

CTE Incentive Grant Criteria/Quality Indicators Crosswalk

Minimum Eligibility Requirements: All of the following minimum requirements will be used to determine qualifying applications. Applicants CTE programs are expected to achieve full compliance with all of the following minimum requirements during the first year of funding and prior to receiving any subsequent funds.

GRANT CRITERIA:

CRITERIA #1

Offer high quality curriculum and instruction aligned with the California Career Technical Education Model Curriculum Standards including, but not limited to, providing a coherent sequence of CTE courses that enable pupils to transition to postsecondary education programs that lead to a career pathway or attain employment upon graduation from high school.

CRITERIA #2

Provide pupils with quality career exploration and guidance.

CRITERIA #3

Provide pupil support services, including counseling and leadership development.

QUALITY INDICATORS:

HIGH QUALITY CURRICULUM AND INSTRUCTION

- 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.
- 2B. Career paths have been identified and can be found on a chart or diagram in the CTE Plan.
- 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.
- 2D. The school master schedule allows students to follow the recommended sequence of CTE courses to complete the selected career path(s).
- 2E. Students are provided with a strong experience in and understanding of all aspects of industry.
- 2F. Technology is incorporated into program instruction
- 2G. There is collaboration between academic and CTE teachers.
- 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.

CAREER EXPLORATION AND GUIDANCE

- 3A. Students are counseled regarding:
 - CTE career opportunities.
 - CTE and academic courses necessary to complete career pathway offerings.
 - Post-secondary education and training options.
- 3B. All students have a completed a four year career plan that is updated annually.

STUDENT SUPPORT AND STUDENT LEADERSHIP DEVELOPMENT

- 4A. An official Career Technical Student Organization (CTSO) has been chartered (or in application process) by the State Association.
- 4B. A local CTSO work plan is developed annually and a copy is furnished to local administration.
- 4C. Leadership activities are embedded in the CTE curriculum.
- 4D. All students enrolled in CTSO's are affiliated with the State Association.
- 4E. Program meets the needs of special population students (including special education, English learners, non-traditional students, and the general student population).
- 4F. Students are made aware of non-traditional CTE offerings and pathways that lead to high skill, high wage, or high demand careers.

GRANT CRITERIA:

CRITERIA #4

Provide for system alignment, coherence, and articulation, including ongoing and structural regional or local partnerships with postsecondary educational institutions documented through formal written agreements.

CRITERIA #5

Form ongoing and structural industry and labor partnerships documented through formal written agreements and through participation on advisory committees.

CRITERIA #6

Provide opportunities for pupils to participate in after school, extended day, and out-of-school internships, competitions, and other work-based learning opportunities.

CRITERIA #7

Reflect regional or local labor market demands and focuses on current or emerging high-skill, high-wage, or high-demand occupations.

CRITERIA #8

Lead to an industry-recognized credential/certificate, or appropriate postsecondary training or employment.

QUALITY INDICATORS:

SYSTEM ALIGNMENT AND COHERENCE

- 6A. A Program of Study, with a post-secondary institution, has been developed.
- 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.
- 6C. Each CTE program sequence will include at least one district-funded CTE course in the industry sector.

INDUSTRY PARTNERSHIPS

- 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.
- 5B. Business/industry is involved in student learning activities.
- 5C. Business/industry is involved in the development and validation of the curriculum.
- 5D. Labor market demand has been documented for the Program.
- 5E. There are industry certification standards and certificates for students who achieve industry recognized skill and knowledge requirements.

EFFECTIVE ORGANIZATIONAL DESIGN

- 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.
- 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.
- 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.

SYSTEM RESPONSIVNESS TO CHANGING ECONOMIC DEMANDS

- 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.
- 8B. There is sufficient funding to cover costs of necessary equipment and facilities.
- 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.

LEADERSHIP AT ALL LEVELS

- 1A. The CTE pathways are articulated with post-secondary and industry through programs of study, formal articulation agreements and dual enrollment.
- 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.
- 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.

GRANT CRITERIA:

CRITERIA #9

Is staffed by skilled teachers or faculty and provides professional development opportunities for those teachers or faculty members.

CRITERIA #10

Reports data, as a program participation requirement, to allow for an evaluation of the program. Data reported pursuant to this paragraph shall include, but not be limited to, metrics aligned with the core metrics required by the federal Workforce Innovation and Opportunity Act and the quality indicators described in the California State Plan for Career Technical Education required by the federal Carl D. Perkins Career and Technical Education Improvement Act of 2006, and the following metrics:

- i. The number of pupils completing high school
- ii. The number of pupils completing CTE coursework
- iii. The number of pupils obtaining an industry-recognized credential, certificate, license, or other measure of technical skill attainment
- iv. The number of former pupils employed and the types of businesses in which they are employed
- v. The number of former pupils enrolled in a postsecondary educational institution, a state apprenticeship program, or another form of job training

QUALITY INDICATORS:

SKILLED FACULTY AND PROFESSIONAL DEVELOPMENT

- 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.
- 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.
- 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.)
- 9D. A written record of minutes of action taken during CTE staff meetings is kept in Department files.

EVALUATION, ACCOUNTABILITY, AND CONTINUOUS IMPROVEMENT

- 10A. A District CTE Plan is on file with the local administration and a copy is retained in the local department 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.
- 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.
- 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.
- 10E. Graduate Follow Up/Placement Report (CDE 101-E2) The Graduate Follow Up data collected and presented to the CDE by March 15.
- 10F. The CTE Department analyzes their student retention numbers each year and develops strategies to help increase retention within the program.
- 10G. All Core Indicators meet or exceed the State level targets.
- 10H. The Expenditure Reports (CDE 101-A and VE-5) are received by the CDE by September 30.