Tool for Assessing Program Effectiveness (TAPE):

Overview

Career and Technical Education Quality Review Process

TAPE: ONE section of the EQIP process

EQIP:
Evaluation of Quality Instruction of Programs

TAPE:
Tool for Assessing Program Effectiveness

- Continued Compliance (Form 14-1) CTE Director
- Compliance Monitoring (System Level)
- LPA: Local Program App
- CLNA: Comprehensive Local Needs Assessment
- eGAP: Electronic Grant Application Process

Learning that works for Alabama CTE™

ALABAMA STATE DEPARTMENT OF EDUCATION 1854

We are still working as a team to improve programs and promote:

- Student Success
- Student Safety
- Students prepared for their individualized next step: Work and/or School

TAPE Resources 2023-24

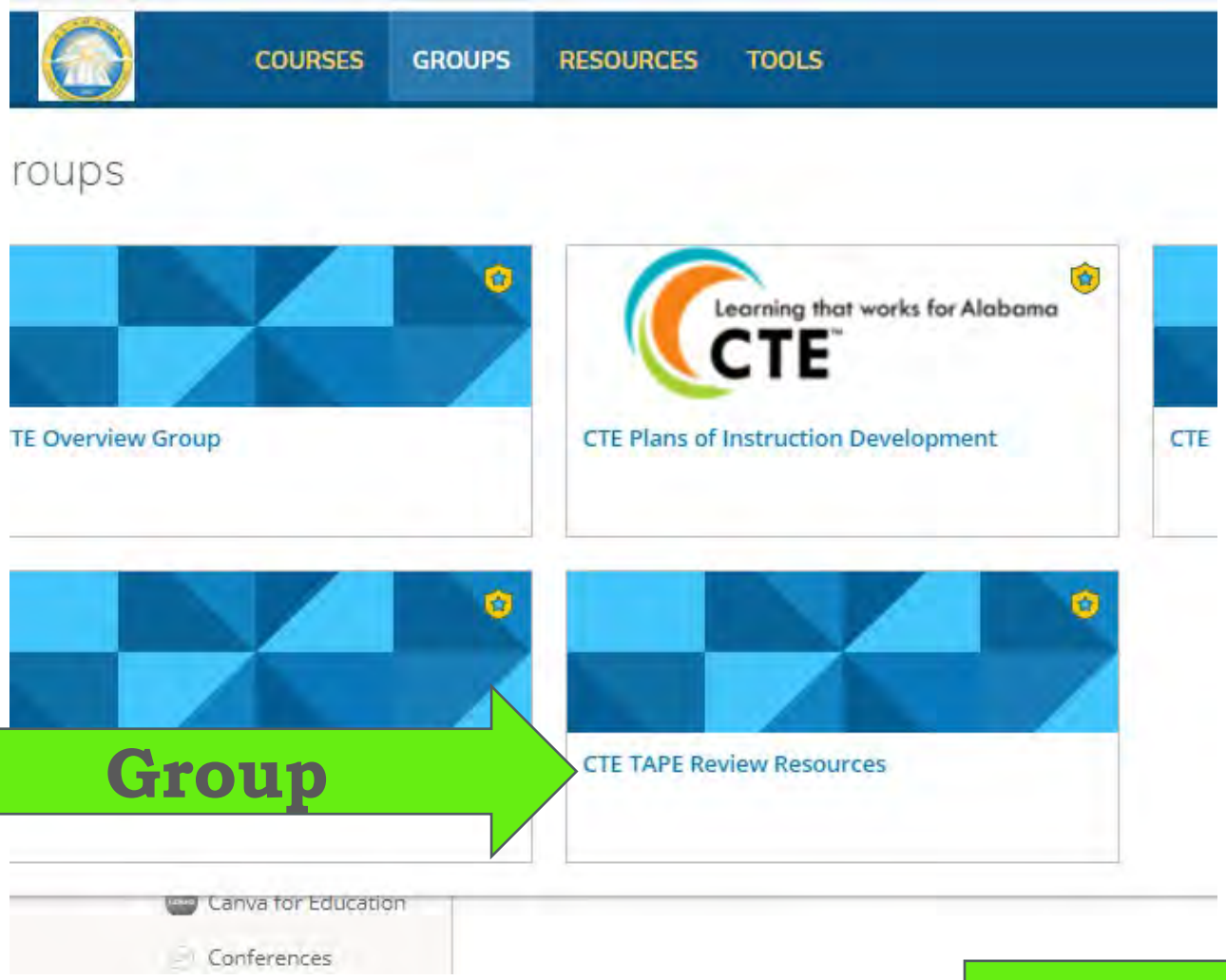
- Updated TAPE Tool with increased clarity
- Professional development (ACTA/MEGA/ALACTE/LEA)
- Resources/Samples folder for TAPE evidence
  - Schoology CTE TAPE Review Resources Group (teachers)
- Standing office hours for questions (Aug – May)
  - Mondays, 1 – 1:30 pm CST
- Short descriptive videos of each QPI
- TAPE Binder organizer and divider tabs (optional)

Contacts

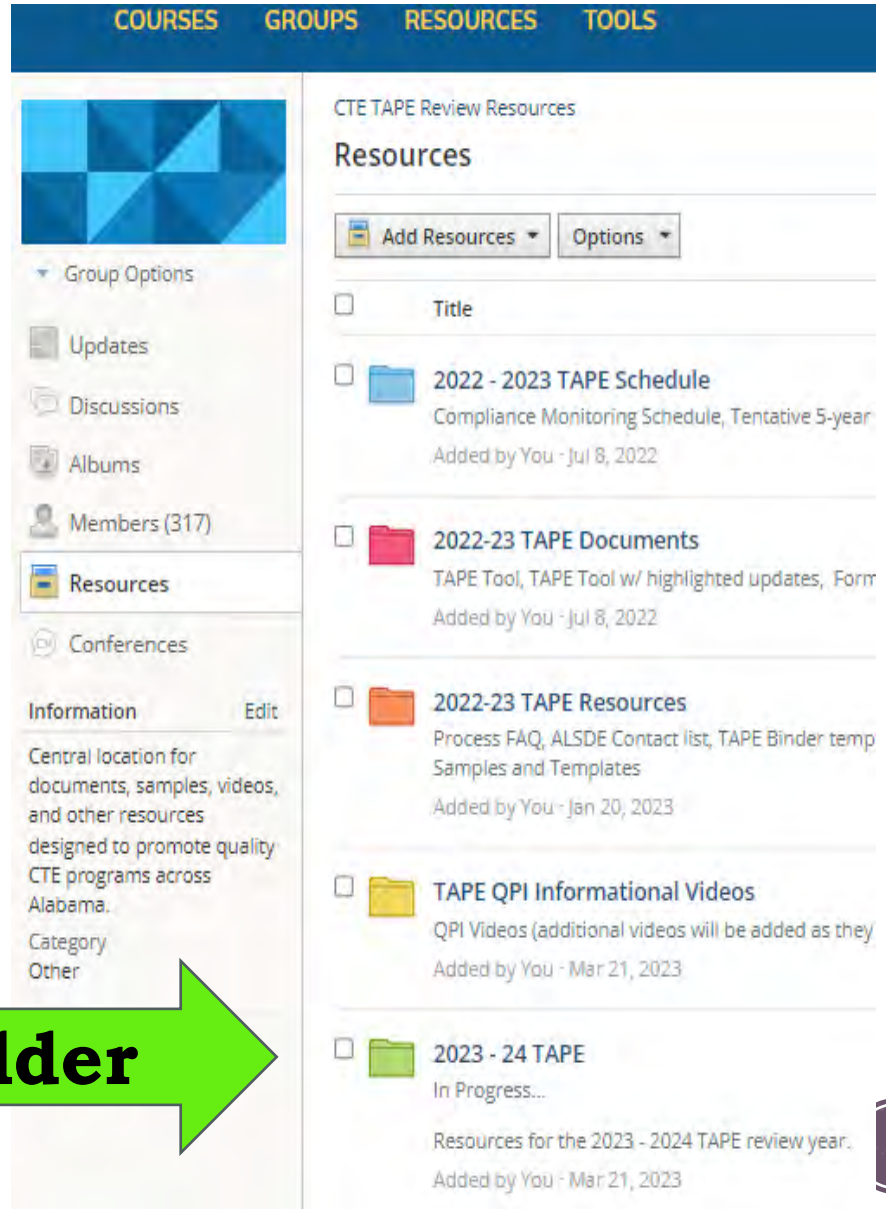
- Cognia Platform (CTE Directors Only)
  - Vicky Smith: Vicky.smith@Cognia.org
  - 603.285.7028
  - 931.994.7551
- TAPE Quality Program Indicators (QPIs)
  - Dana Stringer: dstringer@alsde.edu
  - 334.694.4755
  - ALSDE ED Specialist

QR Code/Access Code to Schoology Groups & Office Hour link will be provided at the end of the presentation

Schoology Group and Folders



Group



23 24 folder

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Avery 11168
Dividers

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Compliance Monitoring Schedule

Annual Form 14-1s for CTE Program (Completed by local CTE Director)

Completed TAPE Review Documents

School System: _____ School: _____ Program: _____

TAPE DOCUMENT FORMAT

Rationale

Quality Program Indicators (QPIs)

Expected Evidence

2 = MEETS standard

Career and Technical Student Organizations (CTSO)					
Purpose: • Teaches professional methods of planning, applying, and evaluating an organization's improvement plan. • Teaches the importance of participation in your professional organization. • Models leadership and professional contributions to the associated professional organization. • Provides opportunities for integrating instruction in leadership, essential skills, and career specific skills. • Teaches the planning process for professional meetings, to include action items necessary to meet organizational needs. • Teaches the professional method for legally documenting the work of the organization. • Models and teaches the characteristics of effective leadership. • Incorporates reading for comprehension and time management skills. • Integrates professional characteristics: sportsmanship, responsibility, ethics, etc. • Provides opportunities to advance career related content knowledge beyond classroom content. • Encourages collaboration with other students and local stakeholders. • Models the importance of philanthropy in their career field. • Teaches effective and equitable planning, implementation, and evaluation of collaborative activities.					
Quality Program Indicator (QPI)	Indicator/Verification of Compliance	Compliance			Comments
		1	2	N/A	
1.1.A Program of Work (POW)	☐ A Program of Work for the CTSO which includes: • Goals • Activities, to include co-curricular activities • Timelines • Member responsibilities • Responsibilities of **EACH** program area teacher				
1.1.B Membership / Affiliation	☐ A copy of the check for membership payment **OR** a zero-balance invoice. **AND** ☐ A membership roster, from the national/international organization, matching the payment amount.				
CTSO Meetings	☐ CTSO Meeting Minutes (minimum of four within the last 12-month period) which include: • Creation and approval of the CTSO POW • Community Service activity (voting and evaluation) • Discussion and review of community service activity once completed • Membership approval of the CTSO financial expenses				

Learning that wo
CTE™

TAPE Document

ALL updates for the upcoming year will be highlighted in yellow.

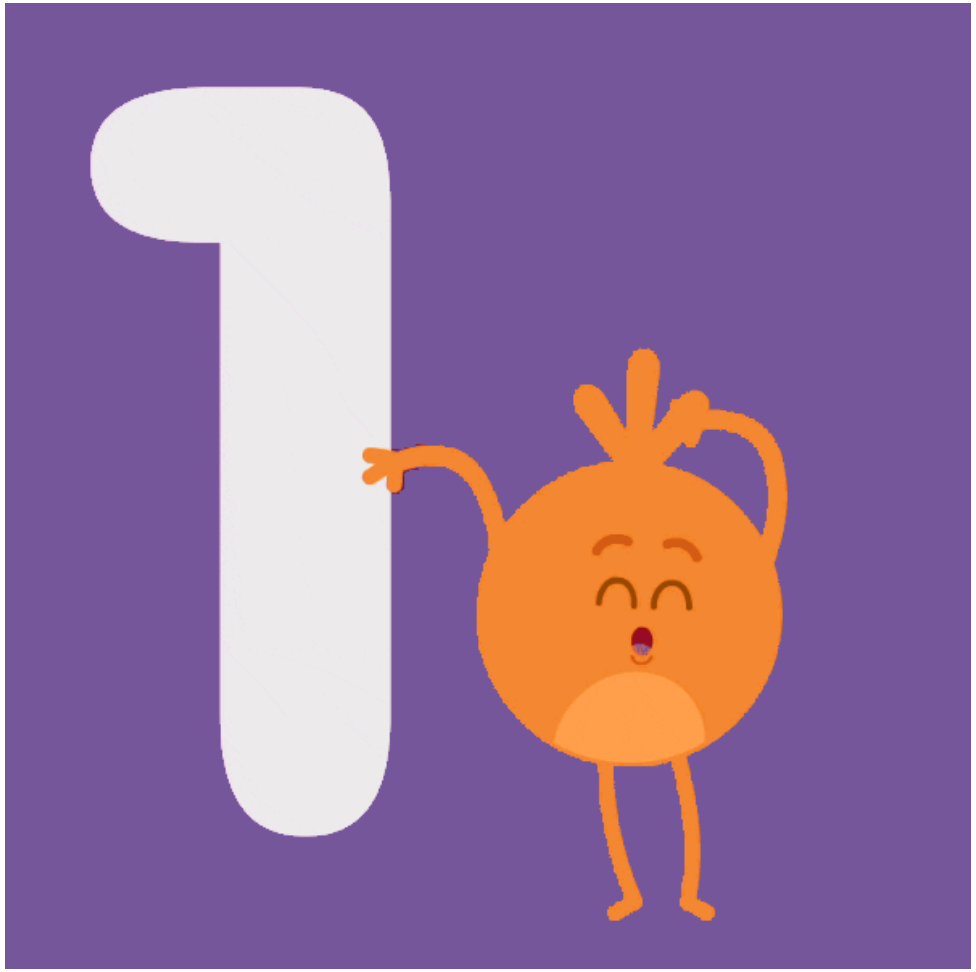
EPIC level

EPIC Level Quality Performance Indicators Evaluated separately and ONLY at the request of the LEA		
☐ ALL students affiliate and participate in the CTSO as evidenced by: o CTSO membership roster from the national/international organization MATCHING the program enrollment rosters from PowerSchool. ☐ **There is evidence of an evaluation of the program of work.** ☐ Students participate in regional, state, and/or national competitive events and earn at least two awards annually. o Registration invoice **AND** o Dated pictures of students with awards, **OR** dated screenshots from the state/national website listing the awardees, **OR** dated newspaper articles, social media posts, newsletters indicating the awards, etc. ☐ Students participate in state and/or national leadership opportunities.		

Learning that works for Alabama CTE™

QPIs 1.1 CTSOs

Only ONE update in this section!



QPIs 1.1 CTSOs

1.1.G CTSO Integration as an Integral Part of the Curriculum	☐ Evidence demonstrating the integration of the CTSO related to the curriculum content standards. Examples include: o Lesson plan(s) with integrated CTSO activities related to course content standards ▪ Not the introduction of the CTSO o Using CTSO competitive events in instruction, evidenced by: Dated picture evidence, course and content standard being taught (with a brief description), AND a copy of the CTSO competitive event rubric used in the integrated classroom activities Examples include: ▪ Job interview skills ▪ Career exploration ▪ Debate format to express ideas ▪ Public Service Announcements ▪ Skilled events related to the content standard o Use of CTSO activities in instruction, evidenced by: Dated picture evidence, course and content standard being taught, AND a description of the integrated CTSO activity. Examples include: ▪ Teaching professional leadership skills through officer training ▪ Teaching professional leadership skills through meetings or mock meetings (training on agendas/parliamentary procedure/minutes/committees) ▪ Teaching professional dress through a CTSO dress code day ▪ Using CTSO Governance documents to teach about career related administrative documents (Policies and procedures, by-laws, program of work, etc.)

QPIs 2.1
Quality Instruction

Most updates are in this section.

2.1. CTE Syllabus

Quality Program Indicator (QPI)	Indicator/Verification of Compliance
2.1.A CTE Syllabus *Subject to random audits	***To be evaluated by the CTE Director through direct observation.** **An indication of 2 in the Cognia Diagnostic serves as the CTE Director's assurance all QPI requirements are met.** ☐ Course syllabi (for each course listed on the daily schedule) which include the following o Course title, description, and pre-requisites o Program/instructional delivery plan o Course goals, assessment procedures o Grading scale o CTSO integration o Embedded numeracy anchor assignment *(reference QPI 2.1.B)* o Embedded literacy anchor assignment *(reference QPI 2.1.C)* o Embedded science anchor assignment *(reference QPI 2.1.D)* o Available industry recognized credential offered (indicate "N/A" if not applicable)

Sample Anchor Assignment:

Section of a welding syllabus below:

Anchor assignment (numeracy AND literacy):

- Build a hunting stand: research various types of stands and provide a written and statistical analysis to determine the best design. Follow the design instructions, to build the hunting stand. Provide evidence of the math used to determine the materials needed, with associated cost. Label the stand blueprint with the math vocabulary for the formulas used to determine angles, etc.

Adding SCIENCE to the same assignment:

- Have the student explain the science behind the particular welding process they will use in the construction of the stand.
  - Example: MIG (Metal Inert Gas) welding uses an energized wire feed to create the molten metal that fuses the pieces together. An inert gas does not chemically react with other substances, which in turn creates a shield to keep impurities out of the weld. CO_2 (Carbon Dioxide) is commonly used in this process.
- Shows the SCIENCE and the SCIENCE VOCABULARY

POI "Exemplar high quality unit tasks":

This example was pulled from the "**Fundamentals of Legal Services**" POI

Exemplar High Quality Unit Task	• Workplace simulation: lease or sale negotiations • Draft a lease agreement for business property (document must meet all requirements for a valid lease under Alabama law) • Draft a lease agreement for residential property (document must meet all requirements for a valid lease under Alabama law) • Draft a real estate contract for cash purchase of real property (document must meet all requirements for a valid real estate contract under Alabama law)

Possible Anchor Assignment: **Create a portfolio of work for real estate law**

- Research and find at least 3 examples of each type of agreement/contract (reading)
- Evaluate pros and cons of each – provide synopsis of evaluation (writing)
- Draft an example of each type agreement/contract, include cost breakdowns (writing, math, math vocab)
- Determine reasonable client fees for services and defend (math, math vocabulary)
- Describe the client liability, with rationale, for one of the following using both legal and scientific terms: rats, black mold, asbestos, lead paint (science)

2.1

2.1.B Embedded Numeracy *Subject to random audits	***To be evaluated by the CTE Director through direct observation.** **An indication of 2 in the Cognia Diagnostic serves as the CTE Director's assurance all QPI requirements are met.** ☐ Lesson Plan(s) demonstrating the integration of mathematics and math vocabulary related to the lesson plan's content standard. o Integration of mathematics appropriate to program area o Industry appropriate mathematical vocabulary
2.1.C Embedded Literacy *Subject to random audits	***To be evaluated by the CTE Director through direct observation.** **An indication of 2 in the Cognia Diagnostic serves as the CTE Director's assurance all QPI requirements are met.** ☐ Lesson Plan(s) demonstrating the integration of technical reading and writing related to the lesson plan's content standard. o Integration of technical reading appropriate to program area o Integration of writing skills appropriate to the program area
2.1.D Embedded Science *Subject to random audits	***To be evaluated by the CTE Director through direct observation.** **An indication of 2 in the Cognia Diagnostic serves as the CTE Director's assurance all QPI requirements are met.** ☐ Lesson Plan(s) demonstrating the integration of science related to the lesson plan's content standard. o Integration of science concepts appropriate to program area o Industry appropriate science vocabulary

State Determined Levels of Performance (SDLP)

CTE Core Indicators	Actual Level of Performance	State Target	90% of State Target	Target Met (Y/N)
2S1: Academic Proficiency in Reading/Language Arts • Numerator: Concentrators who passed reading • Denominator: Concentrators who tested in reading	41.75	46%	41.4%	Y
2S2: Academic Proficiency in Mathematics • Numerator: Concentrators who passed math • Denominator: Concentrators who tested in math	41.10	32%	28.8%	Y
2S3: Academic Proficiency in Science • Numerator: Concentrators who passed science • Denominator: Concentrators who tested in science	26.66	51%	45.9%	N

2.1

2.1.E Use of Technology, Equipment, and Facility Program Budget	☐ Annual program area budget prepared by the teacher which includes o Administrator signature o Expected income: ▪ Required: Local maintenance of effort funds, state O&M funds, Perkins's funding, CTSO monies ▪ Optional (as applicable to program): fundraisers, sponsorships, classroom dues, etc. o Expected expenditures: ▪ Required: CTSO dues and activities, equipment, and supplies ▪ Optional (as applicable to program): fieldtrips, professional development, etc.
2.1.F Use of Technology, Equipment, and Facility Classroom/Lab Safety **(ONSITE REVIEW)**	☐ Evidence that all students have completed a general safety exam with 100 percent proficiency, for each course taught, as evidenced by student samples. o Random audits will be performed on site ☐ A Career and Technical Implementation Plan (CTIP) is developed by the teacher as part of, or in addition to, the Individualized Education Program (IEP) process upon the student entering the CTE. o Random audits will be performed on site ☐ The program has a clearly defined process of quality and expectation of technology, equipment updates, and facility maintenance as evidenced by: o Preventative maintenance schedule, **OR** ASE accredited program evidence ***ASE accredited programs ONLY** Where indicated in the QPIs, validating evidence will be satisfied by uploading the following here **in 2.1F**: 1) ASE Accreditation Certificate 2) Current Form 14-1 if ASE accreditation was completed > 12 months prior to the TAPE review.

2.1 Continue

2.1.G Use of Technology, Equipment, and Facility Facilities **(ONSITE REVIEW)**	☐ A process to ensure safety and proper use of chemicals, facilities, equipment, and technology is provided and policies are posted for o evacuation procedures o medical emergencies, first-aid kit is in place and highly visible, eyewash is easily accessible and highly visible o emergency current interruption for power supply o Safety Data Sheets for each chemical in the program area o **Personal Protective Equipment appropriate to the program area** ☐ Facilities meet safety regulations for adequate access to updated equipment which meet local, regional, and/or state industry needs ☐ Adequate space is available for seated and laboratory work for the number of students enrolled in the program ☐ Classroom and instructional laboratory are clean, orderly and replicates a professional working environment ☐ Students are given adequate access to relevant facilities, equipment, and technology as evidenced by current program equipment list ☐ Secured storage is sufficient
2.1.H Industry Credentialing and Technical Assessments	☐ The program provides students with adequate access to credential opportunities (*to include stackable credentials*) which determine career readiness. (i.e., BLS CPR, OSHA) o Dated student certification OR o Certification agency generated report with dates **AND/OR** ☐ 83% > of students **who sit for a certification exam** (CRI) obtain a passing score o SPP application report: Student Program Credentials Count – Schools **(provided by CTE Director)**

QPIs 3.1
Program Pathway Implementation

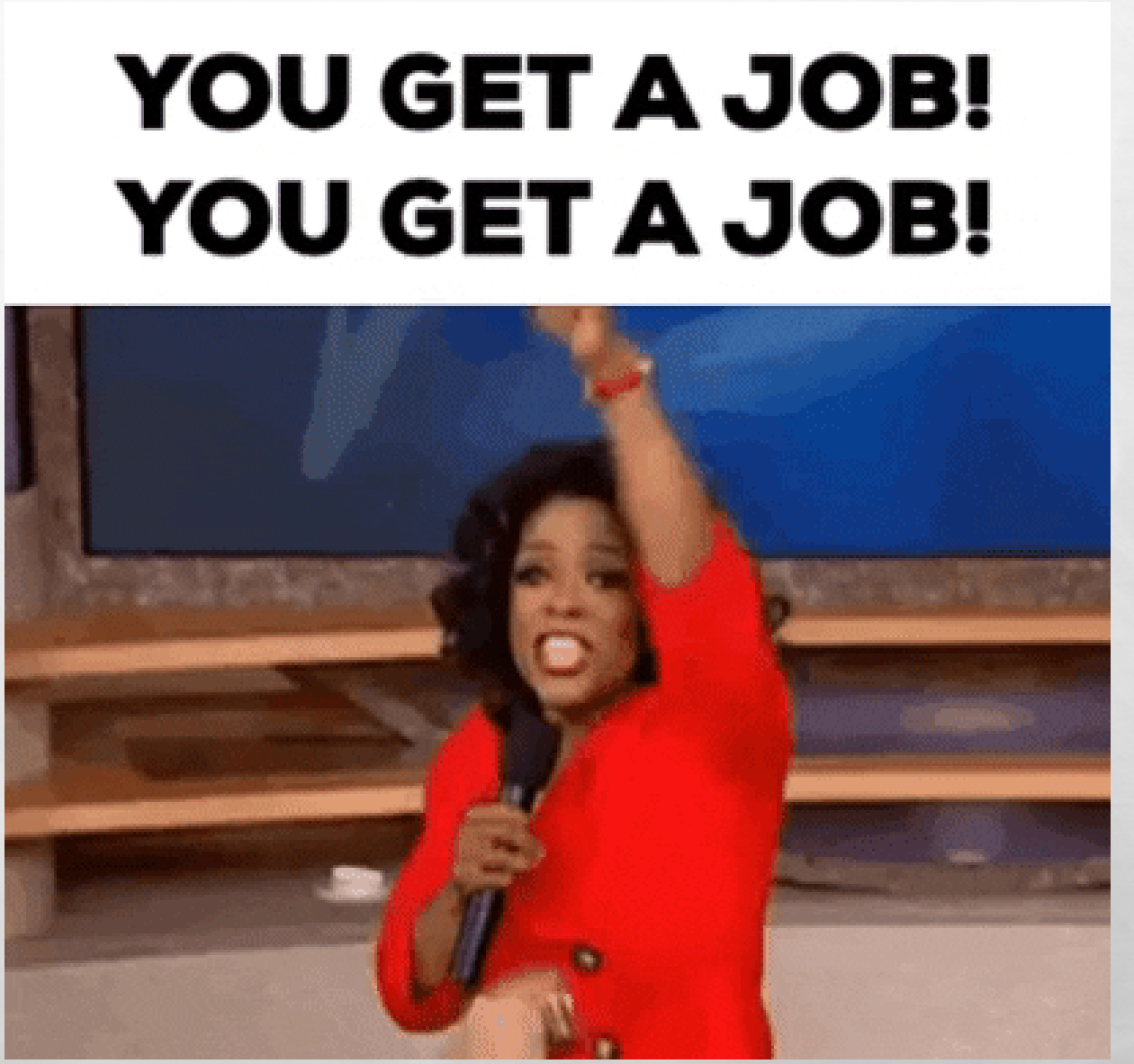
3.1.C Advisory Committee Development and Meetings	☐ An advisory committee is established representing a minimum of five broadly based business and industry stakeholders from the program area and specifically related to program under review o Roster containing: each person's name, business address, job title, and contact information ☐ The committee meets at least twice a year and meetings have an established agenda, attendance is taken, and 51% or more of members were present for each meeting and minutes are recorded o Evidence required for each meeting: ▪ Agenda ▪ Sign in sheet demonstrating 51% or greater attendance ▪ Minutes ☐ Members annually review local workforce data and use it to make credentialing and course sequencing suggestions o At least one set of minutes annually, contains evidence of discussion, and committee recommendations, for the following: ▪ Program credentialing ▪ Program course sequencing ☐ OR, ASE accredited program evidence in 2.1F, do not duplicate

☐ OR, ASE accredited program evidence in 2.1F, do not duplicate

4.1 Professional Development/ Technical updates

QPIs 5.1

Program Area Work-Based Learning

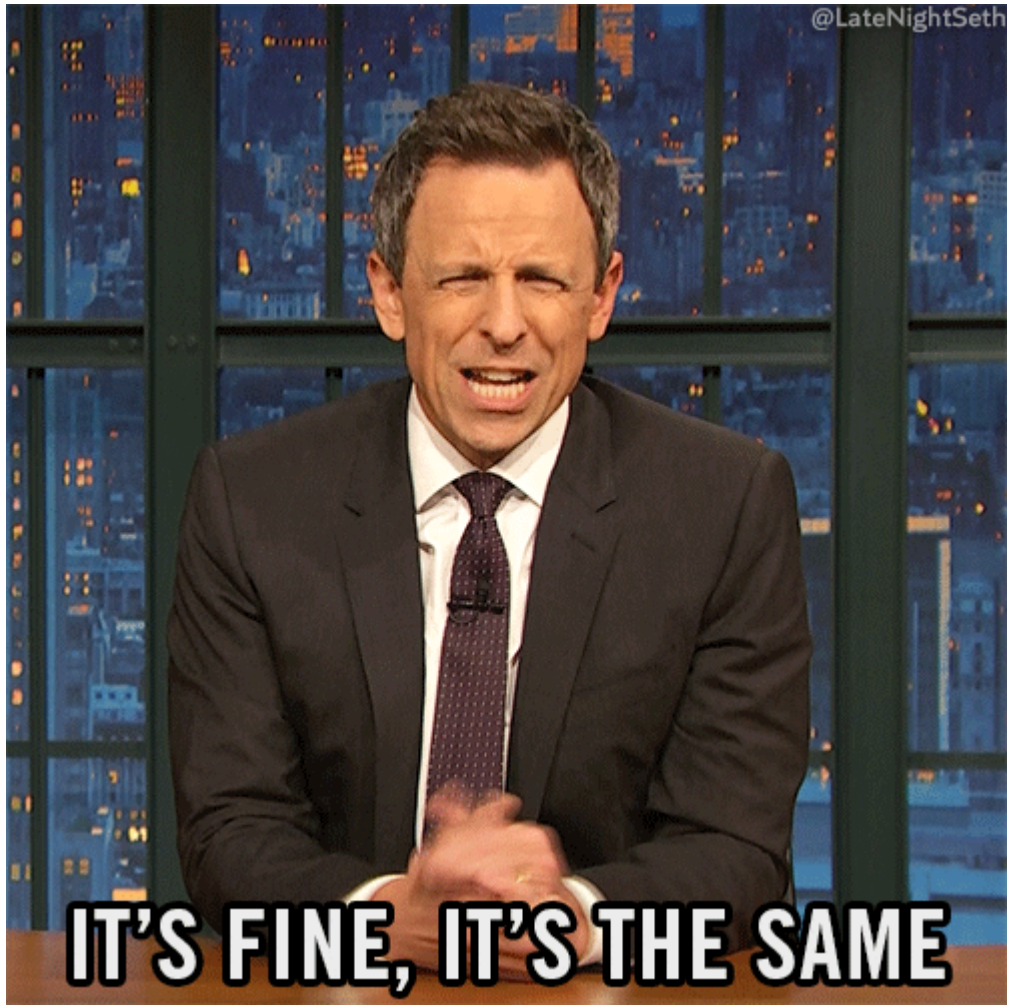


5.1

Quality Program Indicator (QPI)	Indicator/Verification of Compliance
5.1.A Program Area Work-Based Learning **(All programs except Cooperative Education)**	☐ There is evidence that the **CTE program** addresses essential/foundational skills that employers desire of employees o Lesson plan demonstrating integrated essential/foundational skills ☐ Evidence of at least one field trip (off-site, on-site, or virtual to Career Expos, Career Fairs, Blood Drives, Fire College Burn Trailers, and/or Industry tours) o Fieldtrip permission form with date and description of trip (off-site) o Dated picture evidence with description (on-site or virtual) ☐ At least one formal job-shadowing opportunity o Job shadowing permission form with date and evidence of a shadowing experience related to the program area ☐ Each program partners with local businesses to provide work-based learning opportunities for CTE students to gain firsthand experience in the broad career area, examples include: o Guest speakers o Work-based learning sites (Internships/externships) o Competitive event training o Employability skills training o Others as applicable, to exclude fieldtrips and job shadowing ☐ OR, ASE accredited program evidence in 2.1F, do not duplicate

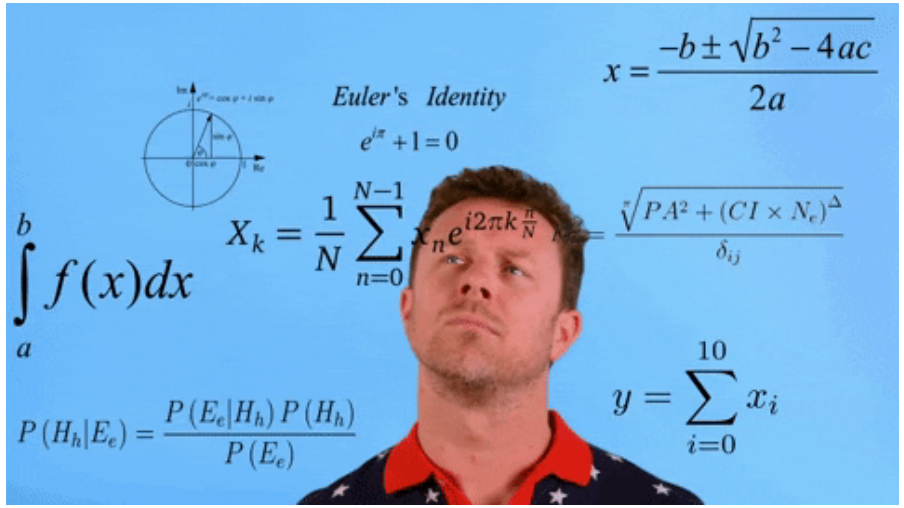
ALL
Programs

QPIs 5.2
Cooperative Education



Questions?

dstringer@alsde.edu



Schoology Groups for Teachers

TAPE

https://alsde.schoology.com/group/6018657959

Access Code

FMKH-S6QJ-5VR47

☐ Require approval

POIs

https://alsde.schoology.com/group/599327667/materials#/group/5993276667/materials

Access Code

QKHC-KW8Q-DFCXQ

☐ Require approval

HELPFUL LINKS

ALSDE Website:

CTE Landing Page

https://www.alabamaachieves.org/career-and-technical-education/

23-24 Open Office Hours

https://us04web.zoom.us/j/71364969436?pwd=MPZhN7H3Kzm8ZK9KQ6a0aazEKALtU5.1

Dana Stringer's Contacts

https://poplme.co/rrLXptSu/share