

Ag Ed Crosswalk to CCQI Appendix A

APPENDIX A

Suggested Documentation/Evidence for each Criteria and Quality Indicator

The purpose of the suggested documentation/evidence is to provide a guide as to the types of information that one might assemble to document the level at which a program is meeting each quality indicator.

CRITERIA 1 – PROGRAMS OF STUDY

The district has implemented programs of study for each department-approved career education program offered which sequences academics and career education content, leading students to attain a postsecondary degree, industry-recognized certificate or credential, or entry into the workplace with a skill set conducive toward career advancement.

1.1 Quality Indicator 1 – Vertically aligned and incorporated secondary and postsecondary education elements.

Suggested Documentation/Evidence:

1. Example of student's Individual Career and Academic Plan (ICAP) by career pathway
2. Sample postsecondary agreements/articulation/dual enrollment, etc.
3. See documentation for CTE Standard 2 Curriculum

NOTE: See NQPS Standard 1A, Quality Indicator 2

1.2 Quality Indicator 2 – Horizontally aligned academic and career education content in a coordinated, non-duplicative progression of courses.

Suggested Documentation/Evidence:

1. See documentation for CTE Standard 2 Curriculum

NOTE: See NQPS Standard 1A, Quality Indicator 3 and Standard 1B, Quality Indicator 2

1.3 Quality Indicator 3 – Students and parents/guardians are informed of the opportunities available to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits related to the career education program.

Suggested Documentation/Evidence:

1. Student and parent/guardian communication regarding articulation/dual enrollment agreements
2. See documentation for CTE Standard 2 Curriculum

NOTE: See NQPS Standard 1A, Quality Indicator 4

1.4 Quality Indicator 4 – Leads to an industry-recognized certificate or credential at the secondary level, if applicable and/or lead to an industry-recognized certificate (IRC) or credential and/or dual credit at the postsecondary level.

Suggested documentation/evidence:

1. IRC data (student enrollment, program concentrators, number of students tested and number receiving certification or credential)

NOTE: See NQPS

- Standard 1A, Quality Indicator 5
- Standard 1D, Quality Indicator 1 and 2.

CRITERIA 2 – CURRICULUM

The career education program has a written curriculum for each course with a balance among classroom/laboratory instruction, leadership and personal learning.

2.1 Quality Indicator 1 – The written curriculum guide includes the required MSIP5 components (Instruction I-5 MSIP5 Process Standard), Career and Technical Student Organization (CTSO) leadership content and is aligned with appropriate state and national academic and technical standards.

Suggested Documentation/Evidence:

NOTE: See NQPS

- Standard 1A, Quality Indicator 3
- Standard 1B, Quality Indicator 1 and 2
- Standard 1D, Quality Indicator 1, 2, 3, and 5
- Standard 2, Quality Indicator 2, 3, 4, and 5
- Standard 3, Quality Indicator 2 and 3

1. Review of curriculum for the program indicates all required components are in place, the level of rigor for each measurable learning objective has been determined using DOK standards, essential content, skills, soft skills and CTSO leadership content are incorporated and easily identified
2. Complete the following chart for each course or program area. Please check the box next to Y (yes) or N (no) to specify if the indicator is or is not in place.
 - a. Y N A rationale which relates the general goals of each course and/or program area
 - b. Y N A general description of the content of each course and/or program
 - c. Y N General goals for graduates in each course and/or program area leads to college and career readiness
 - d. Y N Specific, measurable learner objectives for each course and/or program are aligned to the knowledge, skills and competencies students need to be college and career ready
 - e. Y N Curriculum includes CTSO leadership/workplace/soft skills
 - f. Y N Alignment to the current Missouri Learning Standards, national standards associated with the course and/or program measurable learner objectives
 - g. Y N Formative assessments aligned to the expected learner objectives
 - h. Y N Summative assessments aligned to the expected learner objectives
 - i. Y N Instructional activities aligned to expected learner objectives
 - j. Y N Instructional strategies that differentiate for all learners including those with special needs, English language learners and gifted and talented students
 - k. Y N Evidence that individual learner objectives have been articulated by course sequence and/or program
 - l. Y N Adequate and appropriate resources aligned to learner objectives
 - m. Y N Date of board review and approval for each curriculum guide

3. Please provide the number and an explanation for each item marked above with an “N”.

2.2 Quality Indicator 2 – The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs and instructional technology.

Suggested documentation/evidence:

1. Dates of review and review participants’ titles/positions (superintendent, business teacher, curriculum coordinator, etc.)

NOTE: See NQPS

- Standard 1A, Quality Indicator 1 and 5
- Standard 4, Quality Indicator 1
- Standard 7, Quality Indicator 2, 3 and 4

CRITERIA 3 – INSTRUCTION

Written curriculum drives classroom instruction.

3.1 Quality Indicator 1 – Daily lesson plans and teaching calendars derived from the curriculum guide are used to direct the instructional process.

Suggested Documentation/Evidence:

1. Documentation of curriculum guides, lesson plans and teaching calendar including evidence of lesson content, objectives, standards met and assessments

NOTE: See NQPS Standard 1B, Quality Indicator 1

3.2 Quality Indicator 2 – A variety of instructional methods and strategies are used to accommodate learning styles.

Suggested Documentation/Evidence:

1. Documentation of lesson plans indicating instructional strategies and learner accommodations
2. Classroom observation reports

NOTE: See

- Ag Ed Model curriculum
- NQPS Standard 1B, Quality Indicator 1 and 3

3.3 Quality Indicator 3 – Effective research-based classroom management techniques facilitate instruction.

Suggested Documentation/Evidence:

1. List of current classroom management strategies used for the program as measured through the instructor evaluation instrument
2. Classroom observation reports

NOTE: See NQPS Standard 1B, Quality Indicator 3 and 5

3.4 Quality Indicator 4 – Program goals, measurable learner objectives, assessment methods and performance expectations are defined and shared with students and parents/guardians prior to instruction.

Suggested Documentation/Evidence:

1. Student and parent/guardian communication

NOTE: See NQPS Standard 4, Quality Indicator 1

3.5 Quality Indicator 5 – School, community and industry resources are effectively used to achieve curricular and program goals.

Suggested Documentation/Evidence:

1. Stakeholder communication
2. List of program goals. Indicate whether goals were met or not met
3. List of school, community, industry resource partners

NOTE: See NQPS

- Standard 4, Quality Indicator 1, 2, 4
- Standard 6, Quality Indicator 4
- Standard 7, Quality Indicator 1, 2, 4

3.6 Quality Indicator 6 – Appropriate technology, equipment and instructional materials are utilized to support the curriculum and instructional process.

Suggested Documentation/Evidence:

1. A written annual plan of technology use
2. Current inventory of technology, equipment and instructional materials
3. Documentation of career-related technology usage

NOTE: See NQPS Standard 1C, Quality Indicator 7, 8, and 10

3.7 Quality Indicator 7 – Work-based learning supports program objectives, where appropriate.

Suggested Documentation/Evidence:

1. Documentation of work based learning policies, student learning expectations, student, school, and employer guidelines and expectations
2. Documentation of registered apprenticeships, internships, cooperative work experiences, mentorships, job shadowing and/or field trip agreements
3. Work logs detailing student experiences

NOTE: See NQPS Standard 2, Quality Indicator 1, 2, 3, 4, 5, 6, and 7

Resources:

- Policies for Credit and Supervised Employment for Approved High School Cooperative Career Education Programs: https://dese.mo.gov/sites/default/files/bmit-bmit-policies-for-credit-supervised-employment-2013_0.pdf
- Cooperative Career Education: Curriculum Framework: <https://dese.mo.gov/sites/default/files/bmit-cce-handbook.pdf>

3.8 Quality Indicator 8 – Cooperative education is guided by DESE policies for credit and supervised employment for approved high school cooperative education programs.
Suggested Documentation/Evidence:

NOTE: See NQPS

- Standard 2, Quality Indicator 1, 2, 3, 4, 5, 6, and 7
- Standard 6, Quality Indicator 1 and 2

1. Complete the following chart for each course or program area. Please check the box next to Y (yes) or N (no) to specify if the indicator is or is not in place.
 - a. Y N Students enrolled in a DESE-approved career education program with classes which are concurrent with the off-campus experience. The related instruction may be less frequent than daily, but must comply with the approved program standards.
 - If SAE is instructed and evaluated within the classroom competencies, this sub-criteria is met.
 - b. Y N
 △ △ One-half unit of credit per semester awarded for 10-19 hours weekly of off-campus experience, or one unit of credit per semester for 20 or more hours weekly of off-campus experience. No more than two units of credit may be awarded during any school year for the off-campus experience.
 - c. Y N The program is under the supervision of an instructor certificated in the career education program area and who has completed coursework in supervision of cooperative education.
 - If instructor has an appropriate Agricultural Education certification and S.A.E. supervision time provided, this sub-criteria is met.
 - d. Y N The instructor/coordinator's schedule includes 225 minutes per week for each 12-15 participating students for supervision of on-the-job training.
 - e. Y N The instructor employment contracts includes an additional week beyond regular instructor contracts for each 12 to 15 students to provide counseling, placement, scheduling and training station development.
 - Instructor(s) contract(s) meets year-round program requirements, this sub-criteria is met.
 - f. Y N There is a written instructional plan which sets forth specific learner objectives, an evaluation plan for student performance and a training agreement signed by all parties involved.
 - SAE is a component of classroom instruction and evaluation, and is aligned to SAE for ALL competencies.
 - <https://ffa.app.box.com/s/dxdxhfv61xhpj22je9e0oljd7a6morr>
 - g. Y N Evaluation of students on the job includes occupationally specific skills as well as attitudinal criteria.
 - SAE is aligned to SAE for ALL competencies, specifically Work Place Safety and Employability Skills.
 - <https://ffa.app.box.com/s/dxdxhfv61xhpj22je9e0oljd7a6morr>
 - h. Y N Students may or may not receive pay. The employment relationship must be established for off-campus experience as part of Cooperative Career Education programs and must adhere to the Fair Labor Standards Act ([Fact Sheet #71](http://www.dol.gov/whd/regs/compliance/whdfs71.pdf) <http://www.dol.gov/whd/regs/compliance/whdfs71.pdf>).
2. Course and/or program enrollment numbers, including current number of concentrators

NOTE: Core Data Report

CRITERIA 4 – ASSESSMENT

A system is in place to measure student progress through appropriate assessments.

4.1 **Quality Indicator 1** – Effective assessment practices are used to monitor student learning and adjust instruction (Instruction I-2 MSIPV Process Standards).

Suggested Documentation/Evidence:

1. Examples of formative and summative assessments
2. List of methods used to improve student performance
3. Communication of assessment results shared with students and parents/guardians

NOTE: See

- Ag Ed Model Curriculum
- NQPS Standard 1D, Quality Indicator 1, 2 and 3

4.2 **Quality Indicator 2** – A learning management system exists for reporting student progress and classroom mastery of curriculum competencies.

Suggested Documentation/Evidence:

1. Program competency profiles

NOTE: See Student Monitoring System (Foundational Competencies)

- <https://dese.mo.gov/sites/default/files/aged-Competency-Monitoring-Chart%20rvsd%2011-2016.xlsx>

4.3 **Quality Indicator 3** – Technical skill attainment demonstrates knowledge and skill of the student, improves transition from secondary to postsecondary programs of study and conveys proof of mastery to potential employers.

Suggested Documentation/Evidence:

1. Copy of TSA scores reported
2. Copy of concentrators enrolled

Note: Utilize

- Core Data Reports
- Judgingcard.com School's MOASK report

CRITERIA 5 – CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)

The appropriate CTSO is affiliated with the state and national organization and is an intra-curricular element of the program.

5.1 Quality Indicator 1 – The CTSO program of work is aligned with the CTSO’s goals and objectives and is developed annually by students and instructors.

Suggested Documentation/Evidence:

1. Program of work and minutes indicating how it was developed

NOTE: See NQPS Standard 3, Quality Indicator 4 and 5

5.2 Quality Indicator 2 – The CTSO program of work includes leadership skills, career competency, community service and school service.

Suggested Documentation/Evidence:

1. Program of work aligning activities with the demonstration of leadership skills, career competency, community service and school service

NOTE: See NQPS Standard 3, Quality Indicator 2, 3, and 5

5.3 Quality Indicator 3 – Curriculum goals and objectives are achieved through the integration of CTSO programs and activities.

Suggested Documentation/Evidence:

1. Lesson plans demonstrating the use of CTSO programs/activities to support course content competencies

NOTE: See NQPS

- Standard 1A, Quality Indicator 5
- Standard 1B, Quality Indicator 1
- Standard 1D, Quality Indicators 5
- Standard 3, Quality Indicator 1 and 3

5.4 Quality Indicator 4 – All students enrolled have the opportunity to participate in CTSO activities.

Suggested Documentation/Evidence:

1. Log of CTSO activities and student participation
2. Complete **CTSO MEMBERSHIP COMPARED TO PROGRAM ENROLLMENT** table below

NOTE:

- NQPS Standard 3, Quality Indicator 1, 3, 5, 6, and 7
- FFA Member Roster
- Class Roster
- Activity participation sheets (sign in logs)

CTSO MEMBERSHIP COMPARED TO PROGRAM ENROLLMENT

Enter unduplicated enrollment for grades 9-12 for the current semester for the approved career education program (only for the program area in which this form evaluates).

Enter the current CTSO membership and calculate the percentage by dividing membership by enrollment for each program area.

PROGRAM AREA	UNDUPLICATED ENROLLMENT	CTSO	MEMBERSHIP	PERCENTAGE
Agriculture Education		FFA		
Business Education		FBLA		
*Family Consumer Sciences & Human Services		FCCLA		
*Occupational FCS and Human Services		FCCLA		
Health Sciences		HOSA or SkillsUSA		
Skilled Technical Sciences		SkillsUSA		
Marketing and Cooperative Education		DECA		
PLTW – Engineering		SkillsUSA or TSA		
PLTW – Biomedical		HOSA or SkillsUSA		
Technology Education		TSA		

*For combined FCCLA chapters, separate occupational and comprehensive membership

5.5 Quality Indicator 5 – The local CTSO chapter is recognized for meeting state and/or national organization standards.

Suggested Documentation/Evidence:

1. List of regional, state and national recognitions

NOTE: National Chapter Award Application

CRITERIA 6 – PROGRAM MANAGEMENT AND PLANNING

A system of data collection and evaluation provides the information necessary for program review and management for continuous improvement so that students are prepared for postsecondary success leading to quality employment opportunities.

6.1 Quality Indicator 1 – The program has a written statement of educational mission, goals and objectives which is developed with input from the program advisory committee that will include parents/guardians, students, administration and community/business/industry representatives with a relevant background.

Suggested Documentation/Evidence:

1. Copy of written statement of educational mission, goals and objectives
2. Student/District handbook
3. List of program advisory committee members, including their role on the committee
4. Copy of the most recent advisory committee meeting minutes

NOTE: See NQPS

- Standard 4, Quality Indicator 1
- Standard 7, Quality Indicator 2, 3, and 4

6.2 Quality Indicator 2 – There is a written plan to annually evaluate the continuous improvement of the effectiveness of the program to include, but not limited to, technical skill attainment results; students, graduate and employer (if applicable) feedback; and trended data, as applicable.

Suggested Documentation/Evidence:

1. Copy of program's written evaluation plan (NQPS)
2. Copy of district's school improvement plan which includes career education program improvements (CSIP)
3. List of program improvements from the past three years
4. Recommendations from third party accrediting bodies/regulatory agencies

NOTE: See NQPS Standard 7, Quality Indicator 2, 3, and 4

6.3 Quality Indicator 3 – An annual program budget is collaboratively developed by the instructor(s) and administrator(s) to provide funding for professional development, Career and Technical Student Organization activities, equipment, maintenance, supplies and materials.

Suggested Documentation/Evidence:

1. Copy of written annual program budget
2. A description of how the budget was developed

NOTE: See NQPS

- Standard 1C, Quality Indicator 1
- Standard 7, Quality Indicator 5

6.4 Quality Indicator 4 – The qualified instructor participates in ongoing, high-quality, program specific professional development activities.

Suggested Documentation/Evidence:

1. List of professional development activities that the instructor has participated in during the past three school years
2. Copy of professional licensure/certification, as appropriate
3. Copy of transcripts
4. Professional development log

NOTE: See NQPS Standard 6, Quality Indicator 3, 4, and 6

6.5 Quality Indicator 5 – Written agreements (dual enrollment, articulation, internships, etc.) are developed, implemented and updated regularly.

Suggested documentation/evidence:

1. On the lines below, provide the number of completers who participated in the available programs and courses in the last three years. Utilize dual enrollment, articulation, internships, etc. data:
 - a. _____ Number of Program Completers
 - b. _____ Number of Program Completers (a) that also participated in Dual Enrollment, Articulation, Internships, etc.
 - c. _____ Percent of Completers (b) divided by (a)

NOTE: See

- NQPS Standard 1A, Quality Indicator 4
- Core Data Report