



<u>Essential Element</u>	<u>Teacher Ownership</u>	<u>Admin Ownership</u>
1 – Student-Centered Delivery of Services	<ul style="list-style-type: none"> <input type="checkbox"/> Provides Project Based Learning (PBL) opportunities for all students <input type="checkbox"/> Creates structures and allows time for self-directed learning and collaboration <input type="checkbox"/> Differentiates instruction for students based on skill levels 	<ul style="list-style-type: none"> ✓ Creates policies, support structures, and intervention strategies to remove institutional or systemic barriers to CTE courses & programs including DuE, WBL & internships ✓ Monitors structures for effectiveness ✓ Creates a pathway course structure that has multiple entry and exit points ✓ Creates and facilitates pathways that have varied timelines (i.e., two-year, 10-12th grades, 9-12th grades, etc.)
2 – Equity	<ul style="list-style-type: none"> <input type="checkbox"/> Ensures accessibility of rigorous instruction for all students <input type="checkbox"/> Implements processes that work towards eliminating the achievement gap for all students <input type="checkbox"/> Collects data about CTE safety and engagement 	<ul style="list-style-type: none"> ✓ Reports data about CTE safety and engagement ✓ Ensures rigorous CTE coursework for pathways ✓ Recruits CTE teachers from underrepresented groups to ensure a balanced demographic that reflects our local community ✓ Ensures CLNA committee includes a diverse group of stakeholders ✓ Budgets CTE funds fairly and equitably between all CTE programs
3 – Access	<ul style="list-style-type: none"> <input type="checkbox"/> Provides accessibility to industry-standard practices through differentiation, modifications, and accommodations individualized for each student 	<ul style="list-style-type: none"> ✓ Provides processes to work towards eliminating the achievement gap for all students ✓ Provides a variety of CTE pathways that connect to high-skill, high-wage, and/or in-demand occupations based on current societal trends ✓ Collects data from special student populations regarding the effectiveness of CTE programs

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4 – Leadership at all Levels	<input type="checkbox"/> Develops and implements student leadership opportunities through CTSOs, CTE Student Ambassadors, and IMAGO lesson delivery for all students	<input checked="" type="checkbox"/> Develops, supervises, and evaluates all administrator and teacher leadership opportunities <input checked="" type="checkbox"/> Advocates for teacher, administrator, and counselor time and resources to ensure all CTE goals are met <input checked="" type="checkbox"/> Supports Administrator, Counselor & Teacher CTE leadership development opportunities <input checked="" type="checkbox"/> Trains counselors working with CTE students to have up-to-date knowledge in the minimum requirements of a high quality CTE program <input checked="" type="checkbox"/> Defends course sequences with the same vigor as a foreign language or math series
5 – High Quality, Integrated Curriculum & Instruction	<input type="checkbox"/> Instruction aligns to the CTE Model Curriculum Standards <input type="checkbox"/> Requests and maintains equipment, supplies and materials that are fully aligned to industry standards <input type="checkbox"/> Embeds Work Based Learning (WBL) in the curriculum and assignments in the CTE program and pathway <input type="checkbox"/> WBL opportunities includes formalized assessment and documentation of student performance in the workplace <input type="checkbox"/> Provides WBL orientation or introduction materials for workplace supervisors and students <input type="checkbox"/> Provides access to internships and pre-apprenticeships <input type="checkbox"/> Prepares students for entry-level employment, postsecondary education or training, and an industry recognized certification in the same industry sector	<input checked="" type="checkbox"/> Ensures that instruction is aligned to the CTE Model Curriculum Standards in all pathways <input checked="" type="checkbox"/> Creates and provides rigorous CTE coursework for pathways <input checked="" type="checkbox"/> Purchases and provides equipment, books, materials, and supplies that are fully aligned to industry standards <input checked="" type="checkbox"/> Writes and ensures that all CTE pathway courses are clear, coherent, and non-duplicative sequential progressions of at least 300 hours <input checked="" type="checkbox"/> Writes and supports CTE programs that prepare students for entry-level employment, postsecondary education or training, and an industry recognized certification in the same industry sector

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6 – Skilled Instruction and Educational Leadership, Informed by Professional Learning	<ul style="list-style-type: none"> <input type="checkbox"/> Maintains and updates personal knowledge of current trends and developments in their focus industry <input type="checkbox"/> Attends and participates in professional learning, externships, and conferences or workshops 	<ul style="list-style-type: none"> ✓ Ensures that all CTE teachers have the correct, clear CTE Credential or one of the 5 CTE-eligible Single Subject credentials ✓ Provides professional learning for CTE teachers that supports industry standards and teaching skills ✓ Provides, supports, and funds opportunities for teachers to engage in professional learning, externships, and conferences or workshops ✓ Participates in professional learning, externships, and attending conferences or workshops for management
7 – Career Exploration and Student Supports	<ul style="list-style-type: none"> <input type="checkbox"/> Provides students opportunities and access to participate in a formalized career exploration program before and during their CTE coursework <input type="checkbox"/> Provides career exploration and guidance embedded in all instruction <input type="checkbox"/> Engages industry partners to provide input and feedback for students <input type="checkbox"/> Facilitates and provides after school, extended day, and out-of-school activities and competitions for all students such as CTSO's and Career Clubs 	<ul style="list-style-type: none"> ✓ Ensures students have the opportunity and access to participate in a formalized career exploration program before and during their CTE coursework ✓ Provides and facilitates access for students to have individualized 6–8-year plans showing their chosen path between their CTE coursework and entry-level employment ✓ Ensures that all students have career exploration and guidance embedded in all pathway course curriculum ✓ Informs students of after school, extended day, and out-of-school activities and competitions available within the CTE pathways ✓ Evaluates, helps develop, support and supervises CTE pathway activities ✓ Supports and provides funding for CTSOs, CTE Student Ambassadors, & IMAGO Leadership Lessons

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<p>8 – Appropriate Use of Data and Continuous Improvement</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Uses data to inform instruction and course engagement to ensure a continuous cycle of improvement <input type="checkbox"/> Provide PBL and interdisciplinary PBL project plans or documents <input type="checkbox"/> Provides/Collects Data for: <ul style="list-style-type: none"> ○ Internships ○ WBL ○ Certifications ○ DuE 	<ul style="list-style-type: none"> ✓ Ensures effectiveness of CTE programs through student recruitment, course engagement, and instructional quality to ensure capstone class enrollment of more than one course offering ✓ Encourages and provides feedback to CTE teachers, coordinators and administrators to promote a data-informed continuous improvement cycle (12 Elements, NAF, LL, CPA & IBCP) ✓ Provides accurate, evaluative data to the district-wide CTE advisory committee and other stakeholders ✓ Uses data from the CLNA to identify needs (strengths/weaknesses/areas for improvement) and create strategies that will improve the CTE programs (including achievement gap studies and special populations) ✓ Follows up with CTE graduates to collect data on their entry into high-skill, high-wage, or in-demand occupations ✓ Collects and reports data for CLNA (Comprehensive Local Needs Assessment) and LCAP (Local Control and Accountability Plan) ✓ Follows up with CTE graduates to collect data on their postsecondary choices ✓ Collects and reports data regarding: <ul style="list-style-type: none"> ○ CTE participants ○ CTE completers ○ Internships ○ Industry recognized certifications provided ○ Dual-enrollment opportunities ○ Employment attainment ○ Educational attainment ○ Completers' post-graduation success ○ Qualitative measures of student CTE experience

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9 – Cross-System Alignment	<ul style="list-style-type: none"> <input type="checkbox"/> Provides and create opportunities for collaboration with feeder schools (K-12) within their CTE pathway <input type="checkbox"/> Creates alignment between CTE pathway design, instruction, delivery, and student outcomes with current and projected labor market needs <input type="checkbox"/> Provides opportunity for DuE opportunities that align with student outcomes 	<ul style="list-style-type: none"> ✓ Ensures that all CTE programs align and/or collaborate with feeder schools (K-12) ✓ Supports alignment between CTE pathway design, instruction, delivery, and student outcomes with current and projected labor market needs ✓ Aligns CTE programs with postsecondary opportunities through MOUs (Memorandum of Understanding) and dual enrollment opportunities for all CTE pathways ✓ Provides Dual-Enrollment opportunities for students ✓ Collaborates with postsecondary institutions to crate transition agreements, guides, or plans for each CTE pathway ✓ Collaborates with the local SWP (Strong Workforce Program) to develop and implement a regional plan of action for alignment ✓ Engages industry partners to provide input and feedback for CTE guidance counseling practices

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10 – Intentional Recruitment and Marketing	<ul style="list-style-type: none"> <input type="checkbox"/> Works with families and other CTE staff to recruit, train, and support special populations in all CTE programs <input type="checkbox"/> Provides opportunity for parent meetings, student orientations and celebrations <input type="checkbox"/> Supports promotion of CTE programs to all students, staff, families, members of industry, and local postsecondary partners <input type="checkbox"/> Supports and creates promotional materials for aligned CTE pathway such as videos, brochures, flyers, course descriptions, facilitating classroom visits, and CTE showcases 	<ul style="list-style-type: none"> ✓ Works with families and staff to recruit, train, and support special populations in all CTE programs ✓ Promotes CTE programs to all students, staff, families, members of industry, and local postsecondary partners ✓ Creates promotional materials for all CTE programs such as videos, brochures, flyers, course descriptions, facilitating classroom visits, and CTE showcases ✓ Utilizes social media, Building Futures, District Communications team and other resources to share opportunities and news ✓ Collaborates with Counseling and Extended Learning to recruit and market programs and pathways
11 – Sustained Investments and Funding Through Mutual Agreements	<ul style="list-style-type: none"> <input type="checkbox"/> Use supplies and equipment effectively in instruction that has been provided by funding and partnerships <input type="checkbox"/> Utilize opportunities provided for students through mutual agreements and investments <input type="checkbox"/> Requests replacement equipment, materials, and supplies when needed <input type="checkbox"/> Maintains up-to-date inventory records of CTE equipment, materials, and supplies 	<ul style="list-style-type: none"> ✓ Secures opportunities for internships and apprenticeships ✓ Includes CTE in LCAP funding report with accurate data to support an upward trajectory of program improvement and student success ✓ Administers supplementary CTE grants to benefit CTE programs and enhance, improve, and expand the programs rather than supplanting general expenses ✓ Ensures that all CTE programs meet the minimum requirements of a high-quality CTE program and can continue without special funding ✓ Maintains inventory records of CTE equipment, materials, and supplies ✓ Provides and manages supplemental contracts for teachers and CTE staff ✓ Conducts a physical inventory of CTE equipment, materials, and supplies every two years

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12 – Strong Partnerships with Industry	<ul style="list-style-type: none"> <input type="checkbox"/> Participates in and engage with industry and sector partnerships and advisory boards <input type="checkbox"/> Fosters ongoing, meaningful partnerships with a variety of stakeholders including those from small, medium, and large businesses, industry representatives, community members, as well as workforce and economic agencies <input type="checkbox"/> Ensures partnerships provide students with internships and opportunities to engage with current industry-specific activities and knowledge 	<ul style="list-style-type: none"> ✓ Engages advisory committees, stakeholders, and other groups ✓ Establishes and maintains industry and sector partnerships and advisory boards ✓ Engages ongoing, meaningful partnerships with a variety of stakeholders including those from small, medium, and large businesses, industry representatives, community members, as well as workforce and economic agencies ✓ Ensures partnerships provide students and teachers with internships, externships, and opportunities to engage with current industry-specific activities and knowledge ✓ Evaluates WBL experiences for students