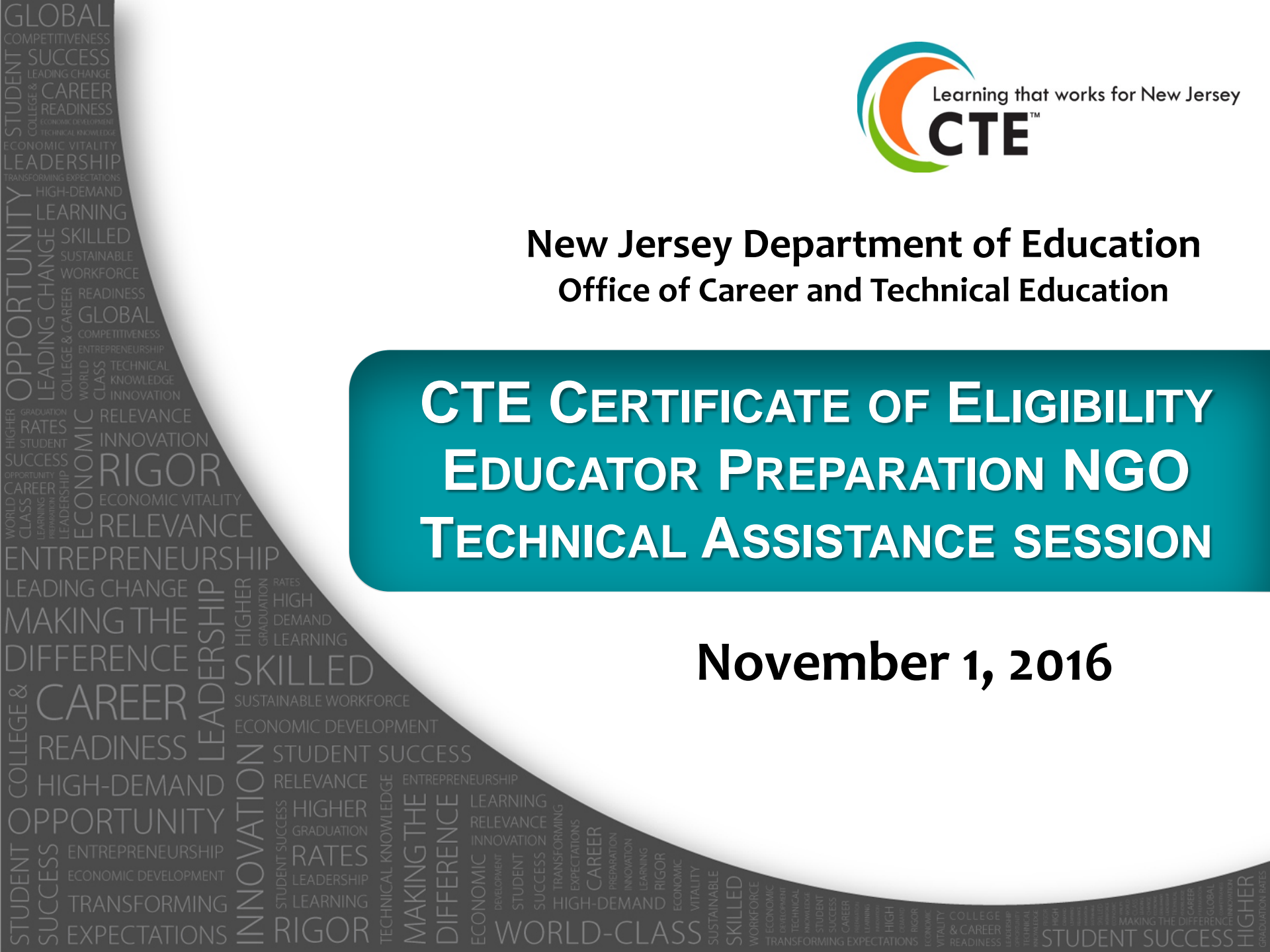**Learning that works for New Jersey**
CTE™

New Jersey Department of Education
Office of Career and Technical Education

CTE CERTIFICATE OF ELIGIBILITY EDUCATOR PREPARATION NGO TECHNICAL ASSISTANCE SESSION

November 1, 2016

Our Goals for Today:

Overview of the CTE Certificate of Eligibility Educator Preparation Program

Overview of the Grants Process

Answer Questions Related to the NGO

Questions

- Only general questions related to the NGO can be answered. No project specific questions can be answered.
- Grant related questions can be typed in the chat window at the specified times.
- Questions asked during the TA session will be used to create a FAQ document.

Important Dates

- Application due date:

  Tuesday, November 29, 2016 by **4:00 p.m.**

  (this was extended by one day)

- Grant period (Year 1 of 5)

  February 1, 2017 – June 30,2018

- First cohort admitted:

  Summer, 2017

Eligibility Requirements

- Two or four year institutions of higher education chartered in the State of New Jersey are eligible to apply.

- Each application must include ***at least*** three New Jersey county vocational and technical school district partners.

- County vocational and technical schools may partner with more than one institute of higher education.

Funding

- One grant for a maximum of $330,000 will be awarded in the first grant period.

- The subsequent four years will be funded at $160,000 for each year.

- The final award is subject to the availability of federal Perkins Leadership funds.

- The NJDOE will remove ineligible, inappropriate, or undocumented costs from funding consideration.

Reporting Requirements

Report	Reporting Period	Due Date
1st Interim	02/01/17 – 03/30/17	04/28/17
2nd Interim	02/01/17 – 06/30/17	07/31/17
3rd Interim	02/01/17 – 09/30/17	10/31/17
4th Interim	02/01/17 – 12/31/17	01/31/18
5th Interim	02/01/17 – 03/30/18	04/30/18
Final	02/01/17 – 06/30/18	08/31/18

Statewide Goals for the CTE CEEP Program

- Create a CTE CE Educator Preparation program that will address the unique needs of CTE teacher candidates.

- Increase retention rates of CTE-CEEP program completers so that these rates meet or exceed state and national retention rates of new teachers.

Background of CTE Alternate Route Teacher Preparation

- In November 2008, the State Board of Education adopted regulations requiring a minimum of 200 hours of formal instruction.

- Since 2010, Brookdale Community College has been administering a CTE Provisional Teacher Preparation Pilot program. Direct instruction for teachers in this program will conclude no later than August 31, 2017.

- In November 2015, the new code requirements were adopted for all CE teacher preparation programs.

General Description of the Grant Program

- The NJDOE seeks to implement a five-year program to develop a CTE CE Educator Preparation program in response to the adoption of N.J.A.C. 6A:9A-5 in November, 2015 to include at least:

  - 50 hours of pre-professional experience

  - A minimum of 350 formal instructional hours or 24 semester hour credits which shall be completed over a minimum of two academic years.

General Description of the Grant Program

- The successful applicant will deliver the program in two separate ways:

Traditional Model

All 400 hours of instruction will be provided at the IHE for all CTE teacher candidates employed in comprehensive high schools and non-partner county vocational schools.

Partnership Model

For CTE teachers at the partnering county vocational school districts only, up to 150 hours may be provided at the employing county vocational school district.

Program Requirements: First Grant Period

Preparation Phase (February, 2017 – June, 2017)

- Develop the 50 hours of pre-professional experience.

- Develop a curriculum for at least 350 hours of formal instruction over 2 years.

- Develop the curriculum into modules so that objectives can be met through the Traditional Model or the Partnership Model

- Market the program

- Recruit and enroll CE teacher candidates

Program Requirements: First Grant Period

Implementation Phase (July 1, 2017 – June 30, 2018)

- Enroll cohorts to pre-professional experience

  – Summer 2017, Fall 2017 and Winter 2018

- Offer the first year of formal instruction to cohorts

- Continue to develop and refine curriculum

- Conduct a final, summative external evaluation of the first grant period.

Program Requirements Years 2,3,4 and 5

Additional Grant Years (2018-2019, 2019-2020, 2020-2021, 2021-2022)

• Continue to recruit and enroll cohorts

• Offer both the first year of formal instruction to new cohorts and the second year of formal instruction to continuing cohorts.

• Increase the number of partnerships with county vocational and technical school districts.

• Continue to develop and refine curriculum

• Conduct a final, summative external evaluation

• Evaluate the effectiveness of Partnership Model vs. Traditional Model

External Evaluator

- The grantee will be responsible for contracting with an external evaluator.

- The external evaluator will conduct a summative, external evaluation of the CTE-CEEP program.

- The evaluation will occur annually as well as a final report on the entire project.

- The external evaluator must be approved by the Office of Career Readiness.

Application Components

Project Requirements Detail

- **Project Abstract:** Summary of the project *(not scored)*

- **Project Description:** Detailed description of the proposed project (30 points)

- **Goals, Objectives and Indicators:** State goals and objectives with indicators of achievement. *(15 points)*

- **Project Activity Plan:** Steps to be taken to achieve the goals and objectives *(15 points)*

- **Organizational Commitment and Capacity:** Applicant's commitment and capacity to operate a successful project *(30 points)*

- **Budget (First Grant Period):** A performance-based budget supporting the activities in the Project Activity Plan *(10 points)*

Project Abstract (0 points)

- Use the Project Abstract to outline your overall plan for the full five-year grant period.

- This is an overall summary of your project's purpose and projected outcomes.

- The project abstract will orient the scorers to your proposal, so highlight the main points.

- 300 words maximum.

- No points are awarded for this section.

Project Description (30 points)

- Describe the complete five-year grant project design in the project narrative.

  - Write clearly and succinctly.

  - Focus on quality and not quantity.

  - Ensure that the narrative is supported by the activity plan and activity-based budget.

  - Demonstrate sufficient quality and scope to ensure equitable access and participation among all eligible program participants.

Project Description: Curriculum

- Describe your plan to develop a curriculum to offer two years and 400 hours of instruction and to reformat the curriculum into stand alone modules to support the Partnership Model.

- Demonstrate familiarity with the existing one-year curriculum from the pilot program.

- Include plans for online and/or blended instruction, as well as face-to-face cohort meetings.

- Address the 50 hour preservice requirement. Describe your plan for supporting candidates during the clinical experience component of the 50-hour pre-professional experience.

- Demonstrate a familiarity with best practices in teaching adult learners.

Project Description:
Serving All Teacher Candidates

- Describe your plan to serve teacher candidates from throughout the state.

- Feedback from the CTEPTP program emphasized the importance of face-to-face cohort meetings and support. Describe how you will provide this opportunity in multiple locations to reduce inconvenience to participants from all parts of the state.

- Include information on your recruitment strategies to build and select a pool of high-quality, diverse applicants.

- Explain how you will handle unique situations such as off-cycle hires and teachers who are not continuously employed throughout your program (e.g. RIFs, maternity leave, etc.)

Project Description: Technology and Marketing

- Describe how the CTE CEEP webpage will be transferred, transformed and maintained.

- Describe how online and blended learning will be used to meet the needs of teacher candidates.

- Describe the plan to market the program and attract CTE teacher candidates.

- Demonstrate a familiarity with the existing CTEPTP webpage.

Project Description:
Assuring Teacher Quality

- Describe what steps the program will take to recruit and select strong mentor teachers.

- Describe the communication strategy between the IHE and the placement district regarding candidate performance and professional development.

- Describe how candidates will be supported in the classroom during the two years of the program.

- Describe the plan to alight the CTE CEEP program with the Professional Standards for Teachers (complete and upload Assessing Candidate Readiness in Appendix B).

- Describe how you will support candidates as they complete edTPA.

Project Description: Credit

- Describe any current or planned arrangements or partnerships that will help the IHE provide a pathway for candidates to earn graduate degree credit through participation in the CTE CEEP for those who already have a bachelor's degree.

- Describe any current or planned arrangement or partnerships that will provide undergraduate credit.

Project Description: Partnerships

- Describe the initial discussions with the proposed county vocational school district partners, plans for ongoing work with the partners and how and where the instruction will be delivered.

- Final responsibility for the performance of educators who complete the CTECEEP program will remain with the grantee.

Project Description:
CTE Communication Management Plan

- Describe the plan for coordinating with the Office of Career Readiness.

- Describe the plan for ensuring that the CTE-CEEP program understands and meets the needs of the CTE community.

Goals, Objectives, and Indicators

Goals and Objectives

- Goals and objectives of the NGO have been established and are found on pages 13 – 15 of the NGO. Objectives are listed with the goal to which they correspond.

- The applicant may establish one or more additional local objectives but is not required to do so.

- If the applicant includes local objectives, make sure that they are achievable, realistic, results oriented and clearly identify what the project is intended to accomplish. See page 15 of the NGO for additional guidance about writing local objectives.

Indicators of Success

- Indicators are the evidence that prove steps were taken to accomplish the objective.

- Examples of indicators are copies of minutes from meetings, board minutes, copies of advertisements for the program, etc. This is the documentation that would be presented during onsite monitoring.

Project Activity Plan

Project Activity Plan (15 points)

- Activities support the implementation of an objective.

- Identify the person responsible for the activity (by title)

- Identify the evidence that will demonstrate the activity has been successfully completed (indicators).

- Identify the time period in which the activity will take place.

- Activities will drive the budget.

Organizational Commitment and Capacity

Organizational Commitment and Capacity (30 points)

- Describe the commitment to the grant project, including the organizational support that exists for implementation.

- Describe the commitment to serving educators from all geographic regions of the state.

- Describe organizational resource that will support successful project implementation.

- Explain experience with similar types of projects and the outcomes of those projects.

- How will previous experiences ensure successful implementation?

- Identify the individuals who will be assigned to the project and whether they will be assigned full- or part-time to the project.

Budget

Budget (10 points)

- Budget items MUST support activities in the activity plan.

- The NJDOE will remove any costs not supported by the Project Activity Plan and any other ineligible costs.

- The instructional component of the CTE-CEEP program, including faculty salaries and coaching visits will be funded through tuition and fees paid by CTE CEEP educators.

- Tuition and fees are expected to be reasonable and consistent with the costs of other such programs at the IHE.

Budget (10 points)

- The grantee will provide subgrants to county vocational and technical school district partners for activities related to planning and implementing the details of the partnership.

- A separate accounting of program income generated as a result of this grant program.

- Example of ineligible costs are listed on pages 18 and 19 of the NGO.

Appendices

Appendices

- Appendix A: Affirmation of Partnership

- Appendix B: Assessing Candidate Readiness

- Appendix C: Curriculum for the CTE PTP program

- Appendix D: List of New Jersey County Vocational and Technical School Districts

- Appendix E: List of Core Committee and Curriculum Committee Members for the CTE PTP program

- Appendix F: External Evaluator Reports for the CTE PTP program

- Appendix G: Feedback from Focus Groups on the CTE PTP program

Questions

Thank you!!

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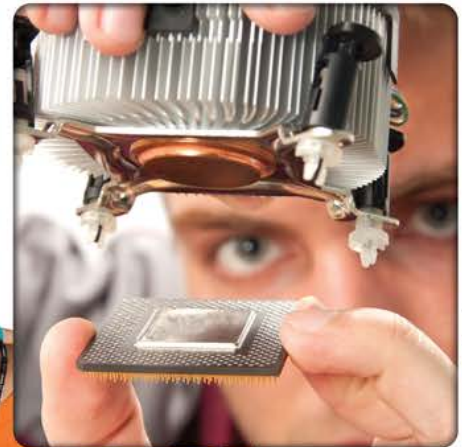
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