BUREAU OF CAREER AND TECHNICAL EDUCATION

Approved Program Evaluation
2014 - 2015

School Name: _____

Program CIP Number/Title: _____

PDE Team Leader: _____

Reviewer's Name: _____ **Date:** _____

Reviewer's Email: _____ **Phone Number:** _____

Directions: All information should be provided for the immediate past full school year unless noted otherwise. Information should be gathered by the administration with assistance of the instructor.

NOTE: **Shaded items apply to the school entity rather than individual programs.**

NOTE: Bulleted items are examples of documentation to be placed in binders**.**

APPROVED PROGRAM EVALUATION COMPLIANCE

1. Academic Standards – Chapter 339.22(a)(1), 339.22(a)(2), 339.22(a)(4), 339.4(b)(1),339.61(a); Chapter 4.11(g)(7), 4.11(h)(3), 4.12, and 4.24(a), 4.31(c)

☐ **1.1 Identify specific Pennsylvania Core Standards and other academic standards (i.e., math, English language arts, career education and work, science and technology) that are integrated into the program.**

Documentation/ Evidence

- Learning Guides that include academic or Pennsylvania Core Standards or anchor assessments (samples)
- Unit Plans that include academic or Pennsylvania Core Standards or anchor assessments (samples)
- Lesson Plans that include academic or Pennsylvania Core Standards or anchor assessments (samples)
- Provide or make accessible the curriculum for courses
- Student Learning Objectives

☐ **1.2 Provide documentation of the high-level academic courses that are integrated within the technical curriculum and instruction in this occupational program.**

Documentation/ Evidence

- Student transcripts (samples for this CIP)
- Student schedules (samples for this CIP)
- Current program/course selection guide

☐ **1.3 Provide the scope and sequence of planned academic and vocational-technical education courses for this CIP.**

Documentation/ Evidence

- Scope and Sequence printed from the Career and Technical Education Information System (CATS)

☐ **ALL REQUIREMENTS MET**

Commendations:

Recommendations:

Corrections:

Comments:

2. Labor Market Needs – Chapter 339.1a(b), 339.4(b)(2), 339.22(a); Chapter 4.33(a)

☐ **2.1 Provide evidence that the program prepares students for employment and**

is supported by local employers.

Documentation/ Evidence

- Provide two letters of support from local employers on company letter head who agree that the program prepares graduates to be qualified employees and the program meets their needs, as well as the needs of the community
- Local Advisory Committee/Occupational Advisory Committee minutes stating community labor market need for the program.

☐ **ALL REQUIREMENTS MET**

Commendations:

Recommendations:

Corrections:

Comments:

3. Instructional Time Requirement – Chapter 339.4(b)(4), 339.22(a)(9)(i), 339.22(a)(9)(i)(C), 339.22(a)(9)(i)(D), 339.22(a)(9)(ii); School Code 24 PS 15-1504

☐ **3.1 Provide evidence that the program length meets the minimum time requirement as contained in Chapter 339.**

Documentation/ Evidence

- Scope and sequence
- Course handbook
- Bell schedule
- Teacher schedules
- Student schedules
- Student transcripts
- CTE instructional time (1 year sequence = 720 hours, 2 year sequence = 720 hours, 3 year sequence = 1,080 hours, 4 year sequence = 1,320 hours)

☐ **ALL REQUIREMENTS MET**

Commendations:

Recommendations:

Corrections:

Comments:

4. Teacher Certification – Chapter 339.4(b)(5), 339.41(1), PA Code Chapters 49 and 354

☐ **4.1 Provide a copy of the valid teaching certificate and license for each teacher assigned to this approved CIP.**

Documentation/ Evidence

- Current, valid, permanent teaching certificate
- If applicable, emergency teaching certificate and evidence of progress toward permanent certification

☐ **ALL REQUIREMENTS MET**

Commendations:

Recommendations:

Corrections:

Comments:

5. Instructional Equipment and Resource Material – Chapter 339.4(b)(3); 339.4(b)(6), 339.22(a)(1)(i)(A), 339.51(2), 339.53; Chapter 4.33(c), 4.34(c)

☐ **5.1 Provide evidence that adequate resource material is available to support the instructional program plan. Evidence includes a list of resource materials required by a program accrediting authority (e.g., NATEF, PrintEd) or recommended by the Occupational Advisory Committee, and the list of resource material available in the program.**

Documentation/ Evidence

- Copy of program budget for this CIP
- List of resource material (textbooks, publications, videos, DVDs, software) showing copyright or purchase dates
- Resource material recommended by Occupational Advisory Committee
- Resource material recommended by accrediting or industry certification authority
- Occupational Advisory Committee and board minutes showing support of these reference materials

☐ **5.2 Provide evidence that the instructional equipment is comparable to industry needs as recommended by the Occupational Advisory Committee. Evidence must include the minutes of the Occupational Advisory Committee meetings.**

Documentation/ Evidence

- Occupational Advisory Committee and board minutes
- Documentation of equipment received through PDE and other equipment grants
- Evidence of administration coordinating with, aligning, and leveraging resources from local and regional business and industry, private sector, foundations, or other public entities

☐ **ALL REQUIREMENTS MET**

Commendations:

Recommendations:

Corrections:

Comments:

6. Support and Special Services and IEPs– Chapter 339.1a(b), 339.4(b)(7), 339.4(b)(8), 339.21(5), 339.21(6); Chapter 4.26, 4.28, 4.31(a); Chapter 14; Chapter 15

☐ **6.1 Describe the support or special services and accommodations provided**

when disadvantaged, disabled, or limited English-speaking students are enrolled in the programs.

Documentation/ Evidence

- Course handbook describing support services

☐ **6.2 Describe the support of the district of residence in accordance with applicable law, service agreements and student IEPs.**

Documentation/ Evidence

- Discussion with the administration and guidance staff
- Written school-wide statement

☐ **6.3 Provide evidence that school entities provide students with adequate supports to meet academic standards as determined by the Pennsylvania Code, when applicable, with the student's IEP, and that instruction in academic areas at all school entities where the student is enrolled is appropriate to the chosen area of occupational training. Evidence includes transcripts, course sequences, student IEPs, support plans and operating agreements.**

Documentation/ Evidence

- Transcripts
- Course sequences
- IEPs
- Support plans
- Articles of agreement
- Instructional assistants
- Tutorial courseware
- Videotaped lessons and demonstrations

☐ **6.4 Provide documentation that faculty from the vocational program in which students are recommended for placement participate as members of the IEP and service agreement teams.**

Documentation/ Evidence

- IEP signature page including instructor/representative's signature
- Evidence that instructor has copy of IEP or snapshot of IEP, and evidence of adherence to the accommodations

☐ **6.5 Provide documentation that IEP and service agreement team meetings, when scheduled by the school district, give timely notice to the vocational and technical education representative assigned and are attended by the vocational and technical education representative.**

Documentation/ Evidence

- Meeting notifications (invitation - letter/emails)
- IEPs with signature page

☐ **ALL REQUIREMENTS MET**

Commendations:

Recommendations:

Corrections:

Comments:

7. Articulation Between Secondary and Postsecondary Institutions – Chapter 339.1a(b) and 339.4(b)(9)

☐ **7.1 Describe articulation and concurrent (dual) enrollment opportunities for students in this program.**

Documentation/ Evidence

- The instructor demonstrates awareness of articulation agreements available for enrolled students.

☐ **7.2 Provide copies of all current articulation/dual enrollment agreements.**

Documentation/ Evidence

- Documentation of current articulation/dual enrollment agreements for each CIP including date of agreement and statewide articulation if applicable
- List of postsecondary schools offering statewide articulation for each program, can be found on http://www.collegetransfer.net/ .

☐ **ALL REQUIREMENTS MET**

Commendations:

Recommendations:

Corrections:

Comments:

8. Involvement in Career and Technical Student Organizations – Chapter 339.4(b)(10), 339.30(a), 339.30(b), 339.30(c), 339.30(d), 339.30(e); Chapter 4.31(c)

☐ **8.1 Provide evidence of sponsorship or involvement, or both, in Career and Technical Student Organizations. Evidence includes student rosters from the Career and Technical Student Organizations or charter agreements**

between the school entity and the Career and Technical Student Organizations.

Documentation/ Evidence

- Career and Technical Student Organizations charter/roster from appropriate, content specific Career and Technical Student Organizations
- Career and Technical Student Organizations involvement with community and civic organizations

☐ **8.2 Provide documentation that instruction in the approved program includes: the development of human relations skills; knowledge of occupations; and leadership competencies and positive attitudes toward fulfilling occupational, civic, social and community responsibilities.**

Documentation/ Evidence

- Lesson plans (samples)
- Unit plans (samples)
- Learning guides (samples)

☐ **ALL REQUIREMENTS MET**

Commendations:

Recommendations:

Corrections:

Comments:

9. Joint Planning with Sending Schools – Chapter 339.4(b)(12); Chapter 4.33(b)

☐ **9.1 Provide documentation that membership of the administrative committee is comprised of chief school administrators representing participating school districts.**

Documentation/ Evidence

- Membership list of the administrative committee (member names, titles, school district names)

☐ **9.2 Provide documentation that administrative committee meetings advise the CTC/AVTS board and administration concerning the educational program and policies of the school.**

Documentation/ Evidence

- Administrative committee minutes
- Evidence of active involvement of all participating sending school districts

☐ **9.3 Provide evidence that joint planning occurs between the CTC/AVTS and district of residence around the academic and other needs of attending students. Evidence includes minutes of joint operating committee meetings and of administrative committees.**

Documentation/ Evidence

- Administrative committee minutes
- Joint operating committee minutes

☐ **ALL REQUIREMENTS MET**

☐ **NOT APPLICABLE**

Commendations:

Recommendations:

Corrections:

Comments:

10. Accountability Standards – 339.4(d)(1)(i), 339.4(d)(1)(ii), 339.4(d)(1)(iii), 339.4(d)(1)(iv), 339.4(d)(1)(v); Chapter 4.24, 4.31(a), 4.51

☐ **10.1 Provide a description of the occupational competency assessment given for this CIP.**

Documentation/ Evidence

- Description of specific NOCTI or other PDE-approved end-of-program assessment for each CIP

☐ **10.2 Indicate the number of students who qualified as program completers, the number of students who took the test, and the number of students who earned the Pennsylvania Skills Certificate in this CIP for the past two years.**

Documentation/ Evidence

- Most recent NOCTI results or other end-of-program statistics
- Reports for the past two years showing program concentrators
- Reports for the past two years showing the number of students earning Pennsylvania Skills Certificates
- Perkins Local Plan negotiated targets if Perkins Recipient
- If not a recipient of federal Perkins funds, provide state targets from the Perkins state plan

☐ **10.3 Provide data on skill attainment targets as set forth in the school entity's local plan, if applicable, or state plan which may include industry**

assessment, industry credentials, certification or state assessment.

Documentation/ Evidence

- Baseline data
- Skill attainment targets
- Current data
- Perkins local plan negotiated targets if Perkins recipient
- If not a recipient of federal Perkins funds, provide state targets from the Perkins state plan

☐ **10.4 Provide data on student performance targets on achieving academic standards as set forth in the school entity's local plan, if applicable, or state plan which includes the Keystone or other Department-approved assessment which measures student performance on academic standards.**

Documentation/ Evidence

- Baseline data
- Student performance targets
- Current data
- Perkins local plan negotiated targets if Perkins recipient
- If not a recipient of federal Perkins funds, provide state targets from the Perkins state plan

☐ **10.5 Provide data on secondary school completion and student graduation targets as set forth in the school entity's local plan or state plan (if applicable) which includes student attainment of a secondary school diploma or its recognized equivalent or a proficiency credential in conjunction with a secondary school diploma.**

Documentation/ Evidence

- Baseline data
- Completion and student graduation targets
- Current data
- Perkins local plan negotiated targets if Perkins Recipient
- If not a recipient of federal Perkins funds, provide state targets from the Perkins state plan

☐ **10.6 Provide data on student placement targets as set forth in the school entity's local plan or state plan (if applicable). Placement in and retention in and completion of postsecondary education or advanced training (including registered apprenticeships), placement in military service, or placement and retention in employment.**

Documentation/ Evidence

- Baseline data
- Student placement targets
- Current data
- Perkins local plan negotiated targets if Perkins recipient
- If not a recipient of federal Perkins funds, provide state targets from the

Perkins state plan

☐ **10.7 Provide data on nontraditional participation and completion targets as set forth in the school entity's local plan or state plan (if applicable) which includes nontraditional students.**

Documentation/ Evidence

- Baseline data
- Nontraditional participation and completion targets
- Current data
- Perkins local plan negotiated targets if Perkins recipient
- If not a recipient of federal Perkins funds, provide state targets from the Perkins state plan

☐ **ALL REQUIREMENTS MET**

Commendations:

Recommendations:

Corrections:

Comments:

11. Student Objectives – Chapter 339.4(b)(13); Chapter 4.31(e) and Child Accounting Forms/Instructions

☐ **11.1 Provide copies of student educational and occupational objectives for students enrolled in an approved vocational-technical program as updated annually, and provide evidence that students are following an educational plan and have an occupational objective.**

Documentation/ Evidence

- Educational and occupational objective forms for students that are updated annually (evidence of forms for the same student for each year of the program)
- Sample copy of student career portfolio from each school entity

☐ **11.2 Provide documentation that student records include the student's educational and occupational objectives and results of the assessment of student competencies.**

Documentation/ Evidence

- Student records that include the educational and occupational objective forms
- Student records that include NOCTI or other approved end-of-program assessment results
- Student transcripts

☐ **ALL REQUIREMENTS MET**

Commendations:

Recommendations:

Corrections:

Comments:

12. Local Advisory Committee – Chapter 339.13; Chapter 4.33(a)

☐ **12.1 Provide documentation that membership on the local advisory committee shall consist of business and industry representatives, public sector employers, agriculture, labor organizations, community organizations, postsecondary education institutions, the general public, representatives authorized by the workforce investment board, and civic organizations.**

Documentation/ Evidence

- Membership list including member's name, title, and company/organization

☐ **12.2 Provide documentation that annual meetings of the local advisory committee provide advice to the board and the administration concerning the program of the school, including its general philosophy, academic and other standards, strategic plans, course offerings, support services, safety requirements, and the skill needs of employers.**

Documentation/ Evidence

- Local advisory committee meeting minutes

☐ **ALL REQUIREMENTS MET**

Commendations:

Recommendations:

Corrections:

Comments:

13. Occupational Advisory Committee – Chapter 339.4(b)(2), 339.14; Chapter 4.33(c)

☐ **13.1 Provide documentation of meetings of occupational advisory committee for each program or cluster of related programs. The occupational advisory committee must meet twice each year.**

Documentation/ Evidence

- Occupational advisory committee meeting minutes – last two meetings

☐ **13.2 Provide documentation that the OAC has been appointed by the board of directors.**

Documentation/ Evidence

- Board of directors meeting minutes (appropriate area highlighted)

☐ **13.3 Provide documentation that the majority of occupational advisory committee members are employees and employers in the occupation for which training is provided and that membership also includes representatives authorized by the workforce investment board, civic organizations, and higher education institutions.**

Documentation/ Evidence

- Membership list including member's name, title, and company/organization
- Meeting minutes
- Documentation of the administrative/board's response to occupational advisory committee recommendations

☐ **13.4 Provide documentation that occupational advisory committees advise the board and staff on curriculum, equipment, instructional materials, safety requirements, program evaluation, and other related matters and to verify that the programs meet industry standards and/or licensing board criteria and that they prepare students with occupation related competencies.**

Documentation/ Evidence

- Meeting minutes (appropriate area highlighted)

☐ **ALL REQUIREMENTS MET**

Commendations:

Recommendations:

Corrections:

Comments:

14. Admissions – Chapter 339.21(1),(2),(5) 339.21(5); Chapter 4.31(g)

☐ **14.1 Provide your school's admissions policy and procedures which state whether enrollment is unlimited or limited. If enrollment is limited, provide nondiscriminatory eligibility requirements contained in the admissions policy.**

Documentation/ Evidence

- Admissions policy (appropriate area highlighted)

☐ **14.2 Describe how your school's recruitment program exemplifies freedom from occupational stereotypes and to the extent possible, provides equal access.**

Documentation/ Evidence

- Evidence of nondiscrimination statement on all publications
- Evidence of nondiscrimination statement on school's website

☐ **14.3 Describe selection and appropriate program placement procedures.**

Documentation/ Evidence

- Discussion with administration and guidance staff regarding the strategies employed by the sending schools to place students into CTE programs
- Course catalog
- Student handbook
- Recruitment documents

☐ **ALL REQUIREMENTS MET**

Commendations:

Recommendations:

Corrections:

Comments:

15. Occupational Analysis, Program Content, Industry Standards, Extended Classroom/Work-Based Learning/Simulated Work Situations – Chapter 339.1a(b); 339.4(b)(1), 339.22; Chapter 4.31(c), 4.31(d), 4.31(e)

☐ **15.1 Identify the industry standards established by state or national trade, or professional organizations or state or federal regulatory bodies accepted by the Pennsylvania Department of Education. Describe what learners should know and be able to do, and describe how well learners should know or be able to perform a task in a specific occupation.**

Documentation/ Evidence

- Lesson plans evidencing the state or national industry standards integrated into specific lessons (appropriate area highlighted)
- List of or reference to national industry standards

☐ **15.2 Provide documentation that a standards-based instructional system, based upon occupational analysis, has been incorporated in this CIP.**

Documentation/ Evidence

- Documentation of standards-based instructional system
- Identify rationale to develop occupational analysis used to develop standards (DACUM, O*NET, state or national standards)
- POS Task Grid

☐ **15.3 Provide documentation that performance objectives consist of the conditions under which program tasks will be performed (materials and supplies provided), a description of program tasks, and the standard for how well the tasks shall be performed.**

Documentation/ Evidence

- Detailed lesson plans (sampling).
  NOTE: Lessons plans for the entire program should be available for review
- Student learning guides
- Rubric describing how well the task must be performed

☐ **15.4 Provide documentation that performance objectives have been recommended by the occupational advisory committee.**

Documentation/ Evidence

- Occupational advisory committee meeting minutes (appropriate area highlighted)

☐ **15.5 Describe and provide documentation of student assessment based on performance standards (number of trials, percent correct, minimum timeframe).**

Documentation/ Evidence

- Lesson plans/learning guides including expected level of performance
- Student assessment (rubric/assessment tool)
- POS Task Grids

☐ **15.6 Provide the industry-defined standards, certifications, regulations or licensing agreements demonstrated through industry assessment, industry credentials, industry certification, license or state assessment and provide the number of students who have earned industry credentials/certifications.**

Documentation/ Evidence

- Description of industry-defined standards or industry certification/state license
- Documentation showing number of students earning industry certifications/state license for the past two years

☐ **15.7 Provide documentation of student records that include the results of the assessment of student competencies based on performance standards.**

Documentation/ Evidence

- Student records (NOCTI results as part of the student permanent record)

☐ **15.8 Describe the occupational analysis conducted by the school entity to determine the performance objectives deemed critical to successful employment and assessment of student competencies based upon performance standards.**

Documentation/ Evidence

- Information from O*NET
- DACUM process, Career and Technical Education Consortium (CTECS), Multistate Academic and Vocational Curriculum Consortium (MAVCC) or other curriculum consortia
- National or State standards that include performance objectives
- Industry certification competencies
- Occupational advisory committee recommendations (multiple employers)
- POS task grids revised to document how student competencies are assessed

☐ **15.9 Describe the extended classroom/work-based learning/simulated work situation experience related to this vocational program of study.**

Documentation/ Evidence

- Description of extended classroom/work-based learning/simulated work situation experience
- Number of students participating in extended classroom/work-based learning/simulated work situation experience (list for past two years)

☐ **ALL REQUIREMENTS MET**

Commendations:

Recommendations:

Corrections:

Comments:

16. Vocational Education Safety – Chapter 339.23(1) , 339.23(2), 339.23(3), 339.23(4); 339.23(5), 339.23(6), 339.23(7); Chapter 4.31(f)

☐ **16.1 Provide documentation of how safety education, consisting of safety practices, accident prevention, occupational health habits, and environmental concerns have been integrated into the instruction and practices in this CIP.**

Documentation/ Evidence

- Lesson plans
- Unit plans
- Learning guides
- POS task-grids where safety is identified
- Occupational advisory committee minutes and recommendations (appropriate area highlighted)
- Evidence of how teacher documents that each student has received training
- Documentation of performance objective measure for safety instruction
- Documentation of appropriate safety-related certifications i.e. OSHA, Department of Agriculture, Insurance Inspection Reports

☐ **16.2 Describe the equipment guards and personal safety devices that are in place and used.**

Documentation/ Evidence

- List of equipment guards and personal safety devices
- Occupational advisory committee minutes (appropriate area highlighted)
- Visual inspection
- Location of Material Safety Data Sheets

☐ **16.3 Provide documentation that class enrollment is safe relative to classroom or laboratory size and number of workstations.**

Documentation/ Evidence

- Occupational advisory committee minutes and recommendations (appropriate area highlighted)

- Visual inspection
- Board policy

☐ **16.4 Provide evidence that workstations are barrier-free, assuring accessibility and safety under applicable statute and regulations.**

Documentation/ Evidence

- OAC minutes and recommendations
- Visual inspection

☐ **16.5 Describe the provisions that have been made for safe practices to meet individual educational needs of handicapped persons under applicable statute and regulations.**

Documentation/ Evidence

- Visual inspection
- IEPs (samples)

☐ **16.6 Describe the storage of materials and supplies according to 34 Pa. Code Part I [Department of Labor and Industry] and how safety practices meet state and federal regulations.**

Documentation/ Evidence

- Inventory list of materials and supplies
- Storage policy
- Visual inspection
- Appropriate documentation of storage requirements as per 34 Pa. Code Part I

☐ **ALL REQUIREMENTS MET**

Commendations:

Recommendations:

Corrections:

Comments:

17. Guidance Plan and Services – Chapter 339.21(3), 339.31, 339.32; Chapter 4.12(a)(5), 4.34(b); Chapter 49.101, 49.102, 49.103

☐ **17.1 Provide a copy of the current guidance certificate for personnel assigned the responsibility of providing pupils with vocational-technical guidance services.**

Documentation/ Evidence

- Professional certificate

☐ **17.2 Provide a copy of the guidance services plan approved by the local board of school directors. The plan must include procedures to provide for guidance services to CTCs/AVTSs.**

Documentation/ Evidence

- Guidance services plan (appropriate area highlighted)
- Documentation of approval by local board of school directors

☐ **17.3 Describe the guidance services provided to students to establish a career plan.**

Documentation/ Evidence

- K-12 Comprehensive Guidance Plan (sending schools plan)
- Career and Technical Center Guidance Plan
- Discussion with administration and guidance staff regarding the efforts of sending schools to promote career and technical education
- Discussion with administration and guidance staff regarding the specific strategies used by the CTC/AVTS to involve the high school and middle school staff in the career planning process
- List of career inventory assessments used

☐ **17.4 Describe how guidance personnel provide to students the information necessary to make informed decisions regarding the selection of appropriate vocational-technical education programs and discuss the importance of high school academic achievement, and postsecondary education and training to career success.**

Documentation/ Evidence

- Discussion with CTC/AVTS guidance staff (and guidance staff of each sending school as applicable) regarding specific strategies for creating an awareness of programs available and advising students on appropriate program selection and related academics
- Documentation of opportunities to discuss CTE with students and parents
- Documentation of the process used to integrate career education and work standards in the career planning process
- Sample career plans
- Description of labor market data used

☐ **17.5 Describe how guidance personnel counsel students with disabilities toward career objectives, ensuring that students are not counseled toward restrictive career objectives due to disabilities.**

Documentation/ Evidence

- Discussion with guidance staff
- IEP

☐ **17.6 Describe support of a placement service that makes provisions for the**

		transition from school to the world of work.
Documentation/ Evidence		• Documentation of placement procedures
☐	**17.7**	**Describe the school-initiated system of parental involvement.**
Documentation/ Evidence		• Discussion with administration and guidance staff • Correspondence to parents • Brochures
☐	**17.8**	**Describe liaison activities with community agencies.**
Documentation/ Evidence		• Evidence of local companies or community agencies utilizing the school facilities to work with school personnel and students
☐	**17.9**	**Describe assistance in the conduct of follow-up studies to determine the effectiveness of the curriculum.**
Documentation/ Evidence		• Documentation of follow-up studies • Documentation of the curriculum enhancements based on follow-up studies
☐	**17.10**	**Provide a sampling of student career plans.**
Documentation/ Evidence		• Student career plans (student portfolio)

☐ **ALL REQUIREMENTS MET**

Commendations:

Recommendations:

Corrections:

Comments:

18. Certification and In-Service Plans – Chapter 339.41(1), 339.41(2); Chapter 4.13(a); Chapters 49 and 354

☐	**18.1**	**Provide a copy of the professional certificates or licenses for each administrator and any additional personnel overseeing the CTE programs.**

Documentation/ Evidence

- Professional certificate/license

☐ **18.2 Provide evidence of proper certification for any administrator whose assignment includes supervising career and technical education programs and/or personnel who supervises career and technical education programs for 50 percent or more of his/her time.**

Documentation/ Evidence

- Professional certificate/license
- If applicable, emergency certificate and evidence of progress toward permanent certification

☐ **18.3 Provide a copy of the in-service plan and professional development plan that ensures professional personnel will keep up with the technology and remain current with practices and standards of their professional areas.**

Documentation/ Evidence

- In-service plan – appropriate areas highlighted
- Professional development plan – (appropriate areas highlighted)
- Teacher industry certifications
- Evidence of participation in PDE-sponsored professional development

☐ **ALL REQUIREMENTS MET**

Commendations:

Recommendations:

Corrections:

Comments:

19. Learning Environment – Chapter 339.51(1), 339.51(3)

☐ **19.1 Provide evidence to show that shop laboratory size is adequate as required by state licensing boards, accreditation providers and industry certification standards, and take into consideration the recommendations of the Occupational Advisory Committee.**

Documentation/ Evidence

- State licensing board regulations
- Accreditation provider regulations
- Industry certification standards
- Occupational advisory committee recommendations (appropriate area highlighted)
- Visual inspection

☐ **19.2 Provide evidence that the number of students assigned to this CIP is not greater than the number of workstations available.**

Documentation/ Evidence

- Visual inspection
- Occupational advisory committee minutes and recommendations
- Board policy visual inspection

☐ **ALL REQUIREMENTS MET**

Commendations:

Recommendations:

Corrections:

Comments:

20. Capstone Cooperative Education – Chapter 339.29

☐ **20.1 Describe how cooperative education is planned in accordance with the stated career or occupational objectives of the student.**

Documentation/ Evidence

- Documentation of co-op requirements and procedures

☐ **20.2 Provide a list of related learning experiences held at school-approved work stations.**

Documentation/ Evidence

- List of students, work-site placements, and type of work to be performed

☐ **20.3 Provide completed training plans and training agreements developed with the employer and signed by the student, parent/guardian, school officials, and cooperating employers.**

Documentation/ Evidence

- Student files with completed and signed training plans and training agreements

☐ **20.4 Provide documentation of payment of the existing legal wage.**

Documentation/ Evidence

- Student records and copies of time/pay statements

☐ **20.5 Provide the professional certificate in cooperative education for all cooperative education coordinators.**

Documentation/ Evidence		• Professional certificate for Cooperative Education staff
☐	**20.6**	**Provide documentation of one on-site student evaluation per month by the cooperative education coordinator.**
Documentation/ Evidence		• Student records
☐	**20.7**	**Provide documentation of at least 45 minutes per week or 90 minutes every other week for students to meet with their vocational instructor to discuss job problems and related information.**
Documentation/ Evidence		• Teacher schedule • Student schedules
☐	**20.8**	**Provide documentation of credit for cooperative education work experience.**
Documentation/ Evidence		• Student transcripts
☐	**20.9**	**Provide documentation of insurance protection for both the school and students.**
Documentation/ Evidence		• Liability insurance policy issued to the school/CTC

☐ **ALL REQUIREMENTS MET**

☐ **THERE IS NO COOPERATIVE EDUCATION PROGRAM**

Commendations:

Recommendations:

Corrections:

Comments:

21.	**Diversified Occupations Cooperative Education – Chapter 339.22(c)** **NOTE:** In addition to all other items in the checklist, this compliance item must be completed

for CIP 32.0105.

☐ **21.1 Describe whether students are in this program because they were unable to gain admission to a vocational program due to: excessive number of applicants; inability to meet entrance requirements for other existing vocational programs; or lack of specific vocational areas offered at the comprehensive high school or participating CTC/AVTS.**

Documentation/ Evidence

- Rationale for diversified occupations placements that compete with CTC/AVTS/school district programs due to excessive number of applicants

☐ **21.2 Describe how a diversified occupation is planned in accordance with the stated career or occupational objectives of the student.**

Documentation/ Evidence

- Discussion with cooperative education staff and diversified occupation students
- Educational and occupational objective forms

☐ **21.3 Provide a list of work-based related learning experiences held at school-approved work sites.**

Documentation/ Evidence

- List of students, work-site placements, and type of work to be performed

☐ **21.4 Provide completed training plans, showing a variety of work assignments, and training agreements developed with the employer and signed by the student, parent/guardian, school officials, and cooperating employers.**

Documentation/ Evidence

- Student files with completed and signed training plans and training agreements

☐ **21.5 Describe the school-based, academic and career-specific instruction for this CIP.**

Documentation/ Evidence

- Lesson plans
- CIP specific related curriculum

☐ **21.6 Provide documentation of one planned course, equal to one unit of credit, of general related theory or technical related content, or both, per year. To meet this requirement, the school district operated diversified student shall meet with his teacher-coordinator for at least one 40 to 45 minute period <u>PER DAY</u> or a minimum of 3 hours per week. To meet this requirement at a career and technical center operated program, the diversified occupations student shall meet with his teacher-coordinator for at least one 40 to 45 minute period per week.**

Documentation/ Evidence

- Student transcripts
- Student schedules

☐ **21.7 Provide documentation of payment of the existing legal wage.**

Documentation/ Evidence

- Student records and copies of time/pay statements

☐ **21.8 Provide documentation of coordination of work site activities of at least ½ hour per week per student, including work site visits and observations, as well as preparation for the related in-school instruction.**

Documentation/ Evidence

- Student records
- Lesson plans
- Unit plans
- Teacher travel log

☐ **21.9 Provide documentation that students in this CIP are legally employed a minimum of 15 hours a week during the school year. Graduation credits can be awarded for hours worked outside of school hours.**

Documentation/ Evidence

- Time/pay statements
- Employed a minimum of 150 school days

☐ **21.10 Provide documentation of credit for participation in the cooperative education diversified occupations program.**

Documentation/ Evidence

- Student transcripts

☐ **21.11 Provide documentation of insurance protection for both the school and students.**

Documentation/ Evidence

- Liability insurance policy issued to the school/CTC

☐ **21.12 Provide documentation of one on-site student evaluation per month by the cooperative education coordinator.**

Documentation/ Evidence

- Student records

Commendations:

Recommendations:

Corrections:

Comments:

22. Program Approval Data Elements – School Code 24 PS 10-1006; 18-1850.1(b) (5) and (15) and Assurances Document

☐ **22.1 Provide evidence that appropriate program approval data elements are current in the CATS electronic data collection system.**

Documentation/ Evidence

- Program specific information
- Scope and sequence
- Teacher's professional certification information
- Industry certification information for teachers and students
- Sponsors (apprenticeship)
- Industry accreditation information

☐ **ALL REQUIREMENTS MET**

Commendations:

Recommendations:

Corrections:

Comments:

23. Comprehensive Plans – Chapter 339.2; Chapter 4.13, 4.31(d)

☐ **23.1 Provide evidence of the applicable plans that incorporates appropriate components as described in Chapter 4.13.**

Documentation/ Evidence

- Professional Education Plan (CTC and school district)
- Induction Plan (CTC and school district)
- K-12 Student Services Plan (CTC and school districts)
- Special Education Plan (school districts only)
- Gifted Education Plan (school districts only)

☐ **23.2 Provide documentation as to which courses meet the requirements of Chapter 4.31(d of the Pennsylvania School code) and include content based**

upon occupational analysis, clearly stated performance objectives deemed critical to successful employment and assessment of student competencies based on performance standards.

Documentation/ Evidence

- List of courses

☐ **ALL REQUIREMENTS MET**

Commendations:

Recommendations:

Corrections:

Comments:

24. Previous Approved Program Evaluation

☐ **24.1 Provide documentation that all corrections identified in the previous approved program evaluation have been completely satisfied and fully implemented.**

Documentation/ Evidence

- Copy of previous approved program evaluation final report
- Copy of previous approved program evaluation Correction Plan showing that "actions described meet standard"
- Board minutes showing discussion of full implementation of planned corrective actions
- Copy of letter sent to Pennsylvania Department of Education's Bureau Career and Technical Education Director indicating that all identified corrective actions have been fully implemented
- Written explanation of any corrections identified in previous approved program evaluation that have not yet been implemented, including the reasons why they have not been implemented

☐ **ALL REQUIREMENTS MET**

Commendations:

Recommendations:

Corrections:

Comments:

GENERAL COMMENTS