

PROJECT DESCRIPTION

Enter the requested information below to describe the proposed project. All responses should be limited to 300 words.

Campus Name:

Cumberland County Technical Education Center

School(s) Proposed for Program Expansion:

Cumberland County Technical Education Center

Building(s) with Proposed Work:

Cumberland County Technical Education Center

New CTE Capacity Aligned with Grant Priorities:

160

- 1. Provide a brief description of the grant project.** Include a general description of the proposed construction and the resulting new CTE programs and student capacity. Proposed changes to existing CTE programs and student capacity as a result of the proposal should also be addressed.

The proposed construction will include the expansion of the existing high school building, added adjacent to the Health Science and Medicine wing. The expanded spaces will add the following footprint to the existing building: Construction Trades Lab - 4900 sq. feet, Welding Lab-3400 sq. feet, Manufacturing Labs - 1790 square feet and a Phototonics lab totaling 890 square feet. The expansion will add 12,660 square feet of additional CTE space and will add 160 seats to our current STEM Programs of Electrical Technology, Welding Technology, Construction and Advanced Manufacturing.

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- 2. Explain how the proposed CTE capacity increase supports the county/region's labor market demands and economic development goals.** Include data evidence.

The proposed CTE capacity increase is supported by the Cumberland County Economic Development Strategic Plan 2020-2030. The plan is a regional growth and innovation strategy for the county. Within this plan one of the key goals is to develop a stronger economy through innovation which includes the coordination of vocational/trades career marketing to students as the data has shown that a number of skilled trade jobs are going unfilled in the county. The age of the workforce in several key sectors (including all STEM areas) suggests that additional needs to fill these jobs over the next 10 to 15 years. Another focus of this plan is the create an industry sector that defines Advanced Manufacturing for our County with workforce preparation options and advanced stackable credentials with input from Rowan College of South Jersey, CCTEC and the Workforce Development Board.

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3. What is the organization's commitment and organizational support to implement the program to diverse student groups (special populations as identified in Perkins V legislation)?

In order to prepare special populations of students for the high-skill, high-wage, and in-demand occupations, money will be allocated to CTE programs to provide study guides for TSA assessments, many of which lead to credentials that can assist with career opportunities. CTE participants will also be prepared for nontraditional fields by bringing in guest speakers who represent individuals engaged in nontraditional occupations and purchasing resources that show representation of nontraditional employees in the various fields. Members of special populations will not be discriminated against by ensuring that students may have access to study guides and additional resources (take-home textbooks and digital platforms). This may necessitate funding to purchase additional resources so that students may be given additional time at home. Students will also have additional access to and assistance for these resources during the school's study period in the middle of the day. During this time, students can utilize additional computers, CTE teachers, content-specific teachers, and special education teachers for assistance. For those students in the sub-population of students with disabilities, who have demonstrated a lower percentage of achievement, the school will provide IEP accommodations and modifications as stated in IEPs and 504s. For all programs, CCTEC has been in collaboration with the Office of Disability Services at the local community college campus to ensure the needs of students with disabilities are being met at the post-secondary level. As a part of our cross-curricular initiatives in literacy, much of the English and History curricula have been established utilizing literary pieces that involve individuals of diverse backgrounds and those of marginalized societal groups. Texts also include stories related to specific programs in the school and how marginalized characters overcame societal challenges. For example, to target diversity in engineering, students read the book Spare Parts, which speaks to the lives of four Hispanic students battling the struggles of immigration while also engaging in an engineering robotics competition. For our Construction Trades and Welding programs, in English class, students read The Boy Who Harnessed the Wind which addresses the importance of innovation in these areas while also telling the story of a child of low socioeconomic status. The characters in these stories are also considered nontraditional within these programs. In order to ensure that there are no barriers to admissions and enrollment for students in special populations, CCTEC's school psychologist works with parents/guardians along with sending districts to ensure that students who need specific modifications and accommodations receive them when they take the school's admission exam. Additionally, all communications regarding admissions and enrollment are translated for our Spanish-speaking families.

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PROGRAM OBJECTIVES

Enter the requested information and upload supporting documents as applicable to describe the extent to which the application addresses grant program objectives. Applications are not required to respond to each objective to be eligible for grant consideration, but the extent to which proposals achieve the objectives will be considered in the rubric scoring.

Limit responses (excluding supporting documents) to 500 words.

[Click here to upload supporting documents for program objectives.](#)

Each file should be in PDF format, named as noted below, and not exceed 10 MB.

1. EQUITABLE ACCESS

Describe how the district plans to identify, recruit, enroll, and support students with a disability, English language learners, economically disadvantaged students, students preparing for nontraditional fields, homeless students, students placed in a resource family home, and students whose parent or guardian has been ordered into active military service in the U.S. Armed Forces. Minimally address the following:

- (a) A data analysis of students served, including a baselines, trends and gaps, and county demographics;
- (b) Targets for annual increases in representation of student populations identified as underserved and aimed at programs that reflect county demographic data;
- (c) Research-based strategies for effectively assembling and communicating with students and families in the identified subgroups, including when and where the county vocational school district anticipates making the communications; and
- (d) A value proposition that promotes CTE generally and the new program(s) specifically.

Utilizing the 2022-2023 recruitment data for the Class of 2027, which included 925 applicants in total, the following breakdown of students were not accepted due to lack of seats in the STEM Programs - specifically Construction Trades and Welding. They are as follows: Gender - 133 Males/55 Females; Ethnicity - 21 Black/96 Hispanic/7 Other/64 White. This data points to the recruitment of students within the black and hispanic demographic and females across the board. The District has access to TV communication, translation services, news outlets - print and electronic and partnerships with Acenda Health Services, Big Brothers Big Sisters - Beyond School Walls and Mentor 2.0 national curriculums for outreach not only to our families but have daily curricular ties in our student day. With extension opportunities within all of our K-8 partner schools, we have developed summer programming opportunities for exposure to all of our CTE Programs, inclusive of Construction Trades and Welding. This summer program serves 250 county students in grades 6, 7, 8 that spend a month at CCTEC experiencing all CTE program offerings. This program and the programs for our current students promote and encourage career and college pathways for ALL students. Please see the CCTEC-Equitable Access and CCTEC Innovation Uploads for documentation.

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Upload data used for the analysis as supporting documentation.

File format name: District Name – 4-digit District Code – Campus Name – Equitable Access

2. COLLABORATION

Community College Partner Name(s):

Grades of Students to be Served through the Partnership:

Employer Partner Name(s):

Grades of Students to be Served through the Partnership:

LEA Partnership Name:

Grades of Students to be Served through the Partnership:

Number of Students to be Served through the Partnership:

Rowan University College of Engineering, Rowan College of South Jersey

9-12

North East Carpenters, Eastern Millwright, Ricky Slade Construction, Advanced Highway Services

9-12

Bishop Schad, Broad Street School, Buckshutem School, Charter Network - Bridgeton, Millville, Vineland, Cherry Street School, Compass Academy, Cumberland Christian School, Deerfield Township School, Downe Township School, Edgerton Christian Academy, ExCel, Fairfield Township School, Halleyville Elementary School, Hopewell Crest, Indian Avenue School, Johnstone - AMSA, Lakeside Middle School, Maurice River Township School, Myron L. Powell School, Quarter Mile Lane School, Sgt. Dominick Pilla Middle School, St. Mary's Regional School, Stow Creek School, Veterans Memorial School, Wallace Intermediate School, West Avenue School, Woodland Country Day School, Woodruff School

9-12

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Describe the extent to which the school district will establish or expand partnerships with one or more county colleges or employers to (1) expand the program's impact by offering activities or courses that build career awareness or technical employability skills for students or (2) develop the professional capacity of educators to teach CTE courses. Include details concerning the partnership, including the frequency and duration of the program or events, the organizational structure for communication and delivery, and a description of the process by which the school district engaged employers to identify workforce needs.

The level of collaboration between the district and its industry and post-secondary partners is directly correlated to the number of students that we are able to enroll. Although all of our programs benefit from these partnerships, the CTE STEM expansion will allow the District to increase its enrollment by approximately 160 students; doubling our enrollment in these program areas as well as our ability to collaborate. Our agreement with Rowan College of South Jersey allows our students to acquire college credit while enrolled in their High School programs and provides a Teacher of Record to fill a supervisory role to ensure the quality of instruction and assist, develop, and provide guidance to the program teacher. Our Articulation Agreement with Rowan University provides our students acceptance into the Henry M. Rowan College of Engineering upon completion of their four-year High School program. Additionally, the District employs a College and Career Pathways Coordinator whose responsibility is to engage employers and promote the value of work-based programs for students, create and maintain Program Advisory Committees who meet bi-annually to build career and industry awareness for both employers and students, research and advise students and staff of industry trends and the employability skills needed in today's world, and arrange job shadowing, internships, and work experiences for students. Please see the CCTEC-Collaboration and Apprenticeship Uploads.

Upload letters of interest submitted by one or more interested partners.

File format name: District Name – 4-digit District Code – Campus Name – Collaboration

3. INDUSTRY-VALUED CREDENTIALS

Describe the CTE program(s) that will lead to a NJ Department of Labor and Workforce Development (NJDOL) industry-valued credential in a high-demand industry cluster and state how the proposed program will support the student groups listed in the equitable access program objective to earn one or more stackable industry-valued credentials. Include a description of (1) how the program (or a part of the program) is aligned to an industry-valued credential and (2) how the curriculum will promote success for all students in obtaining the industry-valued credential.

CTE Program:

Engineering Technology, Carpentry, Construction Trades, Welding Technology

OSHA Certificaiton, American Welding Society Certification

#REF!

Upload supporting documentation.

File format name: District Name – 4-digit District Code – Campus Name – Industry-Valued Credentials

4. COLLEGE CREDITS

Describe the extent to which the proposed project allows students to earn college credits up to and including an associate degree in an aligned field in a priority industry that are free of charge to economically disadvantaged students.

See attached agreement with Rowan College of South Jersey and Rowan University School of Engineering. All student tuition and fees are paid for by CCTEC. The NJDOE approved School Budgets, beginning in 2016, reflect line item expenditures for tuition and materials for ALL students of CCTEC, regardless of the program of study. This investment yielded 67 graduates of RCSJ- Cumberland (with Associates Degrees) last year from the Class of 2023, where every program was represented as a graduate.

#REF!

Upload supporting documentation (assembled in one PDF file) that minimally contains the following information:

- (a) A sustainability plan that funds college credits for economically disadvantaged students enrolled in the program; and
- (b) A partnership agreement with an accredited two or four-year institution of higher education.

File format name: District Name – 4-digit District Code – Campus Name – College Credits

5. APPRENTICESHIP

Describe the extent to which the proposed project identifies an industry partner that is currently operating, or will operate, an approved, registered apprenticeship program and/or is willing to work with a school to offer a pre-apprenticeship model for students.

The Board of Education endorses the concept of apprenticeship training programs that provide the opportunity to bring together in a common effort, those persons who can contribute to the effective training of youth and adults entering industry. Apprentice training programs provide guidance and leadership to youth wishing to become skilled craftspersons in their chosen trades. Equally important, they provide a vehicle to keep training practices consistent with changing industrial needs. Training for craftsmanship involves preparation, not only for a skill, but also for the many types of related practices that may be given to a competent craftsperson.

Apprenticeship is a recognized method of learning a skilled trade. It is combined with classroom training designed to improve on-the-job work experience and to strengthen the knowledge of the trade. These collaborations enhance our student day and lead to employees that will serve their field with advanced knowledge upon high school graduation. Please see the CCTEC-Apprenticeship Upload.

#REF!

Industry Partner Name(s):

North East Carpenters, Eastern Millwright, Ricky Slade
Construction, Advanced Highway Services

Estimated Number of Students in Apprenticeship Program:

50

Upload supporting documentation (assembled in one PDF file) that minimally contains the following information:

- (a) A signed letter of interest by an industry partner and county college partner, as applicable;
- (b) A description of the current or planned pre-apprenticeship model to be offered with the industry partner;
- (c) A clearly developed plan for the cost of student participation such as student transportation, supplies, materials and access to support services. A sustainability plan beyond the grant period should be included in the narrative; and
- (d) A specific and detailed plan for student transition to directly enter a registered apprenticeship program from a pre-apprenticeship program.

File format name: District Name – 4-digit District Code – Campus Name – Apprenticeship

6. INNOVATION

Describe the extent to which the proposed project will deliver program(s) that leverage innovative technologies, schedules, teaching methodologies, and partnerships to provide authentic learning experiences in in-demand industries that are accessible to and engaging for 21st century learners.

This CTE STEM expansion will allow CCTEC to organize a working group of key sector leaders within the STEM areas to fill a number of skilled trade jobs that are going unfilled in the county, market these areas to students in an appealing and innovative way, enhance the delivery of instruction by including our business partners in the process and highlight the successes of our students in their fields of study. Please see the CCTEC- Innovation Upload.

#REF!

Upload additional supporting documentation (optional).

File format name: District Name – 4-digit District Code – Campus Name – Innovation