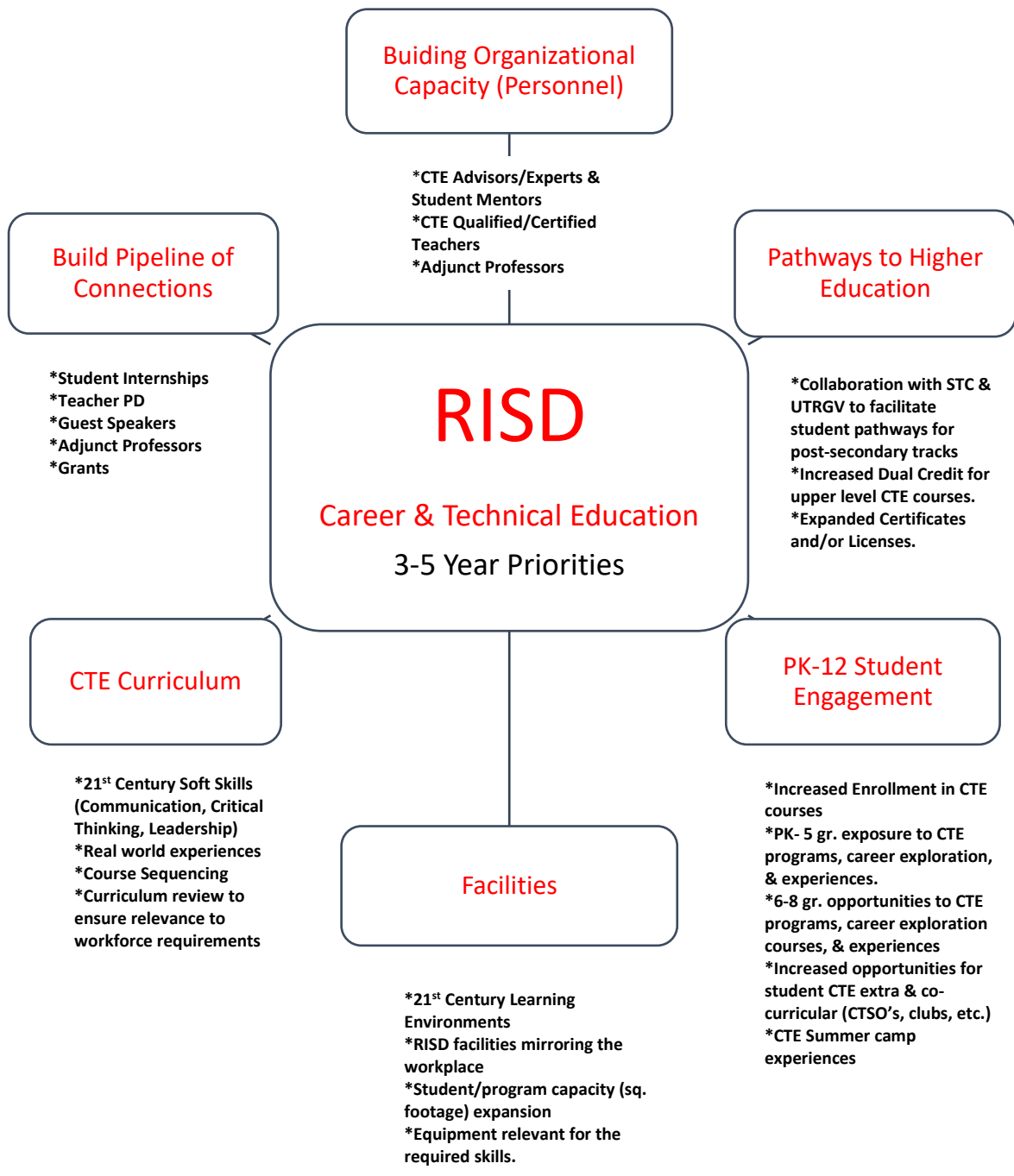


Priorities to Improve CTE
Programs at
Roma ISD

3-5 Year Plan

2020-2021 thru 2025-2026



To ensure Roma ISD students receive the highest level of CTE education, allowing them to successfully pursue their chosen career path, the following strategies and actions were developed to support this initiative. Each strategy includes both short-term and long term actions that will guide achievement of each strategy:

Strategy 1: Building Organizational Capacity to Manage and Deliver CTE Program (Personnel)

- Short term actions (2020 – 2021)
 - Train teachers in PBL model.
 - Prioritize allocations for upper level (3 & 4) CTE courses (PBL).
 - Enhance teacher professional development by incorporating real world experiences and industry subject matter experts.
 - Create forum for training/communication with campus leadership focused on CTE.
 - Create forum for training/communication with campus counselors.
- Long term actions (2 – 5 Years)
 - Hire adjunct professors (Dual Enrollment).
 - Conduct ongoing evaluation/adjustment of professional development.

Strategy 2: Guide Students along Clear Pathways to Higher Education

- Short term actions (2020 – 2021)
 - Work with local higher education institutions to sustain and expand dual credit and articulations.
 - Promote awareness of pathways and transitions for students to higher education programs.
 - Create a process that transitions students from high school to higher education.
- Long term actions (2 – 5 years)
 - Expand additional opportunities for health science certifications.
 - Expand CTE courses to Middle Schools (8th Grade) for the priority industries/clusters.
 - Create a sequence in priority industries/cluster sets that allows students to receive a minimum of nine college hours before graduation.

Strategy 3: Improve CTE Program Effectiveness and Participation through Parent and Student Engagement (PK-12 Student Engagement)

- Short term actions (2020 – 2021)
 - Emphasize K-5 CTE exposure and experiences.
 - Investigate CTE summer camp experiences to engage more students (expand budget).
 - Emphasize extra & co-curricular activities to engage more students (expand budget).
 - Create and execute communication plan to educate students and parents about CTE program, activities, and initiatives.
- Long term actions (2 – 5 years)
 - Maximize students in upper level courses/completion of course sequence (Concentrators vs Completers).
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Strategy 4: Ensure Facilities Support Goals of CTE Program with Emphasis on Priority Clusters

- Short term actions (2020 – 2021)
 - Complete comprehensive assessment of current facilities in conjunction with industry partners to determine gaps.
 - Based on assessment, develop:
 - Action plan for immediate enhancements that can be made to existing facilities.
 - List of capital needs (monies & cost) for consideration of future initiatives.
- Long term actions (2 – 5 years)
 - Identify capital projects
 - Expand/Update infrastructure in Agriculture/Construction facility and surrounding area.
 - Expand/Update IT facilities and infrastructure.
 - Expand/Update Health Science facilities.
 - Modify existing classroom learning environments to provide additional flexibility and mirror workplace environment.

Strategy 5: Enhance CTE Curriculum in Priority Clusters

- Short term actions (2020 – 2021)
 - Engage industry experts to evaluate and make recommendations.
 - Collaborate with ESC 1 to evaluate the CTE program yearly and make recommendations.
 - Emphasize 21st Century soft skills (communication, collaboration, critical thinking and leadership)
 - Work with RHS Campus Principal, CTE Coordinator and CTE Counselor on completion of course sequences for CTE Programs of Study, certifications/certificates, and dual credit.
 - Work with RHS Campus CTE Coordinator, CTE counselor, and Academic Counselors on educating students and parents on Endorsements, Career Clusters, Programs of Study and other opportunities.
 - Collaborate with Middle School Academic Counselors on educating students and parents on Endorsements, Career Clusters, Programs of Study and other opportunities.
 - Work with Elementary Counselors on educating students and parents on Exploration of Careers.

- Long term actions (2 – 5 years)
 - Evaluate curriculum in a yearly basis to maintain relevance to evolving career requirements.
 - Invest in needed equipment and/or facility upgrades

Strategy 6: Create Sustainable Relationships with Partners in Priority Clusters (Build Pipeline of Connections)

- Short term actions (2020 - 2021)
 - Expand work-based learning experiences including industry relevant student internships or work study placement programs.
 - Enhance teacher professional development by incorporating real world experiences and including industry subject matter experts in the planning and delivery of the training.
 - Incorporate guest lectures from industry into curriculum/classroom.
 - Redefine how partnerships opportunities are handled in RISD.
 - Roles and Responsibilities of the district and foundation personnel
 - Structure of partnership program (levels, branding, etc.)
 - Create Memorandum of Understanding (MOU) to define relationship with business/industry partners
 - Research policies and partnerships that allow industry experts to teach or co-teach CTE courses.
 - Identify the needs for the priority industries/cluster sets in terms of relationship, resources, and contacts.

- Long term actions (2 – 5 years)
 - Implement MOUs with partners for priority industries cluster sets; should cover grants (if applicable), and provisions of instructors/facilities.
 - Create an adjunct CTE model that allows industry experts that are not certified to jointly instruct CTE courses alongside a certified CTE classroom teacher.
 - Manage and cultivate the relationships with industry partners.

Measurement of Success

One of the guiding principles of this plan is that it is data-driven. Various performance areas will be measured, including student engagement, persistence, achievement, and post-secondary transitions.

Outputs

- Number of students enrolled in a CTE course (by grade level, campus, cluster, number of years in a CTE sequence)
- Number of courses offered (by campus, cluster)
- Number of dual credit and articulation courses offered (by campus, cluster)
- Number of students participating in internships and work study (by grade level, campus cluster)
- Number of students completing (Completer) a CTE sequence (by campus, cluster)
- Number of students receiving certifications (by type, grade level, campus, cluster)
- Number of students matriculating to post-secondary (by campus, cluster)
- Number of teachers trained in PBL model (by campus, cluster)
- Number of teachers receiving enhanced professional development (by campus, cluster)

Outcomes

- Percent of students taking one CTE course (by grade level [7-12], campus, cluster)
- Percent of students completing (Completer) a CTE sequence (by campus, cluster)
- Percent of students receiving certifications (by type, grade level, campus, cluster)
- Percent of student participating in extra/co-curricular activities (by type, grade level [7-12], campus cluster) and CTSO achievements (FFA, Skills USA, BPA, etc.)
- Percent of teachers trained in PBL model (by campus, cluster)
- Percent of CTE teachers receiving enhanced professional development (by campus, cluster)
- Percent of elementary campuses offering enrichment clusters focusing in four priority clusters (1. Business Marketing & Finance, 2. Health Science, 3. Information Technology, and 4. Science, Technology, Engineering, and Math (STEM) (by campus, cluster)
- Percent of students to identify possible career path of interests (by grade level [7-12], campus, cluster)
- Percent of students matriculating (enrolled in...) to post-secondary (by campus, cluster)