

BUREAU OF CAREER AND TECHNICAL EDUCATION

Approved Program Evaluation 2013-2014

School Name:		
Program CIP Number/Title:		
PDE/BCTE 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 documenta	tion to be placed in binders.	

APPROVED PROGRAM EVALUATION COMPLIANCE

		rds – Chapter 339.22(a), 339.22(a)(2), 339.22(a)(4), 339.61(a); Chapter 4.11(g)(7); nd 4.24(a), 4.24(e), 4.31(c)
	1.1	Identify specific Pennsylvania academic standards or anchor assessments (i.e., Math, English, Career Education and Work, Science) that are integrated into the program.
Documentation/ Evidence		 Learning Guides that include academic standards or anchor assessments (samples) Unit Plans that include academic standards or anchor assessments (samples) Lesson Plans that include academic standards or anchor assessments (samples) Provide or make accessible the curriculum for courses
	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)
Commendations		REQUIREMENTS MET
Recommendation		
Corrections:		
Comments:		
2. Labor Mar	ket Nee	ds – 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 letter headed stationary 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.

ALL REQUIREMENTS MET
Commendations:
Recommendations:
Corrections:
Comments:
3. Instructional Time Requirement – Chapter 339.4(b)(4), 339.22(a)(9)(i)(A), 339.22(a)(9)(i)(B), 339.22(a)(9)(i)(C), 339.22(a)(9)(i)(D), 339.22(a)(9)(ii); School Code 24 PS 15-1504 and 18-1801(2)
3.1 Provide evidence that the program length meets the minimum time requirement as contained in Chapter 339.
Documentation/ Evidence
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.
 Current, valid, permanent teaching certificate Evidence If applicable, emergency teaching certificate and evidence of progress toward permanent certification
ALL REQUIREMENTS MET

Commendations	5:
Recommendation	ons:
Corrections:	
Comments:	
	nal Equipment and Resource Material – Chapter 339.4(b)(3); 339.4(b)(6), 339.22(a)(1)(i)(A), 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 OAC Resource material recommended by accrediting or industry certification authority OAC 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 includes the minutes of the Occupational Advisory Committee meetings.
Documentation/ Evidence	 OAC 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	S:
Recommendation	ons:
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		
	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 Evidence that instructor has copy of IEP or snapshot of IEP and evidence of adherence to the accommodations
	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 Discussion with guidance staff
	6.3	Provide evidence that school entities provide students with adequate supports to meet academic standards as determined by Chapter 4, 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 Operating agreements Instructional assistants Tutorial courseware Videotaped lessons and demonstrations
	6.4	Provide documentation that faculty from the vocational programs in which students are recommended for placement participate as members of the IEP and service agreement teams.
Documentation/ Evidence		Sample IEP including sign in page
	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 notificationsIEPs

	ALL REQUIREMENTS MET
Commendations	S:
Recommendation	ons:
Corrections:	
Comments:	
7. Articulatio	n 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	 Evidence that 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 Post-secondary schools offering statewide articulation for each program, can be found on Collegetransfer.net
	ALL REQUIREMENTS MET
Commendations	3:
Recommendation	ons:
Corrections:	
Comments:	
	nt in Career and Technical Student Organizations – Chapter 339.4(b)(10), 339.30(a), 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 (CTSOs). Evidence includes student rosters from the CTSO or charter agreements between the school entity and the CTSO.
Documentation/ Evidence	 CTSO charter/roster from appropriate, content specific CTSO CTSO 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) – appropriate areas highlighted Unit plans (samples) – appropriate areas highlighted Learning guides (samples) – appropriate areas highlighted
	ALL REQUIREMENTS MET
Commendations	s:
Recommendation	ons:
Corrections:	
Comments:	
9. Joint Plan	ning 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 address the development of the CTC/AVTS strategic plan and 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 in the development of the strategic plan
	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.

Evidence		 Administrative Committee minutes Joint Operating Committee minutes
	ALL REG	QUIREMENTS MET
	NOT AP	PLICABLE
Commendations	:	
Recommendatio	ns:	
Corrections:		
Comments:		
		dards – Chapter 339.1a(b), 339.4(d)(1)(i), 339.4(d)(1)(ii), 339.4(d)(1)(iii), 4(d)(1)(v); Chapter 4.24, 4.31(a), 4.51
		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
	1	ndicate 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
	i	Provide data on skill attainment targets as set forth in the school entity's local plan, if applicable, or State plan, which may include ndustry assessment, industry credentials, certification or State assessment.
Documentation/ Evidence		 Baseline data Skill attainment targets Current data
	((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 PSSA or other Department-approved assessment which measures student performance on academic standards.
Documentation/		Baseline data
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Evidence	 Student performance targets Current data
	10.5 Provide data on secondary school completion and student graduation targets as set forth in the school entity's local plan, if applicable, or State plan, 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
	10.6 Provide data on student placement targets as set forth in the school entity's local plan, if applicable, or State Plan, which includes placement in, 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
	10.7 Provide data on nontraditional participation and completion targets as set forth in the school entity's local plan, if applicable, or State Plan, which includes nontraditional students.
Documentation/ Evidence	 Baseline data Nontraditional participation and completion targets Current data
	ALL REQUIREMENTS MET
Commendations:	
Recommendation	ns:
Corrections:	
Comments:	
11. Student Ob	jectives - 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	: :
Recommendation	ons:
Corrections:	
Comments:	
	PLANNING
12. Local Adv	sory Committee – Chapter 339.13; Chapter 4.33(a)
	12.1 Provide decumentation that membership on the Legal Advisory
	12.1 Provide documentation that membership on the Local Advisory Committee (LAC) 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 LAC 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	LAC meeting minutes
	ALL REQUIREMENTS MET
Commendations	
Recommendation	ns:
Corrections:	
Comments:	
13. Occupatio	nal Advisory Committee – Chapter 339.4(b)(2), 339.14; Chapter 4.33(c)
	13.1 Provide documentation of meetings of Occupational Advisory Committee (OAC) for each program or cluster of related programs. The OAC must meet twice each year.
Documentation/ Evidence	OAC 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 - highlighted
	13.3 Provide documentation that the majority of OAC 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 Board's response to OAC recommendations
	13.4 Provide documentation that OACs 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 – relevant areas highlighted

	ALL REQUIREMENTS MET
Commendations	S:
Recommendation	ons:
Corrections:	
Comments:	
	CURRICULUM
14. Admission	ns - Chapter 339.21(2) 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 – relevant areas 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	s:
Recommendation	ons:
Corrections:	
Comments:	

	Simulat	alysis, Program Content, Industry Standards, Extended Classroom/Work-Based ed Work Situations – Chapter 339.1a(b); 339.4(b)(1), 339.22; Chapter 4.31(c),
	15.1	Identify the industry standards established by State or National trade or professional organizations or State or Federal regulatory bodies accepted by the Department that 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 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)
	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
	15.4	Provide documentation that performance objectives have been recommended by the Occupational Advisory Committee.
Documentation/ Evidence		Meeting minutes
	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 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
	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
	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, VTECS, MAVCC or other curriculum consortia National or State standards that include performance objectives Industry Certification competencies Occupational Advisory Committee Recommendations (multiple employers)
	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
	ALL F	REQUIREMENTS MET
Commendations	S :	
Recommendation	ns:	
Corrections:		

	Education Safety – Chapter 339.23(1) , 339.23(2), 339.23(3), 339.23(4); 339.23(5), 339.23(6) 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 OAC minutes and recommendations 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 OAC minutes Visual inspection Location of MSDS
	16.3 Provide documentation that class enrollment is safe relative to classroom or laboratory size and number of workstations.
Documentation/ Evidence	 OAC minutes and recommendations Visual inspection Board policy
	16.4 Provide evidence that workstations are barrier-free, assuring accessibility and safety under applicable regulations.
Documentation/ Evidence	OAC minutes and recommendationsVisual inspection
	16.5 Describe the provisions that have been made for safe practices to meet individual educational needs of handicapped persons under applicable regulations.
Documentation/ Evidence	Visual inspectionIEPs (samples)

Comments:

	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	s:
Recommendation	ons:
Corrections:	
Comments:	
	GUIDANCE
17. Guidance 49	Plan and Services – Chapter 339.21,(3), 339.31; 339.32; Chapter 4.12(5); 4.34(b); Chapter
	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 – applicable areas 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	 Discussion with administration and guidance staff regarding services to students 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

		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 Evidence of how PA Career Guide is 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
		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
	ALL REQUIREMENTS MET
Commendations	3 :
Recommendation	ons:
Corrections:	
Comments:	
	PERSONNEL
18. Certification 354; School	on and In-Service Plans – Chapter 339.41(1), 339.41(2); Chapter 4.13(c)(7); Chapters 49 and ol Code
	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	S:

Recommendation	ons:
Corrections:	
Comments:	
	FACILITIES
19. Learning E	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 OAC recommendations 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 OAC minutes and recommendations Board policy Visual inspection
	ALL REQUIREMENTS MET
Commendations	3:
Recommendation	ons:
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 scheduleStudent 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

	ALL REQUIREMENTS MET
	THERE IS NO COOPERATIVE EDUCATION PROGRAM
Commendations	3:
Recommendation	ons:
Corrections:	
Comments:	
	ed Occupations Cooperative Education – Chapter 339.22(c) 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 DO 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 DO students Educational and Occupational Objective Forms
	21.3 Provide a list of work-based related learning experiences held at school-approved work sites.
Documentation/	List of students, work-site placements, and type of work to be performed
Evidence	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
	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 PER DAY 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 transcriptsStudent schedules
	21.7	Provide documentation of payment of the existing legal wage.
Documentation/ Evidence		Time/pay statements
	21.8	Provide documentation of coordination of work site activities of at least $\frac{1}{2}$ 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
	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
	ALL REQUIREMENTS MET
	THERE IS NO DIVERSIFIED OCCUPATIONS PROGRAM
Commendations:	
Recommendation	ns:
Corrections:	
Comments:	
22. Program Ap	proval Data Elements – School Code 24 PS 10-1006; 18-1850.1(b)(5)and (15) and Document
2	2.1 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:	
Recommendation	ns:
Corrections:	
Comments:	
	STRATEGIC PLAN
23. Strategic PI	an – Chapter 339.2; Chapter 4.13, 4.31(d)
	23.1 Provide evidence of a strategic plan that incorporates appropriate components as described in Chapter 4.13.
Documentation/ Evidence	Strategic plan

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	23.2 Provide documentation as to which courses meet the requirements of Chapter 4.31(d) 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	:
Recommendatio	ns:
Corrections:	
Comments:	
	PROGRAM QUALITY INDICATOR
24. Previous A	pproved Program Evaluation
	Lb
	24.1 Provide documentation that all corrections identified in the previous APE have been completely satisfied and fully implemented.
Documentation/ Evidence	24.1 Provide documentation that all corrections identified in the previous
Documentation/	 24.1 Provide documentation that all corrections identified in the previous APE have been completely satisfied and fully implemented. Copy of previous APE final report Copy of previous APE Correction Plan showing that "actions described meet standard" Board minutes showing discussion of full implementation of planned corrective actions Copy of letter sent to BCTE Director indicating that all identified corrective actions have been fully implemented Written explanation of any corrections identified in previous APE that have not yet
Documentation/	 24.1 Provide documentation that all corrections identified in the previous APE have been completely satisfied and fully implemented. Copy of previous APE final report Copy of previous APE Correction Plan showing that "actions described meet standard" Board minutes showing discussion of full implementation of planned corrective actions Copy of letter sent to BCTE Director indicating that all identified corrective actions have been fully implemented Written explanation of any corrections identified in previous APE that have not yet been implemented, including the reasons why they have not been implemented ALL REQUIREMENTS MET
Documentation/ Evidence	 24.1 Provide documentation that all corrections identified in the previous APE have been completely satisfied and fully implemented. Copy of previous APE final report Copy of previous APE Correction Plan showing that "actions described meet standard" Board minutes showing discussion of full implementation of planned corrective actions Copy of letter sent to BCTE Director indicating that all identified corrective actions have been fully implemented Written explanation of any corrections identified in previous APE that have not yet been implemented, including the reasons why they have not been implemented ALL REQUIREMENTS MET
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GENERAL COMMENTS