



Career Pathways Implementation & Professional Development and Evaluation Plan

Career and Technical Education



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What is Career Technical Education?

Career Technical Education (CTE) is an education pathway that provides students with the academic, technical, and real-world knowledge, skills, and experience they need to be prepared for a variety of career options. CTE gives students training and skills in many different types of careers in high-growth industries such as science and technology, healthcare, and business management. CTE programs are personalized and hands-on, and let students explore different career fields. CTE is part of the high school experience and prepares students for the full range of postsecondary opportunities, including college and careers.

A. CTE Helps Students Prepare for the Real World

CTE programs give purpose to learning by emphasizing real-world skills and practical knowledge. CTE students develop employability or professional skills, including skills such as decision-making, teamwork, critical thinking, problem-solving, creativity, time management, persistence, self-advocacy, interpersonal communications, professionalism, safety, project management, and more. These skills are applicable across all career areas and are essential building blocks to success in further education and work.

B. CTE Students Get More from the School Experience

CTE gives learning a boost. It combines regular academic courses with career-focused courses, skill-building, mentoring, and work opportunities to give students extra preparation for college and careers. Students receive hands-on training, mentoring, and internships from employers in their community. They learn how to develop a resume and interview for a job. CTE students do better in class because their hands-on experience makes academic subjects more engaging and more interesting. This experience helps students build confidence and leadership skills to meet their goals in and out of the classroom. Overall, CTE students have a significantly greater high school graduation rate than the national average.

C. CTE Allows Students to Explore More Possibilities

CTE exposes students to careers across the 16 Career Clusters, including careers students may not be familiar with or may not have ever considered, as well as the skills required for different careers. CTE programs ensure that all students understand the vast career possibilities available to them by allowing them to explore a range of career options based on what they love to do and do well. CTE gives students opportunities to figure out what they are passionate about and want to do after high school. Students gain concrete knowledge about the educational and workforce opportunities that are available to them, both immediately and into the future, and how these educational opportunities can lead to specific careers.

D. CTE Gives Students an Extra Advantage

CTE gives students a head start on both college and careers through specialized classes, mentoring, and work experiences in fields where jobs are in demand—like health care, engineering, and information technology. CTE programs provide information on the various postsecondary options that might be available in their community or region. CTE students are exposed to labor market statistics, information on admissions requirements, costs, financial aid options, and projected benefits of these opportunities. When students develop valuable skills, make connections, and build a network while they are in high school, they have an inside track to a successful career.

How to Implement a CTE Program?

Implementing a CTE program is not a one-time undertaking. It is a long-term commitment to a model that will grow and evolve along the way. With clear goals, careful planning, and a dedication to continuous improvement, a CTE program can be a huge asset to your community and improve student outcomes. Below are recommendations for each community stakeholder. Sustainability for CTE programming requires thorough planning for implementation prior to starting a CTE pathway and then following the plan during implementation. Successful long-term sustainability relies on following the continuous improvement cycle of “Plan-Do-Check-Act.”

The following implementation maps will provide recommendations for implementing CTE pathways. The maps provide guidance around the three phases of implementation: planning, implementation, and sustainability, and are divided into stakeholder groups. The maps also include recommended professional development to ensure CTE pathways can be implemented with fidelity (Table 1).

Table 1: Needs Assessment, Feasibility, and Pathway Application Implementation Map			
Stakeholder	Planning for Implementation <i>Plans to be completed prior to the first year of implementation for any pathway.</i>	Implementation <i>Years 1–3 of the same pathway implementation.</i>	Sustainability <i>Years 4+ of implementation of the same pathway.</i>
District Leadership	<ul style="list-style-type: none"> Utilize the CTE pathways Decision Making Guide to be used by the school to determine readiness. Utilize the CTE pathway application and rubric to be used by all schools. Utilize the CTE Pathways School Readiness Assessment and Planning Tool with schools to determine readiness. Create a CTE Pathway Evaluation Team of stakeholders to evaluate applications and make recommendations. 	For New Pathway Applications: <ul style="list-style-type: none"> Identify an open window of time each year in the fall for schools to apply for the following school year. Use CTE Pathway Evaluation Team to evaluate applications and make recommendations. Provide timely feedback to schools to allow for planning to implement. Schools complete pathways planning during the spring prior to implementation. 	For New Pathway Applications: <ul style="list-style-type: none"> Update Needs Assessment and Pathway Application as needed. Update and add additional stakeholders to the CTE Pathway Evaluation Team as needed to ensure participation across several stakeholder groups. Annually monitor enrollment data to ensure equity and access to all students.

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School Leadership	<ul style="list-style-type: none"> • Develop a school team to determine the readiness and feasibility of adding a CTE pathway. • Work collaboratively to complete the application and provide any required evidence. • Ensure the school can support the CTE pathway with existing infrastructure. Does the CTE lab require heavy equipment? Addition IT broadband? Space? Electricity? 	<ul style="list-style-type: none"> • Review the need to add additional CTE pathways and complete applications as needed. • Annually, review existing CTE labs, equipment, supplies, infrastructure, etc., to ensure the programming can be taught as needed. • Annually, review regional workforce data to ensure the industry is in high demand for existing pathways. • Build relationships with business, community, and postsecondary partners aligned with pathways. 	<ul style="list-style-type: none"> • Use regional workforce data to ensure the CTE pathway is needed and be aware of any new CTE pathways needed. • Using student interest surveys ensure students are still interested in the CTE programming and be aware of any new CTE pathways needed. • Maintain relationships with businesses, community, and postsecondary partners to support the pathways. • Ensure school infrastructure supports the industry pathway. • Annually monitor enrollment data to ensure equity and access to all students.
Counselor	<ul style="list-style-type: none"> • Provide any data or evidence needed to the school application team. 	<ul style="list-style-type: none"> • Communicate with students and maintain records of their satisfaction, interest, and needs associated with the CTE pathway. • Communicate those needs to teachers and leadership to make needed changes. • Using postgraduate surveys, track the number of students that exit high school to postsecondary or job in the industry. 	<ul style="list-style-type: none"> • Use historical data from students to update, improve, or sunset CTE pathways, and start new ones.
Teacher	<ul style="list-style-type: none"> • Provide any data or evidence needed to the school application team. 	<ul style="list-style-type: none"> • Capture data around student participation and enrollment in all aspects of the pathway. 	<ul style="list-style-type: none"> • Analyze data to determine any needed changes in CTE pathway programming.

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Business & Community Partners	<ul style="list-style-type: none"> ● Provide regional workforce data aligned with the CTE pathway being considered. 	<ul style="list-style-type: none"> ● Work with school leadership, teachers, and counselors to determine ways to engage with students. ● Assist with assessing labs and curriculum to ensure alignment with industry standards. 	<ul style="list-style-type: none"> ● Maintain engagement with schools and add new partners as needed. ● Ensure labs and curriculum are aligned with industry standards.
Postsecondary Partner	<ul style="list-style-type: none"> ● Provide information regarding any aligned postsecondary programs with the CTE pathway being considered. ● Provide historical data on the number of students from area high schools that enrolled in the aligned programs. 	<ul style="list-style-type: none"> ● Align CTE pathway courses to postsecondary courses. 	<ul style="list-style-type: none"> ● Update any postsecondary alignments and ensure students and families have the information.
Recommended Professional Development	During this phase of planning and implementation, the most important aspect of professional learning is making sure all stakeholders understand the potential CTE pathway industry. Each stakeholder should use the CTE Pathways Guide to gain necessary knowledge and the CTE Director can support any gaps in knowledge.		

Table 2: Marketing and Communication Implementation Map

Stakeholder	Planning for Implementation <i>Plans to be completed prior to the first year of implementation for any pathway.</i>	Implementation <i>Years 1–3 of the same pathway implementation.</i>	Sustainability <i>Years 4+ of implementation of the same pathway.</i>
District Leadership	<ul style="list-style-type: none"> ● Create a district brand for CTE pathways—logo, tagline, etc., to be used across all schools and pathways. ● Develop a CTE Marketing Plan to ensure consistent CTE pathway messaging to all audiences identified by creating a website, brochure, and/or videos to inform all stakeholders. ● Develop district and school branding and communication guidelines to inform all marketing practices. 	<ul style="list-style-type: none"> ● Update the website, brochures, and videos to reflect current pathway information and students. ● Showcase work of CTE pathways monthly or quarterly at school board meetings, community organizations, community meetings, etc. ● Add additional modes of communication as needed and used in the community, for example, social media. 	<ul style="list-style-type: none"> ● Vet all marketing collaterals to ensure they are the best options to communicate with all stakeholder groups. Make changes as needed. ● Work with business partners in the marketing industry to provide support with marketing collaterals.
School Leadership	<ul style="list-style-type: none"> ● Develop a marketing and communication committee to coordinate all marketing within the school. This team will set goals and steps for each stakeholder group and monitor the communication process. ● Use district branding and marketing/communication guidance to personalize school marketing collateral: brochures, websites, social media, etc. ● Create marketing collaterals for each pathway being offered. Make sure collaterals are targeted to stakeholder groups: students/families, teachers, business/community partners, postsecondary partners, etc. ● Create and deliver a presentation for all school staff to ensure their 	<ul style="list-style-type: none"> ● Annually, work with the marketing and communication committee to ensure all marketing collateral and goals are updated and aligned with current pathway offerings. ● Host a parent night (virtual or in-person) to relay information about all pathways, give tours of the CTE labs, and showcase student work. ● Host a middle school visit to allow 8th graders an opportunity to tour CTE pathways and engage with pathway students to understand the offering available to them in high school. ● Brand an area of the building for the pathway by adding pictures and information about the 	<ul style="list-style-type: none"> ● Incorporate CTE pathways into the school culture by showcasing student work and accomplishments throughout the school and on websites. ● Consider having special graduation cords or dress for graduates from a pathway program to distinguish the graduate and allow for pride of completion. ● Vet marketing collaterals, parent showcase presentations, videos, etc., to ensure the information is still appropriate and accurate and make changes as necessary. ● Review strategy for marketing with school and business/community partners to ensure the strategy is still effective

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	<p>understanding of the CTE pathway.</p>	<p>industry in the hallways and common spaces.</p> <ul style="list-style-type: none"> Annually, onboard new school staff on the CTE pathway offerings to ensure they understand and can help recruit students and families. 	<p>and relatable for students and families.</p>
Counselor	<ul style="list-style-type: none"> Utilize pathway marketing collaterals to communicate with students and families to start the recruitment process. Maintain a visible collection of marketing materials in the guidance office for students to learn about pathways. Engage students in a pathway-related activity or information event. Review forms for student course selection to ensure all CTE classes are correctly identified and listed. 	<ul style="list-style-type: none"> Use YouScience, Kuder, or some type of aptitude and interest survey to align students to the appropriate pathway. Become knowledgeable about postsecondary alignment to each CTE pathway and learn all aligned industry certifications. Incorporate CTE offerings into student conversations for postsecondary opportunities. Update student course selection forms as needed annually. Continue to utilize all promotional materials with students and make sure they are updated. Get to know aligned business partners to better understand their industry. 	<ul style="list-style-type: none"> Update any marketing collaterals to ensure consistent and accurate messages to all stakeholders. Continue utilizing YouScience, Kuder, or some type of aptitude and interest survey with all students to help determine the best pathway fit for students.
Teacher All and CTE pathway teachers	<ul style="list-style-type: none"> All: Utilize pathway marketing collaterals to communicate with students and families to start the recruitment process. All: Distribute promotional materials to all students to 	<ul style="list-style-type: none"> All: Continue to inform students of opportunities. CTE pathway: Use current students to showcase their experiences to new students and families to recruit new students. 	<ul style="list-style-type: none"> All: Make sure to stay current on CTE offerings and use current promotional materials to educate students and families. CTE pathway: As an industry expert, work with the communication

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	inform them of pathway opportunities. • All: Host a parent night (virtual or in-person) to relay information about all pathways.	• CTE pathway: Visit middle schools to discuss the pathway and highlight student experiences. • CTE pathway: Highlight CTSO and WBL student experiences by displaying pictures and videos for various stakeholders.	committee to ensure industry information and data are accurate.
Business & Community Partner	• Provide real-world data to the communications team to help create authentic marketing collateral—pictures of students in industry, regional workforce data, etc.	• Continue to partner with school leaders to update marketing collaterals. • Engage with schools to showcase industry experiences, e.g., attend a school showcase to highlight an industry skill or need.	• Continue to partner with schools and make changes as the industry or business organization evolves.
Postsecondary Partner	• Provide information regarding any aligned postsecondary programs with the CTE pathway being considered.	• Continue to partner with school leaders to update marketing collaterals to align postsecondary opportunities. • Engage with schools to showcase postsecondary opportunities.	• Continue to partner with schools and make changes as postsecondary opportunities change.
Recommended Professional Development	Marketing is key to making sure all stakeholders are informed. The marketing department will most likely have the skills necessary to create and implement a solid marketing plan. Depending on the knowledge of marketing tools, participants might need professional development in graphics software, web design, social media, etc.		

Table 3: Curriculum Implementation Map

Stakeholder	Planning for Implementation <i>Plans to be completed prior to the first year of implementation for any pathway.</i>	Implementation <i>Years 1–3 of the same pathway implementation.</i>	Sustainability <i>Years 4+ of implementation of the same pathway.</i>
District Leadership	<ul style="list-style-type: none"> ● Create course standards for each pathway course and get approval to offer in schools. ● Create a course curriculum guide to outline standards and aligned WBL, CTSOs, postsecondary, industry certifications, etc. ● Create a plan for resources to be provided to schools to implement the curriculum. ● Determine teacher endorsement that can teach the CTE pathway classes and communicate that to all schools. ● Identify textbooks and resources to be used to support the CTE curriculum. ● Determine CTE lab needs and develop an equipment list with a plan for purchasing needed equipment over three years. 	<ul style="list-style-type: none"> ● Make updates to all curriculum materials as needed. ● Update the plan for using local and federal resources as needed. ● Regularly vet CTE equipment with industry experts to ensure the most up-to-date equipment is being used when possible. 	<ul style="list-style-type: none"> ● Vet all curriculum materials with industry experts at least every 4-5 years to ensure content is still aligned with the industry. ● Review and adopt new textbooks and curriculum resources as the textbook adoption cycle requires. ● As industry certifications change with the industry, continue conversations with business partners and expand industry certifications as necessary to ensure students are earning valuable certifications.
School Leadership	<ul style="list-style-type: none"> ● Review the curriculum guide to fully understand the CTE pathway and all aligned student experiences. ● Identify a teacher that has the necessary teaching endorsement to teach CTE pathway courses. ● Identify space in the school that can accommodate the equipment and needs of the pathway. If infrastructure changes are needed, make all upgrades in the spring/ 	<ul style="list-style-type: none"> ● Onboard new school leaders to fully understand the CTE pathway and all aligned student experiences. ● Support CTE pathway teachers as needed with curriculum and teaching pedagogy. ● Continually ensure the CTE lab has needed infrastructure to support the curriculum and make adjustments as necessary. 	<ul style="list-style-type: none"> ● Onboard new school leaders to fully understand the CTE pathway and all aligned student experiences. ● Support CTE pathway teachers as needed with curriculum and teaching pedagogy. ● Continually ensure the CTE lab has needed infrastructure to support the curriculum and make adjustments as necessary.

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Stakeholder	Planning for Implementation <i>Plans to be completed prior to the first year of implementation for any pathway.</i>	Implementation <i>Years 1–3 of the same pathway implementation.</i>	Sustainability <i>Years 4+ of implementation of the same pathway.</i>
	summer prior to fall initial implementation.		
Counselor	<ul style="list-style-type: none"> ● Review the curriculum to understand all aspects of the pathway to discuss with students and families. ● Use marketing collateral to host informational meetings and have 1:1 discussions with students and families. 	<ul style="list-style-type: none"> ● Continue to learn about the industry, partners, postsecondary alignments, industry certifications, and student experiences to inform student recruitment. ● Seek support from partners as needed. 	<ul style="list-style-type: none"> ● Update any needed materials or develop new relationships as needed to ensure you have the most current information on the pathway curriculum to work with students and families.
Teacher All and CTE Pathway Teacher	<ul style="list-style-type: none"> ● All: Be aware of potential pathway additions and plan on making connections between general education content and the CTE pathway content—learn how your content is used in the industry. ● CTE Teacher: Use the curriculum resources to plan lessons, projects, and student experiences. ● CTE Teacher: Learn as much as possible about the aligned industry certification and consider getting the certification. 	<ul style="list-style-type: none"> ● All: Continue to learn about the industry and how to make connections to your content. Use examples in the classroom to help students better understand the application of your content. ● CTE Teacher: Continue to build solid instructional lessons so students can demonstrate the knowledge and skills in the pathway. ● CTE Teacher: Build relationships with business partners to invite them into the classroom and provide WBL experiences for students. ● CTE Teacher: Develop an understanding of the CTSO aligned with your pathway and begin to engage students in the organization to enhance their leadership skills and be able to demonstrate skills in student competitions. ● CTE Teacher: Prepare students to be successful in postsecondary aligned 	<ul style="list-style-type: none"> ● All: Continue to learn about the industry and how to make connections to your content. Use examples in the classroom to help students better understand the application of your content. ● CTE Teacher: Continue to design instructional lessons that engage students in applied learning. ● CTE Teachers: Expand work-based learning to include guest speakers in the classroom, industry field trips, job shadowing, and internships for students. ● CTE Teacher: Strengthen CTSO by participating in regional or national student conferences and encourage students to run for leadership offices and compete. ● CTE Teacher: Increase the number of students that enrolled in aligned postsecondary courses and industry certifications.

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		<p>classes or industry certifications by building relationships with partners, seeking support as needed, and engaging with the content of the aligned college class or industry certifications.</p> <ul style="list-style-type: none"> ● CTE Teacher: Seek support as needed for any CTE-specific equipment, curriculum, or educational requirement. 	<ul style="list-style-type: none"> ● CTE Teacher: Continue to seek support as needed for any CTE-specific equipment, curriculum, or educational requirements.
Business & Community Partner	<ul style="list-style-type: none"> ● Provide an industry tour for teachers to understand and “see” the targeted industry. ● Have conversations with all teachers and staff to help the school family better understand the industry and how general education content is applied in the industry. ● Potentially provide advice in helping identify a teacher from the industry, if needed. 	<ul style="list-style-type: none"> ● Work closely with CTE teachers to start providing guest speaking opportunities at the school and industry field trips so students can “see” the industry in action. ● Serve on an industry advisory board with a CTE teacher to provide regular input on curriculum, equipment, industry certifications, WBL experiences, etc. ● As needed, provide advice in helping identify a teacher from the industry, if needed. 	<ul style="list-style-type: none"> ● Increase engagement with students by continuing guest speaking engagement and field trips, but expand to student job shadowing and student internships, if possible. ● Continue to work closely with the school and CTE teacher, serving on the advisory board and providing needed support. ● As needed, provide advice in helping identify a teacher from the industry, if needed.
Postsecondary Partner	<ul style="list-style-type: none"> ● Review current offerings and provide information regarding any aligned postsecondary programs with the CTE pathway being considered. ● Potentially provide advice in helping identify a teacher from postsecondary, if needed. 	<ul style="list-style-type: none"> ● Share program marketing collateral or design new materials to use to inform students/families of postsecondary opportunities. ● Align curriculum and enter into MOUs to ensure postsecondary alignment to the high school curriculum. ● Support CTE teacher to ensure the curriculum is co- 	<ul style="list-style-type: none"> ● Update marketing materials as needed to align with any changes at a postsecondary institution or high school to use for student recruitment. ● Update MOUs as needed. ● Continue to support teachers or onboard new CTE teachers as needed. ● Continue to support in CTE staffing to ensure

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		taught or use similar pacing guides/exams, etc. • Provide advice in helping identify a teacher from postsecondary or provide a teacher for a CTE pathway if the course is dual enrollment.	dual enrollment options can be provided.
Recommended Professional Development	Since the curriculum guides are created for the first five CTE pathways, the most important professional development need will be with the CTE teacher that will be teaching the pathway. Professional development will depend on the level of need of the specific teacher. If the CTE teacher has previous work experience in the industry, their professional development need may be more around pedagogy. If the teacher has teaching experience but no industry knowledge, he/she may need specific training around equipment and the content of the pathway. The CTE Director should work closely with the new teacher to determine needs and work with a vendor, local business partner, and PSS content specialists to make sure the teacher understands the curriculum standards and how to teach them to young people.		

Below, see Table 2: Pathway Funding Implementation Map

Table 4: Pathway Funding Implementation Map	
District Leadership	<ul style="list-style-type: none">• Determine how CTE pathways will be funded and communicate clearly to all schools. The following areas should be addressed:<ol style="list-style-type: none">1. Infrastructure: All CTE pathways need a CTE Lab space within the school to house and operate industry-related equipment and a computer lab where students learn and demonstrate knowledge and skills. The Construction Trades pathway requires additional electrical capacity and a first-floor location with an exterior roll-up door. Each pathway should include a computer lab (either desktop or laptop) and additional lab space to allow for industry-related equipment to practice and demonstrate industry skills.2. Equipment: Industry-related equipment is needed for each CTE pathway. The CTE Director will support schools in knowing recommended equipment to purchase (and purchasing procedures) for each pathway. See recommended equipment lists for each pathway.3. Computer Lab: Students will need access to desktops or laptops.4. Instructional Supplies: Textbooks, software, and consumable supplies used by students to demonstrate skills.5. Teaching Staff: CTE pathways often require a special teacher's license. Determine licensure requirements to communicate clearly with schools.
Recommended Professional Development	The CTE Director will most likely take on many of these tasks and should seek training and support in any areas needed. For example, the CTE Director could work with local business partners to learn about industry equipment needed to teach the curriculum.

Below, see Table 3: Staffing and Resources Implementation Map

Table 5: Staffing and Resources Implementation Map			
Stakeholder	Planning for Implementation <i>Plans to be completed prior to the first year of implementation for any pathway.</i>	Implementation <i>Years 1-3 of the same pathway implementation.</i>	Sustainability <i>Years 4+ of implementation of the same pathway</i>
District Leadership	<ul style="list-style-type: none"> • Staffing: Determine total CTE FTE (full-time equivalent) positions allotted for each school. • Staffing: Recruit potential CTE teachers. They are sometimes hard to find, and schools might need support in locating teachers with special licensure. Work with local authorities to determine any special licensure requirement for CTE teachers. The district will need to support local schools in staffing CTE teachers. • Resources: Determine a budget for the CTE pathway if the district will provide funding. Will need a budget for equipment to set up a lab and a budget for consumable instructional items. • CTE Infrastructure: Work with the school to determine any needed infrastructure needs (electrical, renovations, etc.). Identify how the infrastructure needs will be funded and communicate with the school. • CTE Lab Equipment: CTE Director to determine the needed equipment to start the CTE pathway. 	<ul style="list-style-type: none"> • Staffing: Continue to support schools as needed in locating CTE teachers that meet the CTE licensure requirement. • CTE Infrastructure: Address any infrastructure needs in the first year of implementation, if possible. • CTE Lab Equipment: If applicable, provide an annual CTE equipment budget for the first 3-4 years until the CTE Lab is completely furnished with industry equipment and supplies. This will allow a phased-in option—in this case, purchase needed equipment for the course/s to be offered that year. • CTE Instructional Supplies: If applicable, provide an annual budget for consumable instructional supplies. This will be reoccurring every year for the life of the program. 	<ul style="list-style-type: none"> • Staffing: Continue to support schools as needed in locating CTE teachers that meet the CTE licensure requirement. • CTE Infrastructure: Infrastructure should be in place during the first three years of implementation and only provide upgrades or repairs as needed. • CTE Equipment: CTE should be in place after each course has been offered for the first time. From that point forward, upgrades and repairs will be the only need. • CTE Instructional Supplies: This is a reoccurring financial need to ensure students can create products in the industry.

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Stakeholder	Planning for Implementation <i>Plans to be completed prior to the first year of implementation for any pathway.</i>	Implementation <i>Years 1-3 of the same pathway implementation.</i>	Sustainability <i>Years 4+ of implementation of the same pathway</i>
	<p>Consider taking 3-4 years to phase in the program, purchasing equipment each year for 3-4 years before having a full pathway lab.</p> <ul style="list-style-type: none"> ● Instructional Supplies: CTE director to work with local postsecondary partners to determine an average consumable budget to provide to schools each year to provide consumable instructional materials. 		
School Leadership	<ul style="list-style-type: none"> ● Staffing: Determine the total number of FTE teachers needed to implement the CTE pathway. Work with the district to determine how CTE positions will be staffed. If the school will have to use existing FTEs to staff, look at overall school staffing to determine how you can add a CTE teacher FTE. ● Resources: Work with CTE Director to determine the needed equipment to build a CTE lab for the pathway to be offered. Consider adding to your School-wide Plan (SWP). Ensure your school space can accommodate the needed equipment and infrastructure (electrical and technology). 	<ul style="list-style-type: none"> ● Staffing: Support CTE teachers and work with the district if vacancies occur. ● Resources: Represent the CTE teacher and school with the district CTE Director to ensure the CTE lab has all needed equipment and supplies to ensure students learn the industry skills and knowledge. 	<ul style="list-style-type: none"> ● Staffing: Support CTE teachers and work with the district if vacancies occur. ● Resources: Continue to work with the CTE teacher and district CTE Director to ensure CTE pathway equipment and supplies are provided and updated as needed.

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Stakeholder	Planning for Implementation <i>Plans to be completed prior to the first year of implementation for any pathway.</i>	Implementation <i>Years 1-3 of the same pathway implementation.</i>	Sustainability <i>Years 4+ of implementation of the same pathway</i>
Counselor	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • NA
CTE Teacher	<ul style="list-style-type: none"> • Staffing: NA • Resources: Work with school leadership to make recommendations for the CTE lab, equipment needs, and consumable instructional needs to ensure needed resources to teach the CTE pathway. 	<ul style="list-style-type: none"> • Staffing: Keep all licensure requirements up to date, including industry certifications, if applicable. • Resources: Work with school leadership to make sure the district CTE Director provides all needed equipment and supplies. 	<ul style="list-style-type: none"> • Staffing: Keep all licensure requirements up to date, including industry certifications, if applicable. • Resources: Work with school leadership to make sure the district CTE Director provides all needed equipment and supplies.
Business & Community Partner	<ul style="list-style-type: none"> • Staffing: Might provide recommendations for potential CTE teachers. • Resources: This might possibly assist the CTE director in determining the best equipment or supplies. 	<ul style="list-style-type: none"> • Resources: This might possibly assist the CTE director in determining the best equipment or supplies. 	<ul style="list-style-type: none"> • Resources: This might possibly assist the CTE director in determining the best equipment or supplies.
Postsecondary Partner	<ul style="list-style-type: none"> • Staffing: Might provide recommendations for potential CTE teachers. • Resources: This might possibly assist the CTE director in determining the best equipment or supplies. 	<ul style="list-style-type: none"> • Resources: This might possibly assist the CTE director in determining the best equipment or supplies. 	<ul style="list-style-type: none"> • Resources: This might possibly assist the CTE director in determining the best equipment or supplies.
Recommended Professional Development	<p>When staffing CTE positions, each state/region has different licensure rules for non-teachers to get a teaching license. Most often when a non-teacher gets this license, they are required to take college courses in education to obtain a full license. Depending on the background of the teacher, he/she will most likely need professional development in teaching pedagogy. Additionally, the HR department might need additional professional development to know who can obtain a CTE license in the CNMI region.</p>		

Below, see Table 4: Professional Development Implementation Map

Table 6: Professional Development Implementation Map			
Stakeholder	Planning for Implementation <i>Plans to be completed prior to the first year of implementation for any pathway.</i>	Implementation <i>Years 1-3 of the same pathway implementation.</i>	Sustainability <i>Years 4+ of implementation of the same pathway</i>
District Leadership	<ul style="list-style-type: none"> • Work with school leadership and CTE teacher to determine needed professional development for each CTE pathway. • Develop a CTE PD plan to ensure consistency across all CNMI schools whereas the CTE Director helps schedule all CTE-related training. • Determine how the PD will be funded (cost of PD service and payment to a teacher for attending). • Work with vendors that can provide the PD. • Schedule the training as needed. 	<ul style="list-style-type: none"> • CTE Director supports all CTE PD needs to ensure consistency across all CNMI schools. • Determine how the PD will be funded (cost of PD service and payment to a teacher for attending). • Work with vendors that can provide the PD. • Work with schools that need PD and schedule the training as needed. 	<ul style="list-style-type: none"> • Continue to support PD needs for the schools and follow the PD plan.
School Leadership	<ul style="list-style-type: none"> • Work with district leadership and CTE teacher to plan needed PD for the CTE teacher and any related staff. • Assess CTE teachers to determine needed PD and communicate with CTE Director to make sure the teacher attends needed training. 	<ul style="list-style-type: none"> • Assess CTE teachers to determine needed PD and communicate with CTE Director to make sure the teacher attends needed training. 	<ul style="list-style-type: none"> • As new equipment or software is added to the pathway, assess teacher PD needs and work with CTE Director to schedule needed training.
Counselor	<ul style="list-style-type: none"> • Counselor should review all CTE pathway materials to be familiar with pathways for communicating with students and families. 	<ul style="list-style-type: none"> • Counselors should develop a relationship with the CTE teachers to better understand the pathway to help inform conversations with students and families. 	<ul style="list-style-type: none"> • Continue to work with CTE teachers to be familiar with the pathway.

Table 6: Professional Development Implementation Map

Stakeholder	Planning for Implementation <i>Plans to be completed prior to the first year of implementation for any pathway.</i>	Implementation <i>Years 1-3 of the same pathway implementation.</i>	Sustainability <i>Years 4+ of implementation of the same pathway</i>
CTE Teacher	<ul style="list-style-type: none"> ● Review CTE Pathway standards to identify areas of need for professional development (PD). ● Review the equipment list and identify any areas of need for PD. ● Review any software to be used and identify any areas of need for PD. ● Become familiar with the aligned industry certification and prepare to take the exam. If additional training is needed, work with the school and district to schedule. ● Communicate with school leadership and district CTE Director to schedule training as needed. 	<ul style="list-style-type: none"> ● Continue to review curriculum, equipment, industry certifications, and software. Identify areas needed for PD. ● Communicate with school leadership and district CTE director to schedule training as needed. 	<ul style="list-style-type: none"> ● Continue to identify PD needs and work with school leadership and CTE director to schedule needed training.
Business & Community Partner	<ul style="list-style-type: none"> ● Help train the CTE teacher in industry-related equipment or software. 	<ul style="list-style-type: none"> ● Help train the CTE teacher on industry-related equipment or software. 	<ul style="list-style-type: none"> ● Help train the CTE teacher on industry-related equipment or software.
Postsecondary Partner	<ul style="list-style-type: none"> ● Help the CTE Director identify potential vendors for industry-related PD. 	<ul style="list-style-type: none"> ● Help the CTE Director identify potential vendors for industry-related PD. 	<ul style="list-style-type: none"> ● Help the CTE Director identify potential vendors for industry-related PD.

Table 7: Career and Technical Student Organizations Implementation Map

Stakeholder	Planning for Implementation <i>Plans to be completed prior to the first year of implementation for any pathway.</i>	Implementation <i>Years 1–3 of the same pathway implementation.</i>	Sustainability <i>Years 4+ of implementation of the same pathway.</i>
District Leadership	<ul style="list-style-type: none"> • Determine the required level of participation for teachers/students. Some districts require teachers to have an official CTSO chapter while others let the teacher decide. • Communicate clearly with all schools and teachers about requirements and any funding assistance provided by the district for CTSO chapters. 	<ul style="list-style-type: none"> • Communicate required participation and level of district support provided to CTE teachers for CTSOs. 	<ul style="list-style-type: none"> • Communicate required participation and level of district support provided to CTE teachers for CTSOs.
School Leadership	<ul style="list-style-type: none"> • Work with the district CTE Director to understand CTSO requirements and ensure CTE teacher meets expectations. 	<ul style="list-style-type: none"> • Support teachers as needed for CTSO participation. • Ensure CTE teacher engages at the required level of participation for CTSOs. • Celebrate CTSO accomplishments. 	<ul style="list-style-type: none"> • Continue to support teachers and students with CTSO engagement. • Celebrate CTSO accomplishments.
Counselor	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • Be familiar with CTSO and student opportunities. 	<ul style="list-style-type: none"> • Be familiar with CTSO and student opportunities.
CTE Teacher	<ul style="list-style-type: none"> • Review the CTSO website to learn about the organization. 	<ul style="list-style-type: none"> • Follow district guidance on CTSO participation. If required to host a chapter, follow the directions on the website to start a school chapter. • Educate students about the CTSO and provide details on how to get students engaged. • Support students with leadership and competition. • Participate in local and regional events. 	<ul style="list-style-type: none"> • Continue to grow CTSO leadership and competition. • Continue to participate in local and regional events, and, if possible, work to attend national events.

Table 7: Career and Technical Student Organizations Implementation Map

Stakeholder	Planning for Implementation <i>Plans to be completed prior to the first year of implementation for any pathway.</i>	Implementation <i>Years 1–3 of the same pathway implementation.</i>	Sustainability <i>Years 4+ of implementation of the same pathway.</i>
Business & Community Partner	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • Mentor students in CTSO competitive events. • Sponsor the students' participation in regional events. 	<ul style="list-style-type: none"> • Mentor students in CTSO competitive events. • Sponsor student participation in regional and national events.
Postsecondary Partner	<ul style="list-style-type: none"> • Provide any feedback around CTSO engagement and experience. 	<ul style="list-style-type: none"> • Mentor students in CTSO competitive events. 	<ul style="list-style-type: none"> • Mentor students in CTSO competitive events.
Recommended Professional Development	For most stakeholders, basic CTSO knowledge is all that is needed and can be learned through the information on their website. The CTE teacher may need additional onboarding and a deeper understanding of the organization and how students join and engage in the activities. Every organization provides information and contact information to work with someone in the teacher's region.		

Table 8: Business and Community Engagement Implementation Map

Stakeholder	Planning for Implementation <i>Plans to be completed prior to the first year of implementation for any pathway.</i>	Implementation <i>Years 1–3 of the same pathway implementation.</i>	Sustainability <i>Years 4+ of implementation of the same pathway.</i>
District Leadership	<ul style="list-style-type: none"> • Work with school leadership to complete an asset map of local and regional partners by industry. Identify areas of need. • Educate local stakeholders about the CTE pathways and recruit additional partners as needed. • Develop guidance around CTE Pathways Advisory Boards. 	<ul style="list-style-type: none"> • If the district identifies new partners for a CTE pathway, educate them about the CTE pathways and introduce them to school staff. The district can serve as the connector but will hand it off to the school to nurture the relationships. • Assess partners at each school annually to ensure each school has needed partners to provide the student experiences and recruit new partners as needed. • Consider creating a CNMI District Business Advisory Board to unite all partners across CNMI. The district CTE Director would manage that board. 	<ul style="list-style-type: none"> • Continue to assess and support business partnerships at the schools. • Host quarterly CNMI District Business Advisory Boards to support all schools in CNMI.
School Leadership	<ul style="list-style-type: none"> • Assess current partners to determine needs. • Educate current (and new partners as added) about the school and the CTE pathways offered there. • Work with the district CTE Director to ensure an understanding of advisory boards and business engagement. 	<ul style="list-style-type: none"> • Assess partners annually to ensure you have enough partners to provide the students with experiences. Recruit new partners as needed. • Educate all partners about the CTE pathways offered at your school. • Consider creating an advisory board made up of business partners and school staff to provide regular guidance for CTE programming. 	<ul style="list-style-type: none"> • Continue to assess business partners and add new partners as needed. • Continue to nurture relationships with partners. • Continue hosting regular advisory board meetings (semester or quarterly) to keep partners informed and engaged in the work.
Counselor	<ul style="list-style-type: none"> • NA 		

Table 8: Business and Community Engagement Implementation Map

Stakeholder	Planning for Implementation <i>Plans to be completed prior to the first year of implementation for any pathway.</i>	Implementation <i>Years 1–3 of the same pathway implementation.</i>	Sustainability <i>Years 4+ of implementation of the same pathway.</i>
CTE Teacher	<ul style="list-style-type: none"> ● Review partner list and make recommendations for potential new partners to provide pathway support of guest speakers, field trips, job shadows, internships, etc. 	<ul style="list-style-type: none"> ● Build relationships with partners. ● Educate partners on WBL needs: guest speakers, field trips, job shadows, internships, etc. ● Work with students to prepare them before engaging with business partners. Facilitate intentional student reflections after the engagement. 	<ul style="list-style-type: none"> ● Continue to nurture relationships with business partners.
Business & Community Partner	<ul style="list-style-type: none"> ● Consider partnership with schools for CTE pathway support: guest speakers, field trips, job shadows, internships, etc. 	<ul style="list-style-type: none"> ● Partner with schools to provide support: guest speakers, field trips, job shadows, internships, etc. ● Serve on CTE Pathway Advisory Board to provide guidance and support. 	<ul style="list-style-type: none"> ● Partner with schools to provide support: guest speakers, field trips, job shadows, internships, etc. ● Serve on CTE Pathway Advisory Board to provide guidance and support.
Postsecondary Partner	<ul style="list-style-type: none"> ● Work with district and school leadership to identify any industry partners that might be shared. 	<ul style="list-style-type: none"> ● Support schools with common business partners if needed. ● Serve on CTE Pathway Advisory Board to provide guidance and support. 	<ul style="list-style-type: none"> ● Support schools with common business partners if needed. ● Serve on CTE Pathway Advisory Board to provide guidance and support.
Recommended Professional Development	<p>Nurturing relationships with business and community partners are very important to sustain CTE pathways. Educators do not always have the same vocabulary and working norms as businesses and industries. To ensure strong relationships, it is recommended that the CTE Director host an onboarding session for all school stakeholders to make sure everyone understands the role of business and community partners. If school stakeholders need some training in business culture, work with a local partner or someone from the Chamber of Commerce to facilitate that training.</p>		

Table 9: Postsecondary Engagement and Alignment Implementation Map

Stakeholder	Planning for Implementation <i>Plans to be completed prior to the first year of implementation for any pathway.</i>	Implementation <i>Years 1–3 of the same pathway implementation.</i>	Sustainability <i>Years 4+ of implementation of the same pathway.</i>
District Leadership	<ul style="list-style-type: none"> • Build relationships with local postsecondary partners that align with each CTE pathway. • Identify a postsecondary representative at each institution to be your primary contact to avoid miscommunications. Work with that representative to determine the interest in partnering with a local school. • Determine levels of partnership with the postsecondary institution: <ul style="list-style-type: none"> ▪ High intensity: postsecondary partner provides an instructor and/or equipment for the local high school to host the pathway at their school. ▪ Medium intensity: postsecondary partner agrees to allow students to take CTE pathway courses on the postsecondary campus with a discount provided to the schools. ▪ Low intensity: postsecondary partner provides guidance, serves on advisory boards, and allows students from the high school to take dual enrollment classes at regular tuition costs. • Once the postsecondary relationships are set up and decisions about the levels of partnerships are determined, district leadership should develop Memorandums of Understanding (MOUs) 	<ul style="list-style-type: none"> • Start implementing the details of the MOU and adjust as needed in the first few years of implementation. • Meet annually with representatives to review any changes to the curriculum in high school and postsecondary programming and adjust as needed. 	<ul style="list-style-type: none"> • Continue to meet annually to assess and adjust as needed. • Revisit the MOU to make changes as needed.

Table 9: Postsecondary Engagement and Alignment Implementation Map

Stakeholder	Planning for Implementation <i>Plans to be completed prior to the first year of implementation for any pathway.</i>	Implementation <i>Years 1–3 of the same pathway implementation.</i>	Sustainability <i>Years 4+ of implementation of the same pathway.</i>
	<p>with the institution to ensure consistency across all CNMI schools.</p> <ul style="list-style-type: none"> Review postsecondary programs aligned to CTE pathways and identify areas of dual enrollment. Include alignments in the MOU. Communicate clearly with schools the details of the MOU and how each postsecondary institution will provide services. 		
School Leadership	<ul style="list-style-type: none"> Work closely with district leadership to support the MOU and establish how each postsecondary will engage with schools. Develop a plan to ensure counselors, teachers, and families understand postsecondary opportunities. 	<ul style="list-style-type: none"> Work with district leadership to stay informed of any changes to the MOU and communicate with school staff. Work with counselors to ensure a plan is in place to communicate opportunities with all families and students. 	<ul style="list-style-type: none"> Continue to work with district and school staff to ensure students take advantage of postsecondary opportunities.
Counselor	<ul style="list-style-type: none"> Thoroughly understand the postsecondary opportunities for students and communicate with all students and families. 	<ul style="list-style-type: none"> Build a relationship with the postsecondary institution and establish a contact person to communicate with regularly. Develop a marketing plan and materials to use to provide consistent messaging to all students and families. Support students in application and enrollment with a postsecondary institution. 	<ul style="list-style-type: none"> Continue to work closely with postsecondary and adjust as needed. Continue to support students to ensure success.
Teacher	<ul style="list-style-type: none"> Understand the postsecondary opportunities for students that are aligned with the class you teach. While the counselor will work with the postsecondary, as a teacher, you will be able to encourage students to take 	<ul style="list-style-type: none"> Encourage students to learn more about postsecondary opportunities and communicate with counselors as needed. 	<ul style="list-style-type: none"> Continue to encourage students to participate in postsecondary opportunities. Continue to work with a postsecondary partner to add further postsecondary opportunities.

Table 9: Postsecondary Engagement and Alignment Implementation Map

Stakeholder	Planning for Implementation <i>Plans to be completed prior to the first year of implementation for any pathway.</i>	Implementation <i>Years 1–3 of the same pathway implementation.</i>	Sustainability <i>Years 4+ of implementation of the same pathway.</i>
	advantage of opportunities.		
Business & Community Partner	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • NA
Postsecondary Partner	<ul style="list-style-type: none"> • Work closely with the district to determine all details of the partnership. • Collaboratively develop an MOU to outline the details of the partnership. • Identify postsecondary representatives to work directly with schools. 	<ul style="list-style-type: none"> • Start implementing the details of the MOU and adjust as needed in the first few years of implementation. • Meet annually with representatives to review any changes to the curriculum in high school and postsecondary programming and adjust as needed. 	<ul style="list-style-type: none"> • Continue to meet annually to assess and adjust as needed. • Revisit the MOU to make changes as needed.
Recommended Professional Development	<p>The district leader that works with postsecondary partners should have a strong relationship with area partners and be aware of all agreements and MOUs. If the district representative needs additional training to understand or help develop agreements and MOUs, training might be necessary. Most of the stakeholders will only need access to the alignments and agreements once they are developed at the district level.</p>		

Evaluation

Evaluation provides a systematic method to reflect on practice and make adjustments as needed to ensure goals are met. As CTE Pathways are implemented in CNMI using the implementation maps included in this document, PSS will monitor the implementation strategies identified in this implementation guide at each school and across the district, and make adjustments as needed. PSS will support schools as needed and set up accountability measures to ensure successful CTE program implementation. Additionally, PSS can utilize the implementation maps to set up evaluation measures at schools to ensure consistent implementation across the district.

Conclusion

This Career Pathways Implementation, Professional Development, and Evaluation Plan was developed to help guide CNMI schools with the implementation of CTE pathways. Like all guidance documents, this guide will be revised as needs change and stakeholder responsibilities shift. Use this guide to help support CTE pathways across CNMI and continue to focus on providing real-world experiences to students across your region.

Appendix

CTE Implementation Resource Toolkit

- CNMI Decision-Making Guide for Implementing CTE Pathways
- CNMI CTE Pathway Proposal
- Recommended Equipment for Each Pathway
- CNMI PSS Career Pathways School Readiness Assessment & Planning

Article to support

[Best Practices] Designing and Implementing a CTE Program in Your District

Link: <https://blog.edmentum.com/best-practices-designing-and-implementing-cte-program-your-district>

CNMI Decision-Making Guide for Implementing CTE Pathways

When considering the planning and implementation of CTE pathways within a high school, think about the following questions and gather data to make a sound decision.

Relevance, Alignment, and Community Connected:

- Do our students need hands-on CTE courses to help them better understand why they need to learn math, English, Science, and Social Studies?
- Does my school already offer CTE courses or a full CTE pathway with a sequence of four courses?
- Would a CTE pathway help prepare students to continue in postsecondary training to ultimately work in the community?
- What are my students' career interests? Do they align with the CTE pathways available?
- How could the implementation of a CTE pathway impact my school and community?

School Infrastructure:

- Could my school support a CTE pathway? Below are the infrastructure needs for each CTE pathway.
 - Construction Trades: First-floor lab location with large exterior door, additional electrical options for tools, and access to water. Large lab space with room for several stations for students to learn and demonstrate construction skills. Classroom space for theory with either desktops or laptops.
 - Nursing Assistant: Lab space for different health-related stations for student instruction (hospital room, nursing desk, physical therapy, clinic/treatment area, triage, diagnostic area) and classroom space with desktops or laptops.
 - Entrepreneurship: Classroom with desktops or laptops and space for printers, maker space, etc.
 - Hospitality and Tourism: Classroom with desktops or laptops and space for printers, maker space, etc.
 - Teaching Academy: Teaching Lab for the simulated classroom at all tiers (elementary, middle, and high). Classroom with desktops or laptops and space for printers, maker space, etc.
- If your school cannot support the infrastructure, do you have a local postsecondary partner that offers the CTE program that could possibly collaborate to house the lab at the postsecondary? Is possible to transport students to the postsecondary campus? If this option is selected, do you have funding in your budget to pay for tuition, student textbooks/supplies, and transportation?

Staffing:

- Do you currently have an FTE in your budget to hire a CTE teacher?
- Do you have anyone on staff that could teach one of the CTE pathways (should meet licensure requirements)?
- Can you find a teacher for the CTE pathway in your community?
- Could you work with a local postsecondary partner to share an instructor? If yes, do you have funds to pay the postsecondary partner?

Funding:

- Do you have any existing CTE equipment available to start a new CTE pathway?
- Do you have funding in your budget to purchase equipment to start a CTE pathway? Each pathway will require different equipment and the purchase of the equipment can be spread over four years. Below are estimates for CTE pathways. All pathways would need a computer lab (desktops or laptops) and not included in the estimate below.
 - Construction Trades: \$100–200K
 - Nursing Assistant: \$50–125K
 - Entrepreneurship: \$30–50K
 - Hospitality and Tourism: \$30–50K
 - Teaching Academy: \$30–50K
- Do you have funding in your budget for consumable supplies every year? These supplies are used by students to practice industry skills and include items such as wood, nails, screws, bandages, paper, ink, etc. Construction Trades will be much more expensive than other pathways; expect \$1000–2000 per year per teacher.

Business Partners:

- Do you currently have relationships with business and community partners that could support this pathway?
- Would partners be willing to host industry field trips, job shadows, or come to school to be guest speakers?
- Would partners be willing to help support equipment or instructional supply needs?
- Do you have someone on staff that could help develop relationships with business and community partners?

Recruitment:

- Who currently works with students and families to help them understand all options at the school?
- How will you inform parents and students about the opportunities for a new CTE pathway?

Timeline:

- Can you have a CTE lab and classroom space ready for Fall 2023 implementation?
- Do you need a year to plan?

Collaboration:

- Who else needs to get involved to start planning for a CTE pathway?
- Where and when will you start planning?
- What school leader will help build and manage the CTE programming?

CNMI CTE Pathway Proposal

This document was created to establish a collaborative process and procedures between schools and their district office for the development, modification, and implementation of CTE pathways. These procedures will ensure the validity of new program proposals and that changes to existing programs are designed to meet student needs. The approval process will go through collaborative feedback designed to ensure the validity and feasibility of the proposed change.

The overall procedure will require research, data, and cost analysis. The process is not intended to limit a school's creativity or decision-making ability but to add the necessary validation to those decisions for parents, community members, school board members, and district staff to support the school-based decisions made. Schools considering the development of a new pathway, or changes to an existing pathway, must consider the impact on the students, school, district, and community prior to any change.

This procedure should be utilized during the budgeting process so that program development and modification are planned for in the budget for each school year. It is important to plan to ensure that financial resources are available for the implementation of new and existing programs.

CNMI Procedure for Implementation of New CTE Pathway or Modification to Existing CTE Pathway

Check the boxes below that align with your proposal.

Addition of New Program/Course

- ☐ Construction Trades
- ☐ Education and Teaching
- ☐ Entrepreneurship
- ☐ Hospitality & Tourism
- ☐ Nursing Assistant

Other: _____

Modification to Existing Program

- ☐ Construction Trades
- ☐ Education and Teaching
- ☐ Entrepreneurship
- ☐ Hospitality & Tourism
- ☐ Nursing Assistant

Other: _____

Complete the following.

School:		Submission Date:	
Principal:			
Proposed CTE Pathway			
Names of CTE courses in pathway			
Team Members: Who is working on this project? Identify the names and titles of any staff or partners that are part of this submission and planning for CTE Pathway.			
Consensus Received Describe who helped inform this decision and how consensus was achieved (e.g., leadership team, faculty, advisory board, other).			
Outcomes: Describe all outcomes that will be achieved by adding this pathway to your school.			

Data/research reviewed: Describe any data or research you used to make this decision to add or modify this pathway (e.g., Labor Market Data). Describe how this CTE pathway will align with your school's mission and vision and how it aligns with current requirements and expectations.

Student interest: Describe any information/data you have that explains the level of interest of your students.

Resources Facilities: Describe the physical space necessary to make this pathway successful. What type of instructional lab will be needed? Please include any physical changes that would need to occur to the building. Describe the current resources available to support the implementation of the proposed pathway.

Resources Staff: Describe the staff necessary to make this pathway successful. Does this teacher require a special license to teach? Do you currently have a teacher on your staff that could teach this pathway? Do you have the FTE to hire a teacher in your current budget? Will a teacher with this specific experience be difficult to find in your community?

Resources Supplies: Describe the supplies necessary to make this pathway successful, including textbooks, equipment, and instructional supplies. Describe the current resources available to support the implementation of the proposed pathway. Do you have a budget to provide the needed supplies?
Resources Community Partnerships: Describe the necessary partnerships to make this pathway successful. Describe current partnerships that will support implementation. If current partnerships are not in place, how do you plan to develop these partnerships?
Staff development: Describe any professional development that will be needed to successfully implement the pathway. Who will need professional development?
Marketing and Communication: Describe how all students and families will learn about the CTE pathway and be able to participate.
Funding: How will all aspects of the CTE pathway be funded? Facilities upgrades, equipment, textbooks, supplies, teacher, staff development, marketing, etc.

Timeframe for implementation: What is your timeline for implementing this pathway? What are your anticipated challenges?

Proposal Review

Input from PREL, AIR, and/or additional partners.

Input CNMI OCI team.

Review Summary

- ☐ Returned to the principal for additional supporting documentation.
- ☐ Approved for implementation, written response to include timeframe for implementation and budget.

Signature of Senior Director of OCI

Date

Recommended Equipment for Each Pathway

Residential & Commercial Construction Program of Study

Equipment	Course(s)	Recommended	Supplemental	Quantity	Vender/Company	Cost	Total
Air compressor	All	X					
Architect's scales	All	X					
Bar, wrecking	All	X					
Bricklayer's line pins, line twigs, line block, spacing jigs	All	X					
Buckets	All	X					
Caulk gun	All	X					
Chalk lines	All	X					
Chisels	All	X					
Clamps	All	X					
Concrete formwork and accessories (e.g., boards, stakes, braces, ties, spreaders, bar supports, and accessories)	All	X					
Concrete screeds, jointers, and edger	All	X					
Copies of local building code	All	X					
Copy of National Electrical Code	All	X					
Crimpers	All	X					
Deburring tools	All	X					
Drills, cordless	All	X					
DWV fittings	All	X					
Electrical PPE (including rubber gloves, insulating blankets, hot sticks, fuse pullers, shorting probes)	All	X					
Electrical test equipment	All	X					
Engineer's scales	All	X					

Equipment	Course(s)	Recom- mended	Supple- mental	Quantity	Vender/ Company	Cost	Total
Extension cords	All	X					
Eye wash station	All	X					
Files and rasps	All	X					
Fire extinguishers	All	X					
First aid kits	All	X					
Flaring tool (for copper pipe)	All	X					
Framing square	All	X					
GFCI devices	All	X					
Gloves	All	X					
Grinders, handheld	All	X					
Hammers	All	X					
Hand floats	All	X					
Hand truck	All	X					
Hard hats	All	X					
Hearing protection	All	X					
Jack	All	X					
Ladders	All	X					
Levels and accessories (e.g., hand sight levels, builder's level, transit level, laser level, leveling rods, range poles)	All	X					
Lockout/tagout devices and labels	All	X					
Masonry cleaning solution	All	X					
Masonry tools (e.g., chisels, jointers, trowels, rakes, masonry saw, masonry hammer, brushes)	All	X					
Material cart	All	X					
Measuring tools (e.g., steel rule, wooden folding rule, laser measuring tool)	All	X					
Metric rulers	All	X					
Miter box	All	X					
Mortar hoe	All	X					
Mortar mixing pan	All	X					

Equipment	Course(s)	Recom- mended	Supple- mental	Quantity	Vender/ Company	Cost	Total
Nail pullers	All	X					
OSHA Electrical Safety Guidelines	All	X					
Panelboard	All	X					
Pick	All	X					
Pipe (various types)	All	X					
Pipe cutters	All	X					
Plastic saw for cutting PVC pipe	All	X					
Pliers	All	X					
Plumb bob	All	X					
Power drills and drill bits	All	X					
Power tools, various	All	X					
Protractors	All	X					
Punches	All	X					
Putty knife	All	X					
Raceways	All	X					
Reamers	All	X					
Respiratory protection	All	X					
Ripping bar	All	X					
Roofing hand tools (shingle hatchet, shingle knife, pry bar)	All	X					
Safety glasses, goggles, and face shields	All	X					
Safety harnesses, fall arrest system	All	X					
Safety tags	All	X					
Sample material safety data sheets (MSDS)	All	X					
Sawhorses	All	X					
Saws	All	X					
Scaffolding	All	X					
Screwdrivers	All	X					
Sets of construction drawings and specifications	All	X					
Shovels	All	X					

Equipment	Course(s)	Recommended	Supplemental	Quantity	Vender/Company	Cost	Total
Siding materials	All	X					
Sockets and ratchets	All	X					
Squares (e.g., carpenter's square, combination square, try square, speed square)	All	X					
Standard rulers with 1/16" markings	All	X					
Stapler, manual	All	X					
Steel bridging	All	X					
Steel tape	All	X					
Storage equipment	All	X					
Tape measures	All	X					
Tube bending tools	All	X					
Utility knives	All	X					
Vacuum cleaner	All	X					
Ventilation fan	All	X					
Vises	All	X					
Wheelbarrow	All	X					
Wrenches	All	X					

Nursing Services Program of Study

Equipment	Course(s)	Recom- mended	Supple- mental	Quantity	Vender/ Company	Cost	Total
Health Science Education		X					
Anatomical charts or models	Hlth Sci Ed	X					
Infection control: alcohol prep pads	Hlth Sci Ed		X				
Infection control: disposable face masks	Hlth Sci Ed		X				
Infection control: disposable gloves-large	Hlth Sci Ed	X					
Infection control: disposable gloves-medium	Hlth Sci Ed	X					
Infection control: disposable gloves-small	Hlth Sci Ed	X					
Infection control: Glo Germ Glo Kit	Hlth Sci Ed		X				
Infection control: isolation gowns	Hlth Sci Ed		X				
Infection control: safety goggles	Hlth Sci Ed		X				
Infection control: soap dispenser with refills	Hlth Sci Ed		X				
Skills: agar plates	Hlth Sci Ed	X					
Skills: cold pack	Hlth Sci Ed	X					
Skills: crutches or cane	Hlth Sci Ed	X					
Skills: digital laboratory scale	Hlth Sci Ed	X					
Skills: gauze bandage rolls	Hlth Sci Ed	X					
Skills: gauze sponges	Hlth Sci Ed	X					
Skills: giant dental care model (w/ floss & brush)	Hlth Sci Ed	X					
Skills: graduated cylinders	Hlth Sci Ed	X					
Skills: inoculation loops	Hlth Sci Ed	X					

Equipment	Course(s)	Recom- mended	Supple- mental	Quantity	Vender/ Company	Cost	Total
Skills: pulse oximeter	Hlth Sci Ed	X					
Skills: standard physician scale w/ height and weight	Hlth Sci Ed	X					
Skills: surgical or plastic tape	Hlth Sci Ed	X					
Vital signs: blood pressure cuffs	Hlth Sci Ed	X					
Vital signs: blood pressure training arm	Hlth Sci Ed		X				
Vital signs: digital thermometer with sheaths	Hlth Sci Ed	X					
Vital signs: stethoscopes	Hlth Sci Ed	X					
Vital signs: teaching dual-head stethoscope	Hlth Sci Ed		X				
Anatomy & Physiology							
Anatomical charts	A&P	X					
Anatomical Model: brain w/ spinal cord	A&P	X					
Anatomical model: fetal development	A&P	X					
Anatomical model: gastrointestinal system	A&P	X					
Anatomical model: human torso	A&P	X					
Anatomical model: muscle fibers	A&P	X					
Anatomical models-heart	A&P	X					
Anatomical models-human skeleton	A&P	X					
Anatomical models-kidney	A&P	X					
Anatomical models-lungs	A&P	X					
Assessment: blood pressure cuffs-portable	A&P		X				

Equipment	Course(s)	Recom- mended	Supple- mental	Quantity	Vender/ Company	Cost	Total
Assessment: dual-head training stethoscope	A&P		X				
Assessment: eye occluders	A&P		X				
Assessment: images of x-rays (either digital or hard copy)	A&P		X				
Assessment: penlights	A&P		X				
Assessment: percussion hammer	A&P		X				
Assessment: pulse oximeter	A&P		X				
Assessment: Snellen chart	A&P		X				
Assessment: stethoscope	A&P	X					
Dissection: dissection pans	A&P		X				
Dissection: dissection sets	A&P		X				
Dissection: dissection specimens	A&P		X				
Dissection: gloves-large	A&P		X				
Dissection: gloves-medium	A&P		X				
Dissection: gloves-small	A&P		X				
Dissection: isolation/lab gowns	A&P		X				
Lab kit: ABO/Rh simulated blood typing +a1a2:a37	A&P	X					
Lab kit: ATP muscle kit	A&P		X				
Lab kit: diabetes identification	A&P		X				
Lab kit: dialysis simulation activity	A&P		X				
Lab kit: digestive enzymes	A&P		X				
Lab kit: foam bone dissection	A&P		X				
Lab kit: kidney function model	A&P		X				

Equipment	Course(s)	Recom- mended	Supple- mental	Quantity	Vender/ Company	Cost	Total
Lab kit: simulated blood count	A&P		X				
Lab kit: simulated urinalysis	A&P		X				
Microscope	A&P		X				
Slide set: human blood	A&P		X				
Slide set: human histology	A&P		X				
Medical therapeutics							
Anatomical models or charts	Med. Ther.	X					
Assessment: body fat calipers	Med. Ther.	X					
Assessment: penlights	Med. Ther.	X					
Assessment: percussion hammer	Med. Ther.	X					
Assessment: pulse oximeter	Med. Ther.	X					
Assessment: Snellen chart	Med. Ther.	X					
Assessment: standard physician scale w/ height and weight	Med. Ther.	X					
Assessment: stool cups	Med. Ther.	X					
Assessment: tuning fork	Med. Ther.	X					
Assessment: urinalysis cups and tubes	Med. Ther.	X					
Bls: AED trainer	Med. Ther.	X					
Bls: CPR manikin-adult	Med. Ther.	X					
Bls: CPR manikin-child	Med. Ther.	X					
Bls: CPR manikin-infant	Med. Ther.	X					
Bls: CPR training face shields/ resuscitation devices	Med. Ther.	X					
Fundamentals: oxygen cannula	Med. Ther.	X					
Fundamentals: transfer belt	Med. Ther.	X					

Equipment	Course(s)	Recom- mended	Supple- mental	Quantity	Vender/ Company	Cost	Total
Infection control: alcohol prep pads	Med. Ther.	X					
Infection control: culture swabs	Med. Ther.	X					
Infection control: disinfectant	Med. Ther.	X					
Infection control: Disposable Gloves-large	Med. Ther.	X					
Infection control: disposable gloves-medium	Med. Ther.	X					
Infection control: disposable gloves-small	Med. Ther.	X					
Infection control: face masks	Med. Ther.	X					
Infection control: Glo Germ Glo kit	Med. Ther.	X					
Infection control: isolation gowns	Med. Ther.	X					
Infection control: safety goggles	Med. Ther.	X					
Infection control: sterilization wraps	Med. Ther.	X					
Positioning: bed linens	Med. Ther.		X				
Positioning: bed or stretcher	Med. Ther.		X				
Positioning: pillows	Med. Ther.		X				
Vital signs: blood pressure cuffs	Med. Ther.	X					
Vital signs: blood pressure training arm	Med. Ther.		X				
Vital Signs: digital thermometer w/ sheaths	Med. Ther.	X					
Vital signs: stethoscopes	Med. Ther.	X					
Vital signs: teaching dual head stethoscope	Med. Ther.		X				
Nursing education							
Bathing: bath blanket	Nursing Ed	X					
Bathing: bath soap	Nursing Ed	X					
Bathing: lotion	Nursing Ed	X					

Equipment	Course(s)	Recom- mended	Supple- mental	Quantity	Vender/ Company	Cost	Total
Bathing: towel	Nursing Ed	X					
Bathing: wash basins	Nursing Ed	X					
Bathing: wash cloths	Nursing Ed	X					
Bls: AED trainer	Nursing Ed	X					
Bls: CPR adult manikin	Nursing Ed	X					
Bls: CPR board	Nursing Ed	X					
Bls: CPR child manikin	Nursing Ed	X					
Bls: CPR training face shields/ resuscitation devices	Nursing Ed	X					
Elimination: bedpan	Nursing Ed	X					
Elimination: bedpan-fracture	Nursing Ed	X					
Elimination: male urinal	Nursing Ed	X					
Elimination: urinary drainage bag and tubing	Nursing Ed	X					
Elimination: urine and stool cups	Nursing Ed	X					
Equipment: anatomical chart set	Nursing Ed	X					
Equipment: bedside table	Nursing Ed	X					
Equipment: bedside commode	Nursing Ed	X					
Equipment: biohazard waste can w/ liners	Nursing Ed	X					
Equipment: call light (does not have to be a working call light/one per bed)	Nursing Ed	X					
Equipment: gait belt	Nursing Ed	X					
Equipment: hand washing sink (with running water)	Nursing Ed	X					
Equipment: hospital bed	Nursing Ed	X					

Equipment	Course(s)	Recom- mended	Supple- mental	Quantity	Vender/ Company	Cost	Total
Equipment: laundry hamper with bags	Nursing Ed	X					
Equipment: linen cart-covered	Nursing Ed	X					
Equipment: manikin-nursing skills (with complete perineal area)	Nursing Ed	X					
Equipment: overbed table	Nursing Ed	X					
Equipment: oxygen cannula	Nursing Ed	X					
Equipment: pillow	Nursing Ed	X					
Equipment: privacy curtain	Nursing Ed	X					
Equipment: quad cane	Nursing Ed	X					
Equipment: standard physician scale w/ height and weight	Nursing Ed	X					
Equipment: storage cabinet	Nursing Ed	X					
Equipment: walker	Nursing Ed	X					
Equipment: wall clock	Nursing Ed	X					
Equipment: waste can	Nursing Ed	X					
Equipment: wheelchair (with swingaway footrest)	Nursing Ed	X					
Grooming: emery boards	Nursing Ed	X					
Grooming: hair brush	Nursing Ed	X					
Grooming: manicure orange sticks	Nursing Ed	X					
Grooming: razor	Nursing Ed	X					
Grooming: shaving cream	Nursing Ed	X					
Infection control: alcohol prep pads	Nursing Ed	X					
Infection control: disinfectant	Nursing Ed	X					

Equipment	Course(s)	Recom- mended	Supple- mental	Quantity	Vender/ Company	Cost	Total
Infection control: disposable face mask	Nursing Ed	X					
Infection control: disposable gloves-large	Nursing Ed	X					
Infection control: disposable gloves-medium	Nursing Ed	X					
Infection control: disposable gloves-small	Nursing Ed	X					
Infection control: isolation gowns-disposable	Nursing Ed	X					
Infection control: safety glasses	Nursing Ed	X					
Infection control: soap dispenser with refills	Nursing Ed	X					
Linens: bedspread	Nursing Ed	X					
Linens: fitted hospital bed sheets	Nursing Ed	X					
Linens: flat hospital bed sheets	Nursing Ed	X					
Linens: patient gown	Nursing Ed	X					
Linens: pillow cases	Nursing Ed	X					
Linens: thermal blanket	Nursing Ed	X					
Linens: waterproof bed pads-reusable	Nursing Ed	X					
Nutrition: bedside water pitcher	Nursing Ed	X					
Nutrition: bibs disposable adult	Nursing Ed	X					
Nutrition: food tray	Nursing Ed	X					
Nutrition: fork, spoon, and knife set	Nursing Ed	X					
Nutrition: graduated container	Nursing Ed	X					
Nutrition: labeled measuring cups with cc's on side	Nursing Ed	X					

Equipment	Course(s)	Recommended	Supplemental	Quantity	Vender/Company	Cost	Total
Oral care: denture cups	Nursing Ed	X					
Oral care: emesis basin	Nursing Ed	X					
Oral care: oral dental swabs	Nursing Ed	X					
Oral care: toothpaste	Nursing Ed	X					
Oral care: toothbrushes	Nursing Ed	X					
Oral care: upper and lower dentures	Nursing Ed	X					
V/s: blood pressure cuffs	Nursing Ed	X					
V/s: blood pressure training arm	Nursing Ed	X					
V/S: digital thermometer with sheaths	Nursing Ed	X					
V/s: stethoscopes	Nursing Ed	X					
V/S: teaching dual head stethoscope	Nursing Ed	X					

Teaching as a Profession Program of Study

Equipment	Course(s)	Recom- mended	Supple- mental	Quantity	Vender/ Company	Cost	Total
Consumables: binders, portfolios	All	X					
Consumables: brads, magnets, Velcro, glue dots, rubber bands	All	X					
Consumables: colored paper, construction paper, card stock, tissue paper, paper bags	All	X					
Consumables: fabric, ribbon, feathers, yarn	All	X					
Consumables: file folders, clear protector sheets	All	X					
Consumables: foam boards, poster boards, paper charts	All	X					
Consumables: glue (bottles and sticks)	All	X					
Consumables: various lesson planning materials for lesson plans	All	X					
Consumables: hole punches	All	X					
Consumables: hot glue sticks	All	X					
Consumables: magazines	All	X					
Consumables: markers, crayons, colored pencils, pens, pencils, dry erase markers	All	X					
Consumables: paint, glitter, sponges	All	X					
Consumables: pipe cleaners	All	X					

Equipment	Course(s)	Recom- mended	Supple- mental	Quantity	Vender/ Company	Cost	Total
Miscellaneous: general education lesson planning and activity support materials	All	X					
Miscellaneous: access to multiple forms/methods and various subjects of curriculum (all grades)	All	X					
Miscellaneous: children and adolescents' case studies (books and/or online access)	All	X					
Miscellaneous: cases, trays, organizers	All	X					
Miscellaneous: dry erase board(s)	All	X					
Miscellaneous: various DVDs/Videos (e.g., child/adolescent guidance, safety, understanding behaviors, diverse learners and special education, child development, child abuse, Adverse Childhood Experiences [ACEs])	All	X					
Miscellaneous: library carts, shelving	All	X					
Miscellaneous: variety of children's and young adult books (including diverse learning and multicultural)	All	X					
Small tools: hot glue gun	All	X					
Small tools: paint brushes	All	X					
Small tools: scissors	All	X					
Small tools: stapler(s)	All	X					

Equipment	Course(s)	Recommended	Supplemental	Quantity	Vender/Company	Cost	Total
Small tools: timer, clock	All	X					
Technology: computers, laptops, or tablets	All	X					
Technology: DVD/VHS player	All	X					
Technology: Elmo projector	All	X					
Technology: printer(s)	All	X					
Technology: interactive whiteboard	All	X					

Hospitality and Tourism Program of Study

Equipment	Course(s)	Recom- mended	Supple- mental	Quantity	Vender/ Company	Cost	Total
Consumables: binders, portfolios	All	X					
Consumables: various materials for creating event items (e.g., announcements, flyers, decorations)	All	X					
Consumables: file folders, clear protector sheets	All	X					
Consumables: foam boards, poster boards, paper charts	All	X					
Consumables: glue (bottles and sticks)	All	X					
Consumables: hole punches	All	X					
Consumables: hot glue sticks	All	X					
Consumables: magazines, brochures	All	X					
Consumables: markers, crayons, colored pencils, pens, pencils, dry erase markers	All	X					
Consumables: paint, glitter, sponges	All	X					
Miscellaneous: access to online informational sites and simulations	All	X					
Miscellaneous: cases, trays, organizers	All	X					
Miscellaneous: dry erase board(s)	All	X					

Equipment	Course(s)	Recommended	Supplemental	Quantity	Vender/Company	Cost	Total
Miscellaneous: various DVDs/Videos (e.g., sanitation and safety, hospitality, tourism in Tennessee, tourism in the United States, international travel, management, marketing demographically and diversely, etc.)	All	X					
Miscellaneous: library carts, shelving	All	X					
Miscellaneous: variety of books (including diverse learning and multicultural)	All	X					
Small tools: hot glue gun	All	X					
Small tools: paint brushes	All	X					
Small tools: scissors	All	X					
Small tools: stapler(s)	All	X					
Small tools: timer, clock	All	X					
Technology: computers, laptops or tablets	All	X					
Technology: DVD/VHS player	All	X					
Technology: Elmo projector	All		X				
Technology: printer(s)	All	X					
Technology: interactive whiteboard	All	X					
Technology: camera and supporting equipment	All		X				
Technology: scanner	All		X				

Entrepreneurship Program of Study

Equipment	Course(s)	Recom- mended	Supple- mental	Quantity	Vender/ Company	Cost	Total
Applications software licenses	All	X		26			
Interactive whiteboard (Aquos/Promethean)	All	X		1			
Ceiling-mounted LCD Projector	All	x		1			
Headphones	All	x		25			
Windows 2000 (or higher) laptop computer; teacher station	All	x		1			
Windows 2000 (or higher) computer; teacher station	All	x		1			
Windows 2000 (or higher) computers	All	x		25			
Printer, color/blk & wht, laser; duplexing capabilities; networkable system	All	x		3			
High-speed duplexing document scanner with searchable PDF software and email capabilities	All	x		1			
Multimedia, digital video camcorder, camera	All	x		2			
Color poster printer	All	x		1			
Poster laminator	All	x		1			
Integrated software package: word processing, spreadsheet, database, presentation/multi-media, desktop publishing software	All	x		1			
Programming software	All	x		1			

Equipment	Course(s)	Recommended	Supplemental	Quantity	Vender/Company	Cost	Total
Business simulation software	All	x		1			
Utilities and anti-virus software	All	x		1			
Classroom management software	All	x		1			
Voice recognition software (not a site license price)	All	x		25			
Integrated graphics software package: desktop publishing, animation, video, graphics editing, photo editing, drawing, web design	All	x		1			

CNMI PSS Career Pathways School Readiness Assessment & Planning

School: _____
 Program Lead/Coordinator: _____

Career Pathway Programs we will develop and implement:

Please indicate what phase of implementation you believe your school is in with regard to implementing career pathways.	Planning Phase	Implementation Phase	Sustain/ Enhance Phase	Next Steps	Person(s) Responsible	Target Completion Date
1. Our school has identified at least one career pathways program to implement based upon student interest that will meet the skill needs of targeted in-demand, high-growth industry sectors.	1	2	3			
2. We have identified a sequence of courses in the pathway (can be drawn from existing resources and "best practice" materials). Curricula are aligned with: Common Core State Standards for Academics; Common Career Technical Core for Career and Technical Education; recognized work readiness skills; and employer validated occupational skills and credentials to prepare students for college and careers.	1	2	3			
3. Our school has a comprehensive Career Pathways plan that includes CTE Programs of	1	2	3			

Please indicate what phase of implementation you believe your school is in with regard to implementing career pathways.	Planning Phase	Implementation Phase	Sustain/Enhance Phase	Next Steps	Person(s) Responsible	Target Completion Date
Study and is supported by articulation/agency agreements with postsecondary institutions, which includes the following.						
<ul style="list-style-type: none"> Articulation between K–12 and postsecondary institutions that align and map curricula allowing for the co-enrollment of students in postsecondary occupational training, where students can earn postsecondary occupational credits while enrolled in secondary school. 	1	2	3			
<ul style="list-style-type: none"> Provide students with opportunities to accelerate advancement into postsecondary education and employment (e.g., dual-enrollment and co-enrollment programs, compressed scheduling, competency-based learning, credit for prior learning), shortening the duration of training or education required for credentials. 	1	2	3			
4. Our school has a plan to provide career guidance, counseling, academic, and transfer advisement. Services are available at the secondary and postsecondary levels. Characteristics may include the following.	1	2	3			

Please indicate what phase of implementation you believe your school is in with regard to implementing career pathways.						
	Planning Phase	Implementation Phase	Sustain/ Enhance Phase	Next Steps	Person(s) Responsible	Target Completion Date
<ul style="list-style-type: none"> Guidance and advisement services begin in middle school (or earlier) and provide learners with regular opportunities to plan and assess their progress along a course sequence and ensure they have the prerequisites for enrollment in postsecondary education and fundamental skills to find employment. 	1	2	3			
<ul style="list-style-type: none"> Career plans/maps are developed to support students' in mapping the education, training, and credentials they must complete to reach their academic and employment goals. 	1	2	3			
5. We identified key program roles and responsibilities, and staff who will implement the career program and provide program recruitment, advisement, instruction, and coordination.	1	2	3			
6. We have plan for staff professional development and regular team meeting dates.	1	2	3			
7. We have a plan for program marketing, student recruitment and intake.	1	2	3			

Please indicate what phase of implementation you believe your school is in with regard to implementing career pathways.	Planning Phase	Implementation Phase	Sustain/Enhance Phase	Next Steps	Person(s) Responsible	Target Completion Date
8. We have a plan for the provision of wraparound support services to students and learners—such as personal and financial counseling, transportation, work-based learning opportunities—to enable students to persist and complete their programs of study.	1	2	3			
9. Teachers, faculty, administrators, and staff engage in interdisciplinary planning, professional development, and teaching that integrates academic and occupational learning, and instills work employability skills, readiness and critical thinking skills (e.g., curriculum taught in the context of work, project-based learning).	1	2	3			
10. Appropriate assessment tools determine placement and advancement along pathways, and are aligned across secondary and postsecondary education and with college and career readiness standards. Industry-recognized assessments are used to determine occupational skills attainment, where such assessments exist; have value in the labor market; and include competency-based and prior learning assessments where applicable.	1	2	3			

Please indicate what phase of implementation you believe your school is in with regard to implementing career pathways.	Planning Phase	Implementation Phase	Sustain/ Enhance Phase	Next Steps	Person(s) Responsible	Target Completion Date
11. Established data tools and strategies to track student progress, measure outcomes, and make continuous improvement.	1	2	3			