State-Recognized Programs of Study User Guide

A collaboration between Minnesota State and Minnesota Department of Education
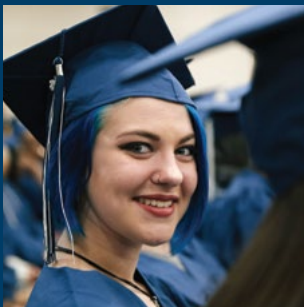
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Published 2019

OVERVIEW

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) has provided an opportunity for states to change the process for improving the impact of Career and Technical Education (CTE) programs. The state of Minnesota has embarked on an effort to "reset" how we view programs of study and provide an opportunity to offer greater assistance to Perkins consortia in our state in the implementation of continuous quality improvement processes related to their programs of study.

The intention of this "reset" on programs of study is to provide students the opportunity to participate and engage in high-quality career and technical education that meets business and industry standards and rigor. Employers expect students that earn recognized secondary and postsecondary credentials to possess the technical knowledge, skills, and abilities to meet workforce demands. This includes the incorporation of foundational knowledge and skills, employability skills, and core academic knowledge.

According to one of the portions in the purpose of Perkins V, the government expects the *"conducting and dissemination of national research and dissemination information on best practice that improves career and technical education programs and programs of study, service, and activities."* Minnesota has an obligation to meet the intentions of the federal legislation and develop programs of study that are fundamentally aligned with the legislative definition.

Minnesota has created a set of documents to help local consortia create and maintain high-quality programs of study.

Part A of this document is the list of secondary approved program required components and the postsecondary academic program approval process. A consortium cannot establish a program of study without both an MDE-approved CTE program and a Minnesota State academic program (See Image 1 below). These resources are installed in this guide as a point of information for the user to determine what elements may be needed to expand CTE offerings within the consortium.

Part B of this document is a checklist that identifies the minimum requirements to become or remain a State-recognized Program of Study (POS). All minimum requirements must be met.

Part C of the document is a Program of Study Self-evaluation Rubric.

Part D of the document is a Secondary CTE Program Continuous Improvement Rubric. These tools will assist consortia leaders, academic administrators, teachers, and faculty in determining strengths in current programs of study, as well as opportunities for growth and improvement (See Image 2 on opposite page). The checklist and rubrics are derivative of four existing documents (RPOS Rubric, MDE Program Assessment Rubric, ACTE High Quality Program Rubric, and the

IMAGE 1:

Relationship Between Programs and Programs of Study

Program Approval

MDE-Approved CTE Program	**+**	Minnesota State Academic Program	**=**	Program of Study

Auditing a State Career and Technical Education Program for Quality playbook). The idea is that all of our programs of study meet "rigorous" standards and will not need to be categorized as "regular" programs of study and "rigorous" programs of study, but that all State-recognized POS are high quality.
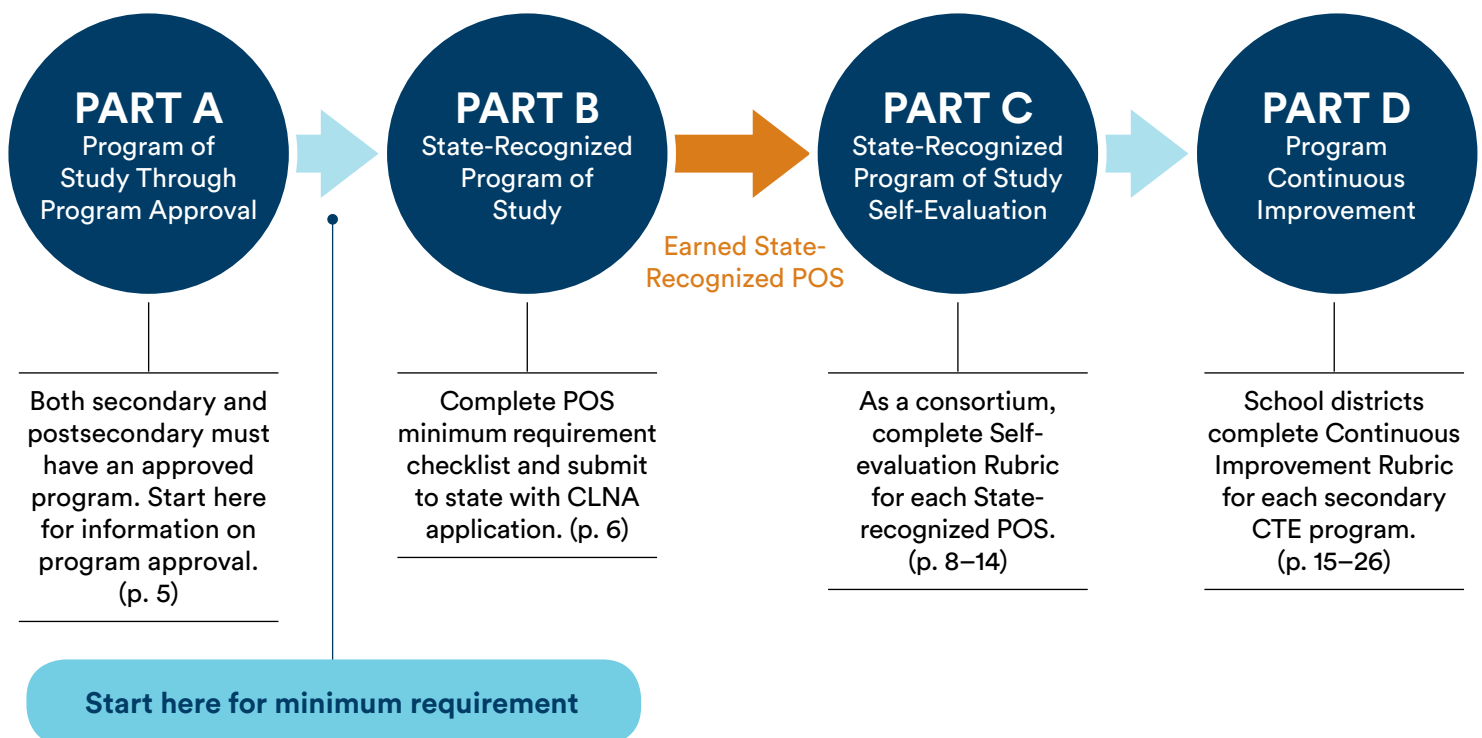
In Part C of the document, you will notice the header term "consortia." This means the self-evaluation should be conducted collaboratively between secondary and postsecondary. In Part D of the document, you will see the header "secondary." This means that this section will primarily be a secondary collaboration but does not exclude postsecondary from using the information in the rubrics if a program needs ideas on how to strengthen certain areas.

Minnesota has developed these checklists and rubrics to be used by Perkins consortia to identify and improve programs of study that meet the state's minimum qualifications, are aligned with Perkins V legislation, and reflect state priorities. The ability to effectively deliver programs of study is a key component in defining a Minnesota Perkins consortium. Creating effective secondary/postsecondary programs of study can be part of modernizing education as we strive to improve our schools, colleges, and communities. The results and findings from this rubric should be incorporated into consortia two-year plan applications.

IMAGE 2:

How to Achieve a State-Recognized Program of Study and Use This Resource

Start here for information on program approval

PART A	PART B	PART C	PART D
Program of Study Through Program Approval	State-Recognized Program of Study	State-Recognized Program of Study Self-Evaluation	Program Continuous Improvement

Earned State-Recognized POS

Both secondary and postsecondary must have an approved program. Start here for information on program approval. (p. 5)	Complete POS minimum requirement checklist and submit to state with CLNA application. (p. 6)	As a consortium, complete Self-evaluation Rubric for each State-recognized POS. (p. 8–14)	School districts complete Continuous Improvement Rubric for each secondary CTE program. (p. 15–26)

Start here for minimum requirement

HISTORY

The state's partnership between Minnesota State and Minnesota Department of Education on the development, implementation, and maintenance of programs of study dates back to the implementation of the 2006 Carl D. Perkins IV legislation. To date, the state boasts 4,295 consortium-approved programs of study, 309 state-approved programs of study, and 68 rigorous programs of study.

The state divides six career fields into 16 career clusters and 72 career pathways—which are aligned to the National Career Clusters Framework. This framework provides a virtual structure for CTE programs. This model was adopted by Minnesota State (MNSCU at the time) and Minnesota Department of Education. The model that was developed is known as the "The Wheel" because of the resemblance of the hub and spokes. The center of The Wheel displays the foundational knowledge and skills that are essential attributes of graduates in all career fields.

One of the major components of Perkins IV legislation was the emphasis on the development of a means to evaluate which knowledge and technical skills a student possesses during and at the completion of a credential. Minnesota State and Minnesota Department of Education collaborated with faculty, teachers, and business/industry leaders to develop competencies that are essential or optional for students in programs of study to possess. Through this process, all career pathways on The Wheel developed and refined competencies; and pathway collaborations were conducted a minimum of once, and many twice. The discipline experts and practitioners also developed a comprehensive list of technical skill assessments that continue to be administered and evaluated to determine student learning and technical achievement. All state-approved programs of study must have a secondary and postsecondary technical skill assessment that align with technical competencies, curriculum, and

student learning outcomes. Over 750 technical skill assessments were identified and approved by the state for use to evaluate student learning.

Perkins IV also introduced the industry-recognized credential (IRC) as a measure of program quality. Some IRCs may be required for graduates to enter employment—such as licensures—while other IRCs may be recognized nationally to hold significant value in an industry.

Local consortia are using the technical skill assessment as a means to assess students' skills, standardize common assessments in curriculum, and to measure program quality. Though it was not the only measure to determine program quality, the technical skill assessment was one of the components of the formerly identified "rigorous programs of study" and continues under Minnesota's implementation of Perkins V as a widely accepted measure of quality from teachers and faculty. This process has evolved through the years to become a widely accepted practice from teachers and faculty.

> *To date, the state boasts 4,295 consortium-approved programs of study, 309 state-approved programs of study, and 68 rigorous programs of study.*

PART A: Secondary and Postsecondary Requirements for Approved CTE Programs

Minnesota Department of Education has established a process for approving secondary CTE programs. This process includes five components (as shown in the table below). The Minnesota State System Office has established a process for approving postsecondary CTE programs. This process is consistent across all postsecondary institutions.

MN Department of Education – Secondary Program Required Components

School has provided evidence of **STUDENT LEADERSHIP DEVELOPMENT** through inclusive availability of Career Technical Student Organizations (CTSO) and/or embedded course instruction and activities. [Rule 3505.2550: "Students have access to leadership development opportunities through student organizations or other means."] SEE MDE PROGRAM APPROVAL SPREADSHEET—TAB 2

Teacher(s) employed in the delivery of Program courses maintain **APPROPRIATE CTE LICENSURE** for the CTE program being delivered. [Rule 3505.1100: "All programs shall be assigned to appropriately-licensed instructional staff as specified in the state plan for career and technical education."] SEE MDE PROGRAM APPROVAL SPREADSHEET—TAB 3

Each program course is appropriately identified with **PROGRAM CODE AND COURSE CODE FROM TABLE C** in the identified program area. A course **SYLLABI** is provided for each course which indicates at a minimum: opportunities for career awareness, career exploration, and career preparation; addresses technological literacy and workplace employability skills; is aligned to state and/or federal standards and frameworks; includes safety instruction; provides access to work-based learning opportunities; and utilizes authentic assessment to measure knowledge and skill proficiency. [Rule 3505.2500: "The local education agency shall provide evidence that its curriculum is designed to meet career and technical objectives which shall include (A) in-depth exploration of occupations to assist in the career planning process; (B) development of occupational competencies designed to be recognized for advanced placement in postsecondary programs; and (C) development of occupational competencies necessary to enter an occupation."] SEE MDE PROGRAM APPROVAL SPREADSHEET—TAB 4

Program has an **ADVISORY COMMITTEE** that provides guidance on industry practices, program issues and needs, and curriculum. [Rule 3505.1000, Subdivision 4c. "Career and technical program advisory committee" means a group of persons with competence or interest in an occupational field related to the program being served, selected for offering advice to teachers or administrators regarding career and technical education. At least 50 percent of the members shall be representatives of a directly-related business, labor, or industry."] SEE MDE PROGRAM APPROVAL SPREADSHEET—TAB 5

The Secondary Superintendent or Licensed CTE Program Director has signed/initialed each element in the STATEMENT OF ASSURANCES, acknowledging that the district is informed and in compliance with every aspect of each statement. [Rule 3505.2550 Minimum Standards for Instructional Program Approval includes: Community Involvement, Personnel, Program Administration, Program Assessment, Program Design, Resources, and Support Services. Rule 3505.1100 Standards for Program Approval includes: Licensed instructional staff; Sufficient and suitable facilities; Conducive class size; Compliance with Federal and State laws; Financial reporting according to UFARS, and Accessibility for Special Populations.] SEE MDE PROGRAM APPROVAL SPREADSHEET—TAB 6

Minnesota State – Postsecondary Program Approval Process

Campuses participate in regional and local new program planning with the system office guiding the regional planning sessions. In addition, faculty survey students and conduct advisory boards in order to determine future programming needs. Campuses enter program information into Program Navigator and produce a Notice of Intent (NOI) for public posting for comment. The NOI is either approved or disapproved, then the full application is submitted for approval and the program is approved. The program will then appear on the Minnesota State Academic Program Inventory. For more information on Minnesota State Academic Programs Approval process and the full Program Navigator workflow visit the Academic Programs page at https://www.minnstate.edu/system/asa/academicaffairs/programs/index.html and the Minnesota State Board policy 3.36 for Academic Programs at https://www.minnstate.edu/board/policy/336.html

PART B: Minimum Requirements for State-Recognized Programs of Study

Overview

Each consortium will annually submit six State-recognized Programs of Study (POS) as part of their biannual Perkins plan submission. It is suggested that the six submitted programs are ones that are the strongest, but it is not required. Consortia are able to submit more than six if the programs meet the minimum requirements. State-recognized Programs of Study should be reviewed annually using both the Consortia Self-Evaluation and Secondary Program Continuous Improvement Rubrics.

Purpose of Identifying POS Minimum Requirements

Minnesota has developed a minimum requirements checklist to be used by Perkins consortia to identify programs of study, which are aligned with Perkins V legislation and reflect state priorities. The ability to effectively deliver programs of study is a key component in defining a Minnesota Perkins consortium. Creating effective secondary/postsecondary programs of study modernizes education as we strive to improve schools, colleges, and communities. The minimum requirements checklist for consortia programs of study must be incorporated into consortia two-year plan applications to the state.

Process

The formal process for submitting and reporting State-recognized Programs of Study to the state will occur every two years during the local application submittal with the Comprehensive Local Needs Assessment.

» A Minimum Requirements for State-recognized Program of Study Checklist is submitted for each program of study. To be considered a State-recognized Program of Study, all seven criteria must be met.

» While it is required to list the source of evidence in the column, it is not required to submit any evidence or supporting documentation that validates the minimum requirements. That documentation should be saved locally for recall later (as needed). A list of potential evidence sources is included on page 27.

» Once a State-recognized Program of Study is submitted on year one of the two-year application cycle, it is recommended that during year two of the cycle, consortia utilize Parts C and D of the document to conduct a self-evaluation and identify potential gaps for improvement and work on the identified areas.

» Consortia are able to make changes and submittals to their State-recognized Programs of Study during the local application submittal process.

» State staff will review the local application for State-recognized Programs of Study as part of the local application review.

» Once a consortium's State-recognized Programs of Study are approved, they will be posted for public access.

Programs of Study Name:	Component is Present (✓)	List of Evidence
State-Recognized Required Components		
Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.		
Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.		
Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.		
Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.		
Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.		
Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.		
Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.		

Note: The List of Evidence column does need to be completed, but the actual documents do not need to be submitted to the state. List the sources of evidence in the column. See page 27 for a potential list of evidence sources.

PART C: Consortia Program of Study Self-Evaluation Rubric

Overview

Based on the 2018 work of the Association for Career and Technical Education® (ACTE), Minnesota has developed a rubric that can be used by Perkins consortia to evaluate their programs of study (POS) spanning secondary and postsecondary education. Program evaluation is best conducted as part of a collaborative effort among program stakeholders, and a variety of materials should be consulted in order to demonstrate performance in each of the framework elements.

Purpose of Program of Study Self-Evaluation

Minnesota has developed this rubric to be utilized by Perkins consortia to identify strengths or potential opportunities in their State-recognized Programs of Study. The composition of the tool is an attempt to streamline processes that can support program reviews at both secondary and postsecondary institutions. This tool is edited and modified from research-based and evidence-based practice that has been conducted by the Association for Career and Technical Education.

Process

The Self-Evaluation Rubric is a tool that is to be used internally by consortia to provide context to the strengths and opportunities of State-recognized Programs of Study.

» A review should be conducted annually to help support improvements made to State-recognized Programs of Study.

» Consortia leaders should work with a wide range of stakeholders (program faculty, teachers, staff, administrators) on best uses of the document for their local needs.

» Results from this self-evaluation should shape local planning and budgeting for program improvement.

» Consortia do not need to submit this self-evaluation as part of their local application, but do need to indicate how results of the self-evaluation will drive future decisions.

Consortia Program of Study Self-Evaluation ELEMENT 1

Standards-Aligned and Integrated Curriculum: This element addresses the development, implementation, and revision of the program of study curriculum, the relevant knowledge and skills, and the standards on which they are based.

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Limited or No Evidence
a. Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway. [minimum requirement]	◯	◯	◯	◯
b. The curriculum is based on industry-validated technical standards and competencies.	◯	◯	◯	◯
c. The curriculum is aligned with secondary CTE frameworks, national CTE standards, competencies, and/or postsecondary standards and outcomes.	◯	◯	◯	◯
d. The program of study curriculum is developed and reviewed regularly with employer input to prepare students for both further education and emerging or in-demand careers.	◯	◯	◯	◯
e. The curriculum is aligned with relevant content standards for core subjects, such as reading, math, and science, including federal, state, and/or local standards, as appropriate.	◯	◯	◯	◯

Consortia Program of Study Self-Evaluation ELEMENT 2

Integrated Network of Partnerships: This element addresses business and community partner recruitment, partnership structure, and the wide variety of activities partners should be engaged in to support the program of study and ensure programs are aligned with workforce needs.

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Limited or No Evidence
a. Program of study incorporates active involvement from an integrated network of partners, with ongoing relationships among education, business, and diverse community stakeholders. [minimum requirement]	◯	◯	◯	◯
b. Partnerships are formed with a diverse range of stakeholders who represent differing perspectives, including employers from small, medium, and large businesses; industry representatives; community, workforce, and economic development agencies; and other education stakeholders.	◯	◯	◯	◯
c. Secondary and postsecondary CTE programs engage partners through formalized, structured advisory committees.	◯	◯	◯	◯
d. Partners ensure that the program of study meets current and future workforce demand and skill needs by: » Identifying, validating, and reviewing curriculum and competencies » Identifying appropriate assessments and recognized postsecondary credentials » Evaluating facilities, equipment, technology, and materials to ensure consistency with industry standards	◯	◯	◯	◯
e. Partners support students' and teachers' extended learning by: » Identifying and providing student experiential learning experiences » Participating in student leadership activities (e.g., serving as mentors and judges) » Offering opportunities, such as externships, for educators on current industry-relevant knowledge and skills	◯	◯	◯	◯
f. Partners support the program of study in tangible ways, such as by investing funds, providing in-kind support, and/or helping raise external funds to meet program of study goals.	◯	◯	◯	◯

PART C

Consortia Program of Study Self-Evaluation ELEMENT 3

Course Sequencing and Credentials: This element addresses coordination and collaboration of coursework progression in programs of study and career pathways that lead to recognized postsecondary credentials.

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Limited or No Evidence
a. Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials. [minimum requirement]	○	○	○	○
b. Postsecondary academic program meets Minnesota State board policy and HLC requirements. [minimum requirement]	○	○	○	○
c. The program of study includes a sequence of courses with broad foundational knowledge and skills and progresses in specificity to build students' depth of knowledge and skills, with multiple entry and exit points.	○	○	○	○
d. Content and standards within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education or work.	○	○	○	○
e. Program learners earn industry-recognized credentials, or a combination of credentials, that increase their employability in that industry.	○	○	○	○
f. Students in the program of study have opportunities to earn credit that articulates to the next level of education, such as dual enrollment programs or stackable credentials.	○	○	○	○

Consortia Program of Study Self-Evaluation ELEMENT 4

Career-Connected Learning: This element addresses strategies that help students gain career knowledge and engage in education, career planning, and decision-making, including career inventories, curricula that helps students learn about careers, information about educational opportunities and workforce trends, and job search information and placement services.

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Limited or No Evidence
a. Career development is coordinated between CTE and career counseling staff to promote and support the career and college readiness decision-making and planning of all students, including prior to entering the program of study.	○	○	○	○
b. Each secondary CTE student in the program of study has a personalized learning plan (PLP) that reflects exploration of the student's interests, preferences, and abilities; extended learning opportunities; and informs course selection, planning for further education and a career.	○	○	○	○
c. Curriculum provides accurate and timely information on regional occupational trends and outlooks; high-skill, high-wage, or in-demand career opportunities; and the educational pathways that lead to current and projected career opportunities.	○	○	○	○
d. Students in the program of study have access to job search information and placement services as they near completion of the program of study.	○	○	○	○

Consortia Program of Study Self-Evaluation **ELEMENT 5**

Facilities, Equipment, Technology, and Materials: This element addresses the alignment, appropriateness, and safety of the physical/material components of the program of study, including laboratories, classrooms, computers, industry-specific equipment, and tools and supplies that support learning.

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Limited or No Evidence
a. Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry, and/or occupational standards and practices for installation, use, maintenance, and safety. [minimum requirement]	◯	◯	◯	◯
b. Facilities, equipment, technology, and materials meet federal, state, and local standards for occupational safety and health in the related industry, as appropriate.	◯	◯	◯	◯
c. Students demonstrate safe and appropriate use and maintenance of facilities, equipment, technology, and materials within the program of study.	◯	◯	◯	◯
d. Processes are defined and resources provided to regularly inspect, update, and replace facilities, equipment, technology, and materials.	◯	◯	◯	◯
e. The program of study maximizes student access to relevant facilities, equipment, technology, and materials through partnerships and flexible delivery models.	◯	◯	◯	◯

Consortia Program of Study Self-Evaluation **ELEMENT 6**

Work-Based Learning: This element addresses the delivery of a continuum of work-based learning involving interactions with industry or community professionals that foster in-depth, firsthand engagement with the tasks required in a given career field. Experiences may be delivered in workplaces, in the community, at educational institutions, and/or virtually.

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Limited or No Evidence
a. Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs. [minimum requirement]	◯	◯	◯	◯
b. Work-based learning experiences develop and reinforce relevant technical, academic and employability knowledge and skills	◯	◯	◯	◯
c. Work-based learning experiences are intentionally aligned with each student's education and career goals.	◯	◯	◯	◯
d. Work-based learning experiences are provided through delivery methods that maximize interaction with business professionals.	◯	◯	◯	◯
e. Requirements and procedures for work-based learning experiences are formalized and shared regarding: access, selection, liability, supervision, rights and responsibilities, safety, transportation, learning objectives, and stakeholder evaluations.	◯	◯	◯	◯
f. Secondary work-based learning experiences are supervised by properly-licensed CTE teachers with clearly-defined roles.	◯	◯	◯	◯

Consortia Program of Study Self-Evaluation ELEMENT 7

Data for Program Improvement and Advocacy: This element addresses collection, reporting, and use of data for continuous evaluation and program improvement, as well as appropriate access to relevant data.

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Limited or No Evidence
a. Program of study development, improvement, and advocacy are supported by findings from a Comprehensive Local Needs Assessment. [minimum requirement]	◯	◯	◯	◯
b. Processes are in place to ensure the timely and accurate collection and submission of valid and reliable data for required reporting.	◯	◯	◯	◯
c. In addition to data required for reporting, data aligned with program of study goals and the elements of this POS Rubric are collected to aid in program improvement.	◯	◯	◯	◯
d. Comprehensive needs assessments, including labor market information, are used to inform program of study decision-making and support program improvement.	◯	◯	◯	◯
e. Educators have access to relevant, valid, and reliable data disaggregated by gender, race and ethnicity, and special population status, facilitating the comparisons of access and performance among subpopulations and with the general student population, and identification of equity gaps.	◯	◯	◯	◯

Consortia Program of Study Self-Evaluation ELEMENT 8

Student Leadership Development: This element addresses student skill and leadership development through embedded classroom activities, project-based learning, and CTSO opportunities as integral parts of an instructional program.

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Limited or No Evidence
a. Student leadership and Career Technical Student Organization (CTSO) activities are available to every student as integral, intra-curricular parts of the program of study.	◯	◯	◯	◯
b. Student leadership and CTSO activities develop and reinforce relevant technical, academic and employability knowledge and skills.	◯	◯	◯	◯
c. Student leadership and CTSO activities provide opportunities for students to interact with business professionals.	◯	◯	◯	◯
d. Student leadership and CTSO activities provide opportunities for students to participate in relevant community and school service activities.	◯	◯	◯	◯

Consortia Program of Study Self-Evaluation **ELEMENT 9**

Access, Equity, and Inclusion: This element addresses program of study promotion, student recruitment, and strategies that support access and equity for various student populations, including by gender, race and ethnicity, and special population status.

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Limited or No Evidence
a. The program of study is promoted to all potential stakeholders, in a manner that is free from bias, inclusive, and non-discriminatory.	○	○	○	○
b. Students are actively recruited from populations that have been traditionally underrepresented.	○	○	○	○
c. Facilities, equipment, technology, and support services are provided in ways that meet Title IX, Title VI of the Civil Rights Act of 1964, Americans with Disabilities Act, and Section 504 of the Vocational Rehabilitation Act of 1973.	○	○	○	○
d. Curriculum, instruction, materials, and assessments are free from bias, inclusive, and non-discriminatory for all students.	○	○	○	○

Consortia Program of Study Self-Evaluation **ELEMENT 10**

Student-Centered Instruction: This element addresses instructional strategies within a student-centered learning environment that support attainment of relevant knowledge and skills.

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Limited or No Evidence
a. Program of study instruction is driven by relevant content area standards, frameworks, performance indicators, and learning objectives.	○	○	○	○
b. Multiple instructional approaches are integrated into the program of study.	○	○	○	○
c. Contextualized instruction results in students applying technical, academic and employability knowledge and skills within authentic scenarios.	○	○	○	○
d. Instruction emphasizes the connection between academic and technical knowledge and skills, including through cross-disciplinary collaboration.	○	○	○	○
e. Instruction is flexible, differentiated, and personalized to meet the needs of a diverse student population.	○	○	○	○

PART C

Consortia Program of Study Self-Evaluation ELEMENT 11

Professional Development for Knowledgeable Experts: This element addresses the qualifications and professional development of secondary and postsecondary CTE teachers, staff, and faculty.

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Limited or No Evidence
a. CTE teachers, staff, and faculty meet appropriate state, district, and/or institution certification, licensing, and minimum qualification requirements.	◯	◯	◯	◯
b. CTE teachers, staff, and faculty engage in ongoing, rigorous professional development on a wide range of topics covering all elements of a high-quality program of study, as described in this rubric.	◯	◯	◯	◯
c. CTE teachers, staff, and faculty receive professional development on use of facilities, equipment, technology, and materials to meet federal, state, and local standards for occupational safety and health.	◯	◯	◯	◯
d. Administrators ensure that CTE teachers, staff, and faculty have the time, resources, and supports to implement each element of a high-quality program of study, as described in this rubric.	◯	◯	◯	◯
e. CTE teachers, staff, and faculty collaborate frequently with colleagues to coordinate cross-disciplinary curriculum and instruction activities and to analyze data for program improvement.	◯	◯	◯	◯

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PART D: Secondary Program Continuous Improvement Rubric

Overview

Minnesota has developed a rubric to be used by school districts in conjunction with local continuous improvement efforts for their secondary Career and Technical Education (CTE) programs. This rubric is intended for use as part of annual, ongoing continuous improvement efforts of each secondary CTE program to identify program strengths as well as areas of potential improvement in the development of quality programs of study (POS). Continuous improvement is a collaborative effort which should involve many program stakeholders and review of a variety of materials to identify the current state of performance in each of the rubric components.

Purpose of Reflection on Continuous Improvement

Annual use of this rubric is intended to provide several benefits in the improvement of CTE programs toward developing quality CTE programs of study.

» Pick a meaningful place to start and set reasonable expectations for improving your program.

» Identify and articulate priorities for setting short-term and long-term goals.

» Identify professional development needs.

» Clearly articulate to stakeholders the current status of your secondary CTE program, components you would like to strengthen, and resources needed.

» Highlight collaboration and engagement opportunities.

Process

The Continuous Improvement Rubric is a tool that is to be used internally by school districts to provide context to the strengths and opportunities of their MDE-approved secondary CTE programs.

» A review should be conducted annually using this rubric to identify and influence improvements made to secondary CTE programs.

» Local CTE leaders should complete the rubric with input from a wide range of stakeholders (program faculty, teachers, staff, administrators).

» Results from this process should shape how local CTE leaders identify planning and budgeting priorities for CTE program of study improvement.

Use the Following to Identify Which Best Describes Your Secondary CTE Program:

» *Exemplary:* Secondary CTE program demonstrates innovative practice and leadership. Implementation of each criterion is evident on a regular and sustained basis across all portions of the secondary CTE program, providing regular and easy access to all students.

» *Quality:* The criterion has been fully implemented throughout the secondary CTE program in the development of programs of study. Implementation of each criterion is evident and sufficiently met at a high level throughout the secondary CTE program and provides access to all students.

» *Emerging:* The criterion is minimally implemented in the secondary CTE Program in support of programs of study. Implementation of each criterion has begun and provides access to all students.

Secondary Program Continuous Improvement **ELEMENT 1**

Standards-Aligned and Integrated Curriculum – Addresses the development, implementation, and revision of the CTE program curriculum, relevant knowledge and skills, and the standards on which they are based.

	Exemplary	Quality	Emerging
1.1: Employability Skills	A. CTE curriculum provides opportunities for students to gain a thorough understanding of All Aspects of Industry (AAI). B. Employability skills are integrated into the curriculum and assessments measure students' progress.	A. CTE curriculum provides opportunities for students to study many aspects of career fields of interest. B. Variety of employability skills are regularly developed within the CTE curriculum in addition to career-specific technical skills.	A. Students develop technical skills specific to career fields of interest. B. Students develop career-specific technical skills and understand the importance of employability skills for career preparation.
1.2: Standards Alignment	Local CTE standards define rigorous and relevant curriculum aligned with state frameworks, national standards, and current industry standards while integrating relevant academic content standards.	Local CTE standards define rigorous and relevant curriculum aligned with state frameworks, national standards, and current industry standards while addressing some elements of academic content standards.	Local CTE standards define rigorous curriculum aligned with state frameworks, and national standards, while connections to academic content standards are explored.
1.3: Program Review	CTE program curriculum review is ongoing and continuous to reflect new competencies, new standards, new technologies, changing labor market needs, and updated teaching strategies with input from advisory committee and industry partners.	CTE program curriculum is reviewed and revised every one to two years to reflect new competencies, new standards, new technologies, changing labor market needs, and updated teaching strategies.	CTE program curriculum is reviewed as existing courses are eliminated and new courses are developed. Curriculum is reviewed at least every five years as part of the program approval cycle.

Secondary Program Continuous Improvement ELEMENT 2

Integrated Network of Partnerships – Addresses business and community partner recruitment and a variety of activities partners should engage in to support the CTE program and ensure alignment with workforce needs.

	Exemplary	Quality	Emerging
2.1: Program Advisory Committee Membership	A. Membership represents a cross-section in terms of socioeconomic status, race, occupation, gender, special populations, and non-traditional workers. B. Member's contributions are formally and publicly recognized.	A. Membership includes representative of business, industry, and labor (at least 50 percent of membership) with backgrounds directly related to the career pathways developed in the CTE program. B. Advisory committee has a process for membership recruitment, selection, appointment, and retirement.	A. Membership includes representatives of business, industry, and labor (at least 50 percent of membership) with backgrounds related to the CTE program area. B. Membership includes parent and student representation.
2.2: Program Advisory Committee Roles and Responsibilities	A. Meets formally and informally during the year with clearly-defined committee structure to accomplish committee program of work. B. Uses collected data and industry standards to identify program needs and develop recommendations. C. Committee member businesses regularly provide experiential learning opportunities for students. D. Committee member businesses regularly provide experiential learning opportunities for teachers by providing teacher externships.	A. Meets formally during the year to accomplish committee program of work. B. Evaluates current program needs and makes recommendations for program improvement. C. Ensures programs reflect current industry standards and informs teachers of workplace needs. D. Committee's structure is clearly defined (e.g., chair and vice-chair selected from community members).	A. Meets formally at least twice per year with a planned agenda. B. Committee discusses current industry practices, curriculum, student needs, and program issues.
2.3: CTE Program Advocacy	Provides the school board, foundations, local elected officials, and community members with career and technical education program reports and updates.	Fosters alliances with postsecondary and business/industry partners to develop and promote opportunities for work-based learning (WBL) experiences, postsecondary credits, and industry-recognized certifications.	Promotes CTE Program and Career and Technical Student Organizations (CTSO) to community.

Secondary Program Continuous Improvement ELEMENT 3

Course Sequencing and Credentials – Addresses coordination and collaboration of coursework progression in CTE programs and career pathways that lead to recognized postsecondary credentials.

	Exemplary	Quality	Emerging
3.1: Course Sequencing	Includes a sequence of courses which progress in specificity related to career pathway preparation and are in alignment with postsecondary and industry standards.	Includes a sequence of courses which progress in specificity related to career pathway preparation.	Includes two or more courses that may or may not progress in specificity related to career pathway preparation.
3.2: Credentials	Program completers earn multiple industry-recognized credentials and postsecondary credits as program of study capstone experiences.	Students have access to acquiring multiple industry-recognized credentials and postsecondary credits which increase their employability.	One or more courses in the CTE program curriculum provide at least one credentialing option for students which increase their employability (e.g., industry-recognized credential, postsecondary credit).
3.3: Curriculum Alignment	A. Beginning and advanced courses align with core academic standards and CTE frameworks or competencies to provide opportunities for students to earn core academic and postsecondary credits. B. Curriculum review is ongoing.	A. Courses are logically and sequentially organized and aligned with CTE frameworks or competencies to offer students opportunities to earn postsecondary credits. B. Curriculum review is annual.	A. Courses and curriculum alignment are reviewed every five years as part of the program approval cycle.

Secondary Program Continuous Improvement ELEMENT 4

Career-Connected Learning and Experiential Learning – Addresses strategies that help students gain career knowledge and engage in education, career planning, and decision-making, including career inventories and curricula that helps students learn about careers, information about educational opportunities and workforce trends, and provides opportunities for career-based experiential learning opportunities on an ongoing basis.

	Exemplary	Quality	Emerging
4.1: Career Development	A. Each CTE student has a personalized, multi-year education and career plan, utilizes career development tools and activities that reflect student interests, preferences and abilities, and informs course selection and planning for further education and careers. B. Students can articulate their interests, skills, abilities, and career goals. C. CTE program collaborates with school counseling and guidance to assist students in career development.	A. Most CTE students have a personalized education and career plan; career development tools are used regularly. B. Students have access to career information, assessments, planning, and resources to guide career plans. C. Program elements reflect integrated course curricula to enhance foundation knowledge and skills.	A. Partial implementation of personalized education and career plans for CTE students. B. Limited career development activities and tools are utilized in the program.
4.2: Career Pathways	A. Career pathway development is a vital component of CTE program design. B. Career pathways direct specific knowledge and skill development that enables students to explore or prepare for a variety of career options. C. Student career pathway preparation results in student placement into work-based learning experiences.	A. CTE program development emphasizes a broad array of activities aligned to the career cluster and/or career pathway level. B. CTE program curriculum and activities in each career pathway demonstrate a linkage to academic and technical content and current labor market needs. C. CTE program includes planned experiential learning opportunities to expose students to career pathway possibilities.	A. CTE program development emphasizes a broad array of activities aligned to the career field and/or career cluster level. B. A coherent sequence of courses is available for each career pathway, aligned with current labor market needs.

PART D

Secondary Program Continuous Improvement ELEMENT 5

Facilities, Equipment, Technology, and Materials – Addresses the alignment, appropriateness, and safety of the physical/material components of the program of study, including laboratories, classrooms, computers, industry-specific equipment, and tools and supplies that support learning.

	Exemplary	Quality	Emerging
5.1: Equipment	A. CTE program provides cutting-edge equipment beyond industry standards and represents future developments in the field. B. A long-term plan for equipment and instructional technology upgrades for each program of study is developed with input from key stakeholders.	A. CTE program equipment meets industry standards and represents equipment used in actual worksites. B. An inventory of equipment, tools, consumable items, and instructional technology is completed annually, and there is an organized plan for new purchases and replacements.	A. CTE program equipment is representative of industry standards for meeting workforce needs. B. An inventory of equipment, tools, consumable items, and instructional technology is completed.
5.2: Facilities	A. Systematic maintenance of CTE facilities and equipment is included as part of annual district facilities safety inspections. B. Key stakeholders regularly evaluate facilities and suggest changes to continually exceed minimum criteria for accessibility to all students. C. Overflow storage is available for meeting excess material, supply, and/or equipment needs.	A. CTE program has adequate funding available so that equipment is systematically maintained and replaced. B. Facility exceeds minimum criteria for accessibility to all students. C. Storage space is sufficiently sized and organized for both student and teacher materials, supplies, and equipment.	A. CTE program equipment is properly locked, installed, shielded, guarded, and ventilated, with procedures in place for facility access and use. B. Facility meets state and federal accessibility requirements. C. Storage space for equipment, materials, and supplies is available but it is less than is currently needed and/or is poorly organized.
5.3: Safety Training	A. Teacher and students earn and maintain OSHA safety certification credentials. B. CTE program teacher institutes a culture of safety which empowers learners to be responsible and accountable for safety through ongoing safety training.	A. CTE program includes training on safe operation of equipment, with reminders posted in work areas on proper equipment operation and protection from injury. B. CTE program teachers and students adhere to industry guidelines for safety and cleanliness.	A. Equipment and signage to address first aid, material storage, and waste disposal is available and reflects an emphasis on safety. B. Appropriate classroom and lab safety and cleanliness standards are in place.

Secondary Program Continuous Improvement ELEMENT 6

Work-Based Learning (WBL) – Addresses continuum of work-based learning involving interactions with industry or community professionals that foster in-depth, firsthand engagement with the tasks required in a given career field.

	Exemplary	Quality	Emerging
6.1: Work-Based Opportunities	A. All students participate in a formalized work-based learning program. B. WBL experiences aligned with student's education and career goals. C. WBL experiences maximize business and industry partnerships. D. Multiple WBL experiences are available to students.	A. The majority of students participate in experiential learning or a work-based learning program. B. WBL experiences offer opportunities designed to meet an individual student's needs. C. WBL opportunities are developed, managed, and documented.	A. All students are provided the opportunity to participate in experiential learning or a WBL program. B. A few businesses, industries, and community organizations provide in-depth WBL opportunities for students.
6.2: Classroom Component	A. WBL experiences are designed to demonstrate that student (academic and technical) learning has transferred to real-world settings. B. Teacher(s) encourages adult mentors to provide continuous, individualized instruction and support of WBL. C. Successful completion of classroom component and work-based experiences leads to postsecondary credits or industry-recognized credentials (IRC).	A. Classroom component is connected to the work experience and designed to help students make the transition from school to career or postsecondary education. B. Coaching and feedback by teacher(s) and industry partners is documented and part of the graded component of CTE coursework.	A. Classroom component involves students and teacher planning the process for work experiences prior to beginning the WBL work placement. B. Local and state expectations are being met for WBL supervision and guidance.
6.3: Job Training Plans and Safety Training Plans	A. Formalized Individual Job Training Plans are designed to identify skill and competency development and support academic learning. B. Safety training is developed and delivered by both supervising teacher and the student's workplace supervisor specific to tasks and equipment involved in performing the work assignment.	A. Individual Training Agreement clarifies the relationships and responsibilities among employer, parent/guardian, student, and school. B. Safety training is provided to each student specific to the tasks to be performed and equipment to be used in assigned work placements.	A. Training plans are minimally customized to each individual student's needs. B. Basic workplace safety training is provided to all students through a seminar course experience prior to work placement.

Secondary Program Continuous Improvement ELEMENT 7

Data for Program Improvement and Advocacy – Addresses collection, reporting, and use of data for continuous evaluation and program improvement, as well as appropriate access to relevant data.

	Exemplary	Quality	Emerging
7.1: Data Collection and Reporting	A. Processes are in place to ensure timely and accurate collection and submission of valid and reliable data for Perkins (p-file) data reporting. B. Data are routinely disaggregated by student groups (e.g., race/ethnicity, gender, ability, etc.) to reveal indicators of inequity in classrooms, schools, and across the district.	A. Processes are in place to ensure timely and accurate collection and submission of valid and reliable data for Perkins (p-file) data reporting. B. Data are broadly defined to include both student and systems data, including data on historically marginalized groups.	A. Processes for collection and submission are in place for accurate Perkins (p-file) data reporting. B. Multiple, relevant data sources and types are regularly shared, reviewed, and used in classrooms and in team, building, district, and community meetings.
7.2: Information Access and Use	Teachers lead ongoing continuous improvement planning based on program data analysis (e.g., MDE secure reports, DEED, student surveys) to improve program delivery and outcomes.	Annual program data analysis, from multiple sources, is completed to improve program delivery and outcomes.	CTE state, consortium, and district level data is examined and conversations generate possible action steps for improvement.
7.3: Communication and Advocacy	A. Data-driven key messages are integrated into marketing communications to inform key stakeholders of CTE program impact on district World's Best Workforce (WBWF) goals related to Career and College Readiness (CCR). B. Teachers, administrators, and advisory committee members use data to expand the visibility and positive perception of the CTE program to external audiences.	A. Program data is used in marketing communications to show the impact of the CTE program on students, the district, and the community. B. Teachers and advisory committee members use data to expand the visibility and positive perception of the CTE program to internal audiences.	A. Program data is utilized for CTE program marketing as well as communicating program strengths and needs.

Secondary Program Continuous Improvement ELEMENT 8

Student Leadership Development – Addresses student skill and leadership development through embedded classroom activities, project-based learning, and CTSO opportunities as integral parts of the CTE program.

	Exemplary	Quality	Emerging
8.1: Leadership Development with Coursework	Leadership development is intracurricular and embedded into CTE program coursework and opportunities exist for students to participate in a program related CTSO.	Leadership development is intracurricular and embedded into CTE program coursework.	Leadership development opportunities are available for students serving in class leadership roles or extracurricular activities outside the school day.
8.2: Opportunities for Leadership Experiences	All students in the CTE program are engaged in planning, implementation, and evaluation of results for CTSO or embedded program leadership activities.	All students in the CTE program engage in leadership activities embedded in the program or through CTSO involvement.	All students in the CTE program have the opportunity to participate in leadership development through embedded classroom activities or through participation in a program-related CTSO.
8.3: Variety of Student Leadership Activities	Student leadership is developed through a variety of project-based classroom activities for all students, as well as competitions/conferences at the local, state, and national levels for students participating in a program-related CTSO.	Student leadership is developed through a variety of project-based classroom activities for all students.	Student leadership development content/activities are intentionally placed within the CTE program curriculum.

Secondary Program Continuous Improvement ELEMENT 9

Access, Equity, and Inclusion – Addresses CTE program promotion, student recruitment, and strategies that support access and equity for various student populations, including by gender, race and ethnicity, and special population status.

	Exemplary	Quality	Emerging
9.1: Equity in Program Participation	CTE program data demonstrate a broad range of special population students participate and are successful in CTE programs.	CTE program data demonstrates that student participation in CTE programs matches district/school demographics for race, national origin, age, religion, disability, and/or gender.	School/district encourages all students to participate in a CTE program content area based on students' interest levels, including equal access to members of special populations.
9.2: Accommodations and Individual Planning	A. CTE program equipment, lab stations, and facilities are individualized to provide accessibility for all students. B. CTE program staff are actively involved with Special Education staff, parents, and students in the development and implementation of student IEPs and transition plans for student pursuit of career goals.	A. CTE program accessibility is ensured through reasonable modifications to equipment, technology, lab stations, and facilities. B. CTE program staff work with Special Education staff, parents, and students in the implementation of student IEPs and transition plans for student pursuit of career goals.	A. CTE program accessibility is increased through required modifications to equipment, lab stations, and facilities. B. CTE program staff participate in determining the appropriate levels of support for each student from special populations in development of IEPs.
9.3: Career Guidance and Counseling	CTE program collaborates with the school guidance and counseling program to interpret student interest and skill inventories; reinforce the relationship between academic strengths and career options; and assist students in understanding the relationship between work, education, and training.	CTE program involves the school guidance and counseling program to assist students in the selection of appropriate CTE courses and guidance of student transitions from secondary to postsecondary, military, and/or employment options.	CTE program works with school guidance and counseling program to provide student access to career information, assessments, planning, and resources in order to investigate the world of work and make informed decisions.

Secondary Program Continuous Improvement ELEMENT 10

Student-Centered Instruction – Addresses instructional strategies within a student-centered learning environment that support attainment of relevant knowledge and skills.

	Exemplary	**Quality**	**Emerging**
10.1: Instructional Strategies	A. CTE instruction is continually modified to maximize student attainment of assessed skills. B. CTE instructional strategies are based on current research and best practices. C. CTE instruction uses innovative methods whose success is indicated by student achievement data. D. CTE instruction uses a variety of resource people from the community, businesses, industry, organizations, and government.	A. CTE instructional strategies include competency-based contextual instruction and differentiated instruction. B. CTE instructional strategies are adapted to maximize the success for each student. C. CTE instruction consists of providing all students equitable access to technology. D. CTE instruction is linked to current research and best practice in learning theory and design.	A. CTE instructional strategies include contextual instruction that balances classroom and laboratory experiences. B. CTE instructional strategies are minimally adapted to increase success for students. C. CTE instruction consists of access to and use of current technology. D. CTE instructional support is provided to assist students with preparation for career and college readiness.
10.2: Student Assessment	A. CTE courses use multiple assessment tools that reflect a variety of learning styles. B. CTE program provides opportunities for students to gain postsecondary credit through Concurrent Enrollment, Technical Skill Assessment (TSA), and industry-recognized credentials (IRC), etc.	A. CTE course assessments are based on national or regional education or industry standards.	A. CTE course assessments measure acquired knowledge and skills in academic, technical, and career areas through authentic knowledge and performance-based assessments.

Secondary Program Continuous Improvement ELEMENT 11

Professional Development for Knowledgeable Experts – Addresses the qualifications and professional development of secondary CTE teachers.

	Exemplary	Quality	Emerging
11.1: Licensure	A. CTE program teachers have advanced degrees, credentials, and/or endorsements. B. CTE program teachers have appropriate and current industry certification, where applicable. C. CTE program teachers possess National Board Certification.	A. CTE program teachers hold current CTE licensure in the appropriate program area. B. CTE program teachers maintain licensure by participating in training and professional development offered by MDE and their Perkins consortia.	A. CTE program teachers hold appropriate out-of-field permission in the appropriate license area. B. CTE program teachers progressing toward full CTE licensure via portfolio or preparation program. C. School district personnel monitors progress of CTE teachers in meeting licensure requirements.
11.2: Professional Development	A. CTE program teachers participate in externships and mentorships to stay current with industry standards and practices. B. CTE program teachers participate in the development and/or presentation of programs, workshops, and products.	A. CTE program teachers participate in professional development that is sustained (not stand-alone, one-day, etc.), collaborative, and data driven. B. Professional development promotes the integration of academic and technical knowledge and skills. C. Professional development activities focus on student achievement.	A. CTE program teachers have opportunities for professional growth through their district. B. Teachers, administrators, and support staff maintain connections with professional, industry, occupational, or other organizations that can provide professional development and assist them in their work.
11.3 Professional Leadership	A. Provide national leadership and advocacy for change in CTE by facilitating improvements in instruction and promoting best practices. B. Teacher provides national leadership in professional teacher organizations.	A. Provide leadership and advocacy for CTE throughout Minnesota by facilitating improvements in instruction and promoting best practices. B. Teacher provides leadership in professional organizations for their content specialty.	A. Provide local leadership and advocacy for CTE by facilitating improvements in instruction and promoting best practices. B. Teacher participates regularly in professional organizations in their content specialty.

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Potential List of Evidence

This portion of the user guide is meant to provide insight into potential evidence to support the minimum requirements for State-recognized Programs of Study (POS). This evidence will not be submitted to the state but should be stored and presented during site visits.

POS Required Components	Potential Evidence
Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway	» Course Syllabi » Course Outlines » State Content Frameworks » National Content Standards
Program of study incorporates active involvement from an integrated network of partners	» Comprehensive Local Needs Assessment Analysis » Advisory Committee Meeting Minutes » Program Review Documentation
Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials	» MDE Table C » MDE Approval/Levy Documentation » PSEO/Concurrent Enrollment Agreement
Postsecondary academic program meets Minnesota State board policy and HLC requirements	» Minnesota State Program Inventory » College Approved Program Plan
Materials, equipment, and resources	» Perkins-Funded Equipment List » Program Budget » Spending/Equipment Plan
Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry	» Program Plan » Industry Partner Agreement Documents » Syllabi
Program of study development, improvement, and advocacy are supported by findings from a Comprehensive Local Needs Assessment (CLNA)	» Local Application Highlights of Incorporation of Findings from CLNA » Program Review Documents

Note: The items presented under potential evidence are not an exhaustive list and are not required to be submitted to the state but should be filed locally for recall.

State-Recognized Programs of Study Frequently Asked Questions

Q: *How many State-recognized Programs of Study must my consortium have?*

A: Each consortium is required to have six State-recognized Programs of Study. Four of the six career fields must be represented, and one program of study may be brokered.

Q: *Can I submit one Minimum Requirement Rubric for all the State-recognized Programs of Study?*

A: No. One rubric must accompany each program of study submitted with the local application.

Q: *Do I submit evidence to support Minimum Requirements?*

A: No. This evidence should be stored or filed locally to be viewed at monitoring visits or during technical assistance.

Q: *Do I submit a Self-evaluation and Continuous Improvement Rubric?*

A: No. This is a tool that is to be used internally by consortia and/or districts to provide context that supports continuous improvements for State-recognized Programs of Study and should be filed locally to be viewed at monitoring or during technical assistance.

Q: *Will I be asked how the consortium has made improvements to State-recognized Programs of Study?*

A: Yes. Consortia will be asked to address how improvements have been made to programs of study based on information from the Self-Evaluation and Continuous Improvement Rubric.

Definitions are cited directly from legislation, policy, and state agencies. Sources are cited.

Academic Program
A cohesive arrangement of college-level credit courses and experiences designed to accomplish predetermined objectives leading to the awarding of a degree, diploma, or certificate. Undergraduate degree programs shall include a general education component. The purpose of an academic program is to: increase students' knowledge and understanding in a field of study or discipline, qualify students for employment in an occupation or range of occupations, and/or prepare students for advanced study. *(Minnesota State Board Policies 3.36, 2014)*

Career Pathway
A group of occupations within a career cluster that provides a plan for advancement through a career field. Career pathways combine rigorous and high quality education, training, and other services that align with the local and regional need, prepares an individual to be successful in any of a full range of secondary or postsecondary education options including work-based learning, apprenticeships, accelerates the educational experience and career advancement, that enables an individual to attain a secondary diploma (or recognized equivalent) and at least one industry-recognized or postsecondary credential, and provides career advancement. *(Workforce Innovation and Opportunity Act, 2015)*

Industry-Recognized Credential
A credential that is sought or accepted by employers within the industry or sector involved as a recognized, preferred, or required credential for recruitment, screening, hiring, retention or advancement purposes; and, where appropriate, is endorsed by a nationally recognized trade association or organization representing a significant part of the industry or sector. *(Association for Career and Technical Education, 2019)*

Minnesota Department of Education (MDE) Approved CTE Program
A series of two or more courses within a program of study that are taught by a CTE-licensed secondary teacher, with educational outcomes guided by state core educational standards, national CTE program standards, and/or state CTE frameworks for the assigned program. CTE programs embed student leadership development, career development, and experiential learning opportunities for all students. CTE programs utilize industry-standard equipment and facilities, with outcomes and industry alignment informed by a local advisory committee comprised of local business and industry members, leading to opportunities to attain an industry-recognized credential or postsecondary credential. Classification as an approved secondary CTE Program requires approval by MDE. *(Minnesota Department of Education, "Program Approval," 2019)*

Minnesota Department of Education (MDE) Table of Career and Technical Education Programs and Licenses (Table C)
MDE has created a secondary CTE program, course, and license list known as "Table C." Table C provides a list of six-digit program codes and two-digit course codes for each CTE Career Field, Career Cluster, and Pathway. Program codes listed in Table C are aligned with teacher licensure. Each CTE program in the state is reviewed on a five-year cycle in collaboration with MDE CTE program specialists. For a list of all current approved programs, see MDE's Program Approval database at *education.mn.gov/MDE/dse/cte/progApp.*

DEFINITIONS

Program of Study

A coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that incorporates challenging state academic standards, that includes both academic and technical knowledge and skills that are aligned with state-approved frameworks, including employability skills, that is aligned with local and regional needs, progresses in specificity (beginning with all aspects of an industry or career cluster) and leading to more occupation-specific instruction, has multiple entry and exit points that incorporates credentialing, and culminates in the attainment of a recognized postsecondary credential. *(Strengthening Career and Technical Education for the 21st Century Act, 2018)*

Recognized Postsecondary Credential

A credential consisting of an industry recognized certificate or certification, a certification of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree. *(Workforce Innovation and Opportunity Act, 2015)*

Secondary Teacher Licensure

To operate an MDE-approved CTE program, which qualifies for access to state levy funds as well as federal Perkins resources, a program must be taught by an appropriately licensed CTE instructor. The secondary CTE program, license, and course list (Table C) displays a crosswalk between all CTE program codes and teacher licensure. *(Minnesota Department of Education, "Career Technical Education Licensing," 2019)*

Technical Skill Assessment (Perkins IV)

Valid and reliable examinations aligned with industry standards, where available and appropriate. The technical skill assessment documents the attainment of industry-based technical knowledge and skills, documents the evidence of career development and preparation, and contributes data and information to inform continuous program improvement. *(Technical Skill Assessment Handbook, 2012)*

Work-Based Learning

Sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction. *(Strengthening Career and Technical Education for the 21st Century Act, 2018)*

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    cte.careertech.org/sites/default/files/PerkinsV_September2018.pdf

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    Career Technical Education. *education.mn.gov/MDE/dse/cte/lic*

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Minnesota State. 2014. "3.36 Academic Programs." Minnesota State
    Colleges and Universities Board Policies Chapter 3 – Educational Policies.
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