

**Career Technical Education
Program of Study
Monitoring Tool**

1. ORGANIZATION			
Yes	No	What is being Assessed	Evidence
		1A. All consortium partners are involved in the development and implementation of the Program of Study. Partners are to include secondary agencies, postsecondary agencies (community college), and business and industry partners.	<ul style="list-style-type: none"> • Minutes from Meetings • Names and Addresses for Consortium Members • Interview Consortia Members
		1B. Program of Study was selected using input from all consortium partners.	<ul style="list-style-type: none"> • Minutes from Meetings • Interview Consortia Members
		1C. Program of Study begins in high school by at least grade 11 and continues through completion of college and/or university education.	<ul style="list-style-type: none"> • Master Schedule • Program of Study Template
		1D. Teachers and faculty aligned curricula to include academic and industry skill standards that support student preparation for CTE post-secondary programs.	<ul style="list-style-type: none"> • Course Curriculum • Interview Teachers
		1E. Considered a Program of Study structure that provides a continuum of entry and exit points for learners.	<ul style="list-style-type: none"> • Course Sequences • Master Schedule
		1F. Every CTE teacher in the pathway has the appropriate credential for teaching the subject(s) assigned.	<ul style="list-style-type: none"> • Copy of Credential Authorizing Teaching of Assigned Subjects
Comments:			

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2. IMPLEMENTATION			
Yes	No	What is being Assessed	Evidence
		2A. Industry has been included in the implementation of the Program of Study.	<ul style="list-style-type: none"> • Minutes from Meetings Showing Involvement of Business/Industry Partners • Interview Business/Industry Partners
		2B. Identified opportunities for high school students to earn college credit while in high school and/or university credit while in college.	<ul style="list-style-type: none"> • Articulation Agreements • Interview Postsecondary Partners • Interview Counselors
		2C. Considered various learning enhanced opportunities, such as internships, apprenticeship, infusion of academic concepts in technical programs, inclusion of CTSOs, or other categories of opportunity.	<ul style="list-style-type: none"> • Minutes from Meetings Identifying Topics Were Addressed and Outcomes From Those Discussions • List of Sites • Percentage of Student Participating
		2D. Identified current technical skill assessment of learners (3 rd party, industry certification, licensure, or industry validation)	<ul style="list-style-type: none"> • Minutes from Meetings Showing Skill Assessment Was Discussed • Interview Business/Industry Partners • Percentage of Students Completing Skill Assessments • List of Certification Models

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		2E. Affiliated with and participating in the appropriately aligned CTSO for the Program of Study.	<ul style="list-style-type: none"> • Affiliation Letters • List of Members and Activities
		2F. Efforts have been made to align secondary and postsecondary courses.	<ul style="list-style-type: none"> • Articulation Agreements • Interview Postsecondary Partners • Interview Counselors
		2G. Mechanisms are in place that systematically track labor market demands, maintain the currency of occupational classifications, and ensure that teachers and counselors are informed of new developments in their fields.	<ul style="list-style-type: none"> • Minutes Showing Business/Industry Input Into Curriculum and Programs • Interview Counselors • Data Indicating Labor Market Demands for Careers in the Pathway
		2H. There is sufficient funding to cover continued costs necessary to maintaining the program.	<ul style="list-style-type: none"> • Budget for Next Three Years • Proposed Capital Outlay for Next Three Years • Commitment From Consortia Partners to Continue Pathway
Comments:			

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3. COMMUNICATION AND MARKETING			
Yes	No	What is being Assessed	Evidence
		3A. Developed or refined communication systems for Program of Study to include all stakeholder groups.	<ul style="list-style-type: none"> List of Stakeholders Identified Process for Communication Interview with Stakeholders.
		3B. Developed local consortia data systems to analyze the continuation of education of students from high school to college.	<ul style="list-style-type: none"> Summary of Data Collected Recommendations from Data
Comments:			

4. PROFESSIONAL DEVELOPMENT			
Yes	No	What is being Assessed	Evidence
		4A. Developed plans to provide professional development for awareness, understanding, and support of Program of Study for various audiences. (CTE Teachers, Academic Teachers, Counselors, Administrators, Parents, and Students)	<ul style="list-style-type: none"> Consortia Work Plan Professional Development Calendar List of Staff Taking Part in Professional Development
		4B. Aligned Program of Study professional development with other efforts in the region or state.	<ul style="list-style-type: none"> Professional Development Calendar
Comments:			

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5. TEMPLATE AND CURRICULUM			
Yes	No	What is being Assessed	Evidence
		5A. Program of Study Template includes all courses (CTE and Academic) from grade 7 through grade 14.	<ul style="list-style-type: none"> • Program of Study Template
		5B. Program of Study Template lists, at a minimum, three career options for students who complete high school, community college, and university training.	<ul style="list-style-type: none"> • Program of Study Template
		5C. Course curriculum has been reviewed and is relevant.	<ul style="list-style-type: none"> • Course Curriculum • Interview Business/Industry Partners
		5D. Curriculum for all CTE courses included in the Program of Study meets the requirements for being added to CTE On-Line.	<ul style="list-style-type: none"> • Course Curriculum • Plan to Upload Curriculum to CTE On-Line
		5E. Course curriculum has been formatted properly and added to the CTE On-Line data base.	<ul style="list-style-type: none"> • Review CTE On-Line