

Quality Program Indicators

Teacher: _____ District: _____

Career Cluster: _____ Reviewer: _____

School: _____ Date: _____

New Teacher: ___ Year 1 ___ Year 2 ___ Year 3

Quality Programs Indicators

Quality Program Indicators (QPIs) are used by risk-based monitoring teams, CTE directors, and CTE teachers to assess minimum standards for achieving quality program status for Perkins funding. The starred (*) items listed under each indicator are the required documentation to verify that the CTE program has met the minimum requirement for that indicator. CTE programs must meet all ten indicators to be rated as a quality program.

CTE teacher portfolios should be updated annually; maintaining documentation for each of the ten QPIs for the school year. Appropriate documentation is required for the appropriation of Perkins funds to CTE programs.

Quality Program Indicators Documentation Checklist

This resource includes the following: QPI description, required documentation (*) and documentation tips (in bold print). Note: Tips are provided only for required documentation.

Indicator 1- Documented by the CTE Director

Programs of such size that offer a sequence of three or more earned credits

___ *1.1 Master schedule of classes to include all program of study course offerings

Tip: Highlight program offerings on the master schedule. This should provide proof that the district/school is offering all of the courses in the chosen programs of study. If necessary, provide registration materials that would demonstrate program of study course rotation (i.e. alternating years). This might be necessary especially if programs are a “one-teacher” program and cannot offer all program of study courses in one year.

___ *1.2 Student handbook/course guide listing program of study course offerings and descriptions

*Master schedule of classes to include all program of study course offerings

Tip: The intent of this document is to demonstrate that students/parents are provided information on course descriptions and programs of study.

Indicator 2 – Documented by the CTE Director

Programs of such scope that are aligned with state approved program of study within career clusters

___ *2.1 Copy of program(s) of study for career cluster

Tip: Appropriate documentation includes “CTE Director Attested List” from eTIGER (preferred documentation) or a copy of the programs of study from the career cluster list on the CTE website. If one of the programs of study required special program of study approval, include the approval email in the documentation.

Indicator 3 – Collected by TDOE Licensure Consultant

Programs having a certified and appropriately endorsed teacher

___ *3.1 Teaching certificate verifying proper endorsement(s)

___ *3.2 Industry certification (as applicable) verifying up-to-date training/testing

___ *3.3 Work-based learning certificate (as applicable) verifying training completion

Indicator 4 – Documented by CTE Teacher - should be connected to indicators 7, 8, 9, and 10

Programs teaching the state approved course standards

___ *4.1 State standards for all courses taught in all programs of study

Tip: Include a copy of standards for all courses taught in the program of study. Include pacing guides/timelines to demonstrate all standards are taught.

___ *4.2 Perkins inventory lists indicating opportunity for teaching of all standards (as applicable)

Tip: Equipment/inventory list should list ALL equipment that has been purchased for the program with Perkins funds. All equipment should be tagged and located in the applicable classroom or lab (unless disposition records indicate removal).

Indicator 5 – Documented by the CTE Director

Programs having a state approved articulation agreement for a program of study or an approved articulation agreement approved by the lead administrators of secondary and postsecondary institutions

___ *5.1 Current dual credit, dual enrollment, or articulation agreements and material demonstrating linkage to postsecondary through a program of study

Tip: This documentation should be current and demonstrate connection to the aligned program of study. A list provided by the CTE director is acceptable as long as it is dated and includes courses (highlighted) aligned to your program of study. Information on how this district/teacher communicates these opportunities (lesson plans, promotional materials, etc.) to students and parents/guardians would assist in demonstrating that this QPI is met. Follow-up reports from the postsecondary institution can serve as additional documentation. For example, a list of students taking exams for credit, class roster of students enrolled in dual credit or dual enrollment courses should be provided as documentation.

Indicator 6 – Documented by the CTE Director

Programs being supported by current labor market data to support high skill, high wage, or high demand jobs

___ *6.1 JobsforTN (Department of Labor) data indicating job outlook reports for the district's region specific to program of study, AND/OR

___ *6.1 Local chamber of commerce data indicating job outlook specific to program of study

Tip: The purpose of this documentation is to demonstrate that programs of study are preparing students for high skill, high wage, high demand jobs in the surrounding geographical area. Include documentation that is current (dated) and tailored to the program. Avoid including generic information.

Indicator 7 – Documented by the CTE Teacher - should be connected to indicators 4, 8, 9, and 10

Programs that teach all aspects of an industry. *Note: All Aspects of Industry include 1) Business Planning, 2) Management, 3) Health, Safety and Environment, 4) Finance, 5) Community Issues, 6) Principles of Technology, 7) Personal Work Habits, 8) Labor, and 9) Technical and Production Skills.*

___ *7.1 Field trip, business/industry guest speaker, and/or lesson plans documenting teaching of all nine aspects of industry

Tip: This documentation must demonstrate that teachers cover all nine aspects of industry. Regardless of whether the documentation provided includes field trips, guest speakers, or lesson plan documentation, it must include which aspect of industry are covered by that activity. For example, documentation for an industry guest speaker might include a dated agenda listing the industry aspects that the guest speaker will cover in his/her presentation. Lesson plan documentation should indicate/highlight the industry aspect taught during the lesson.

Indicator 8 – Documented by the CTE Teacher - should be connected to indicators 4, 7, 9, and 10

Programs having an active advisory council

___ *8.1 Roster of advisory council members (by program, school, or district-wide advisory) indicating career cluster represented, place of employment, responsibilities, or title

Tip: Each year the advisory panel roster should be revised and dated. Include the most current roster. Be sure that the list includes the advisory panel members' names, the career cluster(s) they represent, their place of employment, and title/responsibilities. Advisory council must represent all career clusters in which the district offers programs of study.

___ *8.2 Meeting agenda, sign-in-sheets, and minutes including advisory council recommendations for at least two meetings annually (prior year)

Tip: Include the dated meeting agendas, sign-in sheets, and minutes for two meetings each year. The minutes should include recommendations for program improvement from your advisory council and actions taken on the recommendations of previous meetings. Documentation should show a flow of advisement and actions taken based on the advisement of the council.

Indicator 9 – Documented by the CTE Teacher - should be connected to indicators 4, 7, 9, and 10

Programs having a career and technical student organization (CTSO) as a support for the instructional program

___ *9.1 Lesson plans indicating the integration of CTSO leadership skills and activities

Tip: The purpose of this documentation is to demonstrate that teachers utilize the leadership materials provided by CTSOs to ensure that every student in the class benefits from CTSO involvement. Dated lesson plans and provide the frequency and/or time of year they are utilized.

___ *9.2 Activities demonstrating classroom, school, and/or community based competitions.

Tip: These activities should include how teachers include all students in the competition whether in the classroom, school, community, or through the organization's regional, state, and national events.

Indicator 10 – Documented by the CTE Teacher - should be connected to indicators 4, 7, 8, and 9

Programs promote CTE and academic curriculum integration

___ *10.1 Lesson plans (at least two per year) indicating integration activities with math, science, English, and/or social studies

Tip: Lesson plans, pacing guides, professional learning community meeting agendas, etc. should be dated. The general education subject area and teacher name should be included in the lesson plan. Both the general education and CTE standards should be documented. A minimum of two integrated activities should be documented annually. Coordination with general education teachers is preferred.