

Tool for Assessing Program Effectiveness (TAPE): 101

Pathway to Success

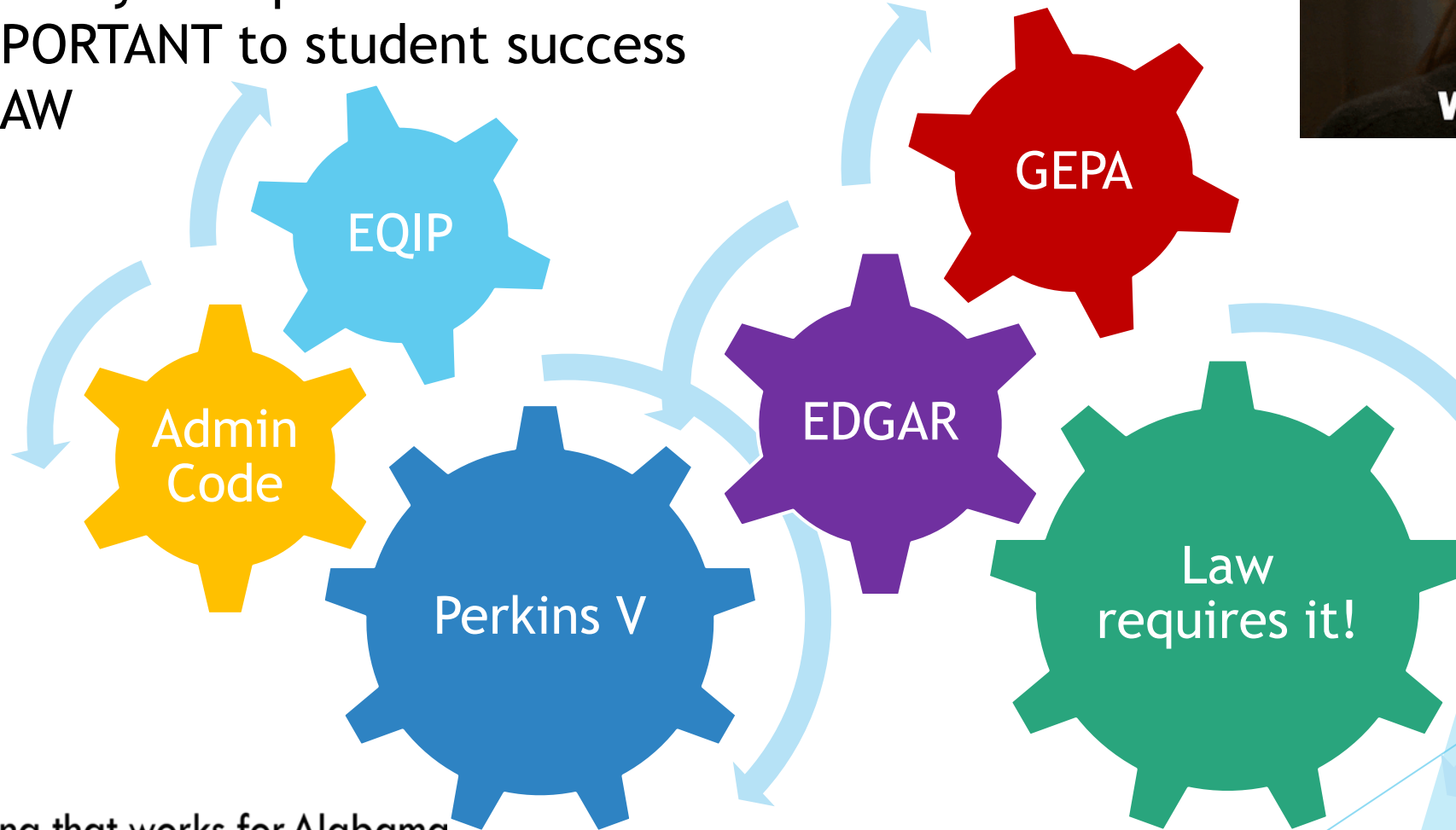
Career and Technical Education
Quality Review Process

2025



Why do we review?

Inspect what you expect
CTE is IMPORTANT to student success
It's the LAW



TAPE:

ONE section of the EQIP (Evaluation of Quality Instruction of Programs)

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



School System



ALSDE

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



BOTH must work with intention and integrity to succeed



Study the
picture
You have 10
seconds to
memorize the
red items...

I will have
questions...



YOU set the standards in your room/school!

Activity: Make sure 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

Small changes/decisions can have a big impact:
They pay attention to everything you do...



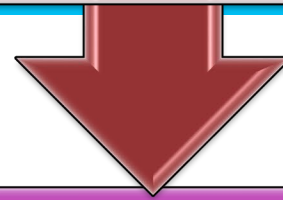
CTE Director Timeline

Pre - Review

May:
Compliance Monitoring Schedule
released

June:
Program Information Request

August:
TAPE Review Dates released

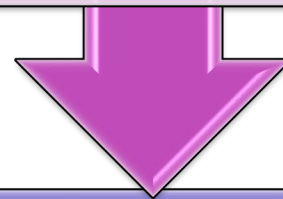


Review

Month Prior:
Confirm Programs

15th, Month Prior:
Notification of Programs for Review
& Cognia Opens

Review Month:
Evidence Uploads – Prior to 1st



Post - Review

10 Days Post:
Provide Additional Evidence & Findings Posted

12 Months Post:
Deadline to Clear ALL Findings



TAPE Program Improvement Plan

Reviewed 03/25/2024

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:

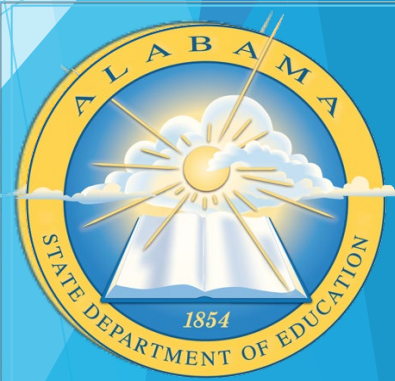
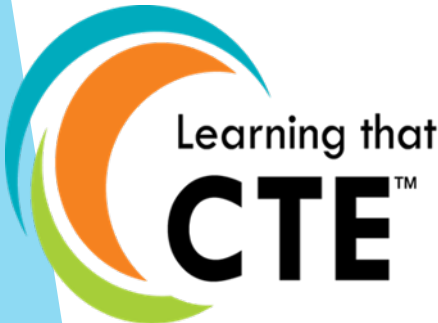
Name	Email Address	Phone Number

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
				<input type="checkbox"/>		



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 Third Monday of the Month, 1 – 1:30 pm CST
 - ▶ Not open on state holidays

Contacts

- ▶ TAPE Quality Program Indicators (QPIs)
 - ▶ TAPE@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

Accessing Resources: Schoology GROUP for teachers


- ▶ **Now:** email schoologyenrollments@alsde.edu
- ▶ Request a login for the ALSDE Teaching and Learning platform
 - ▶ "I am requesting login access to the ALSDE Teaching and Learning Platform. Please let me know if any additional information is needed to complete this request."
- ▶ There is a QR code and access code at the end of this presentation which will allow you to join once you have the login



schoology®



Schoology Group and Folders




COURSES

GROUPS


RESOURCES

TOOLS


roups




TE Overview Group



TE Plans of Instruction



CTE Plans of Instruction Development



CTE TAPE Review Resources

Canva for Education

Conferences

Edit Picture

Group Options

Albums

Members (857)

Resources

Conferences

Information

Edit

and other resources designed to promote quality CTE programs across Alabama

Leave this group

25 26 folder

Videos

Templates/Samples

CTE TAPE Review Resources

Resources

Add Resources

Options

☐

Title

☐

25 - 26 TAPE Resources

Updates materials are being added here for next year

Added by You · Apr 8, 2025

☐

24 25 TAPE

Forms: TAPE review Tool, 24 25 List of Secondary Programs by Cluster, Form 14-1, LEA TAPE Processes and FAQ document, Program Improvement Plan (PIP)

Added by You · Aug 29, 2024

☐

TAPE QPI Informational Videos

Videos for each TAPE QPI, 6 minutes or under unless indicated differently in the title

Added by You · Aug 25, 2023

☐

Sample Documents and Templates

Your LEA may have system forms for many of these activities. Ask your CTE Director if in doubt.

Added by You · Dec 9, 2024

☐

Lesson Plans for CTE and TAPE with Kuder Integrating Core Content

<https://help.kuder.com/en/articles/9639630-alabama-educators-cte-lesson-plans>


Added by You · Sep 10, 2024

☐

Archived Material

Resources from prior years

Added by You · May 2, 2024



TAPE DOCUMENT FORMAT

Rationale

Quality Program
Indicators (QPIs)

Expected Evidence

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.

2 = MEETS
standard

Quality Program Indicator (QPI)	Indicator/Verification of Compliance	Compliance			Comments
		1	2	N/A	
1.1.A Program of Work (POW)	<input type="checkbox"/> A Program of Work for the CTSO which includes: <ul style="list-style-type: none"> • Goals • Activities, to include co-curricular activities • Timelines • Member responsibilities • Responsibilities of EACH program area teacher 				
1.1.B Membership / Affiliation	<input type="checkbox"/> A <u>copy of the check</u> for membership payment OR a <u>zero-balance invoice</u> . AND <input type="checkbox"/> A <u>membership roster</u> , from the national/international organization, matching the payment amount.				
CTSO Meetings	<input type="checkbox"/> CTSO Meeting Minutes (minimum of four within the last 12-month period) which include: <ul style="list-style-type: none"> • 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

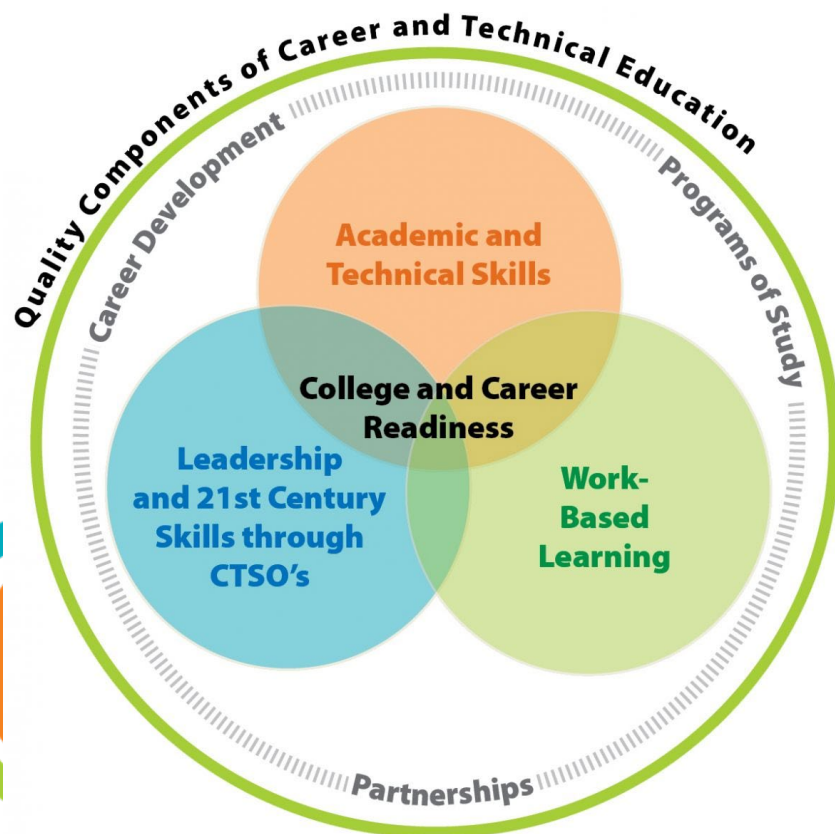
EPIC Level Quality Performance Indicators Evaluated separately and ONLY at the request of the LEA

- ☐ ALL students affiliate and participate in the appropriate CTSO as evidenced by:
 - 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.
 - Registration invoice
- AND**
 - 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.

COMMENTS:

QPIs 1.1

CTSOs



CTSOs and AL Administrative Code

16

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



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.



QPIs 1.1 CTSOs



Quality Program Indicator (QPI)	Indicator/Verification of Compliance
1.1.A Program of Work (POW)	<input type="checkbox"/> A Program of Work for the CTSO , created by the members , which includes: <ul style="list-style-type: none"> • Goals • Activities, to include co-curricular activities • Timelines • Member responsibilities • Responsibilities of EACH program area teacher
1.1.B Membership / Affiliation	<input type="checkbox"/> A copy of the check for membership payment OR a <u>zero-balance invoice</u> , for affiliation with an approved CTSO for the program area. AND <input type="checkbox"/> A <u>membership roster</u> , from the national/international organization, matching the payment amount.
1.1.C CTSO Meetings	<input type="checkbox"/> CTSO Meeting Minutes (minimum of four within the last 12-month period) which include: <ul style="list-style-type: none"> • 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	<input type="checkbox"/> List of CTSO officers.

Sample: Program of Work

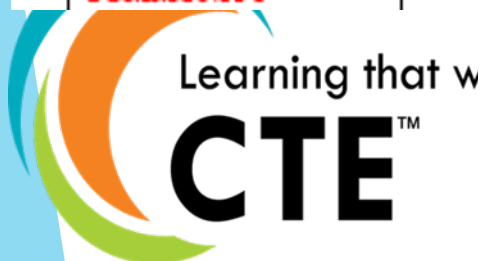
Insert CTSO logo here

HOSA SAMPLE CHAPTER
PROGRAM OF WORK
YEAR _____



GOALS FOR THE CHAPTER ASSOCIATION CTSO MEMBERS choose these. What are THEIR priorities for CHAPTER improvement?	ACTIVITY PLANS FOR ACHIEVING GOALS (Must have at least one co-curricular activity) CTSO Members choose these as well. How do they plan to make sure they meet their goal...realistically?	TIMELINE	RESPONSIBLE MEMBER	CTSO ADVISOR RESPONSIBILITY Advisor helps keep students realistic as they develop the POW
EXAMPLE: INCREASE MEMBERSHIP	<ol style="list-style-type: none"> Returning members will share experiences with each new class Acquire at least 3 sponsors for CTSO affiliation dues for disadvantaged students <ol style="list-style-type: none"> Each member attempts to solicit at least one Provide LEA donor form for any sponsor Place sponsor on school signage Create a CTSO bulletin board highlighting activities and opportunities Use social media to highlight chapter activities Put chapter activities on the school website and add to the school "news videos" 	<ol style="list-style-type: none"> First two weeks First six weeks First four weeks Within 1 week of each activity Two weeks prior to activity and within 1 week post activity 	<ol style="list-style-type: none"> Returning members All members attempt at least one sponsorship 2a-b. Advisor HOSA officers or 2-3 specific student names Reporter Reporter 	<p>Schedule member speaking time</p> <p>Document sponsors</p> <p>Deposit funds</p> <p>Provide form to members</p> <p>Provide donor logo to school</p> <p>Provide BB supplies</p> <p>Approve submissions prior to posting</p>
EXAMPLE: PARTICIPATION IN COMMUNITY				

- ▶ Programs of work are usually the top 3-5 things the members want to work on and improve for that year for their LOCAL chapter.
- ▶ These are their chapter improvement goals.
- ▶ They learn through the creation of their own LOCAL POWs, and you improve your chapter through the implementation of LOCAL POWs.



Sample: Minutes w/ community service and financials

Somewhere inside the four sets of minutes

- ▶ Creation AND approval of the POW
- ▶ Discussion and voting on community service
- ▶ Evaluation of community service
- ▶ Financial expenditures

AGENDAS ARE NOT MINUTES



HOSA Chapter Minutes

Date of Meeting: March 1st, 2023

The meeting was called to order at 2:00 pm by President, James Smith.

The Secretary, Meg Sanders, determined a quorum as 70 out of 91 members were present. (see attached roster)

The pledge was led, and the HOSA creed recited by the Parliamentarian, Nicole Peek

The minutes were read by Meg Sanders and approved by majority vote.

The treasurer's report was presented by Chad Smith. No discussion followed.

The following unfinished business was discussed by James Smith:

T-shirts: design has been sent to the printers. Last day to order is Friday.

HOSA Day at UAB Fieldtrip: Forms are due April 1st without exception.

Program of Work: Satisfied with progress towards each goal. No alterations needed.

The following new business was presented by James Smith:

- Next month's community service projects were nominated and voted on, by majority vote the spring project will be "Be the Match". Todd Kirkland will be the chairperson of this activity.
 - Other projects nominated were as follows: blood drive, canned food drive, and nursing home prom
- Next month's speakers were nominated and voted for, by majority vote the April speaker will be Cathy Dobbs from the National Pediatric Cancer Foundation. Meg Sanders is designated as the contact for this speaker.
 - Other speakers nominated were as follows: an embalmer, an EMT, and a former student
- Fundraisers were nominated and voted for. By majority vote, Ozark Delight sucker sales was chosen as our next fundraiser.
 - Other fundraiser nominations were as follows: car wash, bake sale, and meat sticks
- Distribution of HOSA money by majority vote: Money will be spent on HOSA supplies, fieldtrips, state/national competition, community service and other items as deemed necessary by the advisor.

The meeting was adjourned by James Smith at 2:45pm.

Secretary Signature: _____

A handwritten signature in blue ink that reads "Meg Sanders". The signature is written over a horizontal line.



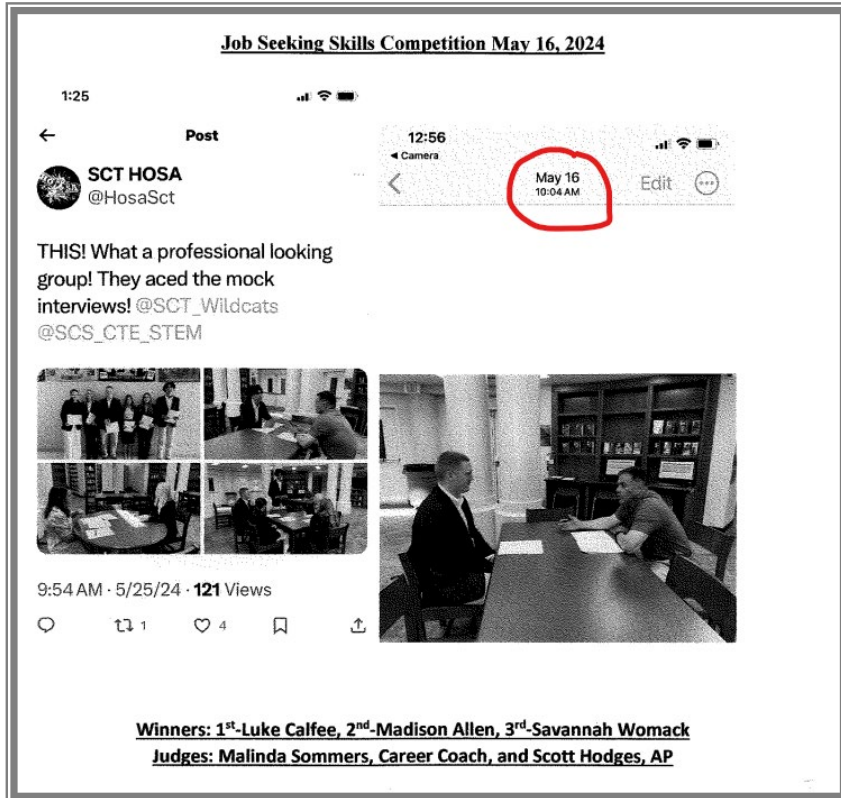


QPIs 1.1 CTSOs



1.1.E Competitive Events / Activities	<div><input type="checkbox"/> CTSO registration for student participation in state or nationally sponsored CTSO competitive events (regional, district, state, or national level)</div> <div>OR</div> <div><input type="checkbox"/> Proof of a local sponsored event(s) using CTSO competitive event guidelines (description, complete copy of event guidelines/technical standards with DATED pictures, articles, or social media posts, etc.)</div> <div>AND</div> <div><input type="checkbox"/> List of judges used to score the local event. (Should not be the teacher or other students)</div>
1.1.F Learning Through Community Service	<div><input type="checkbox"/> 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)</div> <div>AND</div> <div><input type="checkbox"/> Picture evidence of community service activities, to include a description of event AND dates. Examples include:<ul style="list-style-type: none">• 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</div>

Local CE Evidence



Dated Pictures

Dated pictures from their social media page

Job Seeking Skills Event
SHS Library-May 16, 2024

→ **Six Therapeutic Services students were formally interviewed for entry level positions using competitive event guidelines from HOSA event**

→ **Judges:** Malinda Sommers, Career Coach
 Scott Hodges, Assistant Principal

Therapeutic Services winners:
 Luke Calfee, 1st place
 Savannah Womack, 2nd place
 Madison Allen, 3rd place

Description and Judges

- Described the local event and used HOSA members
- Provided a list of judges that were NOT the teacher or other students

Job Seeking Skills

Leadership Event

Eligible Divisions: Secondary & Postsecondary / Collegiate	Round 1: Interview	Digital Upload: YES
Solo Event: 1 competitor		

New for 2024 - 2025
 Editorial updates have been made.

Event Summary
 Job Seeking Skills allows HOSA members to gain the knowledge and skills required to apply and interview for employment and internship opportunities (for college, medical school, professional career, etc.). This competitive event requires competitors to prepare a personal statement and resume and then participate in a mock job interview with judges. This event aims to inspire members to learn more about applying and interviewing for health-related positions and experiences.

Sponsorship
 HOSA-Future Health Professionals is appreciative for the sponsorship of Job Seeking Skills by [CareerSafe](#).

Dress Code
 Proper business attire or official HOSA uniform. Bonus points will be awarded for [proper dress](#).

Competitor Must Provide

- Personal Statement and Resume submitted to the HOSA Digital Upload System (Check with your advisor to determine regional/area or SLC requirements and deadlines)
- [Photo ID](#)

General Rules

1. Competitors must be familiar with and adhere to the [General Rules and Regulations](#).
2. Before competing in this event at the State Chartered Association or International Leadership

Complete Copy of Event Guidelines/Standards

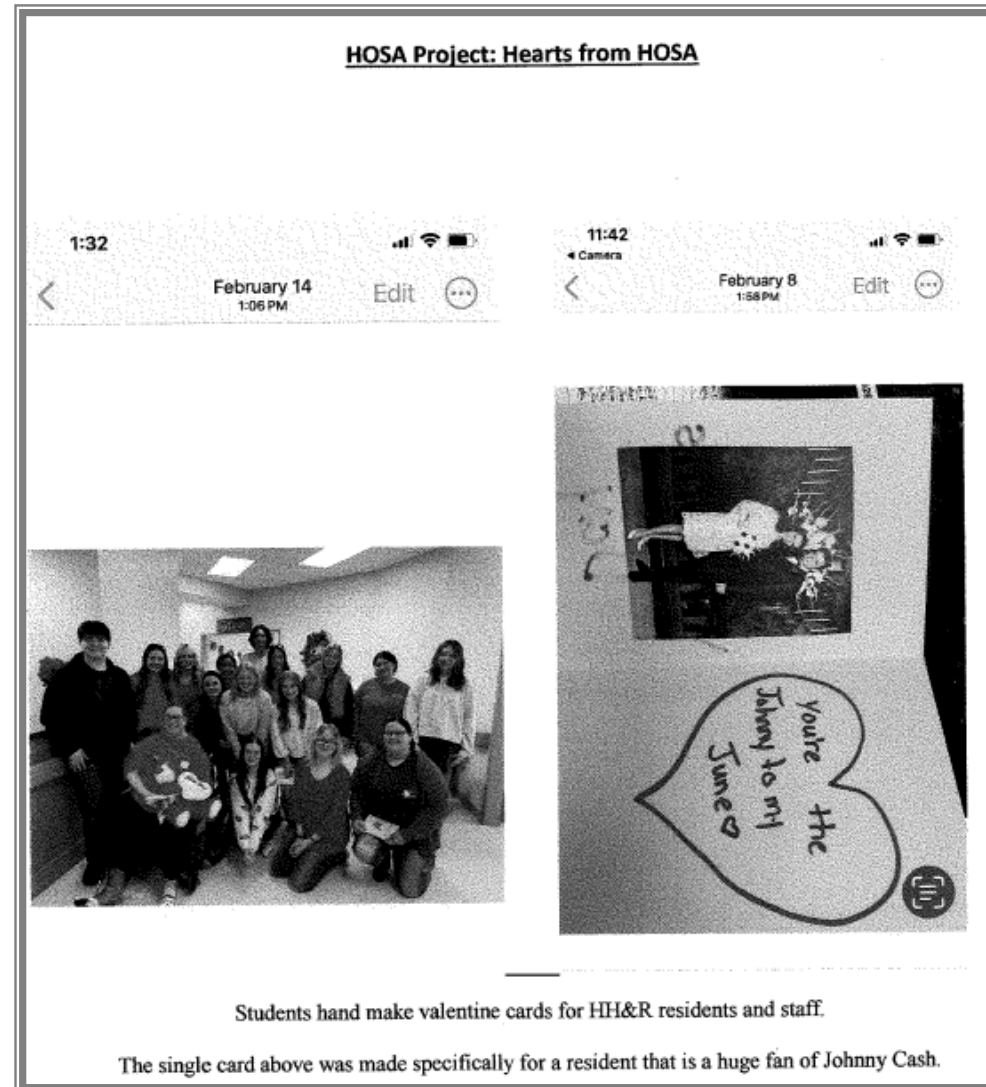
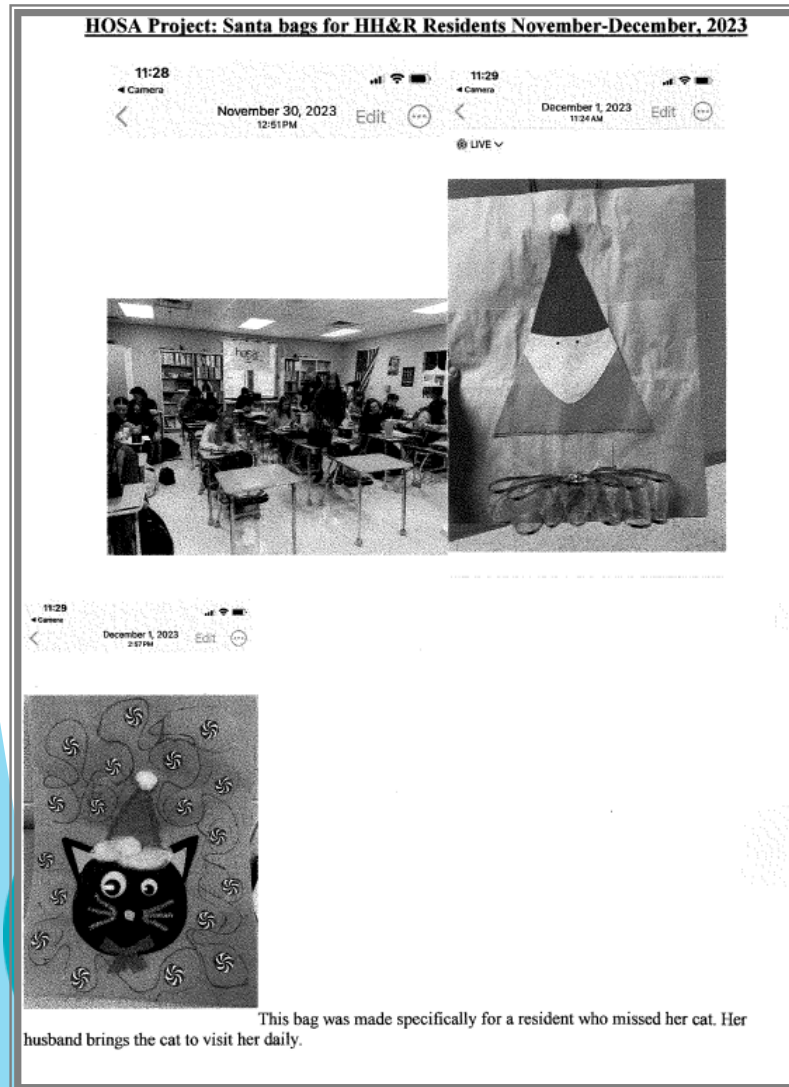
- These will come from the CTSO website or advisor portal



CTSO Community Service

Dated Social Media Posts

- Includes pictures, description AND date
- Other evidence is acceptable if it meets the requirements above
- This should also be evident in your CTSO meeting minutes



QPIs 1.1 CTSOs

<p>1.1.G CTSO Integration as an Integral Part of the Curriculum</p>	<p>❑ Evidence demonstrating the <u>integration</u> of the CTSO related to the curriculum <u>content standards</u>. Examples include:</p> <ul style="list-style-type: none">○ Lesson plan(s) with integrated CTSO activities related to course content standards<ul style="list-style-type: none">▪ Not the introduction of the CTSO○ 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:<ul style="list-style-type: none">▪ Job interview skills▪ Career exploration▪ Debate format to express ideas▪ Public Service Announcements▪ Skilled events related to the content standard○ 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:<ul style="list-style-type: none">▪ 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.)
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CTSO Integration

Lesson Plan (page 1)

HEALTH SCIENCE LESSON PLANS Kathy Potter, R.N.	
COURSE:	Foundations of Health Science
MODULE TITLE:	Career Opportunities
ESSENTIAL QUESTION:	What skills and knowledge are essential for success as a healthcare worker in the 21 st century?
BACKGROUND/ PREPARATION:	Students have researched careers and practiced presentations.
OVERVIEW/ ANNOTATION:	Students will explore health science pathways and careers and the healthcare team.
CONTENT/STANDARD:	1. Describe health science pathways and careers. 2. Describe roles and responsibilities of individuals as members of a health care team. 3. Compare health care delivery systems for services, types of facilities, and access to care.
EVALUATION:	Evaluate students understanding of educational requirements for 10 Health Careers by listing the career, duties, and employment opportunities of each. Grade assignment sheets for Unit 2 and answers on Unit 2 test. Evaluate student response to application activities, grade assignment sheet Unit 1, grade answers on Unit 1 test to determine student knowledge. (written, oral reports, projects)
TOTAL DURATION:	24 Hours
SKILLS:	R-Reading Skills, W-Writing Skills, C-Communication Skills, IR-Interpersonal Relationship Skills, CL-Computer Literacy Skills
PRIMARY LEARNING OBJECTIVES	
AFTER COMPLETION OF THIS MODULE, STUDENT WILL BE ABLE TO:	
<ol style="list-style-type: none"> Understand the steps in securing healthcare jobs. Contrast the differences between certification, registration, and licensure Explain the educational requirement for healthcare jobs. Define the four levels of training in healthcare careers. Describe at least 10 different health careers by including a definition of the career, three duties, educational requirements and employment opportunities. Complete interview process with one local health professional and present this to the class. Interpret at least 10 abbreviations used to identify healthcare workers. Accurately complete an application for employment. Write a cover letter. Develop a resume. Participate in a mock interview with classmate. Describe at least three services offered by non-profit agencies. Correctly spell, pronounce, and define vocabulary words. Describe at least eight types of health care facilities. Explain the purpose of organizational structures for health care facilities 	<ol style="list-style-type: none"> Identify at least three current trends or changes in health care. Analyze at least two government agencies and the services each one offers Compare the basic principles of at least four different health insurance plans. Explain the purpose of organizational structures for health care facilities. Identify at least three current trends or changes in health care. Define, pronounce, and spell vocabulary words. Complete project and present to class.

Lesson Plan page with integration activities

LOCAL HEALTH CAREERS	Why or why not?		
Assign Healthcare Career Exploration/Interview Project		Computer Mobile Lab	10 hours
ASSESSMENT STRATEGIES			
Written evaluation.			
Project presentation rubric.			
REMEDIATION/ACCOMMODATION			
Peer teaching in group activities.			
Access to Word Processor or transcription recorder.			
CTSO ACTIVITY			
Job Seeking Skills		HOSA National Recognition	
Interviewing Skills		HOSA Rubric	
COURSE/PROGRAM CULMINATING PRODUCT			
Career Research Project with report, poster, handout, activity and presentation			

Learning that works for Alabama

CTETM



Inside the Schoology Group

Template Officer List

Insert CTSO logo here

PROGRAM OF WORK CHAPTER
YEAR



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.

Template and Sample CTSO POW



(Exchange CTE Logo with CTSO logo or just add CTSO logo)

(Delete or add office titles as needed to meet your CTSO needs)

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

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.			



Inside the Schoology Group

Still contains templates/samples of POW, Agendas, Minutes, Officer Lists, etc.

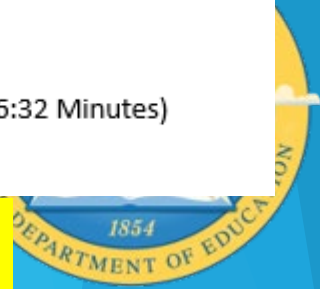
Ord.	Agenda item	Description
1	Reading and approval of minutes	<ul style="list-style-type: none">▶ The secretary must introduce the previous meeting minutes.▶ The board members can approve or amend the meeting minutes.
2	Reports of Officers, Boards, and Standing Committees	<ul style="list-style-type: none">▶ Responsible officers provide reports and recommendations.▶ Other participants may take action regarding the reports' recommendations.
3	Reports of Special Committees (select or ad hoc)	<ul style="list-style-type: none">▶ Attendees listen to temporary committees, such as crisis management or sustainability.
4	Special orders	<ul style="list-style-type: none">▶ Attendees bring up specific or urgent business matters, such as resolutions, elections, or emergencies.
5	Unfinished business matters and general orders	<ul style="list-style-type: none">▶ Participants discuss business matters from previous meetings (unfinished business) and important but postponed questions (general orders).
6	New business matters	<ul style="list-style-type: none">▶ Board members bring up previously undiscussed business questions.

Agenda explanations

Helpful Meeting Links

1. How to Run a Meeting: Robert's Rules of Order Best Practices
 - a. <https://board-room.org/blog/meeting-management-according-to-roberts-rules-of-order/>
2. Video: Parliamentary Procedure Meeting Basics (15 minutes)
 - a. <https://youtu.be/FfnBGolKmbM>
3. Video: How to use a Gavel
 - a. <https://youtu.be/hHB4TLwxbaw>
 - b. Some other references indicate you rap once to call a meeting to order
4. Video: Mock Meeting using Robert's Rules of Order with Claudia Gray (45 minutes)
 - a. <https://youtu.be/eDBWugs7EIE>
5. Video: Robert's Rules Made Simple - How to be an effective chair (What to say when) (8 Minutes)
 - a. Making an intervention in a meeting
 - b. <https://youtu.be/uvLDlPlxaRg?si=oykvflu3BpZ5SIML>
6. Video: Robert's Rules Made Simple - How to debate effectively in meetings (6:32 Minutes)
 - a. <https://youtu.be/iZ5tiXlJmZI?si=KrRlf-iG0arOsLKz>

Links to short tutorials



QPIs 2.1

Quality Instruction

You can spend a lot of money on education, but if you don't spend it wisely, on improving the quality of instruction, you won't get higher student outcomes.

Andreas Schleicher

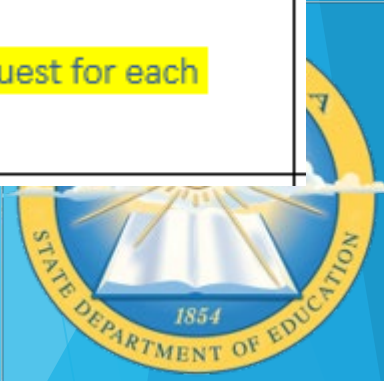


QPI 2.1A: CTE Syllabus

Quality Program Indicator (QPI)	Indicator/Verification of Compliance
2.1.A CTE Syllabus *Subject to random audits	<p><u>*To be evaluated by the CTE Director through direct observation.</u></p> <p><u>An indication of 2 in the Cognia Diagnostic serves as the CTE Director's assurance all QPI requirements are met.</u></p> <ul style="list-style-type: none"><input type="checkbox"/> Course syllabi (for each course listed on the daily schedule) which include the following<ul style="list-style-type: none">○ Course title, description, and pre-requisites○ Program/instructional delivery plan○ Course goals, assessment procedures, required reading books (Act 2024-35)○ Grading scale○ CTSO integration○ Embedded numeracy <u>anchor assignment</u> (reference QPI 2.1.B)○ Embedded literacy <u>anchor assignment</u> (reference QPI 2.1.C)○ Embedded science <u>anchor assignment</u> (reference QPI 2.1.D)○ Available industry recognized credential offered (indicate "N/A" if not applicable) <p><u>*A separate summary of instructional material should be prepared and available to parents upon request for each course. (Act 2024-35)</u></p>

Learning that works for Alabama

CTE[™]



Acceptable Anchor Assignment statements.

CTE Director observes the classroom application.

- ▶ Real Estate Portfolio project with industry interviews and contract creation to meet industry standards for multiple scenarios. Project will include activities demonstrating proficiency in math, science, 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.

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

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
<p>Students define desktop publishing as laying out text and graphics in a visually pleasing way to communicate a message to an intended audience.</p> <p>Students plan the publication, prepare preliminary page designs, prepare text, prepare artwork and graphics, finalize page layout, print, and reproduce the product.</p> <p>Students incorporate contract, balance, emphasis, movement, white space, proportion, hierarchy, repetition, rhythm, pattern, unity, and variety (visual design principles) in their projects.</p>	<p>Formative: Graphic Organizer Design Element Examples Collaborative Learning Experiments Guided Practice</p> <p>Summative: Vocabulary Quiz</p>	<p>Students will create a proper flier with header, sub-heading body and pictures</p>	<p>ELA: learning new terms associated with Desktop Publishing</p> <p>MATH: Using file size to make decisions on quality print materials</p> <p>SCI: Create a scientific study that involves evaluating published samples for aesthetic and communication purposes.</p>	<p>Computers Desktop Publishing Software Visual Presenter</p>

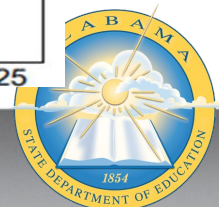
Exemplar High Quality Unit Task

- 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)

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Make sure your teachers know how to access their POIs

25



2.1B-D embedded core content

<p>2.1.B Embedded Numeracy</p> <p>*Subject to random audits</p>	<p><u>*To be evaluated by the CTE Director through direct observation.</u></p> <p><u>An indication of 2 in the Cognia Diagnostic serves as the CTE Director's assurance all QPI requirements are met.</u></p> <ul style="list-style-type: none"><input type="checkbox"/> Lesson Plan(s) demonstrating the integration of mathematics and math vocabulary related to the lesson plan's content standard.<ul style="list-style-type: none">o Integration of mathematics appropriate to program areao Industry appropriate mathematical vocabulary
<p>2.1.C Embedded Literacy</p> <p>*Subject to random audits</p>	<p><u>*To be evaluated by the CTE Director through direct observation.</u></p> <p><u>An indication of 2 in the Cognia Diagnostic serves as the CTE Director's assurance all QPI requirements are met.</u></p> <ul style="list-style-type: none"><input type="checkbox"/> Lesson Plan(s) demonstrating the integration of technical reading and writing related to the lesson plan's content standard.<ul style="list-style-type: none">o Integration of technical reading appropriate to program areao Integration of writing skills appropriate to the program area
<p>2.1.D Embedded Science</p> <p>*Subject to random audits</p>	<p><u>*To be evaluated by the CTE Director through direct observation.</u></p> <p><u>An indication of 2 in the Cognia Diagnostic serves as the CTE Director's assurance all QPI requirements are met.</u></p> <ul style="list-style-type: none"><input type="checkbox"/> Lesson Plan(s) demonstrating the integration of science related to the lesson plan's content standard.<ul style="list-style-type: none">o Integration of science concepts appropriate to program areao Industry appropriate science vocabulary

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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Numerator: CTE concentrators who met proficiency in science Denominator: CTE concentrators declared and tested in science 	26.7	33.3	52%	45.8%

Alabama Career Planning System as evidence and for resources (Kuder)

Also has WBL documentation and reports

- ▶ CTE lesson plans for integrating core content
 - ▶ Lesson plan
 - ▶ Instructional videos for using lesson plan
 - ▶ Supporting documents

<https://help.kuder.com/en/articles/9639630-alabama-educators-cte-lesson-plans>

Alabama Educators: CTE Lesson Plans

Lesson plans for Career and Technical Education and TAPE standards for Alabama Educators.

Updated over a month ago

Lesson A: Quality Instruction

This lesson plan directs students to explore and favorite Clusters, Pathways or Occupations related to school offered CTE programs aligned to their assessment results.

Lesson Information

- Grade Levels: 8-12
- Category: Career Technical Education, TAPE: Quality Instruction
- Summary: CTE students explore career opportunities related to CTE programs.
- Goals & Objectives: Upon completion of this lesson, students will have been introduced to the Career Cluster(s), Pathways and Occupations associated with their CTE program.
- Estimated Time: 35 Minutes

Provided Lesson Materials

1. **Download Lesson Plan:** Lesson A - Instructional Guide (See Downloads at Bottom)
2. **Watch Instructional Video:** [Lesson A - Instructional Video](#)
3. **Support Article:** [How to View the Student Favorites Report](#)

2.1E Program Budget

2.1.E Use of Technology, Equipment, and Facility Program Budget	<ul style="list-style-type: none">□ Annual program area budget prepared by the teacher which includes<ul style="list-style-type: none">○ Administrator signature○ Expected income:<ul style="list-style-type: none">▪ 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.○ Expected expenditures:<ul style="list-style-type: none">▪ Required: CTSO dues and activities, equipment, and supplies▪ Optional (as applicable to program): fieldtrips, professional development, etc.
--	--



2.1E Budget

*Use the form designated
by your LEA

2024-2025 Health Science Budget

INCOME:

<u>1.</u> Local Maintenance Funds – (\$300.00 plus \$3.00 per student enrolled, based on 22-23 program enrollment) (Quality Factor T4.4c).	<u>\$ 609.00</u>
<u>2.</u> State Allocated Funds (Quality Factor T4.4b) \$1500	<u>\$ 2,610.00</u>
<u>3.</u> Other: (List)	
<u>a.</u> Student Organization (Dues, Fund-raisers) (Quality Factor T4.4e)	<u>\$ 2000.00</u>
<u>b.</u> Class/Laboratory Fees (Quality Factor T4.1 d)	<u>\$ 1000.00</u>
<u>c.</u> Live Work, if applicable (Quality Factor T4.1 d)	<u>\$ N/A</u>
<u>d.</u> Grants, Donations, O & M, etc. (Quality Factor T4.1 d)	<u>\$ 9000.00</u>
<u>TOTAL</u>	<u>\$15,219.00</u>

EXPENSES:

1. Consumable Supplies(Quality Factor T4.4f)	<u>\$ 1319.00</u>
2. Periodicals (Quality Factor T4.4f)	<u>\$ all online</u>
3. Duplication or Copying of Materials (Quality Factor T4.4f)	<u>\$ 800.00</u>
<u>4.</u> Other: (List)	
a) Student Organization Dues and Activities	<u>\$ 2500.00</u>
b) Tools, Parts, and Equipment	<u>\$ 2000.00</u>
c) Student Clinical Liability Policy	<u>\$ 600.00</u>
d) Certification Program Materials (Including CNA, EKG Tech, PCT, AHA BLS, & Lifeguard	<u>\$ 8000.00</u>
<u>TOTAL</u>	<u>\$ 15,219.00</u>

Prepared By:

Kathy Potter

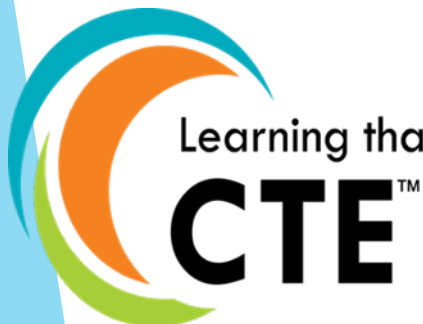
Teacher

Administration Approval: (Quality Factor T4.4a)

[Signature]

CTE Director

12 / 19 / 24
Date



SAFETY FIRST



2.1F: Classroom / Lab Safety

*onsite review

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 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.

Learning that works for Alabama

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Safety Exam:

Will ask for samples onsite
Maybe in paper form or in Power School

- ▶ EVERY student must demonstrate 100% proficiency
 - ▶ Students may take the exam multiple times
 - ▶ Should NOT work in lab until they have 100%
- ▶ Should cover safety concerns of your specific classroom/lab environment
 - ▶ YOU create this exam based on your skills/equipment
- ▶ Should also cover major safety requirements of your program area careers
- ▶ This helps cover you if a student is injured in your lab



16. When pushing a client on a stretcher down a ramp
 - a. The client's head should be higher than their feet.
 - b. The client's head should be at the end closest to the nursing assistant.
 - c. The nursing assistant should be at the client's feet.
 - d. The nursing assistant should be at the client's head.
 - e. A and C
17. Which of the following is true about electricity?
 - a. It can disrupt any normal electrical current within the body.
 - b. It seeks the path of least resistance to reach ground.
 - c. It travels in a circuit.
 - d. None of the above.
 - e. All of the above.
18. MSDS stands for
 - a. Manufacturing System Display Stand.
 - b. Multipurpose Sanitation and Disinfection System.
 - c. Material Safety Data Sheet.
 - d. Maternal Satisfaction and Developmental System.
19. When going down the curb of a sidewalk with the client in a wheelchair
 - a. Turn the wheelchair sideways and go down.
 - b. Carefully wheel the chair off the curb with the client facing forward.
 - c. Back down the curb very carefully.
 - d. Keep on walking until you find a driveway.
20. A hazardous number rating of 0 equals
 - a. No hazard.
 - b. Slight hazard.
 - c. Extreme hazard.
 - d. Moderate hazard.
21. When should a caregiver wash hands?

CTIP Sample

- * Use LEA provided form
- * EVERY student with an IEP (have a list)
- * Random audits onsite



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 education teacher.
- ____ Student will be paired with strong students for group projects.
- ____ Student will have periodic monitoring by the special education teacher for progress towards this career pathway.
- ____ Other:

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

*Specify any requirements for advancing into internship opportunities. For example, must pass all skills without modification or accommodation, must pass all theory assessments with an 80% or greater, must demonstrate a complete understanding of all safety and infection control content/skills...



Preventative Maintenance

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	1 st Semester Lab Manager	Teacher	2 nd Semester Lab Manager	Teacher	Comments
Hospital Bed A	AJ	DS			
Hospital Bed B	AJ	DS			3/23/23 Turned in for maintenance and demonstrated shake to AS as a potential need for maintenance.
Hospital Bed C	AJ	DS			
Hospital Bed D	AJ	DS			
EKG Simulator	AJ	DS			
Hoyer Lift	AJ	DS			
Balance Scale	AJ	DS			
Compound Microscope	AJ	DS			
Critical Care Manikin	AJ	DS			
AED Simulator	AJ	DS			

NOT THIS

CTE FACILITY REVIEW

Human Services	Teacher	School
	De Coleman	SHS

Yes	No	Requirements	
✓		Doors and windows are adequate and unobstructed	
✓		Lighting is adequate	
✓		Plumbing is working and adequate	
✓		Heating/cooling is adequate	
✓		Ventilation is adequate	
✓		Electrical receptacles are adequate and safe for usage	

✓		Convenient office area is available	
✓		Work areas and surfaces are adequate	
✓		Secured file cabinets for student files are available	
✓		Student folders	
✓		Storage is adequate	
✓		Sanitation is adequate	
✓		Restrooms are available, clean, and accessible	
✓		Supplies, materials, and equipment (including safety equipment) are available	

✓		Facilities are handicap accessible	
✓		Facilities are clean and organized	

THIS

QPIs 2.1G Facilities

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 (may be N/A for some programs)
 - 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

QPIs 2.1G Facilities

***Have a copy of the equipment list**

<https://www.alabamaachieves.org/cte/>



Alabama CTE Equipment List

This list is based on a classroom size of 25 students and meets minimum standards. All costs are estimated. No specific equipment vendor or brand names are endorsed, but school districts should consult with stakeholders to ensure industry-recognized equipment and software are purchased. The intent of this list is to provide school districts with guidance on the equipment needed to cover the state standards for a Health Science program and are not meant to dictate the number of students that can safely fit in a classroom and/or laboratory.

Cluster: Health Science

Program: Health Science

CLASSROOM EQUIPMENT

TOTAL: \$2,300

QUANTITY	ITEM DESCRIPTION	UNIT	TOTAL
1	Computer with Current Operating System	\$500-1,000	\$500
1	Laser Printer, color	\$500	\$500
1	Teacher/Student Workstation – to include one large table or smaller tables, chairs, or a different type of seating area	\$800	\$800
1	Technology- TV/Computer connection with video streaming capability	\$500	\$500

PROGRAM EQUIPMENT (Items over \$250)

TOTAL: \$16,477

**All items highlighted in yellow are required for the Foundations of Health Science course*

QUANTITY	ITEM DESCRIPTION	UNIT	TOTAL
1	Adult Patient Teaching Manikin	\$2600	\$2600
1	Anatomical Models	\$300	\$300
1	Automated External Defibrillator (AED) Trainer	\$525	\$525
1	Bedside Cabinet (1 Per Bed Unit)	\$400	\$400
5	CPR Adult Manikin with feedback	\$185	\$925
5	CPR Infant manikin with feedback	\$185	\$925
1	Hospital Bed (Electric or Semi-Electric)	\$3300	\$3300
1	Human Torso	\$860	\$860
1	IV Pole	\$300	\$300
1	Microscope	\$500	\$500
1	Patient Privacy Curtain or Screen	\$230	\$230
1	Rolling Stretcher	\$1700	\$1700
1	Scales with Height Measure	\$490	\$490
1	Sink with Running Water (Access is required)	\$1800	\$1800
1	Skeleton, Adult Human	\$630	\$630
1	Soiled Linen Container	\$270	\$270
1	Thermometer (Oral/Electronic)	\$292	\$292
1	Wheelchair	\$400	\$400

Schoolology

includes OSHA Guidelines: SDS Sheets, Shop Lines/Markings, Eyewash Requirements...
Also includes samples and templates

Eyewash Guidance:

**OSHA defers to the standards of the American National Standard Institute (ANSI) for eyewash and shower specification in order to maintain compliance with OSHA.*

- Highly visible signage
- Tepid flushing water temperature (between 60-100 degrees)
- Cannot be blocked by any obstructions
- Should be accessible within 10 seconds
- Should be simple to operate and able to activate within one second
- Should be capable of delivering a flush of 30 pounds per square inch
- Plumbed eyewash stations and reservoir stations should be flushed for 3 minutes on a weekly basis to decrease bacteria
- Should be ample solution to flush for 15 minutes (areas with corrosive substances/shops)

OSHA contact: 1.800.321.6742

OSHA[®] BRIEF

Hazard Communication Standard: Safety Data Sheets

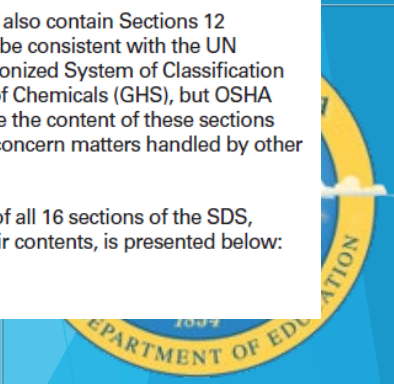
The Hazard Communication Standard (HCS) (29 CFR 1910.1200(g)), revised in 2012, requires that the chemical manufacturer, distributor, or importer provide Safety Data Sheets (SDSs) (formerly MSDSs or Material Safety Data Sheets) for each hazardous chemical to downstream users to communicate information on these hazards. The information contained in the SDS is largely the same as the MSDS, except now the SDSs are required to be presented in a consistent user-friendly, 16-section format. This brief provides guidance to help workers who handle hazardous chemicals to become familiar with the format and understand the contents of the SDSs.

The SDS includes information such as the properties of each chemical; the physical, health, and environmental health hazards; protective measures; and safety precautions for handling, storing, and transporting the chemical. The information contained in the SDS must be in English (although it may be in other languages as well). In addition, OSHA requires that SDS preparers provide specific minimum information as detailed in Appendix D of 29 CFR 1910.1200. The SDS preparers may also include additional information in various section(s).

Sections 1 through 8 contain general information about the chemical, identification, hazards, composition, safe handling practices, and emergency control measures (e.g., fire fighting). This information should be helpful to those that need to get the information quickly. Sections 9 through 11 and 16 contain other technical and scientific information, such as physical and chemical properties, stability and reactivity information, toxicological information, exposure control information, and other information including the date of preparation or last revision. The SDS must also state that no applicable information was found when the preparer does not find relevant information for any required element.

The SDS must also contain Sections 12 through 15, to be consistent with the UN Globally Harmonized System of Classification and Labeling of Chemicals (GHS), but OSHA will not enforce the content of these sections because they concern matters handled by other agencies.

A description of all 16 sections of the SDS, along with their contents, is presented below:



2.1H Credentialing

2.1.H Industry Credentialing and Technical Assessments	<ul style="list-style-type: none"><input type="checkbox"/> The program provides students with adequate access to credential opportunities (<i>to include stackable credentials</i>) which determine career readiness. (i.e., BLS CPR, OSHA)<ul style="list-style-type: none">o Dated student certification ORo Certification agency generated report with dates <p>AND/OR</p> <ul style="list-style-type: none"><input type="checkbox"/> 88% > of students <u>who sit for a certification exam</u> (CRI) obtain a passing score<ul style="list-style-type: none">o SPP application report: Student Program Credentials Count – Schools (provided by CTE Director)<ul style="list-style-type: none">▪ 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<input type="checkbox"/> Copy of the signed <i>Career Readiness Indicator (CRI) Testing Guidelines</i> document for each program instructor
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Program Guides for Approved CRIs:

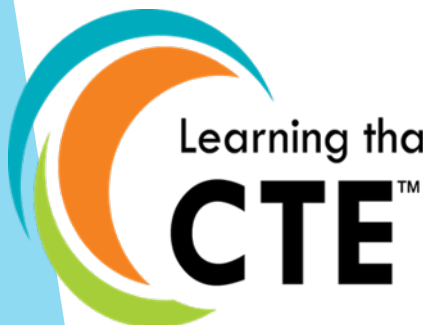
<https://www.alabamaachievers.org/career-and-technical-education/>

- CRIs are optional unless required by the LEA
 - LEA may require more than the minimum standards
- IF CRI is provided
 - at least 88% **OF THE STUDENTS WHO TEST** should pass



CRI Testing Guidelines Form

* Copy is in Schoology



Learning that works for Alabama

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CAREER READINESS INDICATOR (CRI) TESTING GUIDELINES

In general, it is best to follow the test security procedures as required by the Alabama State Board of Education and published in the AAC Rule 290-4-2-.03, the *Integrity Handbook for Test Administration*, to prevent disciplinary action by the local board of education and/or revocation or other sanctions of the teaching certificate by the Alabama State Department of Education (ALSDE). The following list of guidelines, although not exhaustive, has been provided to assist CTE personnel from actions or behaviors that are inappropriate and violate, in spirit and intent, test security and procedures.

1. All CRI testing materials are provided by a third party. The provider of the tests and the materials are the sole owners of the content of these tests and materials. The ALSDE does not control the rules and procedures outlined by the provider of these exams. The LEA Superintendent, CTE Administrator, School Principal, CTE Teacher and other testing personnel are responsible for following the guidelines exactly as prescribed by the test provider.
2. All CRI exams should be preceded by a diagnostic test to determine whether the student should have the opportunity to test for the credential. Students should never be tested simply because they have taken a course or training. Teachers should have a reasonable expectation that the student could pass the test before it is administered.

Since the provider owns the test and the materials, the following actions should never be allowed:

1. Copy, take pictures of, or in any way reproduce or disclose secure test items or student responses before, during, or after administering the assessment.
2. Review, read, or look at test items or student responses before, during, or after administering the assessment, unless specifically permitted in the test administrator's manuals. This includes the impersonation of students for recording test responses.
3. Give students answers to test questions using verbal or nonverbal cues before, during, or after administering the assessment.
4. Alter student responses.
5. Alter the test procedures stated in the test provider's instructions.
6. Allow students to use notes, references, or other aids unless the provider specifically allows such use.
7. Have in one's personal possession secure test materials except during specified testing dates and scheduled times.
8. Allow students to view or practice secure test items before or after the scheduled testing times.
9. Make or have in one's possession answer keys for secure tests.
10. Leave secure test materials in nonsecure locations and/or unattended by trained testing staff.
11. Fail to report a test security violation.
12. Violate the state's digital device policy.
13. Discuss test content or student responses with anyone, including students.

Financial Considerations:

1. Resources should not be wasted. Be certain to pre-assess students before administering the test.
2. Always use CRI Grant funds or Perkins funds when purchasing CRI exams. Do not supplant funds.

CTE Administrator Signature/Date

CTE Teacher Signature/Date



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

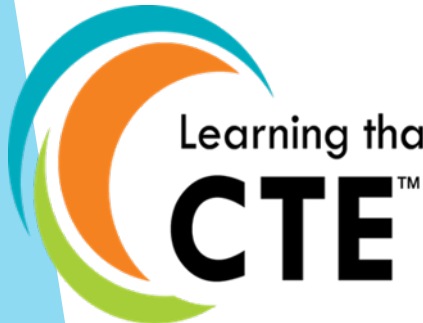
- Program data
- Classroom performance
- Skill acquisition within the student's pathway

Break?
10
Minutes
following
the
video



QPIs 3.1

Program Pathway Implementation



3.1A Program Scheduling

3.1A 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**

The Law requires a minimum of 30 min. of uninterrupted planning

Print from PowerSchool

- Best practice:
 - Progress in rigor - Foundational, Concentrator, Capstone
 - Or, Foundational, Concentrator, Concentrator
 - Only one foundational course counts towards the three
 - Two foundational courses for the same cohort is not a viable program progression
 - **ADVISORY COMMITTEE recommendations should be considered**
 - **Choose courses to meet local workforce data needs, not TEAMS contract needs. (if these coincide, wonderful!)**



3.1B Parent/Guardian Involvement

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 one or more of the following:

- Social media post screenshots
- Newsletters
- Website screenshots
- Emails
- Parent sign in sheets, etc.

x2
dreamstime



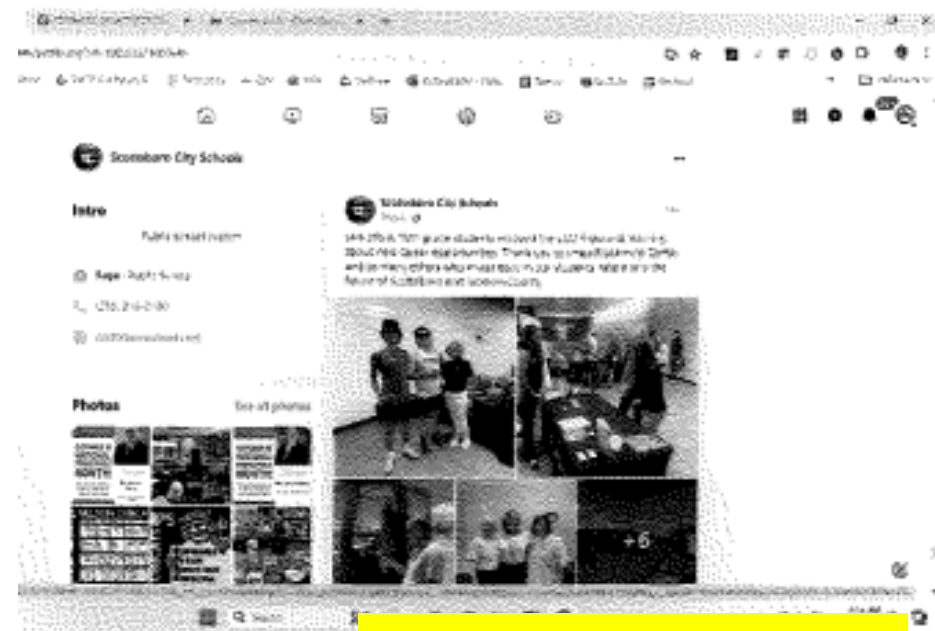
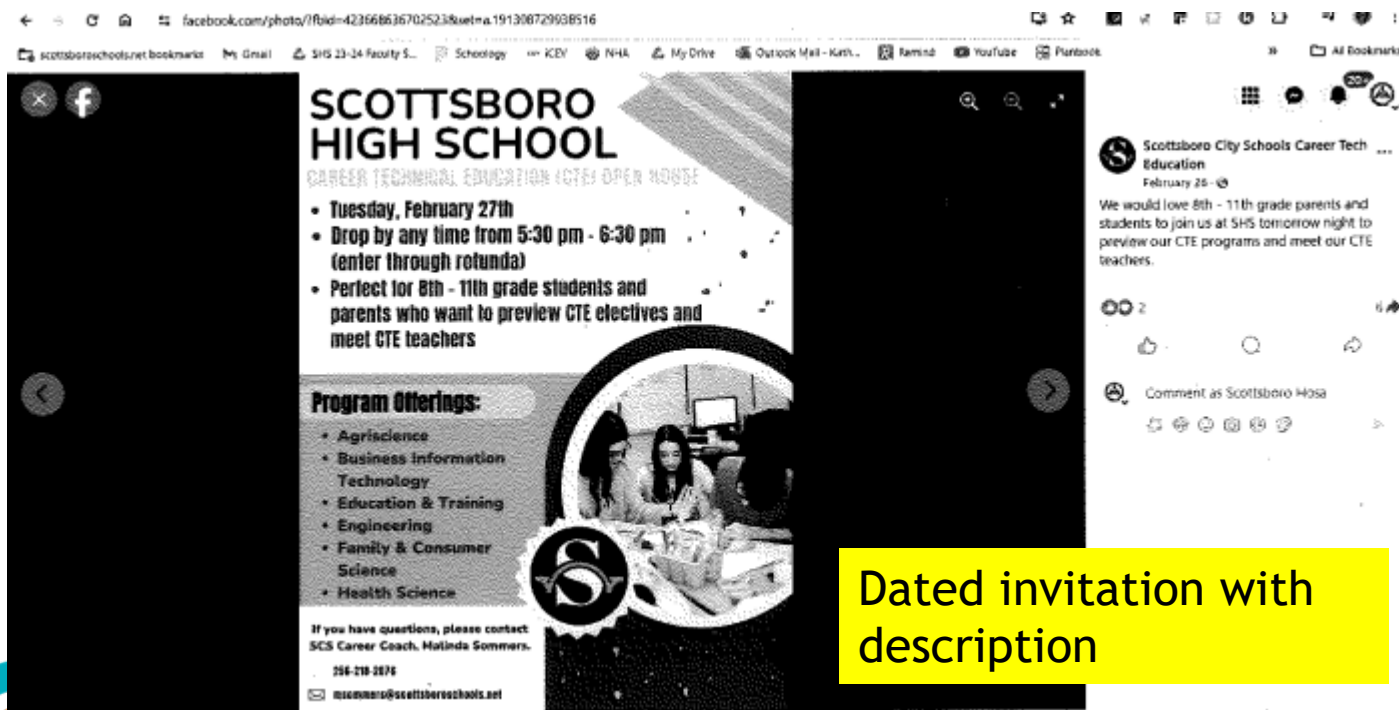
- Parents/guardians are apprised of program activities as evidenced by DATED documentation of one or more of the following:

- Social media post screenshots
- Newsletters
- Website screenshots
- Emails
- Parent sign in sheets, etc.

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



Sample evidence



Learning that works for Alabama

CTETM



3.1C - D

Advisory Committee

<p>3.1.C Advisory Committee Development and Meetings</p>	<ul style="list-style-type: none"> <input type="checkbox"/> An advisory committee is established representing a minimum of five broadly based LOCAL business and industry stakeholders from the program area and specifically related to the program under review <ul style="list-style-type: none"> ○ Roster containing: each person's name, business address, job title, and contact information <input type="checkbox"/> 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 <ul style="list-style-type: none"> ○ Evidence required for <u>each</u> meeting: <ul style="list-style-type: none"> ▪ Agenda ▪ Sign in sheet demonstrating 51% or greater attendance (or virtual chat sign in, or screenshot) ▪ Minutes <input type="checkbox"/> Members annually review local workforce data and use it to make credentialing and course sequencing suggestions <ul style="list-style-type: none"> ○ At least one set of minutes annually, contains evidence of discussion, and <u>committee recommendations</u>, for the following: <ul style="list-style-type: none"> ▪ Program credentialing ▪ Program course sequencing <input type="checkbox"/> A minimum of one meeting per year is onsite to allow viewing/assessment of program lab and equipment <input type="checkbox"/> OR, ASE accredited program evidence in 2.1F, do not duplicate
<p>3.1.D Advisory Committee Program of Work</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Members develop and approve a program of work (POW) <u>each year</u> for the <u>program area</u> which includes the following: <ul style="list-style-type: none"> ○ Date POW was developed ○ Objectives ○ Activities ○ Timelines ○ Committee member responsibilities <input type="checkbox"/> Creation and approval of the program of work is reflected in at least one set of minutes annually <input type="checkbox"/> OR, ASE accredited program evidence in 2.1F, do not duplicate

Advisory: AL Administrative Code

54

- ↑ (c) **Local CTE Advisory Councils and Committees** shall actively participate in the development of the local plan.
- ↑ (d) Determination of the career clusters and pathways to be provided by the Local Education Agency (LEA) shall be planned in collaboration with workforce and economic development partners to address local, regional, and state employment and economic development opportunities.

**Advisory:
Perkins**

CTE

(B) sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills that are in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop centers, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102), and other appropriate organizations, including community-based and youth-serving organizations;

Department of
Education



Sample Evidence

Sample minutes w/ CRI and POW statements

Sample Committee Member Roster entry

Program Area: _____



(Insert School Year) Advisory Committee

Name	Business and Address	Job Title/License	Contact Information	Phone Number
(sample)Dana Stringer Advisory Committee Chair	ALSDE 50 N. Ripley Street Montgomery, AL 36104	ALSDE Education Specialist Registered Nurse	dstringer@alsde.edu	334-694-4755

HEALTH SCIENCE ADVISORY COMMITTEE MEETING MINUTES

October 19, 2023, Highlands Medical Center Education Dept.

MEMBERS PRESENT: Monica Hancock, Terri Gilley, Cindy Romans, Deva Allen, Ginny Hodges, Dr. Rogelio Velez, Susanna Sivley, and Kathy Potter.

CALL TO ORDER: The meeting of the Scottsboro High School Health Science Advisory Committee was called to order at 9:00am by Kathy Potter. Introduction of new members.

UNFINISHED BUSINESS: None.

SPECIAL REPORTS: Health Science teacher/HOSA Advisor Kathy Potter made a presentation of Health Science Program description and HOSA activities.

NEW BUSINESS: Kathy Potter gave each member an Advisory Committee Member handbook.

Newly elected officers: Dr. Rogelio Velez, chairperson, and Ginny Hodges, vice-chairperson.

Ideas were presented regarding a Program of Work for the Advisory Committee. Program of Work was completed. Motion to approve by Cindy Romans. Second by Monica Hancock. Unanimous vote to approve.

Committee members discussed the current certification program offerings of CNA, EKG Technician, Patient Care Technician, Lifeguard, and AHA CPR courses. Terry Gilley thanked SHS for adding the PCT credential, because of the phlebotomy component. Members agreed that keeping these certifications were beneficial to our community, and believe keeping all of them was best. There were no suggestions for new credential needs.



Sample Evidence

Sample POW entry

* Goal to increase mastery of science

Health Science Advisory Committee PROGRAM OF WORK

Program Goal(s) Alignment to Workforce Data	Objectives	Activities	Committee Responsibilities	<u>Time Line</u>	Results
4. Increase student mastery of science standards	1. Increase the program's concentrator pass rate of science from 48% to 54%.	1. Increase the use of the science activities from the POIs in lessons. 2. Forensics guest speaker who will include projects and descriptions, such as gas fingerprinting and blood spatter trajectories. 3. Laboratory Technician Guest speaker with demonstrations and rationale on graphing cardiac enzymes. 4. Fieldtrip to Holmes Medical Museum for a group tour 5. Fundraiser or sponsorship for fieldtrip	(Dana) Integrate activities from POIs (Theresa) contact Dept. of Forensics (Susan) Contact Baptist Health Lab Manager (Dana) Paperwork for fieldtrips and schedule group tour. (Carl) check on Perkins funding for trip.	Sept - May Nov. Nov. Nov. Nov.	

- Objectives
- Activities
- Timeline
- Member responsibilities
- Creation and approval in minutes

3.1E Marketing



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, Member List, POW, etc.

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)
6. Program specific goals/needs/improvements, etc.

Action items and responsible committee member

- 1.
- 2.
- 3.

Meeting adjourned at _____ time.

Next meeting schedule and location:

Program Area: _____

(Insert School Year) Advisory Committee

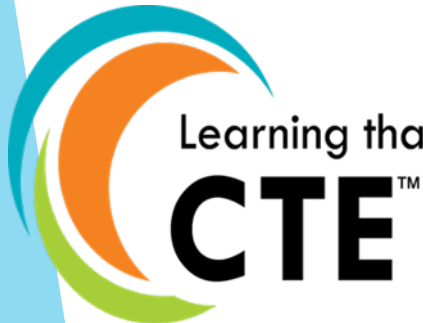
Name	Business	Job Title/License	Contact Information	Phone Number
(sample) Dana Stringer Advisory Committee Chair	ALSDE 50 N. Ripley Street Montgomery, AL 36104	ALSDE Education Specialist Registered Nurse	dstringer@alsde.edu	334-694-4755

- A minimum of FIVE broadly based, local career representatives related to the program area
 - For example: several nurses from various specialty areas only counts as one career representative.
- You may have more than five, but meetings require at least 51% of your members are in attendance
- Suggestions (NOT REQUIRED): at least one member from the credential you offer, representatives from some of your top local workforce needs, members that represent some of your high student interest areas, members from your internship/shadow sites, etc.
- You should have representation of all areas of your community, all economic



QPIs 4.1

Technical
Updates



Job Shadowing in Program Related Industry



4.1 Technical updates

Quality Program Indicator (QPI)	Indicator/Verification of Compliance
4.1.A Technical Updates 290-6-1-.07 (3)	<ul style="list-style-type: none"><input type="checkbox"/> Each CTE teacher in this program has had at minimum of:<ul style="list-style-type: none">○ 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)○ Evidenced by:<ul style="list-style-type: none">▪ 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<input type="checkbox"/> <u>OR, ASE accredited program evidence in 2.1F, do not duplicate</u> <p>*Strongly suggest looking for examples of how AI is being integrated into your program area careers.</p>

- 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



CTE™

Template/Sample Technical Update Form

SAMPLE FORM

CTE Technical Update Verification Form

Insert school logo here

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	
4	
5	
6	
7	
8	

By signing below, I verify that the hours claimed are accurate and the new content observed or obtained by this teacher is valid.

Industry Representative:
Name (Print) _____ Signature _____

What's in Schoology

Sample Conference Certificate showing Technical Update hours,
Industry Observation Verification Form

Added a copy of the Supplement
CTV form

- for first year teachers from
industry

(Proves recent industry experience)



Supplement CTV 8/2024

Alabama State Department of Education
Educator Certification Section

5215 Gordon Persons Building
Post Office Box 302101
Montgomery, AL 36130-2101

Telephone: (334) 694-4557



This section must be completed by the
employing Alabama public school system.

School System Code: ____ _

SUPPLEMENT CTV CAREER AND TECHNICAL EDUCATION EMPLOYMENT VERIFICATION

This Supplement CTV is to be completed by each employer or self-employed individual to verify employment and work history within the required time period for individuals seeking a Degree Equivalent Technical Education Career and Technical Certificate in a technical education program area or a Degree Equivalent Health Science Career and Technical Certificate.

☐ Health Science

☐ Technical Education Program Area of _____
(Select from chart below)

Available Technical Education Program Areas	
Grades 6-12	
<input type="checkbox"/> Technical Education: Additive Manufacturing	<input type="checkbox"/> Technical Education: JAG Specialist
<input type="checkbox"/> Technical Education: Advertising Design	<input type="checkbox"/> Technical Education: Law Enforcement
<input type="checkbox"/> Technical Education: Animation	<input type="checkbox"/> Technical Education: Legal Services
<input type="checkbox"/> Technical Education: Automotive Service	<input type="checkbox"/> Technical Education: Logistics
<input type="checkbox"/> Technical Education: Aviation Technology	<input type="checkbox"/> Technical Education: Masonry
<input type="checkbox"/> Technical Education: Business, Finance, and Administration	<input type="checkbox"/> Technical Education: Modern Manufacturing
<input type="checkbox"/> Technical Education: Collision Repair	<input type="checkbox"/> Technical Education: Plumbing
<input type="checkbox"/> Technical Education: Commercial Photography	<input type="checkbox"/> Technical Education: Precision Machining
<input type="checkbox"/> Technical Education: Computer Science	<input type="checkbox"/> Technical Education: Real Estate
<input type="checkbox"/> Technical Education: Computer Science – PLTW	<input type="checkbox"/> Technical Education: Robotics & Automated Manufacturing
<input type="checkbox"/> Technical Education: Construction Technology	<input type="checkbox"/> Technical Education: Robotics & Automated Manufacturing*
<input type="checkbox"/> Technical Education: Correctional Service	<input type="checkbox"/> Technical Education: SREB: AC Automated Materials Joining Technology
<input type="checkbox"/> Technical Education: Cosmetology and Barbering	<input type="checkbox"/> Technical Education: SREB: AC Energy and Power
<input type="checkbox"/> Technical Education: Culinary Arts	<input type="checkbox"/> Technical Education: SREB: AC Global Logistics and Supply Chain Management
<input type="checkbox"/> Technical Education: Cybersecurity and Infrastructure	<input type="checkbox"/> Technical Education: SREB: AC Clean Energy
<input type="checkbox"/> Technical Education: Diesel Technology	<input type="checkbox"/> Technical Education: SREB: AC Informatics
<input type="checkbox"/> Technical Education: Early Childhood Education	<input type="checkbox"/> Technical Education: SREB: AC Integrated Production Technologies
<input type="checkbox"/> Technical Education: Educators in Training	<input type="checkbox"/> Technical Education: SREB: Innovations in Science and Technology
<input type="checkbox"/> Technical Education: Electrical Technology	<input type="checkbox"/> Technical Education: Television Production
<input type="checkbox"/> Technical Education: Electronics Technology	<input type="checkbox"/> Technical Education: Utility Line Worker
<input type="checkbox"/> Technical Education: Emergency and Fire Management Services	<input type="checkbox"/> Technical Education: Welding
<input type="checkbox"/> Technical Education: Engineering	<input type="checkbox"/> Technical Education: Working in Multicultural Environments: Korean
<input type="checkbox"/> Technical Education: Flight Technology	
<input type="checkbox"/> Technical Education: Graphic Arts	
<input type="checkbox"/> Technical Education: Heating, Ventilation, Air Conditioning, (HVAC)	
<input type="checkbox"/> Technical Education: Heavy Equipment Operations	
<input type="checkbox"/> Technical Education: Industrial Maintenance – Electrical and Instrumentation	
<input type="checkbox"/> Technical Education: Industrial Maintenance – Mechanical	
<input type="checkbox"/> Technical Education: Information Technology Support and Services	

Work experience as an employee in a compensated position must be verified with this Supplement CTV and a notarized cover letter verifying the applicant's prior work experience. See page 2 for additional information.



QPIs 5.1

Program Area Work-Based Learning



Learning that works for Alabama

CTE[™]



5.1

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

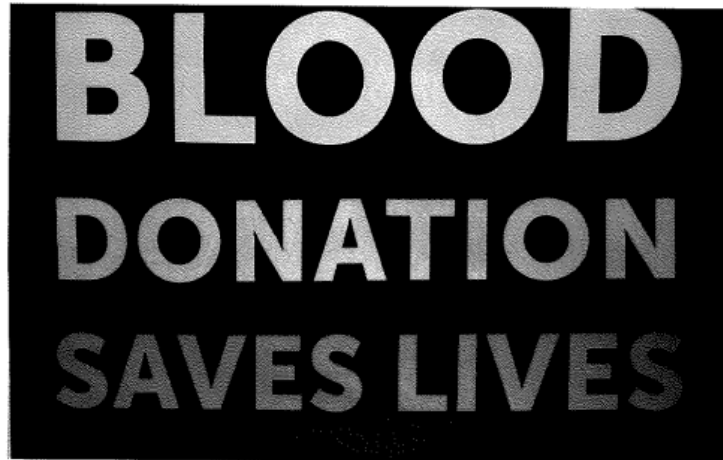
- ☐ There is evidence that the CTE program addresses essential/foundational skills that employers desire of employees
 - Lesson plan demonstrating integrated essential/foundational skills
- ☐ Evidence of at least one field trip (off-site, on-site, or virtual to Career Expos, Career Fairs, Blood Drives, Fire College Burn Trailers, and/or Industry tours)
 - Fieldtrip permission form with date and description of trip (off-site)
 - Dated picture evidence with description (on-site or virtual)
 - Or, Alabama Career Planning System WBL Report
- ☐ At least one formal job-shadowing opportunity
 - Job shadowing permission form with date and evidence of a shadowing experience related to the program area
 - Or, Alabama Career Planning System WBL Report
- ☐ 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:
 - Guest speakers
 - Work-based learning sites (Internships/externships)
 - Competitive event training
 - Employability skills training
 - Others as applicable, to exclude fieldtrips and job shadowing
- ☐ OR, ASE accredited program evidence in 2.1F, do not duplicate

Sample Evidence

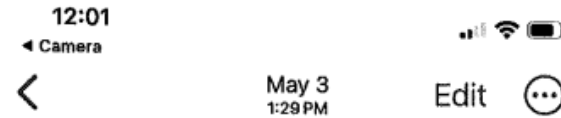
Fieldtrip Dated Social Media Post



[redacted] High School is hosting a blood drive next Thursday between 8:00 and 3:00. Come by and donate to a great cause!



Fieldtrip: Dated picture evidence w/ description



Field Trip to Highlands Medical Center for tour



Tour of Radiology Dept.



Alabama Career Planning System as evidence and for resources (Kuder)

- ▶ CTE lesson plans for integrating core content
- ▶ Reports can be printed individually or by groups
- ▶ WBL documentation system
 - ▶ Job Shadowing
 - ▶ Fieldtrips
 - ▶ Training agreements
 - ▶ Clinicals/Practicums
 - ▶ Etc. <https://help.kuder.com/en/articles/9639630-alabama-educators-cte-lesson-plans>

Also has lesson plans for integrating core into CTE

Resource D: Alignment to Work-Based Learning

This resource directs educators on reviewing how the new work-based learning solutions in the Alabama Career Planning System can be leveraged to engage students in work-based learning aligned to state initiatives.

Resource Information

- Grade Levels: 9-12
- Category: CTE: TAPE
- Summary: CTE Teachers and Career Coaches access work-based learning resources found inside the Alabama Career Planning System.
- Goals & Objectives: CTE teachers build knowledge of work-based learning solutions aligned to state definitions to incorporate those standards in work-based learning program implementation.

Provided Resource Materials

1. **Watch Overview Video:** [Resource C - Instructional Video - ACT Test Prep](#)
2. **Support Article:** [Alabama: Work-Based Learning Tools](#)
3. **Support Collection:** [Work-Based Learning Resources](#)

5.1.B OFF site live work

5.1.B
Program Area Off Site
Live Work
(If Applicable to
Program)

- ☐ Student reports or evidence of off campus work-based learning experiences
 - Daily sign in/out sheets
 - Logs of the students' work-site activities/experiences
 - 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 instruction during normal school hours and through hands-on live work (not under the direct supervision of the teacher) at local businesses, farms, other schools, etc. 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 Clinicals, Education Practicums, Agriculture SAEs, and school banks are examples of program activities that would require written agreements. (Refer to each program's COS for course names and requirements)

If this is not offered in the program, indicate N/A on the Form 14-1 and in Cognia



Health Science has a Clinicals Handbook with instructions and samples.



QPI 5.1.B

Program area work-based learning

Off site live work

- ▶ **Definition: Graded instruction through work performed**
 - ▶ Off school grounds AND
 - ▶ During school hours
- ▶ **Any program could have this, but it is frequently seen in the following**
 - ▶ Health Science
 - ▶ Education
 - ▶ AFNR
 - ▶ Finance (Bank) **(determined by who is supervising students)**
- ▶ **Only need documentation if this is offered, otherwise it is N/A**

What's in Schoology

Student Exposure to Related Industry (5.1 bullet 4)

- Optional form **completed by each student** to document workforce exposure. Could be used in a student portfolio as proof of experiences.
- One sample form could be used, with dated pictures, to document exposure to workforce related to the program area.

School Year: _____ Teacher: _____
 Program: _____
 Course(s): _____
 Student Name: _____

Date	Description of Opportunity	Time in minutes	Content Gained	Industry and contact name	Industry contact email and or phone number
Example: 10/4/2022	One on one time with my EMT team learning EMT content and skills for HOSA CE.	90 each Thurs. Total: 6 hrs	EMT content knowledge. Skills: traction splint and pt assessments	Todd Haynes/ Haynes Ambulance	thaynes@haynes.org 334-555-4987

Potential Opportunity examples include, but are not limited to the following:

- Guest speakers from a related industry
- Internship/externships/clinicals
 - (Not to include fieldtrips or job shadowing. These are covered under other QPIs)
- Industry partners providing services (examples below)
 - employability skills training
 - OSHA training
 - HIPAA training
 - Performing mock job interviews
 - Discussing and modeling professional dress for the program area
- Industry partners assisting with CTSO competitive events training
- Industry partners providing simulation scenarios related to workforce trends
- Industry Panel of Experts providing information and Q/A time related to their job

Common types of WBL are:

- **Job Shadowing** - On-site workplace visits
- **Career Expo/Career Fair** - Single day event where groups of employers from various clusters will present information about careers in their field
- **On-site learning experience** - an event that brings workforce to the school in a manner that provides an opportunity for students to observe workforce professional performing skills in a real/realistic work environment. (Ex. Blood Drives, Fire Burn Trailers)
- **Employability Skill Training** - Provides participants with the foundational skills, also called soft skills, that are common and essential across all industry sectors and allow for effective performance in any job (Ex: Ready to Work)
- **Industry Tours** - Typically half-day or full-day visits to local businesses, participants can be students or teachers
- **Simulated Workplace** - Classes are structured like companies, major focus on employability skills and preparation for entering the workforce at the entry-level
- **Internship** - May be paid or unpaid work experience, sometimes tied to field of study
- **Externship** - Goal is to send a current employee outside the existing job (and even potentially outside the industry) to broaden awareness and gain content knowledge
- **Clinical/Practicum Field Experience** - Work experience that is typically unpaid, most often used to describe placements in healthcare training programs
- **Cooperative Education (CoOp)** - Paid employment at a work site, not necessarily tied to the field of study, the focus is on gaining work experience
- **On the Job Learning (OJL)** - Paid work experience that is directly linked to technical instruction the student is receiving
- **Pre-Apprenticeship** - Must be connected with a registered apprenticeship, participants are completing on-the-job learning and/or related technical instruction that will be counted toward completion of a registered apprenticeship IF the pre-apprentice ever actually becomes an apprentice.
- **Registered Apprenticeship** - Built for training apprenticeable occupations and always includes all 5 of these components:
 - Business Driven
 - On the Job Learning
 - Related Technical Instruction (RTI)
 - Rewards for skills gains
 - Nationally recognized credential

- WBL Exposure Form
- Descriptions of WBL
- WBL handbook
- Templates and Samples

A **Work-Based Learning Handbook** can be accessed here as a resource to help you identify and promote WBL in your programs.



What's in Schoology

2024 Job Shadowing Day Interest Form

It is time to start preparing for your future!

Winfield City High School offers all seniors and sophomores the opportunity to job shadow at a local business. This is a great way to learn more about a career that may interest you.

The job shadowing event is scheduled for Friday, February 23, 2024. We will leave campus promptly at 8:10 a.m. and return around 2:00 p.m. More details will be provided as the date approaches.

To ensure we can arrange a suitable worksite for you, please choose TWO different occupations that you are genuinely interested in pursuing as a career. **This is not about what your friends or significant other are interested in, but about what YOU envision as YOUR future profession.**

** Indicates required question*

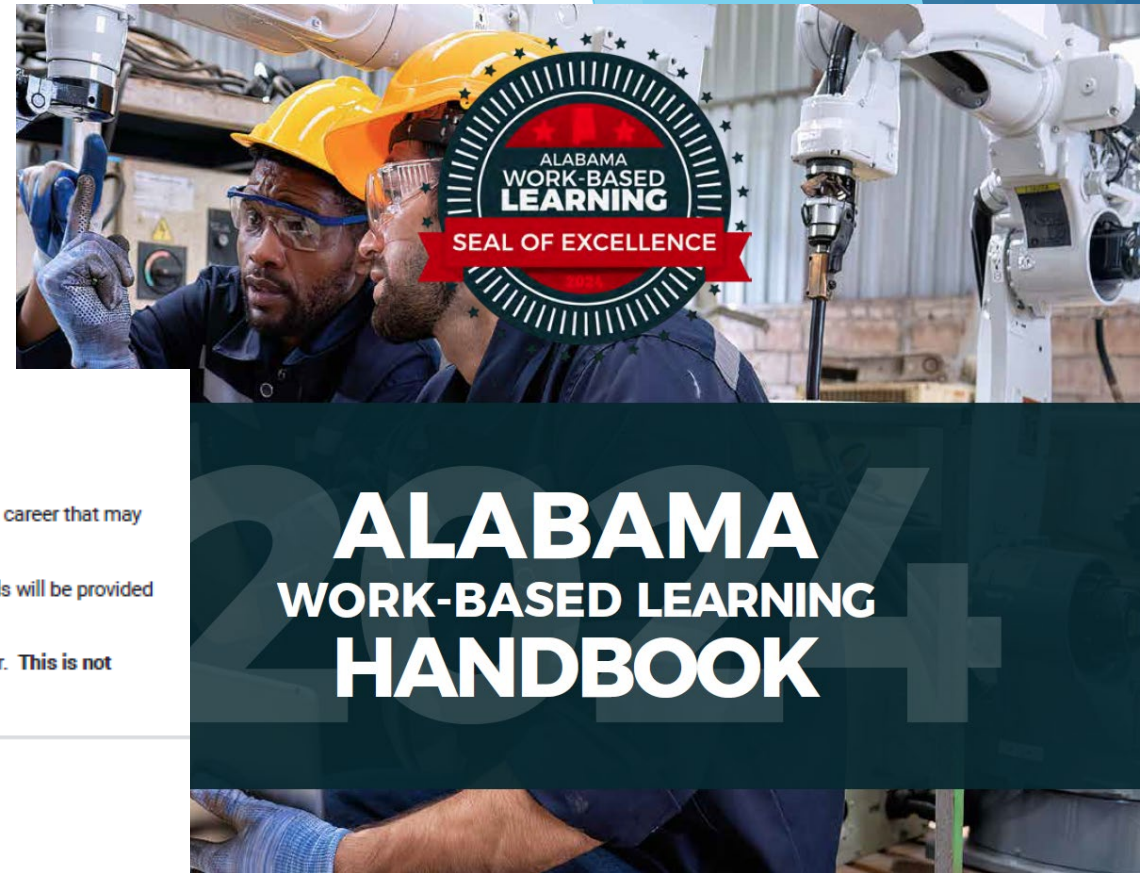
1. 1. Name (First and Last) *

2. 2. Pick **ONE** of the following as your FIRST choice. *

Mark only one oval.

- ☐ Nurse
- ☐ Education (If chosen, you MUST answer question #4)
- ☐ Dentist
- ☐ Cosmetology
- ☐ Manufacturing (Ex: Continental, Tiffin, King Kutter, etc.)
- ☐ Retail (Ex: Jan's, K. Rose, Magonlia Soap, etc.)
- ☐ Automotive (Ex: Nelson Boyz, Price's, etc.)
- ☐ Banking/Finance

Sample Job Shadowing
Interest Form - Winfield



Work Based Learning
Handbook

(updated definitions of
Cooperative Education,
Internships, Clinicals,
Practicums)



QPIs 5.2

Cooperative Education



5.2

Quality Program Indicator (QPI)	Indicator/Verification of Compliance
5.2.A Cooperative Education(Co-Op) / Internship WBL	<ul style="list-style-type: none"><input type="checkbox"/> There is ongoing formal communication between the school and the employer providing work-based learning to ensure quality experiences for students and employers<ul style="list-style-type: none">o Student evaluationso Communication logs<input type="checkbox"/> Coordinator attends required annual child labor law training<ul style="list-style-type: none">o PowerSchool recordsAND/ORo PD Certificates<input type="checkbox"/> 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:<ul style="list-style-type: none">o Training agreemento Training plans appropriate for in-field studentso Training plans appropriate for out-of-field students

Annual Compliance: Form 14-1

- ▶ CTE director is responsible for completing a full review of each program annually
- ▶ Documented with Form 14-1
 - ▶ Use the TAPE document for full descriptors
 - ▶ Has the Technical Assistance Request QR code
 - ▶ These are now uploaded for TAPE reviews

Form 14-1 (Secondary) Revised: 12/04/2024
CTE TAPE Annual Continued Compliance Form

Each CTE Program should be reviewed annually by the CTE Director for compliance. *Attestation provided in eGAP*
• Directors: refer to the TAPE Tool for additional QPI details when completing the 14-1.

CTE Program _____ Year _____

LEA Reviewer (Print) _____ (Sign) _____

Quality Program Indicator (QPI)	Validation Requested for each QPI	N/A	CTE Program Level of Implementation			Action Plan to increase each Level 1 QPI (May attach a PIP)
			1	2	3	
Student Organizations						
1.1.A	CTSO Program of Work					
1.1.B	CTSO Affiliation					
1.1.C	CTSO Meeting Minutes					
1.1.D	CTSO Officers					
1.1.E	CTSO Competitive Events					
1.1.F	Community Service					
1.1.G	CTSO Curriculum Integration					
Quality Instruction						
2.1.A	Syllabi (one for each course)**					
2.1.B	Embedded Numeracy & Vocab.					
2.1.C	Embedded Literacy & Writing					
2.1.D	Embedded Science & Vocab.					
2.1.E	CTE Program Budget					
2.1.F	Classroom/Lab Safety					
	- 100% safety tests					
	- CTIPs					
	- Preventative Maintenance Schedule					
2.1.G	Facilities					
2.1.H	Credentialing/Assessments					
	- Credential opportunity					
	- CRI pass rate > 84%					
	- CRI Testing Guidelines					
Program Pathway Implementation						
3.1.A	Program Scheduling					
	- Pathway of 3+ courses					
	- Planning period					
3.1.B	Parent/Guardian Involvement					
	- 2+ opportunities					
	- 2+ notifications					


Quality Program Indicator (QPI)	Validation Requested for each QPI	N/A	CTE Program Level of Implementation			Action Plan to increase each Level 1 QPI (May attach a PIP)
			1	2	3	
3.1.C	Program Advisory Committee/Meetings					
	- Member list					
	- 2+ meetings (one onsite)					
	- Required meeting content					
3.1.D	Program Advisory Committee Program of Work (also in minutes)					
3.1.E	Program Marketing, Public Relations, Community Outreach					
Technical Update						
4.1.A	Technical update hours (Not PD)					
Work Based Learning (ALL CTE programs except CoOp)						
5.1.A	Program Work Based Learning					
	- Foundational skills					
	- Fieldtrips					
	- Job shadowing					
	- Local business partnerships					
5.1.B	Program Off Site Live Work					
(if applicable to program)	- Evidence of off campus WBL experiences during class time					
(if applicable to program)	- Written Agreements/Clinical Training Agreements					
Cooperative Education (CoOp is this section ONLY. This section does not apply to other program areas)						
5.2.A	Cooperative Education					
	- Communication with employers					
	- Child Labor Law Training					
	- Training Agreements/plans					

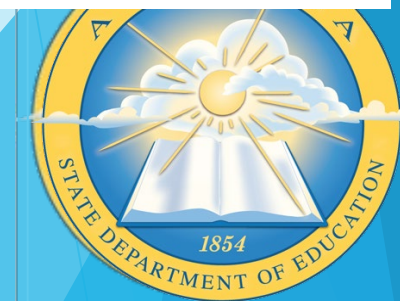
ALSDE Technical Assistance requested for areas scored as 1: ☐ YES ☐ NO

ALSDE Technical Assistance requested for new program teachers: ☐ YES ☐ NO

Additional Comments: _____

****Syllabi have a new requirement per Act 2024-35**

 Request Link



Dual Enrollment TAPE Guidelines

Guidelines for Dual Enrollment and TAPE

- **Scenario 1: Program on the LEA campus: Uses LEA Teacher AND Community College Teacher**
Declared programs that include a dual enrollment course(s) can be selected for evaluation using the Tool for Assessing Program Effectiveness (TAPE). For example, a welding program that has a full-time welding teacher employed by the LEA that teaches welding classes in addition to dual enrollment classes taught by a community college instructor can be evaluated.
The teacher employed by the LEA is responsible for the evaluation process. The community college instructor should not be included.

- All evidence is uploaded into Cognia by the Career Tech Director (CTE Director).
- Reviewer documentation is in Cognia. (Findings, PIP, Clearing Findings)
- Technical Assistance (TA) is provided to the teacher employed by the LEA.
- TA is provided to the community college instructor upon request of the CTE Director or the instructor.

- **Scenario 2: Program on the LEA campus: Uses LEA Teacher only**

Declared programs that include a dual enrollment course(s) that is taught by the teacher employed by the LEA, on the secondary campus, can be selected for evaluation. The teacher employed by the LEA is responsible for the evaluation process.

- All evidence is uploaded into Cognia by the Career Tech Director (CTE Director).
- Reviewer documentation is in Cognia. (Findings, PIP, Clearing Findings)
- Treated as part of the standard program, is not a stand-alone program.
- TA is provided to the LEA employed teacher.

- **Scenario 3: Program on the LEA campus: Uses Community College Teacher only**

Declared programs that are taught solely by a community college instructor on the LEA's campus can be selected for evaluation using TAPE. However, only the following QPIs will be evaluated:

- 1.1A – 1.1F, CTSOs
- 2.1.F, Classroom/Lab Safety
- 2.1.G, Facilities, and
- 3.1C – 3.1D, Advisory Committees

The CTE Director will be responsible for the evaluation process.

- Selected evidence is uploaded into Cognia by the CTE Director
- ALSDE would perform review with the CTE Director.
- TA would be with CTE Director and whomever else the CTE Director includes.
 - o i.e. the program instructor

Scenarios 4 and 5 do NOT meet the requirements for TAPE reviews:

- **Scenario 4:** Programs/Courses that are offered at the community college campus and taught by community college instructors are not eligible to be evaluated using TAPE.
- **Scenario 5:** Program/Courses that are offered at the community college campus and taught by the teacher employed by the LEA are not eligible to be evaluated using TAPE.

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

STUDENT success!





BORN FOR THIS

The Score

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Questions?

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Please take the survey

23 24 TAPE Professional
Development Feedback Survey



Learning that works for Alabama

CTETM



Schoology Groups for Teachers

ALSDE Teaching and Learning Platform Schoologyenrollments@alsde.edu

TAPE



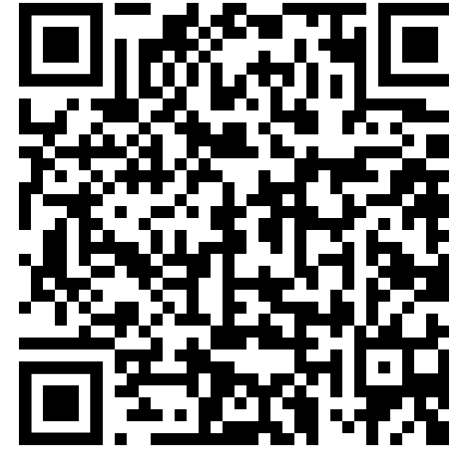
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Access Code

FMKH-S6QJ-5VR47

☐ Require approval

POIs

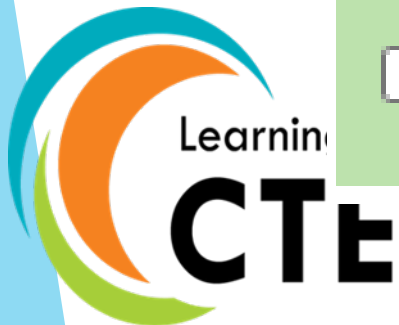


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Access Code

QKHC-KW8Q-DFCXQ

☐ Require approval



You were born for this...

**PERHAPS YOU WERE
BORN FOR SUCH A
TIME AS THIS**
ESTHER 4:14