Career-Technical Education (CTE)/Tech Prep Program
Expectations for the Implementation – Local Self-Assessment

The intent of this Self Assessment is to help faculty/administrators determine potential local professional development and/or technical assistance needs as Ohio moves to full implementation of the Carl D. Perkins IV State Plan. It is to be used as a guide for creating and determining the "best in class" across Ohio. This is not intended to serve as an evaluation tool.

How are you doing in terms of incorporating critical points of Ohio's CTE/Tech Prep Vision? Complete the chart below to get a snapshot view.

The Career Field, Career Pathway/Program_____

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1) Workforce/Economic Development - Alignment with regional economic development initiatives			
a) Incorporates the regional business/industry growth needs in decision-making			
b) Make decisions based on review of state and regional economic development needs			
c) Aligns with federal, state and local legislative or administrative policies that promote the development and implementation of the CTE/Tech Prep Program of Study (POS)			
d) Conduct ongoing analyses of economic and workforce development trends to identify statewide/regional CTE/Tech Prep POS to be created, expanded or			

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discontinued.			
2) Collaboration -Develops effective collaborative relationships with business/industry, postsecondary, community student success organizations, secondary academic professionals and parents as partners in the planning, development, implementation and evaluation of career and technical education programs			
a) Involves postsecondary faculty in the development and implementation of the CTE/Tech Prep POS			
b) Develops and seeks input from a career field advisory committee			
c) Involves parents			
d) Includes student success community resources such as OCAN, TRIO, etc.			
e) Identifies and includes appropriate adult education partners			
f) Have a shared vision and decision-making process among partners within the consortia			
g) Provides strategies to provide vertical teaming opportunities from middle school through postsecondary education			
h) Engages all community partners and parents actively in the educational process as well as in communicating about CTE opportunities in their schools			
i) Establishes links to existing initiatives that promote workforce and economic development such as sector strategies and other activities supported by the Workforce Investment Act.			

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j) Makes available comprehensive guidance counseling and academic advisements systems that offer information, provides tools and offers resources for parents and students to learn about postsecondary opportunities and to identify their individual career options			
k) Makes available comprehensive guidance counseling and academic advisement systems based on state and/or local guidance and counseling standards, such as the National Career Development Guidelines			
3) Program Content Standards – Addresses the State of Ohio approved Career Field Technical Content Standards and the Ohio Core			
a) Utilizes the appropriate content standards for each career field offered by the district			
b) Includes accrediting/licensing standards where applicable			
c) Includes coherent and rigorous content aligned with challenging academic standards and relevant career and technical content			
d) Promotes continuous technical skill attainment aligned to the career field content standards			
e) Incorporates the Ohio Core academic standards			
f) Includes CTE-26, a CTE/Tech Prep POS and a signed CTE POS Assurance page for each approved CTE program			
g) Promotes continuous improvement in academic			

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achievement			
h) Delineates clearly, multiple exit and re-entry points for students			
i) Includes to the extent practical, internationally benchmarks for the CTE Program of Study content, so that all students are prepared to succeed in a global economy			
j) Includes to the extent practical, the concept of "greening" in the CTE/Tech Prep POS			
4) Instruction and Pedagogy – Rigorous, relevant instructional activities that result in high academic achievement and technical skill development of all students			
a) Includes a current Course of Study			
b) Includes a variety of work-based/work/site learning opportunities are available, including, but not limited to apprenticeships, clinicals, practicums, coops/internships/job shadowing, service learning			
c) Includes instructional strategies such as, project/problem/inquiry-based pedagogy/andragogy			
d) Includes instructional strategies that reflect the needs of all students			
e) Includes learning activities that use appropriate technology for the career pathway			
f) Utilizes learning activities that use instructional technology for course delivery			
g) Incorporates effective teaching and learning strategies that are jointly led by interdisciplinary teaching teams of			

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academic and career and technical teachers and faculty			
h) Incorporates effective teaching and learning strategies that incorporate team-building, critical thinking, problem-solving, and communication skills, through the use of career and technical student organization (CTSO) activities			
5) Articulation - Alignment with other education initiatives. The approved Program of Study includes access to articulated credit directly related to the technical content through one or more of the following:			
a) Career Technical Credit Transfer (CT2)			
b) Postsecondary Enrollment Options (PSEO)			
c) Dual Credit/Enrollment			
d) Bilateral agreement for articulated credit with postsecondary partners.			
Are aware of other state articulation initiatives:			
e) Transfer Assurance Guides (TAGS)			
f) Advanced Placement (AP)			
g) Stackable Certificates			
h) Provides a seamless, systemic process for students to earn college credit for postsecondary courses taken while in high school, transfer high school credit to any two- and four-year institutions in the state of Ohio that offers the CTE/Tech Prep POS and transfer credit earned at a two-year college to any other two- or four-year institution in the state that offers a CTE/Tech Prep POS			
i) Describes the expectations and requirements for, at a			

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minimum, teacher and faculty qualifications, course prerequisites, and postsecondary entry requirement, location of courses, tuition reimbursement and credit transfer process			
j) Shows how college credit should be automatically transcript at the college for high school students so that they can transfer seamlessly into the postsecondary portion of a CTE/Tech Prep POS without the need of additional paperwork or petitioning for credit			
6) Special Populations –All students interested in preparing for a career in industry sectors requiring technical expertise			
a. Provides equal access to the full range of technical preparation programs			
b. Develops program services appropriate to meet the needs of all students			
c. Prepares all students for postsecondary educational opportunities			
7) Support Services –Assessment and intervention support result in academic success, matriculation to postsecondary education without remediation or employment			
a) Provides interventions and student support services for all students (curriculum modification)			
b) Provides instructional modifications are made based on student success needs, when identified and feasible, regarding Equipment and Classroom Modifications; support personnel are available to assist students.			

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c) Provides instructional Aids and Devices where appropriate			
8) Assessment – Multiple measures are used to assess student attainment of technical academic content standards			
a) Uses state approved technical assessments, where applicable			
b) Uses national credentialing/certification assessments where applicable			
c) Provides access to students to educational opportunities, assessments and support services to be college ready as determined by using the appropriate college ready assessments such as COMPASS, Accuplacer, etc.			
d) Provides well developed technical skills assessments that incorporate performance-based assessment items, to the greatest extent possible, where the student must demonstrate the application of their knowledge and skills			
e) Provides well developed technical skills assessments that result in the awarding of secondary credit, postsecondary credit or special designation on the student's high school diploma			
9) Professional Development –All academic and technical faculty, administrators and counselors participate in ongoing professional development.			
a) Supports the needs, expectations, and methods of business/industry			
b) Supports the use of contextual and applied curricula,			

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instruction and assessment			
c) Supports the use of and application of technology			
d) Assists with accessing and utilizing data			
e) Supports learner progress and success			
f) Sustains programs that are sustained, intensive and provide focused opportunities of administrator teachers and faculty to foster CTE/Tech Prep POS design, implementation and maintenance			
g) Fosters innovative teaching and learning strategies.			
10) Data and Accountability – A system of data collection and evaluation is used for program development and continuous improvement.			
a) Supports systems to collect and analyze appropriate data			
b) Decisions are based on data analysis			
c) Provides accountability and evaluation programs for administrative record matching of student education and employment data			
d) Sustains systems that yield valid and reliable data on key student outcomes (indicators) referenced in Perkins and other relevant federal and state legislation			

- Adapted from "Thriving in Challenging Times," Institute for a Competitive Workforce, U.S. Chamber of Commerce (October 2009)