California Department of Education
Career Technical Education (CTE)
11 Elements of a High-Quality CTE Program
Self-Review Tool

Update 09/15

1. LEADERSHIP AT ALL LEVELS

Yes	No		What is being Assessed	Evidence
		1A.	The CTE pathways are articulated with post-secondary and industry through programs of study, formal articulation agreements and dual enrollment.	• Dual Enrollment information • Articulation Agreements
		1B.	Local district administrators participate in CTE professional development regarding the benefits of CTE and the management of CTE within the larger context of educational improvement to serve all students.	• Dates and Names of Activities
		1C.	Investment is made to provide support for CTE leadership at the local level to ensure that CTE administrators, teacher(s), and counseling and instructional leaders have sufficient time and resources to implement system improvements and work with their counterparts in other programs.	• Dates and Names of Activities

Comments:

2. HIGH-QUALITY CURRICULUM AND INSTRUCTION

Yes	No		What is being Assessed	Evidence
		2A.	The CTE Model Curriculum Standards are the basis for content of courses offered. Curriculum addresses "Pathway" standards within the program pathway(s) and course sequence.	• Course Outlines • Course Catalog • Local CTE Plan • Review Curriculum Document
		2B.	Career paths have been identified and can be found on a chart or diagram in the CTE Plan.	• Local CTE Plan

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2. HIGH-QUALITY CURRICULUM AND INSTRUCTION cont.				
Yes	**No**		**What is being Assessed**	**Evidence**
		2C.	The CTE program has classroom-linked work-based learning and work experience education opportunities through strengthened industry partnerships, effective coordination with Regional Occupation Center/Program (ROC/P), adult schools, Work Experience Education, and Cooperative Work Experience Education programs, and a systematic review of policies and practices addressing barriers to access, including insurance, liability, and other issues.	• List of Work Based Learning (WBL) Sites • Percentage of Students Participating
		2D.	The school master schedule allows students to follow the recommended sequence of CTE courses to complete the selected career path(s).	• Master Schedule • Course Catalog
		2E.	Students are provided with a strong experience in and understanding of all aspects of industry.	• WBL Experiences • Review Curriculum Document • Lesson Plans
		2F.	Technology is incorporated into program instruction.	• Program-Based Software • Program-Related Technology and Advanced Equipment
		2G.	There is collaboration between academic and CTE teachers.	• Agenda • Minutes • Sign-In Sheets
		2H.	CTE courses are industry certified, have been submitted to meet high school graduation requirements, University of California a-g (UC a-g) credit, or articulated with a community college.	• Copy of Certification or Licensure • Copy of UC A-G Approval List; Articulation Agreements
Comments:				

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3. CAREER EXPLORATION AND GUIDANCE				
Yes	**No**		**What is being Assessed**	**Evidence**
		3A.	Students are counseled regarding: • CTE career opportunities. • CTE and academic courses necessary to complete career pathway offerings. • Post-secondary education and training options.	• List of Activities • List of Career Path Information Sent to Parents, Counselors and Students
		3B.	All students have a completed a four year career plan that is updated annually.	• Lesson Plans • Example of Student Four Year Plan
Comments:				

4. STUDENT SUPPORT AND STUDENT LEADERSHIP DEVELOPMENT				
Yes	**No**		**What is being Assessed**	**Evidence**
		4A.	An official Career Technical Student Organization (CTSO) has been chartered (or in application process) by the State Association.	• CTSO Document • Agenda/Minutes/Sign-In Sheets
		4B.	A local CTSO work plan is developed annually and a copy is furnished to local administration.	• CTSO Work Plan

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4. STUDENT SUPPORT AND STUDENT LEADERSHIP DEVELOPMENT cont.				
Yes	**No**		**What is being Assessed**	**Evidence**

		4C.	Leadership activities are embedded in the CTE curriculum.	• List of Leadership Activities
				  ○ Lesson Plans
				  ○ Curriculum
				• Percentage of Students Participating
				• Evidence of Student Achievement
				• List of Student Organization Involvement In Community or School Related Activities

		4D.	All students enrolled in CTSO's are affiliated with the State Association.	• Local CTSO Roster
		4E.	Program meets the needs of special population students (including special education, english learners, non-traditional students, and the general student population).	• Student Completion Rates • Student Placement Results • Catalog of Support Services • Retention Rates • Mentors, Role-Models, Etc
		4F.	Students are made aware of non-traditional CTE offerings and pathways that lead to high skill, high wage, or high demand careers.	• Promotional Materials • Student Placement Results • Counseling Materials
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5. INDUSTRY PARTNERSHIPS				
Yes	**No**		**What is being Assessed**	**Evidence**
		5A.	The Local CTE Advisory Committee is operational and reflects the committee membership as outlined in the California *Education Code* §8070 and meets at least once a year.	- List of Advisory - Members - Titles - Industry - List of Educators - Agenda/Minutes/Sign-In - E-mails
		5B.	Business/industry is involved in student learning activities.	- List of Activities – - Job Shadowing - Speakers - Percent of Industry Participation
		5C.	Business/industry is involved in the development and validation of the curriculum.	- List of Advisory Members and Industries - Agenda/Meeting Minutes/Sign-In Sheets
		5D.	Labor market demand has been documented for the Program.	Labor Market Projections
		5E.	There are industry certification standards and certificates for students who achieve industry recognized skill and knowledge requirements.	- Copy of Certification Standards - Percentage of Students Receiving Certification
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6. SYSTEM ALIGNMENT AND COHERENCE

Yes	No		What is being Assessed	Evidence
		6A.	A Program of Study, with a post-secondary institution, has been developed.	• Industry Sector/Career Pathway Identified • Articulation, UC A-G, Technical School Sequence Documents
		6B.	Sufficient time is provided for faculty to build cross-segmental and cross-disciplinary collaborations aimed at aligning curricula and programs, as well as models, tools, and professional development to facilitate pathway development.	• Meeting Dates for Collaboration Time with Others in Identified Sequence • Documents Identifying Sequence
		6C.	Each CTE program sequence will include at least one district-funded CTE course in the industry sector.	• Local CTE Plan • Fiscal Records

Comments:

7. EFFECTIVE ORGANIZATIONAL DESIGN

Yes	No		What is being Assessed	Evidence
		7A.	Opportunities provide for better use of after-school, extended-day, and out-of-school time for career exploration, projects, and WBL connected to in-class curricula.	• Percentage of Students Who Participate • List of WBL Activities • Signed WBL Agreements
		7B.	There are open-entry/open-exit strategies where feasible, in ways that maintain the integrity of CTE courses and course sequences and comply with industry requirements; structure and sequence curriculum in modules or "chunks" tied to jobs with multiple entry and exit points, and with multiple levels of industry-recognized credentials built into the sequencing of the pathway.	• Program Plans • Counseling Materials • Programs of Study Documents

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7. EFFECTIVE ORGANIZATIONAL DESIGN cont.

Yes	No		What is being Assessed	Evidence
		7C.	Provides education and training for students and incumbent workers at times and locations convenient to students and employers, including non-traditional time or methods.	• Distance Learning Activities • Internet CTE Research Project Completed by Students

Comments:

8. SYSTEM RESPONSIVNESS TO CHANGING ECONOMIC DEMANDS

Yes	No		What is being Assessed	Evidence
		8A.	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.	• Minutes Showing Business/Industry Input Into Curriculum And Programs
		8B.	There is sufficient funding to cover costs of necessary equipment and facilities.	• Documented Costs Over Last 2 Years • Assessment of Ongoing Costs
		8C.	There is a partnership among local businesses and local workforce development and educational organization to provide consistent and reliable data about the regional economic and labor markets for planning programs.	• Labor Market Reports for both Regional and Global • Advisory Committee Minutes/Agendas

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9. SKILLED FACULTY AND PROFESSIONAL DEVELOPMENT

Yes	No		What is being Assessed	Evidence
		9A.	Every CTE teacher has the appropriate credential for teaching the subject(s) assigned as well as documented employment experience outside of education in the program area taught.	• Approved by Local Credential offices
		9B.	Based on the previous year's records, every CTE teacher, teaching at least half time CTE, attends a minimum of four professional development activities.	• List of Teacher Technical Development Activities Such as Staff Exchange, Technical Conferences, Industry Certification Training, Etc.
		9C.	The CTE staff meets a minimum of twice a month. (This criteria does not apply to single person departments - mark column N/A = Not Applicable.)	• Staff Meeting Minutes
		9D.	A written record of minutes of action taken during CTE staff meetings is kept in Department files.	• Staff Meeting Minutes

Comments:

10. EVALUATION, ACCOUNTABILITY, AND CONTINUOUS IMPROVEMENT

Yes	No		What is being Assessed	Evidence
		10A.	A District CTE Plan is on file with the local administration and a copy is retained in the local department files.	• Local Plan Files
		10B.	Updates of the CTE Plan are sent to the local administrator by February. These updates include: (1) Five Year Equipment Acquisition Schedule; (2) Chart of Staff Responsibilities; (3) CTSO Program of Work; (4) Advisory Committee Roster.	• Meeting Notes • Improvement Plan

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10.	EVALUATION, ACCOUNTABILITY, AND CONTINUOUS IMPROVEMENT cont.		
Yes	**No**	**What is being Assessed**	**Evidence**

		10C. Enrollment report (CDE 101-E1)
		• All CTE courses are properly identified in data system (including new courses).
		• Enrollment figures and reports are reviewed by:
		  ○ Site Staff and district CTE staff
		  ○ Site and district advisory committees
		• Completed and submitted by **October 15 to the CDE**.
			• CDE Records
			
			• Local Data System
			
			• Meeting Notes/Minutes

		10D. A follow-up system (including membership in California Partnership for Achieving Student Success [CALPASS]) is used which gathers the following information from program completers: • Student placement status in postsecondary education or advanced training, in military service, or in employment. • Opinion regarding the value and relevance of the CTE program. • Suggestions for improving the CTE program.	• CDE Records • Meeting Notes/Minutes
		10E. Graduate Follow Up/Placement Report (CDE 101-E2) The Graduate Follow Up data collected and presented to the CDE **by March 15**.	• CDE Records
		10F. The CTE Department analyzes their student retention numbers each year and develops strategies to help increase retention within the program.	• Meeting Notes • Advisory Agenda/Minutes
		10G. All Core Indicators meet or exceed the State level targets.	• Meeting Dates, Discussion Points
		10H. The Expenditure Reports (CDE 101-A and VE-5) are received by the CDE by September 30.	• CDE Records • Interview of District Fiscal Representative
Comments:			

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11.	CTE PROMOTION, OUTREACH, MARKETING, AND COMMUNICATION		
Yes	**No**	**What is being Assessed**	**Evidence**
		11A. The CTE program has a recruitment brochure or similar document used to promote the program.	• Copy of Plan • Date and Type of Activities such as Web Page, Career Fairs, Open House, Serving on Program Related Committees, Etc.
		11B. The CTE Department(s) conduct recruitment activities.	• Copy of Plan such as Feeder School Meetings
Comments:			