

This form is completed by the local Career and Technical Education Administrator and by the ALSDE staff to evaluate CTE Program quality.

Level 1 indicates the Quality Program Indicator (QPI) does NOT meet the minimum standard.

Level 2 attainment descriptors for each section represent the minimum Quality Program Indicator (QPI) achievement required to identify quality CTE program(s). Please use the Level 2 attainment descriptors as you review CTE programs within your LEA.

EPIC Level attainment descriptors are provided to assist in achieving the highest level of program quality required of an Enhanced Pathway Industry Certification (EPIC) program. EPIC reviews will be conducted at the request of the LEA.

***AN UPLOAD OF THE LAST FOUR (4) YEARS OF FORM 14-1'S WILL BE REQUIRED FOR EACH PROGRAM UNDER REVIEW**

Program _____ Teacher(s) _____

Section to be completed by the CTE Director:

Requested TAPE 101 PD for LEA CTE staff (optional, but best practice is 1 year prior)	
Prior to review month, requested program specific Technical Assistance (optional, best practice is early in review year)	
Encouraged teachers to contact ALSDE Ed. Specialists with questions	
Accessed CTE Directors' Schoology Course, TAPE Folder	
Observed syllabus for each course of the program for required content	
Observed each course working on comprehensive anchor assignment	
Observed lessons for integrated literacy, numeracy, AND science	
Discussed evidence expectations with teachers (binders or digital storage, annual review expectations, etc.)	
Responded to email to confirm programs	
Notified programs that are undergoing review AND secure subs	
Received evidence for ALL programs undergoing review	
Gather and scan Form 14-1's for the last four (4) years	
Print and provide SPP report for ALL programs undergoing review, if applicable (CRI evidence for QPI 2.1H)	
Uploaded evidence into Cognia for ALL programs undergoing review (prior to 1 st of month)	
Marked 1 or 2 in Cognia for 2.1A-D , at a minimum, for EACH program undergoing review	
Move each cluster to WorkSpace in Cognia once evidence is uploaded & 2.1A-D are scored for ALL clusters with programs undergoing review	
Contacted TAPE liaison for questions as needed	
Assured teachers reviewed and director completed post-review survey	

Section to be completed by the ALSDE Reviewer:

Offered technical assistance to ALL teachers on compliance monitoring list in your clusters, early in review year	
Copied CTE Director on all emails	
Made teacher(s) aware of TAPE Schoology Group and other resources	
Communicated the order of the review, after TAPE notification date (if reviewing multiple programs in the same system)	
Completed desk audit prior to review	
Communicated initial findings from desk audit prior to review	
Provided technical assistance onsite to include resources specific to desk audit findings	
If applicable, initiated PIP onsite in collaboration with program area teacher(s). Provided a copy to teacher.	
Provided post-review survey card to teacher	
Participated in the consistency meeting prior to finalizing findings	
10 days post review –	
Followed up with teacher for additional evidence	
Scored review in Cognia	
Entered findings in Cognia, if applicable	
Saved PIP (named appropriately) in TAPE folder in Cognia	
Sent conclusion email containing: notification of review completion in Cognia, appreciation for their work, and a finalized copy of the PIP	
Monthly follow ups to assess progress towards goals (if PIP created)	
Cleared findings in Cognia as evidence was provided	
Notified TAPE Liaison and Cluster Admin if there is a lack of progress towards goals prior to the 12-month deadline	

Career and Technical Student Organizations (CTSO)

Purpose:

- Teaches professional methods of planning, applying, and evaluating an organization's improvement plan.
- Teaches the importance of participation in your professional organization.
- Models leadership and professional contributions to the associated professional organization.
- Provides opportunities for integrating instruction in leadership, essential skills, and career-specific skills.
- Teaches the planning process for professional meetings, to include action items necessary to meet organizational needs.
- Teaches the professional method for legally documenting the work of the organization.
- Models and teaches the characteristics of effective leadership.
- Incorporates reading for comprehension and time management skills.
- Integrates professional characteristics: sportsmanship, responsibility, ethics, etc.
- Provides opportunities to advance career-related content knowledge beyond classroom content.
- Encourages collaboration with other students and local stakeholders.
- Models the importance of philanthropy in their career field.
- Teaches effective and equitable planning, implementation, and evaluation of collaborative activities.

Quality Program Indicator (QPI)	Indicator/Verification of Compliance	Compliance		
		1	2	N/A
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 zero-balance invoice, 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.			

1.1.E Competitive Events / Activities	<input type="checkbox"/> CTSO registration for student participation in state or nationally sponsored CTSO competitive events (regional, district, state, or national level) OR <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.) AND <input type="checkbox"/> List of judges used to score the local event. (Should not be the teacher or other students)			
1.1.F Learning Through Community Service	<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) AND <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 			
1.1.G CTSO Integration as an Integral Part of the Curriculum	<input type="checkbox"/> Evidence demonstrating the <u>integration</u> of the CTSO related to the curriculum <u>content standards</u> . Examples include: <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.) 			

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

<ul style="list-style-type: none"> <input type="checkbox"/> ALL students affiliate and participate in the appropriate CTSO as evidenced by: <ul style="list-style-type: none"> ○ CTSO membership roster from the national/international organization MATCHING the program enrollment rosters from PowerSchool. <input type="checkbox"/> There is evidence of an evaluation of the program of work. <input type="checkbox"/> Students participate in regional, state, and/or national competitive events and earn at least two awards annually. <ul style="list-style-type: none"> ○ Registration invoice AND <ul style="list-style-type: none"> ○ 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. <input type="checkbox"/> Students participate in state and/or national leadership opportunities. 		
<p>COMMENTS:</p>		

Purpose:

- Creation of the syllabus assures the course has a structured plan for success. The teacher has taken pre-requisites into account, has reviewed the course content standards to plan for the instruction and delivery to students. Assessment procedures are thought out and communicated to the student/parent with the associated grading scale. There is a systematic plan to include significant assignments highlighting numeracy, literacy, and science in the content standards, as well as a plan to utilize the CTSO to teach essential skills and leadership characteristics.
- Perkins V requires a planned focus on the integration of literacy and numeracy.
- Science is one of the core indicators for Alabama.
- Embedding core content increases student comprehension through application.
- Students are more likely to meet expectations when they fully understand those expectations and how they apply to their future plans. Parents are more likely to support your classroom strategies when they are fully aware of the expectations prior to the implementation.
- Lesson plans including career related application of science, mathematics, mathematics vocabulary, technical reading and writing increases student comprehension and success in career/college.
- A program budget demonstrates an annual review of program equipment and supplies in respect to projected finances. This allows a realistic plan for CTE budgeting across the LEA and demonstrates good financial stewardship.
- Proficiency on the general safety exam provides evidence students will be able to enter the lab in a manner safe for the students and their peers.
- The completed CTIP demonstrates the individual assessment of a student's needs in direct correlation to the laboratory environment, the expected skills, and assigned projects in a CTE learning environment. It provides the best plan for the individual student's safety and success in the CTE program using the specific guidelines of that student's IEP.
- Preventative Maintenance schedules mimic workforce practices, teaches proper care/storage of equipment, results in less repair downtime because potential problems are addressed prior to breakage. This encourages good stewardship of educational finances.
- Proper chemical storage mimics work environments, models acceptable career/OSHA practices for the program area and provides for their safety.
- Safety Data Sheets mimic workplace safety requirements and provides emergency instruction for exposure to chemicals.
- Posted evacuation procedures meet safety laws and provide students with direction in the event of an emergency.
- Emergency current interruption, first aid supplies, and eyewash capabilities, and PPE mimic workplace safety requirements and provides a process designed to limit student injury in an emergency.
- Credentialing (including stackable certificates) demonstrates the importance of obtaining career related competencies and provides knowledge and skills which will help enable students to obtain employment in their chosen field.
- Assessment of pass rates allows for the evaluation of instructional methods and the continued improvement of the program. It encourages professional collaboration and pinpoints areas in need of technical assistance.
- The students must meet benchmarks prior to sitting for a CRI exam. This encourages personal ownership of educational opportunities, simulates advanced credentialing requirements in the workplace, demonstrates financial responsibility, and provides rewards for academic success.
- Integrated core content and application assignments are best reviewed through planning documentation and classroom observation. Therefore, the CTE Director would be in the best position to provide quality assessment through classroom observation of the lessons and projects related to the syllabi and documented plans provided.

Quality Program Indicator (QPI)	Indicator/Verification of Compliance	Compliance		
		1	2	N/A
2.1.A CTE Syllabus <i>*Subject to random audits</i>	<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"> o Course title, description, and pre-requisites o Program/instructional delivery plan o Course goals, assessment procedures, required reading books (Act 2024-35) o Grading scale o CTSO integration o Embedded numeracy anchor assignment (reference QPI 2.1.B) o Embedded literacy anchor assignment (reference QPI 2.1.C) o Embedded science anchor assignment (reference QPI 2.1.D) o Available industry recognized credential offered (indicate "N/A" if not applicable) <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>			
2.1.B Embedded Numeracy <i>*Subject to random audits</i>	<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 area o Industry appropriate mathematical vocabulary 			
2.1.C Embedded Literacy <i>*Subject to random audits</i>	<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 area o Integration of writing skills appropriate to the program area 			
2.1.D Embedded Science <i>*Subject to random audits</i>	<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 area o Industry appropriate science vocabulary 			

<p>2.1.E Use of Technology, Equipment, and Facility</p> <p>Program Budget</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 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. 			
<p>2.1.F Use of Technology, Equipment, and Facility</p> <p>Classroom/Lab Safety</p> <p>(ONSITE REVIEW)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence that all students have completed a general safety exam with 100 percent proficiency, for each course taught, as evidenced by student samples. <ul style="list-style-type: none"> ○ Random audits will be performed on site <input type="checkbox"/> 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. <ul style="list-style-type: none"> ○ Random audits will be performed on site <input type="checkbox"/> The program has a clearly defined process of quality and expectation of technology, equipment updates, and facility maintenance as evidenced by: <ul style="list-style-type: none"> ○ Preventative maintenance schedule, OR <u>ASE accredited program evidence</u> <p>*ASE accredited programs ONLY Where indicated in the QPIs, validating evidence will be satisfied by uploading the following here <u>in 2.1F:</u> 1) ASE Accreditation Certificate 2) Current Form 14-1 if ASE accreditation was completed > 12 months prior to the TAPE review.</p>			
<p>2.1.G Use of Technology, Equipment, and Facility</p> <p>Facilities</p> <p>(ONSITE REVIEW)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A process to ensure safety and proper use of chemicals, facilities, equipment, and technology is provided and policies are posted for <ul style="list-style-type: none"> ○ 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 <input type="checkbox"/> Facilities meet safety regulations for adequate access to updated equipment which meet local, regional, and/or state industry needs <input type="checkbox"/> Adequate space is available for seated and laboratory work for the number of students enrolled in the program <input type="checkbox"/> Classroom and instructional laboratory are clean, orderly and replicates a professional working environment <input type="checkbox"/> Students are given adequate access to relevant facilities, equipment, and technology as evidenced by current program equipment list <input type="checkbox"/> Secured storage is sufficient 			

2.1.H Industry Credentialing and Technical Assessments	<div> <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) <div> <input type="radio"/> Dated student certification OR <input type="radio"/> Certification agency generated report with dates </div> </div> AND/OR <div> <input type="checkbox"/> 88% > of students <u>who sit for a certification exam</u> (CRI) obtain a passing score <div> <input type="radio"/> SPP application report: Student Program Credentials Count – Schools (provided by CTE Director) <div> <input type="checkbox"/> 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 </div> </div> </div> <input type="checkbox"/> Copy of the signed <i>Career Readiness Indicator (CRI) Testing Guidelines</i> document for each program instructor			
<div> <div>EPIC Level Quality Performance Indicators</div> <div>Evaluated separately and ONLY at the request of the LEA</div> </div>				
<div> <input type="checkbox"/> CTE teachers validate students’ mastery of mathematic standards AND technical reading and writing skills as evidenced by student assessments <u>specific to those core concepts</u> verified by associated projects and rubrics. (Alabama Career Planning System ACT Prep and projects) <input type="checkbox"/> CTE teachers are using <i>two or more</i> major anchor assignments and instructional strategies, in all courses, to improve students’ mathematics, science, AND technical reading and writing skills as evidenced by lesson plans <input type="checkbox"/> Academic and CTE teachers collaborate to embed academics as evidenced by proof of meetings held, agendas, sign in sheets, etc. <input type="checkbox"/> Teachers embed reading readiness standards by having students summarize, paraphrase, categorize, infer, predict, use vocabulary, research, and write about the technical field as evidenced by student samples <input type="checkbox"/> Evidence exists that current industry/workplace needs, best practices, and requirements are the focus in delivery models of the CTE Program as evidenced by advisory committee meeting minutes <div> <input type="radio"/> Example: Simulated workplace </div> <input type="checkbox"/> 10% of equipment from the optional section of the program equipment list is available for use by the program OR, if not documented on the optional equipment list, additional equipment goes above and beyond current industry standards. <input type="checkbox"/> Passing industry-recognized credential(s) (CRI) leading to state and/or national licensure or certification <div> <input type="radio"/> 95% or more of the students who sit for a certification exam obtain a passing score </div> <input type="checkbox"/> AI is integrated into the curriculum as evidenced by lesson plans and integration into projects. </div>				
COMMENTS:				

Program Pathway Implementation

Purpose:

- Research consistently indicates students who take a series of CTE courses along a pathway are statistically more likely to graduate, take fewer remedial courses in college, and earn higher wages (specific pathways). Therefore, every student should have an opportunity to succeed through the minimal offering of three courses in a pathway.
- Planned lessons are more organized and thorough. Collaboration time with other teachers has instructional value.
- Research indicates that parental involvement in student learning has a positive impact on a student's work, participation, and success.
- Involved parents are in a better position to recognize the value of CTE in a student's education and will also be a marketing tool for your programs.
- The Advisory Committee provides current, program specific, workforce information in an effort to keep instruction relevant and to offer courses designed to meet local workforce needs.
- Having diversity in the Advisory Committee assures a varied viewpoint designed to encompass the entire program area. It also provides resources and content knowledge across the spectrum of the program, thereby assuring students are introduced to a multitude of career related information/skills.
- Meeting multiple times in a school year allows for consistent evaluation of the implemented program of work.
- Using the knowledge of a variety of career experiences provides well-rounded suggestions designed to assure the program continues to meet current workforce needs using current standards and practices.
- An Advisory Committee, employed in the local workforce, is best positioned to determine in-demand credentialing opportunities.
- Developing a program of work designed to evaluate the program, assess areas in need of improvement, and create a plan of implementation is a way to encourage career stakeholders to invest in program improvement while assuring the program remains effective in preparing students for careers in the pathway.
- An active Advisory Committee will invest in the program and can provide assistance with guest speakers, internships, sponsorships, equipment, competitive event preparation, and job opportunities.
- Effective marketing is necessary in all career fields. It provides information to students/stakeholders about the CTE program and facilitates increased enrollment of informed students with realistic expectations and a sincere interest in the program's career fields.

Quality Program Indicator (QPI)	Indicator/Verification of Compliance	Compliance		
		1	2	N/A
3.1.A Program Scheduling	<input type="checkbox"/> 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) <input type="checkbox"/> CTE teachers have 30 minutes or more of uninterrupted preparation/planning time <input type="checkbox"/> OR, ASE accredited program evidence in 2.1F, do not duplicate			
3.1.B Parent/Guardian Involvement	<input type="checkbox"/> Parents/guardians are provided at least two opportunities through student/parent/ teacher meetings and annual open houses in the CTE lab, as evidenced by DATED documentation of <u>one or more of the following</u> : <ul style="list-style-type: none"> ○ Social media post screenshots ○ Newsletters ○ Website screenshots ○ Emails ○ Parent sign in sheets, etc. 			

	<ul style="list-style-type: none"> <input type="checkbox"/> Parents/guardians are apprised of program activities as evidenced by DATED documentation of <u>one or more of the following</u>: <ul style="list-style-type: none"> ○ Social media post screenshots ○ Newsletters ○ Website screenshots ○ Emails ○ Parent sign in sheets, etc. <input type="checkbox"/> OR, <u>ASE accredited program evidence in 2.1F, do not duplicate</u> 			
3.1.C Advisory Committee Development and Meetings	<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, <u>and 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, <u>ASE accredited program evidence in 2.1F, do not duplicate</u> 			
3.1.D Advisory Committee Program of Work	<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, <u>ASE accredited program evidence in 2.1F, do not duplicate</u> 			

3.1.E Marketing, Public Relations, and Community Outreach	<input type="checkbox"/> Marketing activities reflect the value of the program to students as described in the school’s printed literature and website, and is evidenced by one or more of the following: <ul style="list-style-type: none"> ▪ Screenshots of website ▪ Screenshots of social media program promotions ▪ Brochures ▪ School newspapers ▪ Other items as applicable <input type="checkbox"/> OR, <u>ASE accredited program evidence in 2.1F, do not duplicate</u>			
<p style="text-align: center;">EPIC Level Quality Performance Indicators Evaluated separately and ONLY at the request of the LEA</p>				
<input type="checkbox"/> Daily Schedule(s) for all teachers provide evidence that CTE Program includes a <i>sequence of 4 or more courses</i> provided over a two-year period <input type="checkbox"/> Including a combination of foundational, concentrator, and capstone level courses <input type="checkbox"/> CTE leaders conduct a parent satisfaction survey used for program improvement <input type="checkbox"/> The advisory committee <i>meets three or more times per year</i> as evidenced by meeting minutes <input type="checkbox"/> All meetings have an established agenda, minutes are recorded, attendance is taken, and <i>75% or more of members were present for each meeting</i> <input type="checkbox"/> There is evidence of an annual evaluation of the effectiveness of the program of work <input type="checkbox"/> The value of the program is reflected in active marketing efforts that reach students, <u><i>parents, and the community</i></u> <input type="checkbox"/> A documented plan has been implemented to maximize program enrollment when student interest outweighs program capacity (e.g. applications, interviews, references etc.) <input type="checkbox"/> <i>75% or more</i> of students entering program continue past the foundation course to concentrator status in the program area (<i>data may be obtained from the SPP application</i>)				
<div style="display: flex;"> <div style="flex: 1;"> COMMENTS: </div> <div style="flex: 1;"></div> <div style="flex: 1;"></div> </div>				

Technical Updates				
Purpose: <ul style="list-style-type: none"> Technical update hours encourage CTE teachers to gain new content knowledge on related workforce trends, skills, equipment, educational requirements, etc., in order to provide diverse and accurate instruction and advisement to students. It keeps the program relevant and provides the experience necessary to enhance the instruction. 				
Quality Program Indicator (QPI)	Indicator/Verification of Compliance	Compliance		
		1	2	N/A
4.1.A Technical Updates 290-6-1-.07 (3)	<ul style="list-style-type: none"> 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 <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>			
EPIC Level Quality Performance Indicators Evaluated separately and ONLY at the request of the LEA				
<ul style="list-style-type: none"> CTE teachers have received Technical Updates as indicated in level 2 AND professional development in the areas below, within the last five years as evidenced by professional development certificate(s) <ul style="list-style-type: none"> Embedding literacy skills into technical content Embedding high-level math into technical content Embedding science into the CTE content Utilizing Project-based learning to deepen understanding Utilizing AI as part of instruction AND in career skill development Aligning classroom assessments to challenging academic and technical standards <p>OR</p> <ul style="list-style-type: none"> One or more teachers in the program have obtained National Board Certification in CTE within the last five years 				
COMMENTS:				

Work-Based Learning

Purpose:

- Employers across the cluster areas consistently request training on essential/foundational skills.
- Essential/foundational skills are necessary in EVERY program area. Consistent integration throughout the course of study lesson plans encourages retention and demonstrates the importance of the skills.
- Fieldtrips, job shadowing, and the involvement of local business/industry provides differentiated instruction through relevant program specific experiences that prepare students to make informed decisions regarding their career goals.
- Program specific off-campus work-based learning provides students with an immersive experience in their prospective career field and knowledge which could assist in career choices, credentialing success, and post-secondary success.
- Written agreements/clinical training agreements provide concrete plans for the education, instruction, acceptable activities, and safety of the students while receiving applied instruction in an alternative program specific environment.

Quality Program Indicator (QPI)	Indicator/Verification of Compliance	Compliance		
		1	2	N/A
5.1.A Program Area Work-Based Learning (All programs <u>except</u> Cooperative Education)	<ul style="list-style-type: none"> <input type="checkbox"/> There is evidence that the <u>CTE program</u> addresses essential/foundational skills that employers desire of employees <ul style="list-style-type: none"> ○ Lesson plan demonstrating integrated essential/foundational skills <input type="checkbox"/> 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) <ul style="list-style-type: none"> ○ 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 <input type="checkbox"/> At least one formal job-shadowing opportunity <ul style="list-style-type: none"> ○ Job shadowing permission form with date and evidence of a shadowing experience related to the program area ○ Or, Alabama Career Planning System WBL Report <input type="checkbox"/> 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: <ul style="list-style-type: none"> ○ Guest speakers ○ Work-based learning sites (Internships/externships) ○ Competitive event training ○ Employability skills training ○ Others as applicable, to exclude fieldtrips and job shadowing <input type="checkbox"/> OR, <u>ASE accredited program evidence in 2.1F, do not duplicate</u> 			

5.1.B Program Area Off Site Live Work (If Applicable to Program)	<div> <input type="checkbox"/> Student reports or evidence of off campus work-based learning experiences <ul style="list-style-type: none"> ○ Daily sign in/out sheets ○ Logs of the students' work-site activities/experiences ○ Student evaluations </div> <div> <input type="checkbox"/> There is a written agreement/clinical training agreement with every off-campus work-based learning site and the school </div> <div> <input type="checkbox"/> OR, <u>ASE accredited program evidence in 2.1F, do not duplicate</u> </div> <p>Clarification: Programs with students receiving instruction <u>during normal school hours and through hands-on live work</u> (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) <i>If this is not offered in the program, indicate N/A on the Form 14-1 and in Cognia</i></p>			
<div> EPIC Level Quality Performance Indicators Evaluated separately and ONLY at the request of the LEA </div>				
<div> <input type="checkbox"/> A <i>minimum of three</i> planned field trips (off-site, on-site, or virtual to Career Expos, Career Fairs, and/or Industry tours) related to the program area </div> <div> <input type="checkbox"/> <i>Multiple</i> job shadowing opportunities that rotate students through a variety of work settings related to the program area </div> <div> <input type="checkbox"/> <i>Full implementation</i> of Simulated Workplace (SWP) in a minimum of one course within the program area AND a minimum of the first four SWP components in ALL other courses in the program area </div>				
<div> COMMENTS: </div>				

Cooperative Education

**This section is used exclusively to evaluate Cooperative Education Programs and is NOT applicable to other program areas.
Previous sections are NOT applicable to Cooperative Education Programs.**

Purpose:

- Consistent communication between the employer and school provides the information needed to evaluate student learning and identify areas in need of additional instruction which ensures continued learning and a more productive employee.
- Familiarity with current child labor laws assures safe employment opportunities for all students.
- Training agreements, plans and random audits provide for the education, instruction, acceptable activities, and safety of the students while receiving applied instruction while employed in the local workforce.

Quality Program Indicator (QPI)	Indicator/Verification of Compliance	Compliance		
		1	2	N/A
5.2.A Cooperative Education(Co-Op) / Internship WBL	<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"> ○ Student evaluations ○ Communication logs <input type="checkbox"/> Coordinator attends required annual child labor law training <ul style="list-style-type: none"> ○ PowerSchool records AND/OR ○ 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"> ○ Training agreement ○ Training plans appropriate for in-field students ○ Training plans appropriate for out-of-field students 			

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

☐ Not applicable to Cooperative Education

COMMENTS:

Additional Comments and/or Suggestions: