



NEW ENGLAND ASSOCIATION
OF SCHOOLS AND COLLEGES

CTE Program Report Writing Template

Information to include in the school and community summary

Complete each prompt and provide the information from these two sections to the steering committee to include in the school and community summary.

Student Clubs and Awards

Student involvement in co-curricular activities, such as SkillsUSA, honor society, DECA, Business Professionals of America, FFA, etc. includes _____.

Students have had success in technical or leadership competitions, such as _____.

Graduation Rates or Program Completion Rates

The school or center collects data on what students do after graduation by _____.

Over the past 3-5 years, the program's graduation rates are _____.

The number of students or percentage of students who have gone to college is _____, directly into the workforce in the field or outside of it is _____, pursued a military career is _____, or other is _____.

Program Narrative

The purpose of the narrative is to reflect on professional practice to make critical judgments about what works and what needs to be improved so all students can succeed at increasingly higher achievement levels. Respond to the prompts below to create the program report for each CTE program or cluster.

Student Demographics

_____ students are enrolled in each year of the program.

The enrollment is increasing/decreasing. The trends show _____ because _____(reasons).

The gender breakdown of students is _____. The trends show _____ because _____(reasons).

STANDARD 2 – Student Learning

Respond to each principle explaining how the program meets that principle.

Principle 2.2 (Curriculum)

Please answer these questions and provide examples:

- Describe the extent to which the written curriculum documents for all courses in each program or cluster include:
 - units of study with guiding/essential questions, concepts, content, and skills, instructional strategies, and assessment practices
 - opportunities for all students to see themselves represented within the curriculum
 - competency-based elements for all career and technical education programs with pathways leading to licensure, certification, and post-secondary education
 - connections to the school’s vision of the graduate
- To what extent is the instructional program designed to prepare students to meet required licenses, certifications, and post-secondary education if applicable to this trade?

Principle 2.4 (Instruction)

Please answer these questions and provide examples:

- In what ways are teachers strategically differentiating, individualizing, and/or personalizing instructional practices based on student learning needs?
- How is instruction informed by best practices of cultural competency and responsiveness?
- How is formative assessment used to adjust instruction in all classrooms?
- What structures and supports are available to provide all learners with access to rigorous learning opportunities?
- What opportunities do teachers have to collaborate with others regarding instructional practices designed to meet the needs of all students?
- To what extent are curricula from the academic departments integrated into your CTE program, department, or cluster? Provide examples of co-teaching between academics and your program, department, or cluster.

Principle 2.7 and 2.8 (Assessment and Feedback)

Please answer these questions and provide examples:

- Describe the range of assessment strategies, including formative and summative assessments, and how the results are used to inform and differentiate instruction. What type of safety instruction and safety testing is offered in the program?
- How does the program/department use common assessments to ensure consistent and equitable learning opportunities across grades or courses?
- Explain how specific and measurable criteria for success are provided to learners prior to assessments?
- How do educators regularly and consistently check for understanding in ways that engage every learner's thinking?
- What opportunities do learners have to present their learning to authentic audiences, including students, families, community members, and professionals?
- What kinds of feedback do teachers provide to ensure students can revise and improve their work? Is it specific and timely?

STANDARD 5 - LEARNING RESOURCES

Program/Cluster Basics

The physical layout of the space _____.

The program is located _____ and uses _____ rooms.

The equipment is located _____.

Safety or health issues in the program are _____.

The proper signage for the area includes _____.

There is a clear evacuation route and students are aware of it by _____.

There are lockers for students' belongings.

Bathrooms are located _____.

The overall appearance of the area to visitors looks like _____.

Program or cluster resources are adequate because _____.

The student-teacher ratio is _____.

The equipment and technology are consistent with current practice because _____. The program could use _____.

All equipment works properly because _____.

The copyright date of textbooks is _____.

Online resources used in the program include _____.

The process of developing the department's annual budget includes _____.

Work-Based Learning Opportunities

The program's record for student placement in work-based experiences, such as internships, employment shadowing, or cooperative education is _____.

The program has school-industry partnerships with _____.

The program has articulation agreements with higher education for dual enrollment with _____.

Production Work

The program completes production work for the school, center, or community by _____.

Students complete work outside of the school or center by _____.

Production work aligned with the curriculum through _____.

Over the past few years, the types of work undertaken include _____.

Production revenue generated annually is _____ and is used for _____.

Program Advisory Committee

- What is the purpose of the advisory committee?
- Explain how committee members are selected.
- What is the term of membership?
- When are meetings held?
- Is there a committee chair?
- Are meeting minutes recorded and retained?
- Explain the impact of the committee on program improvement.

Strengths

Identify the program or cluster's strengths.

Areas for Growth

Identify areas for growth based on the program report. Areas of growth can be needed resources or aspects of the program the school wants to improve.

Priority Areas

Priority Areas related to the school's CTE program can be included in the school's growth and improvement plan. Priority Areas are big picture goals, connected to the Standards, Principles, or Foundational Elements that include multiple steps for completion. Explain why the goal is important and how it will transform the educational experience for students.