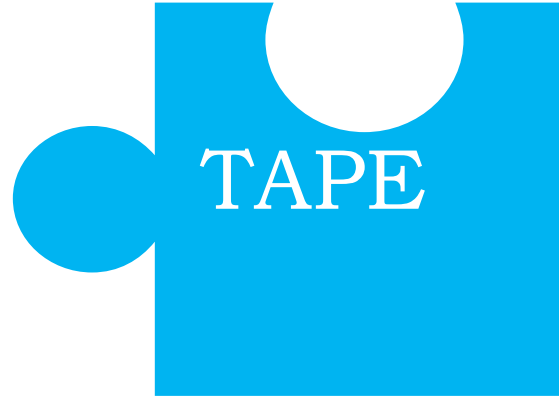# Tool for Assessing Program Effectiveness (TAPE): 101

Career and Technical Education
Quality Review Process
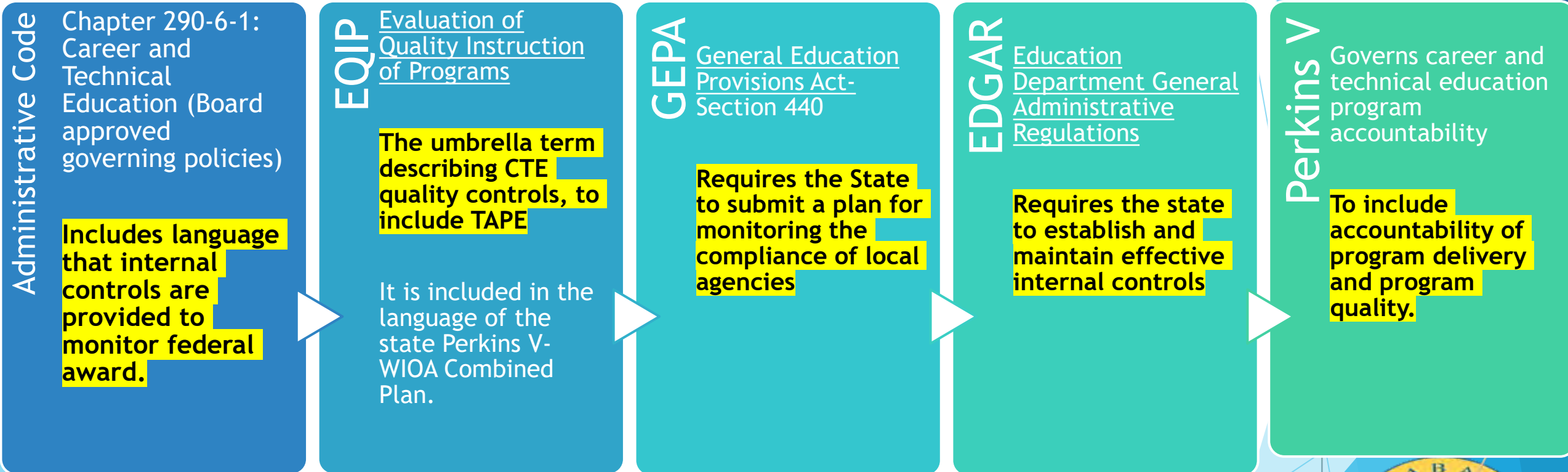
TAPE: ONE section of the EQIP (Evaluation of Quality Instruction of Programs) Puzzle

eGAP

Compliance Monitoring

TAPE

Continued Compliance: Form 14-1

Local Program App

CLNA

Learning that works for Alabama
CTE™

▶ ALL work together to assure students across the state have equitable access to QUALITY CTE education.

Why do we review?

Administrative Code

Chapter 290-6-1: Career and Technical Education (Board approved governing policies)

==Includes language that internal controls are provided to monitor federal award.==

EQIP

Evaluation of Quality Instruction of Programs

==The umbrella term describing CTE quality controls, to include TAPE==

It is included in the language of the state Perkins V-WIOA Combined Plan.

GEPA

General Education Provisions Act-Section 440

==Requires the State to submit a plan for monitoring the compliance of local agencies==

EDGAR

Education Department General Administrative Regulations

==Requires the state to establish and maintain effective internal controls==

Perkins V

Governs career and technical education program accountability

==To include accountability of program delivery and program quality.==

Learning that works for Alabama

CTE™

School System and ALSDE = ONE Team!

- ▶ Student Success
- ▶ Student Safety
- ▶ Students prepared
  - ▶ Work and/or School

"Teamwork is the ability to work together toward a common vision. It is the fuel that allows common people to attain uncommon results." – Andrew Carnegie

YOU set the standards in your room/school!
Activity: Stand where you can see me
                   Do exactly what I tell you to do

▶ The students, and other teachers, follow our lead

▶ We must teach **and model** the behavior we expect

▶ Your actions speak LOUDER than your words

Learning that works for Alabama
CTE™

CTE Director Timeline

NEW

August	1st of month prior to review	15th of month prior to review	1st of review month	10 days post review	12 months post review
• You receive TAPE review dates	• Email requesting confirmation of programs	• Notification of programs for review, Cognia opens	• Evidence upload deadline	• Review is scored and documented. Findings are entered. PIP is uploaded.	• Deadline to clear findings

TAPE Program Improvement Plan

Tool for Assessing Program Effectiveness (TAPE)
Program Improvement Plan (PIP)

A program improvement plan (PIP) is a process designed to assist CTE programs in meeting a minimum level two (2) attainment on all TAPE Quality Program Indicators (QPI).

- PIP is developed for each QPI which **did not** meet the minimum level requirement within ten (10) days of the onsite TAPE review.
- PIP is developed in collaboration with the ALSDE reviewer and program teacher(s).
- The PIP should include action items designed to meet the minimum level two requirement for each finding and improve the program.
- A 12-month period is allowed to implement the action items and provide evidence of level two attainment.
- Evidence may be submitted to the ALSDE reviewer at any time during the 12-month window to clear the findings.

LEA:

School:

Program Area:

Target Date (12 months from the 10th day after the onsite TAPE review):

CTE Director:

Name	Email Address	Phone Number

Program Area Teacher(s):

Teacher Name	Email Address	Phone Number

Level 1 QPIs and improvement strategies:

QPI #	Finding	Strategies for Improvement	Evidence Required to Clear Finding	Evidence provided	Clearance Date	ALSDE Reviewer
				☐		

TAPE Resources 2024-25

- Updated TAPE Tool with increased clarity
- Professional development
  - ACTA/ MEGA/ CTE Summer Conference/ LEAs
- Schoology CTE TAPE Review Resources Group (teachers)
  - Resources/Samples folder for TAPE evidence
  - Short descriptive videos of each QPI
  - TAPE Binder organizer and divider tabs (optional)
- Standing office hours for questions (Aug – May)
  - Every First Monday of the Month, 1 – 1:30 pm CST
  - Not open on state holidays

Contacts

- TAPE Quality Program Indicators (QPIs)
  - Dana Stringer: dstringer@alsde.edu
  - 334.694.4755
  - ALSDE ED Specialist
- Cognia Platform (CTE Directors Only)
  - Bree Gunter: Bree.gunter@cognia.org
  - 888.413.3669 ext. 7660

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

Schoology Group and Folders

TAPE DOCUMENT FORMAT

Rationale →

← **Quality Program Indicators (QPIs)**

← **Expected Evidence**

2 = MEETS standard

Learning that works for CTE™

## 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.

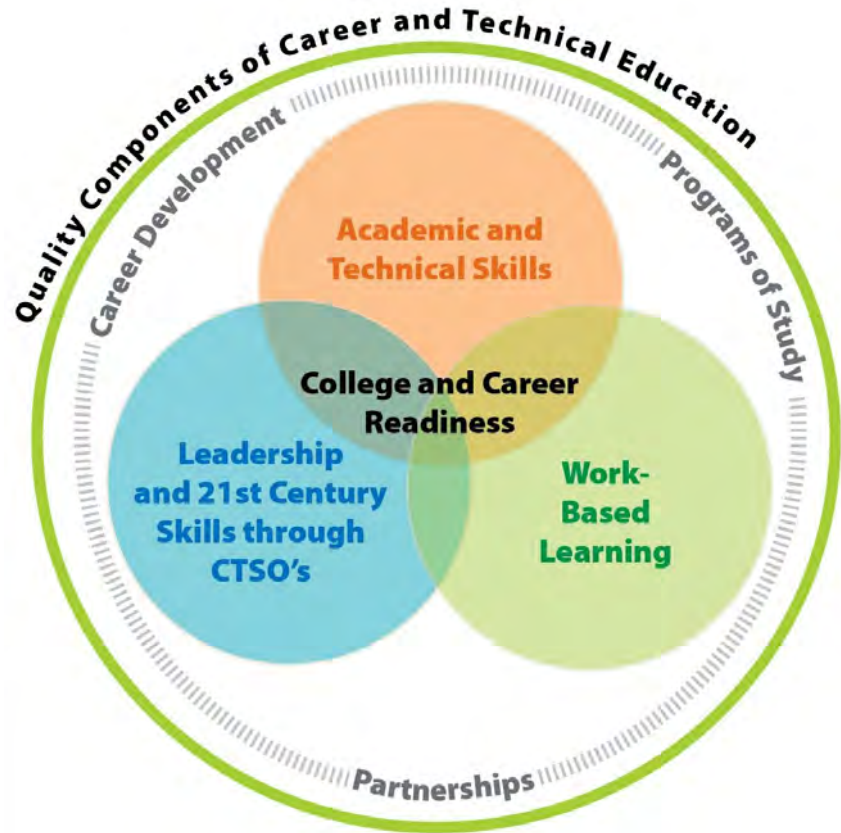| Quality Program Indicator (QPI)	Indicator/Verification of Compliance	Compliance			Comments
		1	2	N/A	
1.1.A Program of Work (POW)	☐ A Program of Work for the CTSO which includes: • Goals • Activities, to include co-curricular activities • Timelines • Member responsibilities • Responsibilities of **EACH** 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				

TAPE Document

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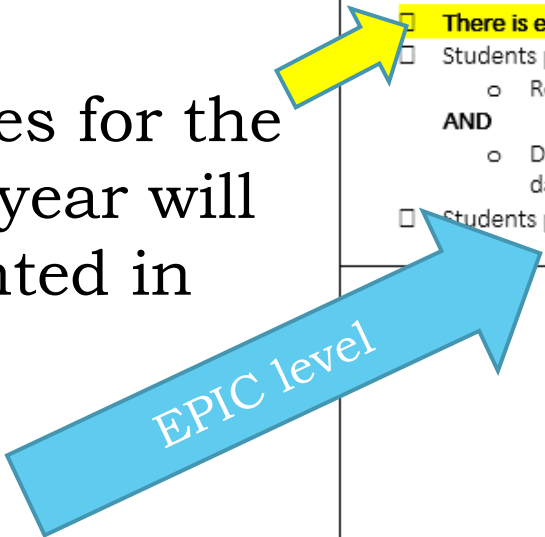
EPIC level

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

Professionalism

Sportsmanship

Community Service

Time Management

🕐 (b) Career and Technical Student Organizations which are an **integral**, **cocurricular component** of each CTE program and which <u>enhance classroom instruction</u>, <u>develop leadership</u> and <u>workplace readiness skills</u>, and provide opportunities for <u>personal and professional growth</u>.

Alabama State Department of Education

CTSOs are included in your content standards in EVERY CTE course

Each foundational standard completes the stem *"**Students will**..."*

Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.

2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.

3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.

4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.

5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
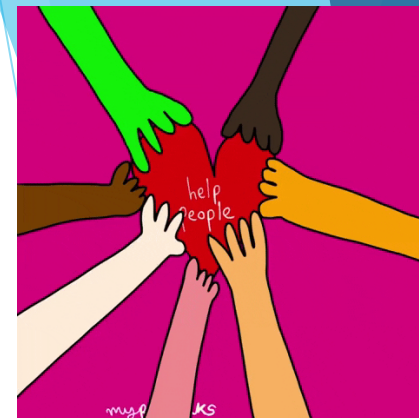
Alabama State Department of Education

QPIs 1.1 CTSOs

Quality Program Indicator (QPI)	Indicator/Verification of Compliance
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.
1.1.C 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 (member discussion and voting) • Discussion and review of community service activity once completed (additional evidence in 1.1F) • Membership approval of the CTSO financial expenses
1.1.D Leadership Opportunities	☐ List of CTSO officers.

QPIs 1.1 CTSOs

1.1.E Competitive Events / Activities	**OR**	☐ CTSO registration for student participation in state or nationally sponsored CTSO events (regional, district, state, or national level) ☐ Proof of a local sponsored event(s) using CTSO competitive event guidelines (description with DATED pictures, articles social media posts, etc.) **AND** ☐ List of judges used to score the local event.
1.1.F Learning Through Community Service	**AND**	☐ CTSO minutes documenting the discussion and review of the completed community service activities (evidence is provided in 1.1.C and does not require duplication here) ☐ Picture evidence of community service activities, to include a description of event AND dates. Examples include: • Screenshots of social media posts with picture(s) • Newspaper articles with picture(s) • Dated pictures with brief description of activity • Videos of the activity which include the date

QPIs 1.1 CTSOs

1.1.G
 	
CTSO
Integration as
an Integral Part
of the
Curriculum
	☐ Evidence demonstrating the <u>integration</u> of the CTSO related to the curriculum <u>content standards</u>.
	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.)

Inside the Schoology Group

Template Officer List

Office Held	Officer Name	Officer School or class or contact information
President		
Vice President		
Secretary		
Treasurer		
Historian		
Reporter		
Parliamentarian		

*You do not have to fill each of these positions. You may use what is needed for your chapter's leadership.

Template and Sample CTSO minutes

Template and Sample CTSO POW

Insert CTSO logo here

_____ CHAPTER

PROGRAM OF WORK

YEAR_____

Learning that works for Alabama CTE

GOALS FOR THE CHAPTER ASSOCIATION	ACTIVITY PLANS FOR ACHIEVING GOALS (Must have at least one co-curricular activity)	TIMELINE	RESPONSIBLE MEMBER	CTSO ADVISOR RESPONSIBILITY

EVALUATION ACTIVITIES:
1.
2.

SAMPLE MEETING MINUTES TEMPLATE   **INSERT CTSO LOGO HERE**

Use minute formats that are applicable to program area.

Meeting/Project Name:			
Date of Meeting:		Start time:	
Location:		End time:	
President:		Minute taker:	

1. Meeting Objective(s)

Copy these across from the agenda before the meeting. (i.e., old business, new business, evaluation of POW, evaluation of service projects, fundraisers, competitive event action items, etc.)

2. Attendance (can also attach a membership roster for attendance)

			Apologies

3. Agenda, Decisions, Issues

Topic/ Discussion notes	Discussion led by
Add more rows as necessary – put in topics from agenda before the meeting.	Perhaps put in time allocation as well as a reminder.
Be sure to include, AND highlight, the following topic/action items: Community service discussion and decision, review of community service success, development and approval of the Program of Work, and CTSO financial decisions.	

Learning that works for Alabama CTE™

QPIs 2.1
Quality Instruction

" QUALITY IS NOT AN ACT, IT IS A HABIT. "

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)

Learning that works for Alabama

CTE™

Core Indicators of Performance
2023 Alabama Levels of Performance (SDLP)

CTE Core Indicators	2021-2022 Actual	2022-2023 Actual	2023-2024 State Target	90% of State Target
1S1: Four Year Graduation Rate • Numerator: Departed CTE concentrators included in the state Grad Rate calculations • Denominator: Departed CTE concentrators declared in CTE programs	98.0	97.7	88%	79.2%
2S1: Academic Proficiency in Reading/Language Arts • Numerator: CTE concentrators who met proficiency in reading • Denominator: CTE concentrators declared and tested in reading	41.8	43.2	47%	42.3%
2S2: Academic Proficiency in Mathematics • Numerator: CTE concentrators who met proficiency in math • Denominator: CTE concentrators declared and tested in math	41.1	31.5	33%	29.7%
2S3: Academic Proficiency in Science • Numerator: CTE concentrators who met proficiency in science • Denominator: CTE concentrators declared and tested in science	36.2	33.3	52%	45.8%

Section of a welding syllabus below:

Anchor assignment (numeracy, literacy, AND science):

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

▶ Explain the science behind the particular welding process used in construction (i.e., MIG, TIG)

Sample Anchor Assignment (LPS or Real Estate)

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)
  - Business Property Lease, Residential Property Lease, Real Estate Cash Purchase Contract
- 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) give sample properties, or allow them to choose
- Determine reasonable client fees for services and defend (math, math vocabulary)
- Describe the client liability for one of the following using both legal and scientific terms: rats, black mold, asbestos, lead paint (science)

This example was pulled from the "**Fundamentals of Legal Services**" POI – Exemplar High Quality Unit Tasks

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)

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.
	   ○ Integration of mathematics appropriate to program area
	   ○ 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.
	   ○ Integration of technical reading appropriate to program area
	   ○ 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.
	   ○ Integration of science concepts appropriate to program area
	   ○ Industry appropriate science vocabulary

In the POIs, look for the Integrated/Related Academic Content Column:

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Learning Activity Checklist Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts & Activities	Equipment, Technology & Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
Students define desktop publishing as laying out text and graphics in a visually pleasing way to communicate a message to an intended audience. Students plan the publication, prepare preliminary page designs, prepare text, prepare artwork and graphics, finalize page layout, print, and reproduce the product. Students incorporate contract, balance, emphasis, movement, white space, proportion, hierarchy, repetition, rhythm, pattern, unity, and variety (visual design principles) in their projects.	Formative: Graphic Organizer Design Element Examples Collaborative Learning Experiments Guided Practice Summative: Vocabulary Quiz	Students will create a proper flier with header, sub-heading body and pictures	ELA: learning new terms associated with Desktop Publishing MATH: Using file size to make decisions on quality print materials SCI: Create a scientific study that involves evaluating published samples for aesthetic and communication purposes.	Computers Desktop Publishing Software Visual Presenter

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.

Learning that works f

CTE™

YOU GOT

MONEY?

DID SOMEONE SAY BUDGETING?

Program Area Budget

*Use the form designated by your LEA

EXPECTED INCOME:

Maintenance of Effort Money   _____

State O & M Allocation   _____

Perkins Allocation   _____

CTSO Dues   _____

Fees (Class/Lab)   _____

Other (Fundraiser/Dues)   _____

Total   _____

EXPECTED EXPENDITURES:

Materials & Supplies   _____

Classroom Activities   _____

Equipment   _____

CTSO Affiliation   _____

CTSO Activities
(fieldtrips/community service/SLC)   _____

Total   _____

Prepared by: _____
              Teacher

Administration Approval: _____ Date _____
                              CTE Director

Learning that works for Alabama

CTE™

| 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 program.
    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** <u>ASE accredited program evidence</u>

*ASE accredited programs ONLY
Where indicated in the QPIs, validating evidence will be satisfied by uploading the following here **<u>in 2.1F</u>**:
    1) ASE Accreditation Certificate
    2) Current Form 14-1 if ASE accreditation was completed > 12 months prior to the TAPE review. |

Maintenance schedule can be provided for desk audit OR checked on site

Learning that CTE™

IT'S PREVENTATIVE MAINTENANCE

CTIP Sample

* Use LEA provi
form

*Sp
witl
den

Check the accommodations needed:

_____Student will be provided alternate assignments for skills/activities requiring (check as appropriate) the following:
- ☐ Use of sharp instruments
- ☐ Contact with body fluids
- ☐ Care of live patients during classroom live work assignments
- ☐ Use of hearing abilities
- ☐ Public speaking

_____Student will perform skills using sharp instruments under the direct supervision of teacher.
_____Student will perform skills containing body fluids under the direct supervision of teacher.
_____Student will work with a peer student when performing live work in the classroom.
_____Student will be allowed to use paper and pencil to calculate height during skill check off
_____Student will be responsible for a homework folder to record assignments.
_____Student will be seated in the front for skills demonstrations.
_____Assign a peer helper during skills practice.
_____Allow additional time in skills practice.
_____Alter anchor assignments to the appropriate level for student.
_____Student should be allowed to retake failed test after reviewing material with special

_____Student will perform skills using sharp instruments under the direct supervision of teacher.
_____Student will perform skills containing body fluids under the direct supervision of teacher.
_____Student will work with a peer student when performing live work in the classroom.
_____Other:

Learning that worl

CTE™

Modifications needed: (ONLY for students earning a certificate of attendance; do not modify safety requirements):

Preventative Maintenance

* Use form provided by LEA

Learning that works for Alabama
CTE™

Program Title: _____ Year: _____

Preventative Maintenance Schedule

Machines/Equipment should be checked routinely for problems and maintenance needs.
Please send maintenance request if a deficiency is found.

Instructor initials indicate the equipment was checked
1. Change the equipment list to match your lab needs.
    a. If equipment costs less to repair than to replace, it should be on the list.
2. Teach students/lab managers to do the initial check, and you evaluate their assessment.
3. You may adjust to check equipment more frequently if needed.
4. You can keep this posted in the lab and transfer to your binder annually.
Remove red verbiage prior to usage

Machine/Equipment	1st Semester Lab Manager	Teacher	2nd Semester Lab Manager	Teacher	Comments
Hospital Bed A	AS	DS			
Hospital Bed B	AS	DS			3/23/23 Turned in for maintenance and demonstrated shake to AS as a potential need for maintenance.
Hospital Bed C	AS	DS			
Hospital Bed D	AS	DS			
EKG Simulator	AS	DS			

2.1

Onsite reviews should take about 2 hours and REQUIRE A SUBSTITUTE FOR THE CLASSROOM TEACHER(S)
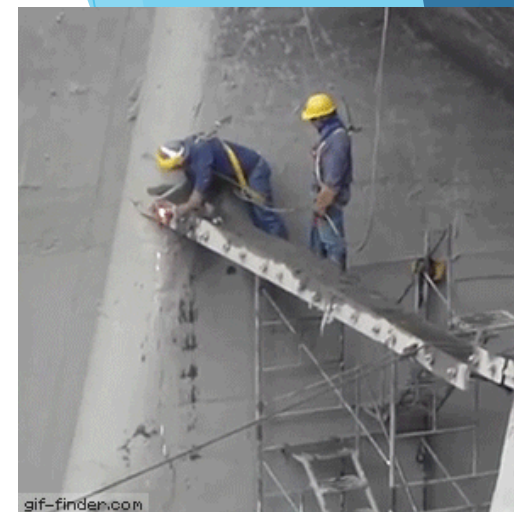
| 2.1.G
Use of Technology, Equipment, and Facility

Facilities

(ONSITE REVIEW) | ☐ A process to ensure safety and proper use of chemicals, facilities, equipment, and technology is provided and policies are posted for
    ○ evacuation procedures
    ○ medical emergencies, first-aid kit is in place and highly visible, eyewash is easily accessible and highly visible
    ○ emergency current interruption for power supply
    ○ Safety Data Sheets for each chemical in the program area
    ○ **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

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)
	○ Dated student certification OR
	○ Certification agency generated report with dates
	AND/OR
	☐ 84% > of students <u>**who sit for a certification exam**</u> (CRI) obtain a passing score
	○ SPP application report: Student Program Credentials Count – Schools **(provided by CTE Director)**
	▪ AIM Portal, CT Student Profile Tile, enter year/system/school, click Reports Tab, click "Credential – Student test counts- schools", export to XLS, sort by cluster and program

Program Guides for Approved CRIs:
https://www.alabamaachieves.org/career-and-technical-education/

- **CRIs are optional unless required by the LEA**
  - **LEA may require more than the minimum standards**

- **<u>IF</u> CRI is provided, at least 84% OF THE STUDENTS WHO TEST should pass**

CAREER READINESS INDICATORS (Credentials/Certifications)

Career Readiness Indicators (CRI) are credentials/certifications made available to all students enrolled in a program where career and technical skill proficiencies are aligned with industry recognized standards. CRIs are not available for all programs at this time. The credential provides proof that the student possesses the minimum skills required for entry-level employment. CRIs may be recorded on the student's high school transcript. Testing can occur at the discretion of the LEA Career and Technical Director depending on student readiness and pre-assessments required. It is the responsibility of the Career and Technical Director to ensure each program has a well-planned method for determining the readiness of students to attempt certification exams to maintain a high rate of student success. It is strongly recommended that the method for determining the readiness of students to attempt certification exams be driven by program data, classroom performance, and skill acquisition within the student's pathway. Only 10% of total funding for CRI exams can be used for students who attempt exams outside his or her enrolled program.

Career Readiness Indicators are listed in the grid in association with the Cluster and Program through which they are most commonly earned or most logically aligned.

It is the responsibility of the CTE Director to ensure each program has a well-planned method for determining the readiness of students to attempt certification exams to maintain a high rate of student success.
It is highly recommended this is driven by
- Program data
- Classroom performance
- Skill acquisition within the student's pathway

Break? 10 Minutes?

Learning that works for Alabama
CTE™

Let's start with other people's rules for fun!

▶ It is illegal to eat this , except with your hands, in Gainesville, Georgia?

▶ Fried Chicken

▶ It is NOT permitted to take this to the movies in Baltimore, Maryland.

▶ A Lion

▶ Drinking this is MANDATORY in Utah.

▶ Milk

▶ Nobody can cross state lines with one of these on their head in Minnesota.

▶ A Duck

QPIs 3.1

Program Pathway Implementation

Learning that works for Alabama
CTE™

3.1

3.1.A Program Scheduling	☐ Daily Schedule(s) for all teachers, provides evidence that CTE Program includes a sequence of 3 courses provided over a two-year period as evidenced by the student information system (PowerSchool) ☐ CTE teachers have 30 minutes or more of uninterrupted preparation/planning time ☐ OR, ASE accredited program evidence in 2.1F, do not duplicate

- ## Print from PowerSchool
  - ### Best practice:
    - Progress in rigor - Foundational, Concentrator, Capstone
    - Only one foundational course counts towards the three

Learning that works for Alabama
CTE™

Students with greater exposure to CTE are more likely to graduate from high school, enroll in a two-year college, be employed and earn high wages.

3.1

3.1.B
Parent/Guardian
Involvement
	☐ Parents/guardians are provided at least **two** opportunities through student/parent/ teacher meetings and annual open houses in the CTE lab, as evidenced by DATED documentation of <u>one or more of the following</u>:
	    o Social media post screenshots
	    o Newsletters
	    o Website screenshots
	    o Emails
	    o Parent sign in sheets, etc.

	☐ Parents/guardians are apprised of program activities as evidenced by DATED documentation of <u>one or more of the following</u>:
	    o Social media post screenshots
	    o Newsletters
	    o Website screenshots
	    o Emails
	    o Parent sign in sheets, etc.
	☐ OR, <u>ASE accredited program evidence in 2.1F, do not duplicate</u>

STUDENTS WITH INVOLVED PARENTS/GUARDIANS ARE MORE LIKELY TO:

Attend school regularly   Have a positive attitude towards school   Earn good grades   Have good behavior   Have stronger relationships

"

The decades of research highlighting families' powerful influence on positive student outcomes, coupled with the critical data revealing that families' engagement in their child's learning has more than twice the effect on student test scores than socioeconomic status or level of educational attainment, underscores how essential family engagement is as an educational intervention.

"Unlocking the Power of Family Engagement for Equitable Educational Outcomes" Elisabeth O'Bryan 3/20/2024

Alabama State Department of Education

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
	   ○ 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
	   ○ 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
	   ○ 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

3.1.D
Advisory
Committee
Program of
Work
	☐ Members develop and approve a program of work (POW) each year for the program area which includes the following:
	   ○ Date POW was developed
	   ○ Objectives
	   ○ Activities
	   ○ Timelines
	   ○ Committee member responsibilities
	☐ OR, ASE accredited program evidence in 2.1F, do not duplicate

3.1

I'M HERE TO STEAL YOUR CAR
BECAUSE, WELL, THAT'S MY JOB.

3.1.E Marketing, Public Relations, and Community Outreach	☐ Marketing activities reflect the value of the program to students as described in the school's printed literature and website and evidenced by one or more of the following: • Screenshots of website • Screenshots of social media program promotions • Brochures • School newspapers • Other items as applicable ☐ OR, ASE accredited program evidence in 2.1F, do not duplicate

How do the students know that your program is there and what it offers?
*Screenshots and newspapers should be dated. Brochures do not need a date.

What's in Schoology

Template and Sample, Advisory Meeting Minutes

Advisory Committee Meeting Minutes

Program Area:

Location:

Date:

Called to order at

Determined a quorum: _____ of _____ members present.

Members in attendance: _ (can attach copy of sign in or roster w/ roll call)

Review and approval of minutes:

Old Business:

Should include discussion details for a minimum of the following items

1. Evaluation of progress towards current program of work
2. Follow up on previous meeting action items

New Business:

Should include the discussion details for a minimum of the following items

1. Local workforce data review — (at least 1 meeting/year)
2. Review of program course offerings — (at least 1 meeting/year)
3. Review of possible credentials for the program — (at least 1 meeting/year)
4. Committee suggestion for courses AND credential — (at least 1 meeting/year)
5. Creation AND approval of the upcoming program of work — (at least 1 meeting/year)

Health Science Advisory Committee
PROGRAM OF WORK

| Program Goal(s) Alignment to Workforce Data	Objectives	Activities	Committee Responsibilities	Time Line	Results
1. Use workforce data to determine classroom needs.	1. Maintain a health science program that meets the current workforce needs of the community and the student	1. Review the mission and vision of ECTC 2. Review job market for program area 3. Discuss current workforce trends in their establishments	(ALL) Review Mission and vision for relevant to current workforce needs. (ALL) Review health science curriculum and suggest courses/sequencing.	June	Mission and vision remain relevant Classroom curriculum remains relevant., no suggested changes to course or sequencing. Just add content for PCT CRI.
2. Develop a resource list of local agencies/ individuals who could provide resources to the classroom that enhance education.	1. Identify community resources that will help support or contribute to the Health Science Program.	1. Identify items most needed 2. Review each Advisory member's knowledge regarding resource opportunities. 3. Provide guest lecturers and opportunities for field trips.	Compile Brainstorm ideas (Lisa): speakers, clinical sites, supply donors, scholarship opportunities, etc. (Dana) Share out list to members. (Each member) Bring community resource ideas for each brainstorm idea to next meeting, with contact information.	August 1 August 15 Dec.	
3. Use Advisory knowledge, current job needs and workforce data to drive classroom credentials	1. Determine the best credentials and stackable certifications to offer to the ECTC Health Science student based on current data and local workforce trends	1. Identify job openings within one's business or organization. 2. Review and discuss possible credentials for the program. 3. Suggest the most relevant CRIs and stackable credentials for the program	(Dana) Contact credentialing agency. Become a proctor for the CRI. Register the CTC as a testing site. Add the CRI material to instruction.	August 15 Sept - May	

Sample POW

AND Sample Committee member list

QPIs 4.1

Technical Updates
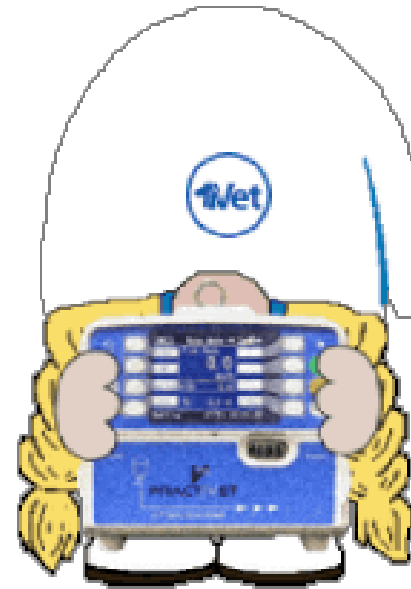
Even if you are on the right track, you'll get run over if you just sit there!

Learning that works for Alabama
CTE™

4.1 Technical updates

Quality Program Indicator (QPI)	Indicator/Verification of Compliance

4.1.A
Technical Updates
 	
290-6-1-.07
(3)
	☐ Each CTE teacher in this program has had at minimum of:
	   o 8 hours of technical update in their specific program area, if 9-month contract, **OR** 16 hours of technical update in their specific program area, if teacher has an extended contract (9.5 months or greater)
	   o Evidenced by:
	      ▪ Documentation of hours, in applicable workforce area, obtaining content knowledge NEW to the teacher
	      ▪ PD Certificates listing workforce related content knowledge NEW to the teacher **AND** the number of hours earned learning the content
	☐ OR, <u>ASE accredited program evidence in 2.1F, do not duplicate</u>
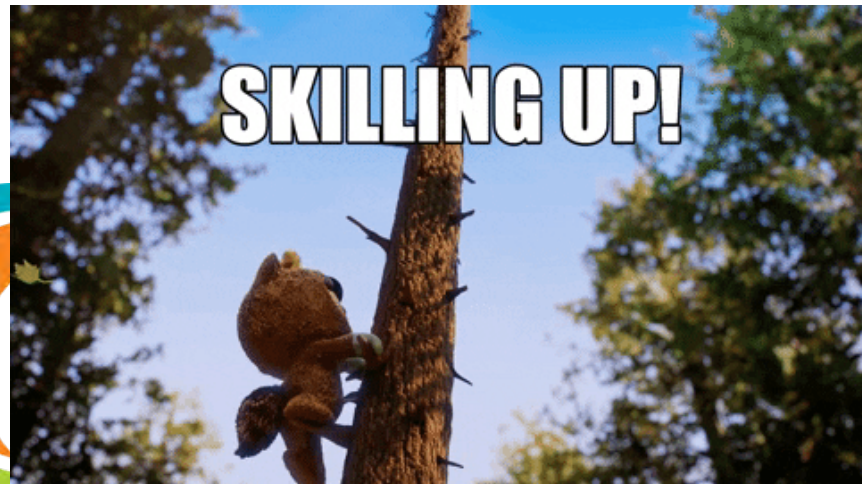
- CURRENT workforce related trends, content, or skills

- NEW information to THAT teacher

- NOT standard professional development
  - e.g., classroom management, new fire drill policies, etc.

What's in Schoology

Sample Conference Certificate

SAMPLE FORM

CTE Technical Update Verification Form

Insert school logo here

Certificate of Attendance

1.5 hours of new sports medicine wrapping techniques for ankle and wrist.

ALACTE
Alabama Association for Career and Technical Education

awarded to

Dana Stringer

for attending the Alabama Career and Technical Education Professional Development Conference
November 16-18, 2020 · Virtual Conference

Building The Future Workforce Today

ALACTE

Technical Awareness Hours: Not to Exceed 15.75 Hours

School or LEA Administrator

Dr. Eric Mackey, Alabama State Superintendent of Education
Alabama State Department of Education

CTE™

Date

Teacher Name

Teacher School

Program Area

Contract Length:

☐ 9 months ☐ 10 months ☐ 11 months ☐ 12 months

Location of Technical Update Hours

Number of hours earned

New program area workforce specific content learned, please list below:

1	
2	
3	

Template/Sample Technical Update Form

QPIs 5.1

Program Area Work-Based Learning

5.1

5.1.A
Program Area Work-Based Learning
(All programs except Cooperative Education)

ALL Programs

☐ 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

Learning that works for Alabama

CTE™

ALL OF THEM

Job Shadow

Students at_____ in the _____ CTE Program will have the opportunity to participate in a Job Shadow. A Job Shadow allows students to observe, first-hand, what a job/career is like in the workplace by visiting an actual work site. The student will gain a better understanding of the identified career and may begin to make connections between their talents, skills, and interests and the career. Overall, the job shadow experience will help students make viable e...

Student's responsibilities BEFORE the Job Shadow:

The student will:

1. Update and review his/her career interest inventory to ensure that his/her career interests align with the proposed job shadow.
2. Check with the CTE Program instructor for a checklist of experience/observation expectations
3. Obtain signatures from parent/guardian and counselor/WBL Coordinator on the Job Shadow Permission Form, including transportation arrangements.
4. Assure that you know the date, time, and location of job shadow.
5. Turn in a copy of the signed Job Shadow Permission Form to _____
6. Inform all teachers of the scheduled job shadow prior to the day of the job shadow appointment. The student will be responsible for obtaining and completing all missing assignments as a result of class time missed; and,
7. Complete any industry specific pre-job shadow requirements such as safety orientation

Student's Responsibilities AFTER Job Shadow is completed:

The student will:

1. Bring a copy of the completed Job Shadow packet to_____, at _____ to verify job shadow experience was completed.
2. Complete and send a thank you note to the company/supervisor.
3. Complete and turn in all missed classroom assignments by their due date.

Student Evaluation

(To be completed at the job shadow site by Site Supervisor at end of job shadow. This evaluation is to be placed in the attached envelope and sealed by the supervisor.)

Student Name: _____ **Date:**_____

Name of Business: _____ **Supervisor:**_____

PLEASE ATTACH A BUSINESS CARD IF POSSIBLE.

Supervisor Signature:

_____

5.1.B

And leaving them unsupervised?
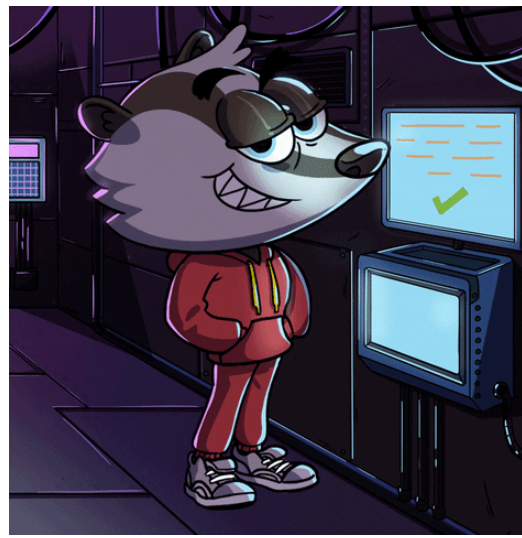
5.1.B
Program Area Off Site
Live Work
(If Applicable to Program)
	☐ Student reports or evidence of off campus work-based learning experiences
	    o Daily sign in/out sheets
	    o Logs of the students' work-site activities/experiences
	    o Student evaluations
	
	☐ There is a written agreement/clinical training agreement with every off-campus work-based learning site and the school
	
	☐ OR, ASE accredited program evidence in 2.1F, do not duplicate
	
	Clarification:
	Programs with students receiving unpaid instruction during normal school hours and through hands-on live work at local businesses should have an agreement between the two entities addressing safety & instruction (i.e., orientation to facility and safety standards, supervision, performance evaluation, skills to be performed, etc.) Health Science Internships and SAEs are examples of program activities that would require written agreements.
	If this in not offered in the program, indicate N/A on the Form 14-1 and in Cognia

QPI 5.1.B
Program area work-based learning

Off site live work

▶ **Definition: Graded, unpaid instruction through work performed**

    ▶ <u>**Off school grounds**</u> **AND**

    ▶ <u>**During school hours**</u>

▶ **Any program could have this, but it is frequently seen in the following**

    ▶ **Health Science**

    ▶ **AFNR**

    ▶ **Finance (Bank)** **(determined by who is supervising students)**

▶ **Only need documentation if this is offered, otherwise it is N/A**

Learning that works for Alabama

CTE™

QPIs 5.2
Cooperative Education

5.2

5.2.A
Cooperative Education
(Co-Op)
 	
(4)
	☐ There is ongoing formal communication between the school and the employer providing the work-based learning to ensure quality experiences for students and employers
	    o Student evaluations
	    o Communication logs
	☐ Coordinator attends one (1) hour of annual child labor law training
	    o PowerSchool records
	      AND/OR
	    o PD Certificates
	☐ There is a formal training agreement and training plan with every off-campus work-based learning site and the school for each student, as evidenced by random on-site audits of the following:
	    o Training agreement
	    o Training plan

Learning that works for Alabama

CTE™

Annual Compliance: Form 14-1

- ► <u>CTE director</u> completes a full review of each program annually

- ► Documented with Form 14-1
  - ► Streamlined for convenience
  - ► Use the TAPE document for full descriptors

If we ALL do our jobs, it should equal ...

STUDENT success!

Would you rather be the carrot, the egg, or the coffee bean?

Learning that works for Alabama

CTE™

Alabama State Department of Education
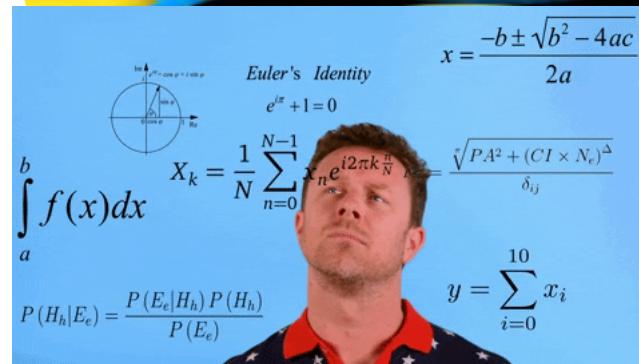
► Dana Stringer

▸ dstringer@alsde.edu

▸ 334-694-4755

▸ 334-322-4988 (cell)

► Mark McGhee

▸ Mark.mcghee@alsde.edu

Learning that works for Alabama

CTE™

Schoology Groups for Teachers

ALSDE Teaching and Learning Platform   Schoologyenrollments@alsde.edu

TAPE

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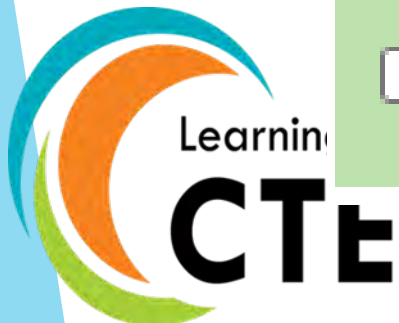
Access Code

FMKH-S6QJ-5VR47

☐ Require approval

POIs

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

Access Code

QKHC-KW8Q-DFCXQ

☐ Require approval

Learning CTE

HELPFUL LINKS

ALSDE Website:

CTE Landing Page

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

24-25 TAPE Open Office Hours

https://us04web.zoom.us/j/77705486961?pwd=vbmSjw0FbvjbRUQtfbrbxsayqyRP2g.1

Dana Stringer's Contacts

https://poplme.co/rrLXptSu/share

Learning that works for Alabama
CTE™

"

Sometimes the smallest step in the right direction ends up being the biggest step in your life. Tiptoe if you must, but TAKE THE STEP.

- source unknown

Alabama State Department of Education