



# Enterprise Modeling for CTE Programs



**Enterprise Modeling is the act of considering the policy, talent, facilities, and financial inputs necessary to create a high-quality CTE program.**

Enterprise Modeling for CTE leaders is a multi-variate process where you need to consider what you *want* to accomplish, what you can *practically* accomplish, and how you can use scarce resources to offer maximum student opportunities now and in the future.

**Enterprise Modeling starts with a strategic vision of how you can maximize student opportunities.**

**The program you envision must be rigorous enough to prepare students for adult success, and flexible enough to sense and address each student’s interests and passions.**

Your program’s strategic vision must also be:

- aligned to regional employment / career opportunities;
- consistent with available instruction capacities (in-school teachers you can recruit, train and retain, virtual instruction, dual enrollment, and Jump Start Summers programs);
- conforming with all relevant law, policy and certification requirements; and
- affordable within the financial resources available for the school’s / district’s CTE program.

Enterprise Modeling
<p><b>A strategic vision that maximizes student opportunities:</b></p> <ul style="list-style-type: none"> <li>• sensing and addressing student interests and passions;</li> <li>• rigorous enough to prepare students for adult success;</li> <li>• aligned with regional employment opportunities;</li> <li>• consistent with available instructional capacity (in-school, virtual, dual enrollment, Jump Start Summers);</li> <li>• conforming with relevant policy, law and industry certification requirements; and</li> <li>• affordable within real world financial constraints.</li> </ul>

The body of knowledge that CTE leaders must master to perform comprehensive Enterprise Modeling is substantial. You need to be familiar with:

- a) Jump Start policy and practice;
- b) school and district policy and practice;
- c) industry certification requirements;
- d) the facilities, equipment and operating expenditures associated with various pathways;
- e) relevant instructional options that include teacher recruitment, onboarding, training and retention;
- f) options for out-of-school instructional capacity; etc. etc.

And while CTE leaders don’t need to be accountants, they *do* need to understand the fundamental financial factors that determine how CTE programs receive and use their limited funding to maximize student opportunities.

The fact is: CTE leaders are typically “budget takers” – this means that you basically “accept” the program budget assigned to you by your district’s Business Manager and Superintendent. **Your Enterprise Modeling challenge is to maximize student opportunities and accountability points within the budget constraints assigned you.**

How a CTE leader addresses the challenge of Enterprise Modeling depends on the operating model of the program he or she is leading. The table on the next page indicates how different types of CTE leaders have different Enterprise Modeling priorities.

**Check out pages 3, 4 and 5 for the practical Enterprise Modeling steps you can take to upgrade your CTE program**



## Enterprise Modeling for CTE Programs



If you're curious, the table below describes each type of CTE program, as well as the critical priorities for leaders of each type of program.

***If the information in this table is too theoretical for you, then go immediately to pages 3 through 5 for the practical Enterprise Modeling annual planning steps you can take to upgrade your CTE program.***

<b>Enterprise Modeling Priorities for Each Type of CTE Program</b>		
<b>Maximizing accountability points generated by successful students is a key objective of every CTE program</b>		
Program Type	Description of Each Program Type	Critical Priorities <i>(besides hiring qualified instructors*)</i>
<b>Independent CTE Site</b>	<p>A CTE site not affiliated with any school district or charter management organization, that does not have any legislated funding source. Example: New Orleans Career Center (NolaCC)</p> <p>An independent CTE site must offer appealing pathways that motivate independent schools to pay some type of economic consideration for their students to attend the site.</p> <p>(An independent CTE site is <i>not</i> a “budget taker,” and is the most challenging type of CTE program to lead.)</p>	<ul style="list-style-type: none"> <li>• <b>Revenues first</b> – the independent site must create revenue streams to invest in faculty and facilities; independent CTE sites are not “budget-takers,” they must be “revenue-generators” (like a business!)</li> <li>• <b>Offering “marquee” pathways</b> – internally-funded pathways must carry the promise of enrollment sufficient to be “profitable;” independent sites are more likely to seek variable-cost partners to minimize the fixed costs associated with appealing pathways</li> <li>• <b>Managing costs</b> – independent centers that must generate their own revenues focus much more on cost control (they just can’t “spend their budget”)</li> </ul>
<b>District Technology Center</b>	<p>A CTE site funded by a district to serve students from multiple high schools.</p> <p><i>Shared time technical centers</i> serve students who attend a “home school” and are bussed part of the day to the site.</p> <p><i>Comprehensive technical high schools</i> combine a student’s academic and CTE classes at a single school site.</p>	<ul style="list-style-type: none"> <li>• <b>Offering appealing pathways</b> – technology centers thrive when they offer pathways that attract student enrollment</li> <li>• <b>Educator engagement</b> – prompting high schools to send their students to the technology center</li> <li>• <b>Employer engagement</b> – generating expert input (and often critical pathway resources) to optimize pathway quality</li> </ul>
<b>Multi-School District Program</b>	<p>A district-level function that reviews and approves school-level CTE programs.</p> <p>District CTE leaders provide quality control over pathways, instruction, specific initiatives (like workplace-based learning) and discretionary school-level CTE expenditures.</p>	<ul style="list-style-type: none"> <li>• <b>Providing expanded student choice</b> – helping every high school offer a broad-enough selection of pathways so that all students have positive choices</li> <li>• <b>Quality control</b> – oversight of implementation efforts at the school level to ensure instructional rigor and quality student outcomes</li> </ul>
<b>Single-School Program</b>	<p>A school-level program that seeks to optimize student opportunities by maximizing the number of high-quality pathways and CTE experiences offered.</p>	<ul style="list-style-type: none"> <li>• <b>Stakeholder engagement to expand high-value student activities</b> – school-level programs benefit when students have in-person and virtual engagement with workplace experts in every industry sector they’re interested in exploring</li> <li>• <b>Quality control</b> – school-level leaders should enlist mentors to continuously review their CTE activities</li> </ul>
<b>* - recruiting, hiring, training, and retaining qualified instructors is a challenge that every type of CTE program faces</b>		



# Enterprise Modeling for CTE Programs



## Enterprise Modeling Annual Planning Steps

*CTE leaders should complete a rigorous annual cycle of Enterprise Modeling – using the six steps described in this section – to create a vibrant program that: a) maximizes enrollment; b) creates school and district pride; and c) graduates successful, credentialed students prepared for adult success.*

Beyond a single annual planning cycle, the most proactive CTE leaders also implement periodic during-the-year meetings with key advisors (other educators, industry allies, even parents and students) to discuss what’s going well and opportunities for exciting new program elements.

Enterprise Modeling should be “outwardly-focused,” a dynamic process that overcomes the tendency for K-12 programs to do what’s familiar, easy and inexpensive.

*Each year Enterprise Modeling should be a creative, exciting process that continuously improves CTE programs, expanding student opportunities while building school and district enthusiasm for what Jump Start students can achieve.*

- | Enterprise Modeling Annual Planning Steps               |
|---|
| 1) Review changes in policy and best practices          |
| 2) Brainstorm popular program features you could add    |
| 3) Identify / eliminate low-return current expenditures |
| 4) Design a better CTE program (1 year, 3 years)        |
| 5) Secure the budget this better CTE program requires   |
| 6) Sell your program vision to all stakeholders         |

### Step 1) Review Changes in Policy and Best Practices

CTE leaders need to start each year with updated information on policy changes and best practices that might represent new ways to maximize student opportunities.

The best places to start learning about changes in policy and best practices are:

- a) your CTE mentor, someone you befriended during a CTE Leadership Academy regional meeting or met via [www.lacteleaders.com](http://www.lacteleaders.com) website (via the *Members* section or the *Louisiana CTE Thought Leaders* resource); or
- b) the *Policy and Program Implementation* section of the All Things Jump Start website: <https://www.louisianabelieves.com/courses/all-things-jump-start/policy-and-program-implementation>

You should also check the LDOE’s weekly newsletters, and maintain a good working relationship with key LDOE Jump Start staff members, sending in your questions and requests for assistance to [JumpStart@la.gov](mailto:JumpStart@la.gov)

**Remember: Enterprise Modeling should be “outwardly-focused,” enabling you to learn about new opportunities pioneered by other districts / schools.**

*A good habit you might form with CTE leaders in your district / region would be to convene an annual conference call to discuss: a) new policies that promise new opportunities for Jump Start students; and b) best practices implemented by your colleagues that can be replicated at additional high schools.*

### Step 2) Brainstorm Popular Program Features You Could Add

**Every year your internal planning should start with a challenge: *What new program feature or pathway can we offer that would enhance the popularity and value of our CTE program?***

This change could be as profound, difficult and expensive as a new pathway or two. But as the table at the top of the next page shows, there are simpler changes that could generate substantial value and excitement.

<b>Five Easy, Inexpensive Ways to Upgrade Your CTE Program</b>	
<b>1</b>	<b>Implement the Virtual Workplace Experience II (VWE II) course</b> , enabling students to explore of all of Louisiana’s high-demand industry sectors through mentor engagement and hands-on learning, while generating thousands of dollars in additional CDF funding for your school / district.
<b>2</b>	<b>Implement a Jump Start Summers program</b> , using Supplemental Course Allocation (SCA) funds to launch a program where all students can participate in workplace-based learning (WBL), while earning course credits, high-value industry-based credentials (IBCs) <i>and a summer wage</i> .
<b>3</b>	<b>Hold a year-end Jump Start Awards Dinner</b> , recognizing your top-performing CTE students, teachers and industry advisors. (The local media will <i>absolutely</i> want to cover this type of event.)
<b>4</b>	<b>Create a new Industry Advisory Panel</b> , recruiting industry experts to provide input on expanding student opportunities and enhancing the quality of your current CTE activities.
<b>5</b>	<b>Expand your WBL program</b> , implementing “micro-industry engagement” activities that provide <i>all</i> students with the opportunity to engage with workplace experts in every industry sector they’re interested in exploring, while enlisting local employers to provide students with paid school-year and summer employment that results in academic credits.  Also: explore if your school can use the ImBlaze system that helps students find and complete internships using their cellphones (!) while automating all administrative paperwork (!!).

None of these steps require high-level approvals or significant budget commitments. Each – when accompanied by an effective advocacy effort – can generate lots of positive awareness and enthusiasm for your CTE program.

### Step 3) Identify / eliminate low-return current expenditures

If you ran a business you’d be relentless in identifying low-return expenditures. You’d eliminate these expenditures so you could conserve scarce financial resources to invest in making your business more successful.

You should dedicate the same vigilance as a CTE leader to identifying / eliminating low-return current expenditures.

If we’re being honest, we’d admit that districts and schools often run more on momentum and routine than on innovation. Yet innovation is what offers students new and exciting opportunities that promise to enhance their interest in high school and prepare them for adult success.

Each cycle of Enterprise Modeling should be a hard-edged, dispassionate review of which expenditures you can eliminate. Which pathways should no longer be offered (even if there is a long-time teacher staffing that pathway), since that pathway engages few students and delivers few accountability points? Which activities are no longer exciting for your students? What supplies are just no longer necessary, or can be ordered in lower quantities?

***Eliminating low-return expenditures will create an innovation fund you can invest in new student opportunities.***

### Step 4) Design a Better CTE Program (1 year, 3 years)

Once you’ve identified new best practices you want to implement . . . new activities that will inject energy and excitement in your program . . . and low-return expenditures you’ll eliminate to recapture those funds . . . *make the effort to map out your new, upgraded CTE program.*

**Develop a “concept selling package” that includes:** 1) a one-page bullet point memo explaining your vision and recommended action steps; 2) a spreadsheet showing your new intended expenditures, both for the next year and estimated for the next three years, *as well as the additional accountability points you estimate your program will deliver*; and 3) a visual diagram illustrating new activities and student opportunities.



## Enterprise Modeling for CTE Programs



Your one-page memo should use bullet points to highlight new activities, exciting new student outcomes (including pathway completion and IBC goals), the estimated accountability point contribution your program will make to your school / district letter grade, and the budget you require.

Your spreadsheet should reflect a detailed understanding of the resources you'll need (and be seeking, even as a budget-taker) for the year ahead. A particularly useful resource will be the spreadsheets that list the facilities, equipment and supplies needed for each type of pathway, available on the [www.lacteleaders.com](http://www.lacteleaders.com) website.

You should also be able to provide an estimated three-year budget, to give your principals, Business Managers and Superintendent fair warning of the funding you'll be requesting as your innovative CTE program continues to grow and evolve.

### Your "Better CTE Program" Selling Package

- 1) One-page bullet point memo (new activities, exciting new student outcomes, estimated new accountability points, new CDF funds, required budget)
- 2) Spreadsheet (expenditures by activity), detailed for next year, estimated for next three years
- 3) A visual diagram / infographic showing the expanded footprint of the better CTE program

*Importantly, you should make a projection of the CDF funds your program will deliver. There is every likelihood that an increased program budget will actually cost the district / school less given the incremental CDF funds generated.*

The infographic should include information like: a) the pathways you'll offer; b) the robust job market data and initial earnings potential for students in those pathways; c) the level of success you've achieved in the past, and the success metrics you're pursuing in the year(s) ahead; and d) new features (like VWE II, Jump Start Summers, Jump Start Awards Winners, etc.) that generate excitement and pride for your CTE program.

### Step 5) Secure the Budget this Better CTE Program Requires

Even though it is likely you're a "budget-taker" CTE leader, you should *never hesitate* to ask for additional funds. Now that Jump Start provides "accountability parity" for TOPS University and Jump Start students, your program should have an equal claim to basic district funds, to SCA / Course Choice funds, and especially to CTE adder funds.

Your request for additional funds should be particularly compelling when your recommendations to create exciting new student opportunities also generate tens of thousands of dollars in incremental CDF funds. Your claim to use CDF funds *right away* is even stronger now that the majority of CDF funds are disbursed at the beginning of each school year (see the *Guidelines for Use of CDF Allocation*, available in this binder and the *All Things Jump Start* website). You should aggressively seek to secure all the CDF funds you generate for your school-based and/or district-level CTE program.

CDF funding is a national best practice, providing Louisiana CTE leaders with the opportunity to make their CTE programs a "profit center." **You should be aggressively pushing the envelope in creating CTE programs that maximize CDF funding, and then securing 100% of those CDF funds to support your current year Enterprise Modeling action plans.**

### Step 6) Sell Your Program Vision to All Stakeholders

Your one-page memo and your visual / infographic should be your bedrock resources when you sell your CTE vision to students, parents, teachers and industry allies (current and potential).

Consider posting posters of your infographic around the school, and using it as a handout your students can share with their parents (and that you can share via social media). *Proactively use all your selling package materials for advocacy outreach to all your stakeholders.*

**Upload your Enterprise Modeling success stories and best practices resources to [www.lacteleaders.com](http://www.lacteleaders.com)**