTSO must be an appropriate CTSO for the identified CTE program/program of study. For information regarding CTSOs, see [**www.nj.gov/education/cte/ctso.htm**](http://www.nj.gov/education/cte/ctso.htm):

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| **CTSO** | **CTSO Mission/Goal** | **Example Career Cluster Alignment\*** | **Type “X”:**  |
| **DECA**  | DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management. | Marketing, Business Management and Administration, Finance, Hospitality and Tourism |  |
| **FBLA-PBL** | Future Business Leaders of America - Phi Beta Lambda’s mission is to bring business and education together in a positive working relationship through innovative leadership and career development programs. | Business Management and Administration, Finance |  |
| **FCCLA** | Family, Career, and Community Leaders of America’s mission is to promote personal growth and leadership development through Family and Consumer Sciences education. Focusing on the multiple roles of family member, wage earner and community leader, members develop skills for life through: character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation. | Education and Training, Human Services, Government and Public Administration, Hospitality and Tourism |  |
| **FFA** | FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. | Agriculture, Food & Natural Resources |  |
| **HOSA** | HOSA's two-fold mission is to promote career opportunities in the healthcare industry and to enhance the delivery of quality healthcare to all people. | Health Science |  |
| **SkillsUSA** | SkillsUSA empowers its members to become world-class workers, leaders and responsible American citizens. SkillsUSA improves the quality of America’s skilled workforce through a structured program of citizenship, leadership, employability, technical and professional skills training.. | Architecture and Construction, Arts, A/V Technology & Communications, Education and Training, Hospitality and Tourism, Human Services (Cosmetology), Information Technology, Law, Public Safety, Corrections & Security, Manufacturing, Transportation, Distribution & Logistics |  |
| **TSA** | The Technology Student Association fosters personal growth, leadership, and opportunities in Science, Technology, Engineering, and Mathematics (STEM); members apply and integrate these concepts through co-curricular activities, competitions, and related programs. | Science, Technology, Engineering & Mathematics (STEM), Information Technology, Architecture and Construction, Manufacturing  | **X** |

*\*List above may not represent all appropriate linkages between CTSO and Career Cluster. Please contact the* [*Career Cluster lead*](http://www.state.nj.us/education/cte/career/Leads.pdf) *if you have any questions regarding CTSO’s appropriate for your specific CTE program or program of study.*

**CTSO Co-Curricular Activities:**

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| Describe below, the events, activities, and/or competitions this CTSO plans to participate in:  |
| The annual NAHB competition gives students the opportunity to apply skills learned in the classroom to a real construction company by completing a management project/proposal. Proposals are submitted to a group of construction company executives who act as judges. During the convention, students defend their proposals to the judges in front of an audience. |

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| **REQUIRED UPLOAD: File 9 – Copy of CTSO official affiliation if available.**  |

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| **Section 10: Business and Labor Partnerships** |

Business and labor partnerships are crucial in supporting the success of Career and Technical Education (CTE) programs. Business and labor partners serve many key roles in keeping the faculty apprised of business and industry needs, providing professional development, planning, etc. Some business and labor partners may also be included on the advisory committee; however, others may not be able to be on the Advisory Committee but they may be able to contribute in other ways. Below is a list of potential contributions of business labor partners. In the gray box, include all business and labor partners and their contribution to this CTE program.

**Sample Contributions of Business/Labor Partnerships**

* Attend Advisory Committee Meetings
* Consult on curricula revisions
	+ Review, obtain or update instructional materials
	+ Revise, develop or obtain new assessments
* Advise on labor market trends
* Provide professional development to faculty
* Provide training to students
* Provide guest speakers, job shadowing, or field trip opportunities for students
* Recommend safety policy and procedures
* Consult on end of program assessments
* Consult on industry credentials
* Consult on postsecondary alignment
* Provide scholarships or scholarship resources
* Donate supplies and/or equipment
* Consult on industry trends
* Provide structured learning experience sites
* Consult on classroom environment (including evaluation of supplies and equipment)
* Contribute time as a mentor for students
* Provide workplace assistance for students (resume critique, interview practice, networking with potential employers)
* Assist in CTSO activities (planning, leading, assessing, judging)
* Assist in community involvement and promotion of CTE program

Please include **at least one** business or labor partner and their contribution.

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| **Name of Individual** | **Business/Affiliation** | **Contribution Description** |
| Bernard Simpkins | Simpkins General Contracting LLCFranklinville, NJ | Attend Advisory Committee MeetingsProvide guest speakers, job shadowing, or field trip opportunities for students.Donate supplies and/or equipment.Contribute time as a mentor for students. |
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| **Section 11: Statement of Assurances** |

**New Jersey Department of Education Office of Career Readiness**

THE SCHOOL DISTRICT/AGENCY/CHARTER SCHOOL/APPROVED PRIVATE SCHOOL FOR THE DISABLED HEREBY ASSURE THE COMMISSIONER OF EDUCATION OF THE STATE OF NEW JERSEY THAT:

The applicant will comply with all provisions of the [***Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV; P.L. 109-270)***](http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=109_cong_bills&docid=f:s250enr.txt.pdf)***;* the Five-Year Plan for Career and Technical Education 2008-2013** [***www.nj.gov/education/cte/perkins/5year/stateplan.pdf***](http://www.nj.gov/education/cte/perkins/5year/stateplan.pdf)***;*** [***New Jersey Statutes Annotated (N.J.S.A.) 18A:54***](http://njlaw.rutgers.edu/cgi-bin/njstats/showsections.cgi?title=18A&chapt=54)**;** [***New Jersey Administrative Code (N.J.A.C.) Title 6A:19***](http://www.nj.gov/education/code/current/title6a/chap19.pdf)**; and all other related N.J.A.C. sections noted below** relating to all requirements for career and technical education (CTE) programs and/or CTE programs of study. The following must be available for review by the NJDOE upon request:

**Statement of Assurances**

* Documentation of **advisory committee** **membership** and **membership** **affiliations**, and **advisory committee meetings,** which include advisory committee meeting schedules, meeting minutes, and notes.
* Documentation of the required and appropriate **certification/endorsements** of instructional staff *(N.J.A.C. 6A:9B-5.1(b)*) which is available at [www.nj.gov/education/educators/license/certandend.htm](http://www.nj.gov/education/educators/license/certandend.htm).
* Documentation and evidence of **program** **admission requirements** that include provisions for **access** to approved CTE programs or programs of study for all populations, including special populations and special education students (*N.J.A.C. 6A:19-3.3*).
* The provision of **curricula** that includes a **coherent sequence of courses** which incorporate the necessary academic and technical content, the integration of applied academics, structured learning experiences, and Career and Technical Student Organizations (CTSOs) (*N.J.A.C. 6A:19-3.1(a)6).*
* Documentation of **course scheduling practices** that will allow opportunities for students participating and or concentrating in the approved CTE program or program of study to complete the CTE program or program of study.
* Provisions to allocate **adequate resources** required to operate the CTE program or program of study, including **sufficient and appropriate instructional and support staff**, **facilities, supplies, and equipment** (*N.J.A.C. 6A:19-3.1(a)7*).
* Documentation of a **Career and Technical Safety and Health Plan** (*N.J.A.C. 6A:19-6.4*).
* Documentation of a plan for the recruitment, participation, and the adequate provision of program services and supports of special education students and students who are members of special populations ,(*N.J.A.C. 6A:19-3.3, N.J.A.C. 6A:14, N.J.A.C. 6A:15*, and other relevant New Jersey state and federallaws and regulations), in the approved CTE program or program of study.
* Evidence of a **school** **counseling program** in the school district or agency which can provide related services via a comprehensive developmental career guidance and counseling program that facilitates career awareness and exploration for all students in the school district or agency (*N.J.A.C. 6A:8-3.2* and *N.J.A.C. 6A:19-3.4*).
* Procedures in place for the **evaluation of student and program performance data** and methods projected to improve the CTE program or program of study based on evaluation results (*N.J.A.C. 6A:19-5.1* and *N.J.A.C. 6A:19-5.2*). The career and technical education program or program of study is designed to ensure that all of the state-adjusted levels of performance are met. CTE students should be taught to the same standards and rigor as all other students in the district or agency**.**
* Documentation that each of the elements listed in the application for approval of the school district or agency’s CTE program or program of study are being met by the applicant after approval is granted by the New Jersey Department of Education.

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| County & District Code:  | 154940050 | CIP Code #:  | 460415 | CIP Name:  | Building & Construction Technology |
| Name of School District/Agency:  | Delsea Regional High School |
| Chief School Administrator Name:  | Dr. Piera Gravenor |
| Signature, Chief School Administrator:  |  (print, sign, upload)  |

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| **REQUIRED UPLOAD: File 9 – Upload Statement of Assurances copy signed by Chief School Administrator** |

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| **File Upload Summary List** |

Upload the completed application, including all of the required and/or applicable files in NJDOE Homeroom
[**http: //homeroom.state.nj.us/**](http://homeroom.state.nj.us/). Click the link to “**CTE Program Approvals”** and login using a username and password. Contact your district’s Web User Administrator to obtain a username and password for this process.

**File Uploads**

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| **Section** | **Name** | **File #** | **Required/****Applicable** | **Detail** |
| 4 | Advisory | File 1  | Required | Upload a copy of the meeting minutes for meeting 1 |
| File 2 | Required | Upload a copy of the meeting minutes for meeting 2 |
| 5 | CTE Program or CTE Program of Study | File 3 | If Applicable | **PROGRAM OF STUDY ONLY:** Articulation Agreement signed by college president and secondary chief school administrator |
| 6 | Course Details | File 4 | Required | Course syllabus for course 1  |
| File 5 | Required | Course syllabus for course 2 |
| File 6 | Required | Course syllabus for course 3 |
| File 7 | If applicable | Course syllabus for course 4 |
| 9 | CTSO | File 8  | If applicable | Copy of CTSO affiliation if available |
| 11 | Statement of Assurances | File 9 | Required | Copy of Statement of Assurances page signed by Chief School Administrator |

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| **Remediation** |

1. The application will be reviewed by a Career Cluster committee in the Office of Career Readiness. If the documentation submitted is incomplete or does not meet the criteria, remediation requests will be sent to the applicant by the Career Cluster lead.
2. If the applicant does not respond to the remediation request within a reasonable amount of time from the date of the request, the Chief School Administrator will be informed.
3. When the application is complete and meets all of the criteria, the Assistant Division Director of the Office of Career Readiness will notify the Chief School Administrator that the CTE program has been approved.
4. Applications that are denied approval may be appealed to the Commissioner of Education as set forth in N.J.A.C. 6A:3, Controversies and Disputes.