

Career and Technical Education

Standards and Measures

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Minnesota Department Of Education

Adult and Career Education

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Minnesota Department Of Education

Adult and Career Education

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Career Fields as Grouped in the MCIS (Minnesota Career Information System.)

<http://education.state.mn.us/mcis/>

- Agriculture and Natural Resources
- Arts, Humanities and Communications
- Business, Management and Administration
- Engineering, Manufacturing and Technologies
- Health Services
- Human Services

Recent History

December 1995 -- State Board of Education approved eight vocational education program standards and 48 performance measures. These standards and measures were designed to take the place of the repealed “rules.” They also were designed to meet the requirements of the Federal Carl D. Perkins Vocational and Applied Technology Act of 1990.

May 1996 – School-To-Work grant received and partnerships developed.

August 1996 – Effective date of repeal of State Board of Education rules relating to Vocational Education program approval and implementation (1993 legislative action.)

August 1997 -- The State Board of Education approved the current Program Standards & Measures for Secondary Vocational Education. The version, as revised, contains eight educational program standards and 46 performance measures. The document reflects the input from School-To-Work initiatives, stakeholder collaboration, and the four sections of the Office of Lifework Development: school-, work-, and service-based learning along with connecting activities.

December 1998 -- American Vocational Association (AVA) at their annual convention renamed the organization -- Association for Career and Technical Education.

March 1999 – Minnesota’s first Unified State Plan was approved.

May 1999 -- Vocational Education in Minnesota was renamed -- Career and Technical Education (1999 Legislative action).

Summer and Fall, 1999 -- Proposed Standards and Measures developed by the Department of Children, Families and Learning. The version, as revised, contains nine program standards and 51 performance indicators. The document reflects the input from the Office of Lifework Development and stakeholder input.

December 31, 1999 -- State Board of Education was dissolved (1998 legislative action).

June 30, 2000 – State categorical funding for career and technical education continued for one more year.

June 30, 2001 – Local levy funding created for one year. Renewed June 30, 2002.

June 30, 2003 – Local levy funding for career and technical education made a permanent levy. The Department of Children, Families & Learning was renamed to the Minnesota Department of Education.

Vision Statement

Career and Technical Education provides a contextual application of academic competencies, skills, and standards. Career and Technical Education contributes to the overall education of Minnesota citizens through its emphasis on strong technical and occupational skills. Career and Technical Education contributes to the economic vitality of individuals, families, and broader communities by enhancing learners' preparation for participation in a career, life long learning and responsible citizenship.

Purpose

Career and Technical Education enhances the preparation of tomorrow's workforce. This is achieved through:

- **in-depth career exploration and career planning,**
- **contextual learning that connects schoolwork to the future and assists in the application of basic skills to life situations,**
- **the development of occupational competencies that facilitate transition into advanced placement in post-secondary career preparation programs, and**
- **the development of occupational competencies necessary for entering an occupation.**

STANDARD 1

The Local Education Agency will provide learners with opportunities to gain employability and career skills. These skills will enhance the learner's opportunity to:

- A. be a willing and motivated life long learner;
- B. be a productive and contributing member of society;
- C. understand how careers impact local, national, and global economies;
- D. be prepared to articulate high school credits to post secondary educational opportunities; and
- E. be more employable.

MEASURES

1. Curricula provide opportunities for learners to demonstrate technical skills, occupational knowledge, and interpersonal skills.
2. Curricula provide opportunities for learners to transfer academic skill to learning experiences as measured by industry skill standards, the Secretaries Commission on Achieving Necessary Skills (SCANS) reports, and Minnesota Academic Standards.
3. Curricula include components that provide career exploration, preparation and, where appropriate, occupational specific skills.
4. Curricula provide opportunities for students to develop an understanding of all aspects of the industry or business.
5. Curricula include new and emerging occupations for learners to consider.
6. Curricula provide opportunities for students with special needs to explore careers and develop employability skills.
7. Curricula provide opportunities for students to meet Minnesota Academic Standards.
8. Curricula are delivered seamlessly through systems such as articulation agreements that provide learners (grades 9-14+) with transitions from secondary education to further education or employment.
9. Curricula provide the number and scope of career and technical course offerings that are appropriate for the size and location of the school.

STANDARD 2

The Local Education Agency will involve volunteer community partnerships in an advisory capacity to:

- A. assist in the planning, implementation and evaluation of programs;
- B. assist learners in linking education and employment opportunities in the community, region and beyond;
- C. provide learners with connections to the future after graduation; and
- D. assist learners in understanding their roles in the community, their relationships in the family and how to balance these roles and relationships with a career.

MEASURES

1. Volunteer community members/partnerships are an integral part of the process for the development of program curricula.

2. Members of business, industry, labor, and community organizations interact with students to explore plans for education and/or career development.
3. Volunteer community members/partnerships lend support to the career and technical student organizations.

STANDARD 3

The Local Education Agency will encourage learners to develop long-range academic and post high school plans and personal portfolios.

MEASURES

1. Starting in the eighth grade, learners develop long-range academic and post high school plans.
2. Teachers and staff are trained to assist learners in developing long-range academic and post high school plans.
3. Curricula allow for developmentally appropriate activities in career awareness, career exploration and transition from secondary education to further education and/or a career.
4. Parents/guardians and learners are aware of educational opportunities, labor market information and learner interests and aptitudes when developing long-range academic and post high school plans.
5. A learner's personal portfolio consists of long-range academic and post high school plans and documentation and examples of skills and competencies developed. The learner chooses the content of his/her portfolio and includes representative 'best work' examples from courses and activities participated in during the last three years of secondary education.
6. Seamless delivery systems exist which include articulation agreements that allow learners (grades 9-14+) to make transitions from secondary education to further education or employment.

STANDARD 4

The Local Education Agency will support the development of career and technical education curricula and teaching/learning techniques that are derived from:

- A. Knowledge and skills standards that reflect current consumer, business, industry and labor standards and trends,
- B. Promising/emerging practices and current research relating to:
 - school reform;
 - understanding learners' roles in the community, their relationships in the family and how to balance these roles and relationships with a career;
 - contextual teaching/learning strategies;
 - teaching/learning strategies in safety for the school laboratory and for work place activities; and
- C. the use of current technology.

MEASURES

1. Curricula for career and technical education programs reflect current consumer, business, industry and labor standards as well as emerging trends.
2. Curricula encourage students to develop career webs including related careers in the field. The learner understands all aspects of a chosen industry or business.
3. Curricula expose learners to contextual learning experiences.
4. Curricula expose learners to modern industry equipment. Learning may take place in the school, community or business/industry setting.
5. Curricula provide opportunities for students to meet Minnesota Academic Standards through Career and Technical Education Programs.
6. Curricula incorporate the SCANS skills.
7. Curricula are guided by occupational knowledge and skill standards.
8. Curricula contain appropriate safety education.
9. Teaching/learning practices are based on best practices and research in the areas of contextual learning and experiential programs.

STANDARD 5

The Local Education Agency will develop and maintain teaching/learning environments that will maximize learning for students selecting curricula in Career and Technical Education Programs.

MEASURES

1. Teaching/learning activities recognize and address varied learning styles and intelligences.
2. Student organizations are an integral part of the curricula through which learners gain leadership skills, team building skills, employability skills, interpersonal skills and opportunities for service learning and volunteerism.
3. Class size is conducive to effective teaching/learning strategies and does not exceed reasonable standards for safety, space and equipment.
4. The program maintains safe and clean facilities that meet state, federal, and industry standards and regulations.

STANDARD 6

The Local Education Agency supports a coordinated program of school-, work- and service-based learning opportunities including connecting activities (activities that link the school and community learning environments) and Career and Technical Student Organization (CTSO) activities.

MEASURES

1. Programs provide work-based learning opportunities including, but not limited to, mentoring, paid and unpaid internships, job shadowing, work programs, and/or youth apprenticeships.
2. Proper documentation shows that businesses comply with state and federal labor laws and industry regulations for students in work-based learning experiences.
3. Programs provide learners with opportunities to participate in leadership development, community service, and volunteer activities.
4. Teachers/coordinators are provided adequate time to develop training sites/opportunities and plans with business and industry.
5. Teachers/coordinators provide adequate training, support, communication and information to work-based mentors, supervisors, and/or employers.
6. Teachers/coordinators are appropriately trained in supervision of work-based learning.
7. Teachers/coordinators/staff participate in personal, professional and occupational improvement.

STANDARD 7

The Local Education Agency will provide equal access and necessary support to diverse and special populations to ensure participation in all components of career and technical education.

MEASURES

1. Continuous training and staff development in effective teaching/learning strategies for diverse and special populations are provided for program instructors and staff.
2. Efforts to attract and accommodate diverse and special populations are continuous and ongoing.
3. Diverse and special populations are provided the necessary support services to be successful in the curricula.
4. Provisions are made for time and resources for the supervision, guidance and placement of special populations.
5. Curricula is developmentally appropriate and gender and culturally neutral.
6. Accommodations are provided and adaptations are made as needed.

STANDARD 8

The Local Education Agency will use appropriately licensed teachers that have met the Minnesota Board of Teaching licensure requirements for Career and Technical Education Programs. The LEA will also have an approved Career and Technical (Vocational) Education Program Proposal on file with the Minnesota Department of Education.

MEASURES

1. Teachers in the Career and Technical Education Programs are appropriately licensed.
2. Continuous training and staff development in effective teaching/learning strategies are provided.
3. An approved Career and Technical (Vocational) Education Program Proposal form is on file with the Minnesota Department of Education.
4. Community Experts or teachers operating under limited licenses or variances are given support and encouragement to obtain the necessary credentialing for full licensure.

STANDARD 9

The Local Education Agency will assess the degree of implementation of standards 1-8.

MEASURES

1. Assessment includes input from learners, parents, teachers, other school personnel, the volunteer community partnership, employers and the community in general.
2. Evaluation instruments are learner centered and:
 - reflect individual performance/competence;
 - are centered around academic attainment; and
 - utilize information available pertaining to high school follow up comparing local data to state information.
3. Assessment is used to provide criteria for program improvement, ensure accountability, and examine program effectiveness.

Comparison of Components, Indicators and Strategies and Correlation with Career and Technical Education Standards and Measures.

#	Carl Perkins	MN Unified Plan	Tech Prep
1)	Integration of academic and technical education.	Strong technical, occupational and academic skills based on standards, real world, applied, contextual and experiential learning. Career and Technical Education is an integral part of education reform.	Integration -- Integrate academic and technical instruction to accommodate all learning styles. Require rigorous common core in math, communication, and science with required proficiencies.
2)	Experience in and understanding of all aspects of the industry.	Through academic and experiential learning, career fields are developed by the student to understand related occupations and the career impact on our local, national, and global economies.	
3)	Technology in vocational-technical education.	Students demonstrate the ability to transfer academic skills to experiential learning as measured by industry skill standards, SCANS and MN academic standards.	NOT to be used for the purchase of equipment.
4)	Professional development.	Provide educators with initial and continuous training in effective teaching/learning strategies including activities in the community or workplace.	Staff development to be provided based on a needs assessment and aligning the needs with consortia goals.
5)	Evaluation of vocational-technical education programs.	Evaluation of learner performance/competence is designed around academic assessment and the statewide high school follow up study providing aggregate data.	Design goals, benchmarks, strategies, measures and outcomes for a system of Learner Assessment and Evaluation.
6)	Continuous program improvement for vocational-technical education programs.	Self-assessment and peer review processes have been implemented for secondary vocational technical programs for the purpose of setting program improvement goals and goals for staff development.	Vocational technical education instructors at the secondary level, including those participating in the secondary segment of Tech Prep, integrate academic standards within vocational technical education courses.
7)	Effectiveness of services and activities.	Evaluation is learner centered, ongoing and reflects individual learning and functioning as a team member.	Evaluation – Evaluate the extent to which the consortia have met projected targets of its strategies and goals.
8)	Broad based community involvement.	Community wide partnership used in planning, implementing and evaluating programs.	Partnerships -- Involve stakeholder groups in planning and decision-making. Include secondary, postsecondary, learners, families, labor, employers, and community-based organizations.
9)	Special population learner accommodation(s) and support services.	Academic/Career planning is developmentally appropriate for the learner.	Special Populations -- Develop a system to assure recruitment, retention and placement of special populations in tech-prep activities, courses and programs.
10)	Full participation of special population learners.	Career and Technical Education is an integral part of education reform. Teaching/learning methodology is based on current best practices and research including, but not limited to, learning by doing, consideration of multiple intelligences theory, matching teaching/learning styles, work and service based learning, and interdisciplinary offerings.	Design goals, benchmarks, strategies, measures and outcomes for a system of curriculum and instruction.
11)	Preparation for nontraditional training and employment.	If nontraditional for gender, program provides equitable participation for gender equity	Tech Prep will be part of the strategy for addressing nontraditional training and employment activities targeting workforce shortages.
12)	Collaboration with other institutions.	Local recipients are required to "set aside" 10% of their local allocation for linkages between secondary and postsecondary vocational technical education in collaboration with the broader community demonstrated through a specific indicator included in the local plan.	Articulation – Develop career pathways from secondary to colleges and universities

#	Carl Perkins	MN Unified Plan	Tech Prep
13)	Career guidance and academic counseling.	Academic and career planning grades 7-14 including a portfolio and link to postsecondary activities.	Design goals, benchmarks, strategies, measures and outcomes for a system of Counseling and Student Services.
14)	Work-Based Learning.	Learners achieve both occupational and academic competence	
15)	Provide programs for special populations.	Academic/Career planning is developmentally appropriate for the learner.	Special Populations -- Develop a system to assure recruitment, retention and placement of special populations in tech-prep activities, courses and programs.
16)	Education and business partnerships.	Community wide partnership used in planning, implementing and evaluating programs.	Partnerships -- Involve stakeholder groups in planning and decision-making. Include secondary, postsecondary, learners, families, labor, employers, and community-based organizations
17)	Assist Vocational and Technical Student Organizations.	Demonstrate responsible citizenship.	
18)	Mentoring and support services.	Continued emphasis will be placed on informing students and parents of the available opportunities that exist, and the support services providing assistance toward the goal of full participation by special populations.	
19)	Upgrading and adapting equipment.	No funds will be used to acquire equipment (including software), in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization.	Not to be used for the purchase of equipment.
20)	Teacher Preparation	Provide educators with initial and continuous training in effective teaching/learning strategies including activities in the community or workplace.	Possible undergraduate training initiatives.
21)	New Program Development	All new secondary programs must be reviewed and formally approved by the Department of Education. The program approval process includes an analysis of how the program aligns with recognized occupational skill standards, instruction in work readiness or employability skills, integration of academic content standards, class size commensurate with facility and training stations available, and broad based planning involving community, business partnerships, and higher education.	
22)	Family and Consumer Sciences programs.		
23)	Vocational-technical education programs for adults and dropouts to complete their education.		
24)	Placement Activities.		
25)	Other activities consistent with the purpose of this law		

Perkins: Required and Permissible Activities

Core Indicators

Required Activities:

1. Integration of academic and technical education.
2. Experience in and understanding of all aspects of the industry.
3. Technology in vocational-technical education.
4. Professional Development.
5. Evaluation of vocational-technical education programs.
6. Continuous program improvement for vocational-technical education programs.
7. Effectiveness of services and activities.
8. Broad based community involvement.
9. Special population learner accommodation(s) and support services.
10. Full participation of special population learners.
11. Preparation for nontraditional training and employment.
12. Collaboration.

Permissible Activities:

13. Career guidance and academic counseling.
14. Work-based learning.
15. Provide programs for special populations.
16. Education and business partnerships.
17. Assist vocational and technical student organizations.
18. Mentoring and support services.
19. Upgrading and adapting equipment.
20. Teacher preparation.
21. New program development.
22. Family and Consumer Sciences programs.
23. Vocational-technical education programs for adults and dropouts to complete their education.
24. Placement activities.
25. Other activities consistent with the purpose of this law.

Federal Core Indicators:

1. Student attainment of challenging State established academic, and vocational technical, skill proficiencies.
2. Student attainment of high school diploma, equivalent, or postsecondary degree or credential.
3. Placement in, retention in, and completion of postsecondary education or advanced training, the military, or employment.
4. Participation in and completion of vocational and technical programs leading to nontraditional employment.

Appendix A

Secondary Self-Assessment

See the attached draft of the Secondary Self-Assessment

Standard 1: *Local Education Agencies provide learners with opportunities to gain employability and career skills.*

Ranking	Criteria	Goals For The Next Year
Rate each of the following criteria on a scale from 1 (minimal progress) to 5 (fully meet criteria) or N/A if not applicable.		1) Which of the criteria under this standard would you like to improve in the next year?
	a) Learners demonstrate specific technical skills, occupational knowledge, and interpersonal skills.	2) How do you plan to make those improvements?
	b) Curricula provide opportunities for learners to transfer academic skills to technical learning experiences.	
	c) Curricula include components that provide career awareness, exploration, preparation and job specific skills.	
	d) Curricula provide opportunity for students to develop an understanding of all aspects of the industry or business.	
	e) A wide variety of career opportunities in new and emerging occupations are addressed.	
	f) Curricula provide opportunities for students with special needs to explore careers and develop employability skills.	
	g) Delivery system provides for achieving MN Academic Standards through Career and Technical Education Programs.	
	h) Seamless delivery systems exist which include articulation agreements that will provide learners (9-14+) with transitions from secondary education to further education or employment.	
	i) Number and scope of offerings are appropriate for size and location of school.	

Notes: (include data sources that support your rankings)

Standard 2: Local Education Agencies will involve volunteer community partnerships in an advisory capacity to assist in planning, implementation, and evaluation of programs.

Ranking	Criteria	Goals For The Next Year
Rate each of the following criteria on a scale from 1 (minimal progress) to 5 (fully meet criteria) or N/A if not applicable.		1) Which of the criteria under this standard would you like to improve in the next year?
	a) Learners have opportunities to interact and work with members from business, industry, labor or community organizations to explore career choices and develop plans.	2) How do you plan to make those improvements?
	b) Multi-sector partnerships are involved in curriculum development.	
	c) Multi-sector partnerships lend support and cooperation to student organizations	
	d) Multi-sector partnerships mobilize community support and resources for Career and Technical Education Programs	

Notes: (include data sources that support your rankings)

Standard 3: All learners have opportunity to develop long-range academic and post high school plans and personal portfolios.

Ranking	Criteria	Goals For The Next Year
Rate each of the following criteria on a scale from 1 (minimal progress) to 5 (fully meet criteria) or N/A if not applicable.		1) Which of the criteria under this standard would you like to improve in the next year?
	a) Learners have long-range academic and post high school plans and personal portfolios.	2) How do you plan to make those improvements?
	b) Faculty/staff are trained to help learners develop long-range academic and post high school plans and personal portfolios.	
	c) Curricula allow for developmentally appropriate activities in career awareness, exploration, and transition from secondary to further education and/or a career.	
	d) Parents/learners are apprised of labor market information to aid in developing long-range plans.	
	e) Curricula allow for exploration of non-traditional careers related to gender.	
	f) Plans include career portfolios that allow learners to document skills and competencies developed.	

Notes: (include data sources that support your rankings)

Standard 4: Local Education Agencies support the development of career and technical education curricula and teaching/learning techniques that are derived from knowledge and skill standards that reflect current business, industry and labor standards and trends, promising/emerging practices, and the use of current technology.

Ranking	Criteria	Goals For The Next Year
Rate each of the following criteria on a scale from 1 (minimal progress) to 5 (fully meet criteria) or N/A if not applicable.		1) Which of the criteria under this standard would you like to improve in the next year?
	a) Curricula for Career and Technical Education programs reflect current business, industry and labor standards as well as growing trends.	
	b) Curricula encourage students to develop an understanding of all aspects of a chosen business or industry.	
	c) Learners are provided contextual learning experiences.	
	d) Modern equipment is used in all areas of instruction whether located in schools, business/industry, or community.	2) How do you plan to make those improvements?
	e) Minnesota Academic Standards are achieved through the curriculum.	
	f) Curricula incorporate the SCANS skills.	
	g) Occupational skill standards guide the curriculum content.	
	h) Curricula contain appropriate safety education.	
	i) Effective instructional practices are in use.	

Notes: (include data sources that support your rankings)

Standard 5: *Local Education Agencies develop and maintain environments that maximize learning.*

Ranking	Criteria	Goals For The Next Year
Rate each of the following criteria on a scale from 1 (minimal progress) to 5 (fully meet criteria) or N/A if not applicable.		1) Which of the criteria under this standard would you like to improve in the next year?
	a) Teaching/Learning activities are conducive to varied learning styles.	
	b) Students gain leadership, team building, employability, and interpersonal skills through participation in student organizations, service learning and/or volunteerism.	
	c) Curricula emphasizes continuous learning and its relationship to career advancement.	
	d) Partnerships assist learners to recognize the relevance of instruction to career aspirations.	2) How do you plan to make those improvements?
	e) Class size is conducive to effective teaching and learning and does not exceed the numbers space and equipment accommodates.	
	f) Safe and clean facilities that meet industry standards are maintained.	
	g) For programs that have a work-based component, adequate time is given for coordination that is essential for the safety of the student worker.	

Notes: (include data sources that support your rankings)

Standard 6: Local Education Agencies support a coordinated program of school-, work-, and service-based learning opportunities including connecting activities (activities that link the school and community learning environments) and Career and Technical Student Organizations.

Ranking	Criteria	Goals For The Next Year
Rate each of the following criteria on a scale from 1 (minimal progress) to 5 (fully meet criteria) or N/A if not applicable.		<p>1) Which of the criteria under this standard would you like to improve in the next year?</p> <p>2) How do you plan to make those improvements?</p>
	a) Programs offer work-based learning opportunities including, but not limited to, mentoring, paid and unpaid internships, job shadow, work programs, and/or youth apprenticeships.	
	b) Students in work-based learning experiences have proper documentation and comply with state and federal labor laws and industry regulations (reference Work-based Learning Manual).	
	c) Programs provide learners with opportunities to participate in leadership development, community service, and volunteer activities.	
	d) Teachers/coordinators are provided adequate time to develop training sites/opportunities and plans with business/industry.	
	e) Teachers/coordinators provide adequate training, support, communication and information to work-base mentors, supervisors, and/or employers.	
	f) Teachers/coordinators are appropriately trained in supervision of work-based learning.	
	g) Teachers/coordinators/staff participate in personal, professional and occupational improvement.	

Notes: (include data sources that support your rankings)

Standard 7: *Local Education Agencies will provide equal access and necessary support to diverse and special populations to ensure participation in all components of career and technical education.*

Ranking	Criteria	Goals For The Next Year
Rate each of the following criteria on a scale from 1 (minimal progress) to 5 (fully meet criteria) or N/A if not applicable.		1) Which of the criteria under this standard would you like to improve in the next year? 2) How do you plan to make those improvements?
	a) Continuous training and staff development in effective teaching/learning strategies for diverse and special populations are provided.	
	b) Efforts to attract and accommodate diverse and special populations are continuous and ongoing.	
	c) Diverse and special populations are provided necessary support services to be successful.	
	d) Provisions are made for time and resources for the supervision, guidance and placement of special populations.	
	e) Curricula is developmentally appropriate and gender and culturally neutral.	
	f) Accommodations are provided and adaptations are made as necessary.	

Notes: (include data sources that support your rankings)

Standard 8: *The Local Education Agencies will use appropriately licensed teachers that have met the Minnesota Board of Teaching licensure requirements to teach Career and Technical Education Programs and will have an approved Career and Technical Program Proposal on file with the Minnesota Department of Education.*

Ranking	Criteria	Goals For The Next Year
Rate each of the following criteria on a scale from 1 (minimal progress) to 5 (fully meet criteria) or N/A if not applicable.		1) Which of the criteria under this standard would you like to improve in the next year?
	a) Teachers in the Career and Technical Education Programs are appropriately licensed.	2) How do you plan to make those improvements?
	b) Continuous training and staff development in effective teaching/learning strategies are provided.	
	c) An approved Career and Technical Education proposal is on file with the Minnesota Department of Education.	
	d) Community Experts and teachers operating under limited licenses and variances are given support and encouragement to obtain the necessary credentialing for full licensure.	

Notes: (include data sources that support your rankings)

Standard 9: Local Education Agencies will assess the degree of implementation of standards 1-8.

Ranking	Criteria	Goals For The Next Year
Rate each of the following criteria on a scale from 1 (minimal progress) to 5 (fully meet criteria) or N/A if not applicable.		1) Which of the criteria under this standard would you like to improve in the next year?
	a) Assessment procedures are in place.	2) How do you plan to make those improvements?
	b) Assessment is used to provide for continuous improvement, reflect individual performance/competence, centered on academic assessment, and utilizes available forms of evaluation.	
	c) Assessment is used to examine cost/benefit of program.	
	d) Assessment includes input from learners, parents, teachers, other school personnel, the volunteer community partnership, employers, and the community in general.	

Notes: (include data sources that support your rankings)

Secondary Career and Technical Education Self Assessment

1. Given your responses to the self-assessment at this point, what is your five-year vision for career and technical education in your school/district? That is, where would you like your programs to be in five years?
2. What do you need to do in order to reach the above vision? What resources and/or assistance do you need to get to your five-year goal?
- 3a) Who are you currently working with in the implementation, development and improvement of career and technical education in your school/district?
- 3b) Who else needs to be involved in order to meet your five-year vision?

Secondary Career and Technical Education Self Assessment

4a) Below are Career and Technical Education Program areas. In the table below, list the courses you offer that align with each program.

CTE Program Area	Courses	Courses
Agriculture Education		
Business and Marketing		
Family and Consumer Sciences		
Health Services		
Service Occupations		
Technical Careers/Occupations		
Work-Experience Disadvantaged		
Work Experience for Students with Special Needs		
Diversified Occupations: Interrelated Coop		
Accommodations Specialist		

4b) Which of the above areas do you feel need development?

4c) What academic standards are being met in career and technical education alone or in combination with other courses in each pathway area?

4d) What help do you need from MDE in the alignment of courses to pathways and the development of further courses in the given categories?

Appendix B

Program Approval

Program Approval must be obtained before implementing any new career and technical education program or any time that significant changes are made to a career and technical education program. In addition, all career and technical education programs must undergo self-assessment and re-approval according to the following schedule.

All programs must submit a Program Approval Proposal, with attachments, for all courses following the attached schedule. Any changes in currently approved programs AND/OR new programs must be submitted at the beginning of the program implementation.

1 st Cycle	Minnesota Region	2 nd Cycle
FY04-05	Southwest Region	FY09-10
FY05-06	Southeast Region	FY10-11
FY06-07	Minneapolis and West Metro	FY11-12
FY07-08	Northeast AND Northwest Regions	FY12-13
FY08-09	Central Region AND St Paul AND East Metro	FY13-14

There are two separate program approval forms depending on the program(s) to be submitted:


Form ED-00381-14

- 00.0670 Career Accommodations Specialist
- 00.0710 Career and Technical Education Evaluation
- 00.0750 Teacher-Coordinator, Work Experience-Handicapped
- 00.0755 Teacher-Coordinator, Work Experience/Career Exploration (WE/CEP) IF the program is designed for learners with disabilities

Form ED-02335-02

All other Career and Technical Education program use this form

Please note: These forms should be copied back-to-back.

	Adult and Career Education 1500 Highway 36 West Roseville, MN 55113-4266	SECONDARY CAREER AND TECHNICAL EDUCATION PROGRAM APPROVAL PROPOSAL FOR YOUTH WITH DISABILITIES	ED-00381-14
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INSTRUCTIONS: In accordance with Minnesota Education Policy, this Program Approval Proposal may be completed and submitted to Adult and Career Education at any time during the school year. The proposal will be reviewed per Minnesota State Rules, and other Federal Laws and you will be notified of action taken.

I D E N T I F I C A T I O N I N F O R M A T I O N			
District or Center Name		District/Center Number	Date Submitted
Program Location (Building and Community Name)		Program Name	
Program OE Code	Annual Program Starting Date		Annual Program Ending Date
Name of Local Contact Person		Telephone Number () -	FAX Number () -
Name of Teacher(s)		License Number(s)	Telephone Number () -
Name of State Contact Person Regarding This Program			

ASSURANCE STATEMENTS

Check "YES" or "NO" to indicate which of the following assurance statements are characteristic of your proposed program. These are requirements of Minnesota Rules. If you check "NO" to any of the following, please submit your plan to meet the requirements, including timelines.

YES NO

- | | |
|---|---|
| <input type="checkbox"/> <input type="checkbox"/> | 1. Program planning involved a local multi-sector partnership or a local career and technical education volunteer community partnership in an advisory capacity (3505.2500) (required attachment: Partnership List). |
| <input type="checkbox"/> <input type="checkbox"/> | 2. The multi-sector partnership or local career and technical education volunteer community partnership, in an advisory capacity, will continue to provide ongoing assistance in the development, evaluation, and updating of the curricula (3505.2000). |
| <input type="checkbox"/> <input type="checkbox"/> | 3. The program provides learners with options for school-based learning (3505.2600). |
| <input type="checkbox"/> <input type="checkbox"/> | 4. The program provides learners with options for school-based learning with a work-based/Coop component including connecting activities/CTE student organizations (listed in the course syllabus) (3505.4300). |
| <input type="checkbox"/> <input type="checkbox"/> | 5. The curriculum is designed to achieve the curriculum standards and measures for the particular program area. A complete program will implement the following objectives (3505.2500) (required attachment: course syllabus): <ul style="list-style-type: none"> • In-depth exploration of occupations to assist in the career planning process. • Development of occupational competencies designed for advanced placement in postsecondary programs. • Development of occupational competencies necessary to enter an occupation and gain career skills (National Skill Standards). • Appropriate safety instruction will be provided and documented. |
| <input type="checkbox"/> <input type="checkbox"/> | 6. The program will maintain class size conducive to efficient teaching and learning, and not exceed the number which the space and equipment will accommodate effectively and safely (3505.1100). |
| <input type="checkbox"/> <input type="checkbox"/> | 7. Current business/industry equipment will be used in all areas of instruction. Equipment may be located in schools, business/industry, or in the community (3505.1100). |
| <input type="checkbox"/> <input type="checkbox"/> | 8. The program will comply with all federal and state laws, rules and policies governing school-based and/or work-based educational programs (including 3505.1100 and 3505.2300): <ul style="list-style-type: none"> • Civil Rights Laws (equal access) • Child Labor Laws • Wage and Hour Laws |
| <input type="checkbox"/> <input type="checkbox"/> | 9. The program is designed to be sensitive to needs of a diverse population providing the support needed by the learner (3505.4900). |
| <input type="checkbox"/> <input type="checkbox"/> | 10. Coordination of the program must be done by 1) person who holds a valid Work Experience Coordinator-Handicapped License or 2) person who holds both a valid Teacher Coordinator of Work-Based Learning and a Special Education Teacher License (3505.1100) (required: the teacher license documented above). |
| <input type="checkbox"/> <input type="checkbox"/> | 11. Upon request, the LEA shall supply program data necessary for program management, improvement, evaluation, and federal/state reporting (Minn. Stat § 124D.452). |
| <input type="checkbox"/> <input type="checkbox"/> | 12. Annually, districts will assess programs and maintain data against assurances listed above (3505.5800). |

T H E R E V E R S E S I D E M U S T B E C O M P L E T E D A N D S I G N E D

**SECONDARY CAREER AND TECHNICAL EDUCATION PROGRAM APPROVAL
PROPOSAL FOR YOUTH WITH DISABILITIES (CONTINUED)**

ED-00381-14
Page Two

REQUIRED ATTACHMENTS

NOTE: Assurance 1, 5 and 10 **REQUIRE** attachments to this proposal. Use this section as a checklist for each item you attached.

- ☐ 1. Names, addresses, and roles of representatives in related business, industry, labor, and community-based organizations who participate on the voluntary community partnership.
- ☐ 2. Explanation of your program curriculum and how it achieves the individual program measures, **including** how your program meets the objectives listed in assurance item number 5.
- ☐ 3. Course syllabus for each course taught within the OE Code; **include number of credits and number of hours.**
- ☐ 4. A sample of any certificate/credential offered in the program.
- ☐ 5. A list of postsecondary institutions and programs where articulation agreements exist.

DISTRICT / CENTER VERIFICATION

I hereby verify that the **information provided** is true and correct, and that the attached required supporting information accurately portrays the proposed program.

We certify that to the best of our knowledge, the information contained is accurate and complete. As representatives of a public agency applying for state and federal funds, we agree to provide special education services to students with disabilities that are in compliance with federal and state laws, and regulations, and in accordance with the given assurances.

NOTE: This requires both signatures

Career and Technical Education Director or Superintendent	Typed or Printed Name	Date
		() -
Mailing Address		Telephone Number
() -		
FAX Number	E-Mail Address	
Signature – Director of Special Education	District/Coop Number	Date

= = = = = **DO NOT WRITE BELOW THIS LINE** = = = = =

STATE AUTHORIZED SIGNATURES

Adult and Career Education Program Specialist	Date
Adult and Career Education Specialist	Date

STATEMENT OF ASSURANCES

1. All state and federal funds received by the education agency will be used for the purpose of providing special instruction and related services for children with disabilities consistent with state and federal statutes, rules, and regulations.
2. Federal funds received by the agency from the Individuals with Disabilities Education Act, **P.L. 105-17** will:
 - a. Not be commingled with state or local funds; - **34 CFR 300.152(a)**
 - b. Provide special instruction and related services to students with disabilities enrolled in nonpublic schools located within the boundaries of the agency; - **M.S. 125A.18**
 - c. Make available to the parents and the general public the application and all documents relating to the application including evaluations and reports; - **34 CFR 300.242**
 - d. Be in compliance with Title 45 of the Code of Federal Regulations Part 84 (Nondiscrimination on the basis of disability, referred to as "Section 504")
 - e. Demonstrate that with appropriate accommodations and modification, children with disabilities are included in state and district-wide assessment programs, and that this data is reported to the state education agency; - **34 CFR 300.138 & 300.139**
 - f. Develop and implement a coordinated multidisciplinary, interagency, intervention system to meet the needs of children with disabilities ages birth to twenty-one; **Minn. Stat. § 125A.023, subd. 2**
 - g. Establish a community transition interagency committee for youth with disabilities, beginning at grade nine or age equivalent, and their families – **M.S. 125A.22**
3. Policies and procedures for programs established and administered by the education agency shall be consistent with state and federal statutes, rules, and regulations and will ensure:
 - a. The rights of children with disabilities to a free appropriate public education including children in public, charter schools, adult facilities, and private schools – **34 CFR 300.300, 300.11 – 300.312**
 - b. Full educational opportunities for all children with disabilities; - **34 CFR 300.304**
 - c. That all children with disabilities, including those attending private schools, who are in need of special education and related services are identified, located and evaluated and a method to determine which children are currently receiving services developed; - **34 CFR 300.125**
 - d. Procedures for evaluation and determination of eligibility for all children with disabilities under the jurisdiction of the district; - **34 CFR 300.320 – 300.321**
 - e. Confidentiality of personally identifiable information collected, used, or maintained specific to children with disabilities; - **34 CFR 300.127**
 - f. The development, review and revision of the IEP, or IIP, of each child with a disability according to the standard of the Act; - **34 CFR 300.128**
 - g. Procedural safeguards are afforded children with disabilities and their parents consistent with local agency policies and state and federal statutes, rules and regulations; - **34 CFR 300.129**
 - h. That to the extent appropriate, all children with disabilities, including children in public or private institutions or other care facilities, are educated in the regular education environment except when satisfactory achievement cannot be attained in that environment; - **34 CFR 300.550**
 - i. That a continuum of alternative placements is available to meet the needs of each child with a disability; - **34 CFR 300.551**
 - j. For students with disabilities who are subject to suspension or expulsion from school provision of FAPE, a manifestation determination review, appropriate interim alternative education setting and rights to a due process hearing; - **34 CFR 300.519 – 300.526.**

Secondary Career and Technical Education Program Approval Proposal For Youth With Disabilities Form ED-00381-14.

Page 1 - Directions for completing upper grid:

1. District or Center Name – Enter Local Education Agency (LEA) Name (e.g., St. Paul Schools).
2. District/Center Number – Independent School District Number and Type (e.g., 0625-01).
3. Date Submitted – for new programs only.
4. Program Location (Building and Community Name) – Location of program (e.g., Harding High School and Highland High School in St Paul).
5. Program Name – Listing from the STAR Program OE code listing (see attached).
6. Program OE Code – See the attached list for appropriate code. The code should match the teacher license Function Code.
7. Annual Program Ending Date – Program ending date.
8. Annual Program Starting Date – Program starting date.
9. Name of Local Contact Person – person to contact if questions arise during approval process.
10. Telephone Number – phone number of person listed in #8.
11. FAX Number – number of person listed in #8.
12. Name of Teacher(s) – a list of teachers who teach in the program (**copies of their licenses should be attached**).
13. License Number(s) – the license file folder numbers of teachers if copies are not attached.
14. Telephone number(s) – teacher phone numbers.
15. Name of State Contract Person Regarding this Program – MDE Staff, leave blank if in question.

Assurance Statements:

Respond by checking either the “Yes” or “No” box for each of the 12 assurances. Please note Assurance 5 and 8 should be reflected in your program/courses syllabus. If you are unable to mark “Yes”, please attach a statement as to when this assurance will be met.

Page 2 - Required Attachments

Attach the following documents to the Program Approval Application:

1. A list of the Volunteer Community Partnership (formerly known as the advisory committee).
2. How the program meets the Career and Technical Education Program Standards and Measures for Youth with Disabilities.
3. Copies of the course syllabus for each course within the program code number (e.g., Program: 17.2306 Welding – Courses: Welding 1, Welding 2, Aluminum Welding. This Program Approval would have 3 course syllabus attached). Each course syllabus should list the number of credits (e.g., .5 or 1 credit per semester/trimester/quarter) and the number of hours the course meets (e.g. semester course at 90 days, each day 45 minutes = 4050 minutes/60 minutes per hour = 67.5 hours).
4. List of certificates offered by each course AND articulation agreements if appropriate.

District/Center Verification

To be signed and completed by the District Superintendent or Designee. All completed forms, once approved, will be returned to this individual.

Certification of Special Education Assurances

To be completed by the director of special education.

Mail completed Form with attachments to:

Marlys Bucher, CTE Secondary Coordinator
MDE/ACE
1500 Highway 36 West
Roseville MN 55113-4266
[\(marlys.bucher@state.mn.us\)](mailto:marlys.bucher@state.mn.us)

	Adult and Career Education 1500 Highway 36 West Roseville, MN 55113-4266	SECONDARY CAREER AND TECHNICAL EDUCATION PROGRAM APPROVAL PROPOSAL	ED-02335-02
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INSTRUCTIONS: In accordance with Minnesota Education Policy, this Program Approval Proposal may be completed and submitted to Adult and Career Education at any time during the school year. The proposal will be reviewed per Minnesota State Rules and you will be notified of action taken.

IDENTIFICATION INFORMATION		
District or Center Name	District/Center Number	Date Submitted
Program Location (Building and Community Name)		
Program Name	Program O.E. Code	Program Starting Date
Name of Local Contact Person	Telephone Number () -	FAX Number () -
Name of Teacher(s)	License Number(s)	Telephone Number(s) () -
Name of State Contact Person Regarding This Program		

ASSURANCE STATEMENTS	
Check "YES" or "NO" to indicate which of the following assurance statements are characteristic of your proposed program. These are requirements of Minnesota Rules. If you check "NO" to any of the following, please submit your plan to meet the requirements, including timelines.	
YES NO	<ol style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> 1. Program planning involved a local multi-sector partnership or a local career and technical education volunteer community partnership in an advisory capacity (3505.2500) (required attachment: Partnership List). <input type="checkbox"/> <input type="checkbox"/> 2. The multi-sector partnership or local career and technical education volunteer community partnership, in an advisory capacity, will continue to provide ongoing assistance in the development, evaluation, and updating of the curricula (3505.2500). <input type="checkbox"/> <input type="checkbox"/> 3. The program provides learners with options for school-based learning (3505.2600). <input type="checkbox"/> <input type="checkbox"/> 4. The program provides learners with options for school-based learning with a work-based/Coop component including connecting activities/CTE student organizations (listed in the course syllabus) (3505-4300). <input type="checkbox"/> <input type="checkbox"/> 5. The curriculum is designed to achieve the curriculum standards and measures for the particular program area. A complete program will implement the following objectives (3505.2500) (required attachment: course syllabus): <ul style="list-style-type: none"> In-depth exploration of occupations to assist in the career planning process. Development of occupational competencies designed for advanced placement in postsecondary programs. Development of occupational competencies necessary to enter an occupation and gain career skills (National Skill Standards). Appropriate safety instruction will be provided and documented. <input type="checkbox"/> <input type="checkbox"/> 6. The program will maintain class size conducive to efficient teaching and learning, and not exceed the number which the space and equipment will accommodate effectively and safely (3505.1100). <input type="checkbox"/> <input type="checkbox"/> 7. Current business/industry equipment will be used in all areas of instruction. Equipment may be located in schools, business/industry, or in the community (3505.1100). <input type="checkbox"/> <input type="checkbox"/> 8. The program will comply with all federal and state laws, rules and policies governing school-based and/or work-based educational programs (including 3505.1100 and 3505.2300): <ul style="list-style-type: none"> Civil Rights Laws (equal access) Child Labor Laws Wage and Hour Laws <input type="checkbox"/> <input type="checkbox"/> 9. The program is designed to be sensitive to needs of a diverse population providing the support needed by the learner (3505.4900). <input type="checkbox"/> <input type="checkbox"/> 10. An appropriately licensed career and technical education instructor will teach the program (3505-1100) (required: the teacher license documented above). <input type="checkbox"/> <input type="checkbox"/> 11. Upon request, the LEA shall supply program data necessary for program management, improvement, evaluation, and federal/state reporting (Minn. Stat § 124D.452). <input type="checkbox"/> <input type="checkbox"/> 12. Annually, districts will assess programs and maintain data against assurances listed above (3505.5800).

THE REVERSE SIDE MUST BE COMPLETED AND SIGNED



REQUIRED ATTACHMENTS

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- ☐ 4. A sample of any certificate/credential offered in the program.
- ☐ 5. A list of postsecondary institutions and postsecondary programs where articulation agreements exist.
What post-secondary institution(s) do they articulate with?

DISTRICT / CENTER VERIFICATION

I hereby verify that the information provided is true and correct, and that the attached required supporting information accurately portrays the proposed program.

Signature - Secondary Career and Technical Education Director or Superintendent

Date

Typed or Printed Name

Title

Mailing Address

() - _____
Telephone Number

() - _____
FAX Number

E-Mail Address

===== **DO NOT WRITE BELOW THIS LINE** =====

STATE AUTHORIZED SIGNATURES

Adult and Career Education Program Specialist

Date

Adult and Career Education Specialist

Date

**Secondary Career and Technical Education Program Approval Proposal
Form ED-02335-02.**

Page 1 - Directions for completing upper grid:

1. District or Center Name – Enter Local Education Agency (LEA) Name (e.g., St. Paul Schools).
2. District/Center Number – Independent School District Number and Type (e.g., 0625-01).
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13. Name of State Contract Person Regarding this Program – MDE Staff, leave blank if in question.

Assurance Statements:

Respond by checking either the “Yes” or “No” box for each of the 12 assurances. Please note Assurance 5 and 8 should be reflected in your program/courses syllab1. If you are unable to mark “Yes”, please attach a statement as to when this assurance will be met.

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3. Copies of the course syllabus for each course within the program code number (e.g., Program: 17.2306 Welding – Courses: Welding 1, Welding 2, Aluminum Welding. This Program Approval would have 3 course syllabus attached). Each course syllabus should list the number of credits (e.g., .5 or 1 credit per semester/trimester/quarter) and the number of hours the course meets (e.g. semester course at 90 days, each day 45 minutes = 4050 minutes/60 minutes per hour = 67.5 hours).
4. List of certificates offered by each course AND articulation agreements if appropriate.

District/Center Verification

To be signed and completed by the District Superintendent or Designee. All completed forms, once approved, will be returned to this individual.

Mail completed Form with attachments to:

Marlys Bucher, CTE Secondary Coordinator
MDE/ACE
1500 Highway 36 West
Roseville MN 55113-4266
[\(marlys.bucher@state.mn.us\)](mailto:marlys.bucher@state.mn.us)

Appendix C

Curriculum Program Measures

Program measures for the following areas were developed in January 2001 and revised in January 2004. These newly revised standards will replace all prior revisions:

1. Agricultural Education
2. Business and Marketing
3. Family and Consumer Science
4. Health Occupations
5. Service Occupations
6. Technical Careers/Occupations
7. Work Experience Disadvantaged
8. Work Experience for Students with Special Needs
9. Diversified Occupations; Interrelated Coop
10. Accommodations Specialist

AGRICULTURE EDUCATION

STANDARD 1

The Local Education Agency (Agricultural Education Program) will provide learners with opportunities to gain literacy, career skills and employability. These skills will enhance the learner's opportunity to:

- A. Be a motivated life long learner;
- B. Be a productive and contributing member of society;
- C. Understand how careers and the agricultural industry and policy impact the local, national, and global economies;
- D. Understand the context of agricultural education and its integral relation to basic educational skills essential for life;
- E. Be prepared to articulate high school credits to post secondary educational opportunities; and
- F. Be more employable.

Curricula will include components that develop management skills, specific job skills, communication skills, career education, lifelong learning, related applied academic skills required for employment, literacy, and to be an informed consumer in one or more of, but not limited to, the following agricultural program areas:

I. Agricultural Sciences, Systems and Management:

- A. Animal Science and Technology** (Large Animals, Small Animals, Aquaculture and Companion Animals);
- B. Plant Science and Technology** (Environmental Horticulture, Floriculture, Landscaping, Managed Production, Soil Science, Crop Science);
- C. Natural Resource Science and Technology** (Forest Products, Forestry, Wildlife Management, Environmental Engineering, Conservation and Outdoor Recreation);
- D. Biotechnology and Agri-Science;**
- E. Food Science and Technology;**
- F. Supervised Agricultural Experience (SAE) - Occupational and Career Awareness/Experience** – (Shadowing, Mentor, Internship experiences); and
- G. FFA - Leadership and Personal Development** (Service Learning, Community Services, Computer Technology, Public Speaking, Career Development Events, Presentation Skills and Parliamentary Procedure).

II. Agribusiness Management, Systems, and Sciences

- A. Agribusiness Management and Marketing** (Small Business Management, Marketing, and Services, Commodity Marketing, Market Plan, Computer Technology, Cooperative Work Experience, and Entrepreneurship);
- B. Global Agriculture and Issues** (Adding Value and Food Science);
- C. SAE - Occupational and Career Awareness/Experience** – (Shadowing, Mentor, Internship experiences); and

- D. FFA - Leadership and Personal Development** (Service Learning, Community Services, Computer Technology, Public Speaking, Career Development Events, Presentation Skills and Parliamentary Procedure).

III. Agricultural Systems Management

- A. Agricultural Power** (Electricity, Electric Motors, Small Gasoline Engines, Multi-Cylinder Engines, Hydraulics, Robotics, Pneumatics);
- B. Agricultural Structures** (Metal Fabrication, Welding, Wood and Metal Building Construction, Concrete and Masonry);
- C. Machinery** (Maintenance, Management, Overhaul);
- D. Soil and Water Management** (Land Management, Surveying, Soil Surveying, Soil Mapping);
- E. SAE - Occupational and Career Awareness/Experience** – (Shadowing, Mentor, Internship Experiences); and
- F. FFA - Leadership and Personal Development** (Service Learning, Community Services, Computer Technology, Public Speaking, Career Development Events, Presentation Skills and Parliamentary Procedure).

Individual subject areas in parentheses are examples of what might be included in these program areas, although it is not meant to be limited to these individual subject areas.

MEASURES

1. Curricula provide opportunities for learners to demonstrate specific technical skills, occupational knowledge, and positive attitudes.
2. Curricula provide opportunities for learners to transfer academic skill to experiential learning as measured by industry skill standards, the Secretaries Commission on Achieving Necessary Skills (SCANS) and the Minnesota Academic Standards.
3. Curricula include components that provide career exploration, preparation and, where appropriate, occupational specific skills.
4. Curricula provide opportunities for the student to develop an understanding of the primary aspects of the industry or business.
5. Curricula include new and emerging occupations for learners to consider.
6. Curricula provide opportunities for students with special needs to explore careers and develop employment skills.
7. Agriculture Education programs provide opportunities for students to meet the Minnesota Academic Standards.
8. Curricula provide the number and scope of Agriculture course offerings appropriate for the size and location of the school.
9. The Agricultural Education program provides an enhancement experience for basic academic educational experiences and development, and serves as an integral part of the total school curriculum.
10. Curricula are delivered seamlessly through systems such as articulation agreements that provide learners (grades 9-14+) with transitions from secondary education to further education or employment.

STANDARD 2

The Agricultural Education program will involve volunteer community partnerships in an advisory capacity to:

- A. Assist in the planning, implementation and evaluation of programs;
- B. Assist learners in linking education and employment opportunities in the community, region and beyond;
- C. Provide learners with connections to the future after graduation; and
- D. Assist learners in understanding their roles in the community, their relationships in the family and how to balance these roles and relationships with a career.

MEASURES

1. Curricula provide opportunities for learners to interact with parents, representatives from other education disciplines and members of business, industry, labor, and community service organizations to explore plans for more education and/or a career.
2. Community partnerships are an integral part of the process for the development of the program curricula.
3. The volunteer community partnerships understand the importance of and lend support to the career and technical student organizations.

STANDARD 3

The Local Education Agency (Agricultural Education program) will encourage learners to develop long-range academic and career plans and personal portfolios.

MEASURES

1. All learners will have access to information in and about agriculture and its careers. Learners will have access to agriculture and agribusiness higher education opportunities. Programs may include 5-9 grade levels using agricultural education as a context for subject matter content, and shall/should include 9-12 grade agricultural education.
2. Agriculture Education must provide opportunities for all learners to explore careers of a nontraditional and interdisciplinary nature.
3. Learners will develop long-range academic and career plans.
4. Teachers and staff are trained to assist learners in developing long-range academic and career plans.
5. Curricula allow for developmentally appropriate activities in career awareness, career exploration and transition from secondary education to further education and/or a career.
6. Parents and learners are aware of educational opportunities, labor market information and learner interests and aptitudes when developing long-range academic and career plans.
7. A learner's personal portfolio consists of long-range academic plans and documentation and examples of skills and competencies developed. The learner chooses the content of his/her portfolio and includes representative 'best work' examples from courses and activities.

8. Seamless delivery systems are implemented including articulation agreements that allow learners (grades 9-14+) to make transitions from secondary education to further education or employment.

STANDARD 4

The Local Education Agency (Agricultural Education program) will support the development of Agriculture Career and Technical Education curricula and teaching/learning practices that are derived from:

- A. Knowledge skills standards that reflect current consumer, business, industry, and labor standards and trends;
- B. Incorporation of entrepreneurship education, training, and experiences;
- C. Incorporation of research and standard investigative procedures;
- D. Promising/emerging practices and current research relating to:
 - school reform;
 - educational delivery systems and methods;
 - contextual teaching/learning strategies;
 - teaching/learning strategies in personal safety for the school laboratory and for work place activities; and
 - understanding learners' roles in the community, their relationships in the family and how to balance these roles and relationships with a career; and
- E. Appropriate use of current technology.

MEASURES

1. Curricula for career and technical education programs reflect current consumer, business, industry and labor standards, as well as, emerging trends.
2. Curricula encourage students to develop career webs including related careers in the field. The curricula expose learners to various aspects of a chosen industry or business.
3. Curricula provide contextual learning experiences.
4. Curricula expose learners to modern industry equipment. Learning may take place in the school, community or business/industry settings.
5. Curricula provide opportunities for students to meet Minnesota Academic Standards.
6. Curricula incorporate the SCANS skills.
7. Curricula are guided by occupational knowledge skill standards.
8. Teaching/learning, practices are based on best practices and research in the areas of contextual learning and experiential programs.
9. Curricula contain appropriate safety education.

STANDARD 5

The Local Education Agency (Agricultural Education program) will develop and maintain teaching/learning environments that maximize learning for students.

MEASURES

1. Teaching/learning activities recognize and address varied learning styles and intelligences.
2. Student organizations are an integral part of the curricula through which learners gain leadership skills, team building skills, employability skills, interpersonal skills, and opportunities in service learning and volunteerism.
3. Learners are motivated to be life long learners and understand the relationships between career advancement and continuous learning.
4. Learners understand the academic requirements of various occupations.
5. Class size is conducive to effective teaching/learning strategies and does not exceed reasonable standards for safety, space and equipment.
6. The program maintains safe and clean facilities that meet industry standards and regulations.
7. Teaching and learning activities require the use of the following facilities:
 - classroom space
 - laboratory space
 - agricultural shop space
 - office space
 - storage space
8. Teaching and learning activities require appropriate equipment that complements and enhances teaching and learning activities for the program areas:
 - Agricultural Sciences
 - Agribusiness Management
 - Agricultural Mechanical Systems
9. Facilities in the classroom and laboratory environment must be flexible and provide ready access to computer/internet capabilities and equipment and materials that provide for leadership development.
10. Appropriate and adequate teaching and learning materials need to be provided which support each program area.

STANDARD 6

The Local Education Agency supports a coordinated year-round program of school-, work-, and service-based learning opportunities including connecting activities (activities that link school and community learning environments) and SAE or FFA activities.

MEASURES

1. Programs offer work-based learning opportunities including but not limited to mentoring, paid and unpaid internships, job shadowing, entrepreneurial activities, work programs, research and experimentation, and/or state approved youth apprenticeships.
2. Proper documentation shows that students in work-based learning experiences comply with state and federal labor laws and industry regulations.
3. Programs provide learners with the opportunity to participate in leadership development, community service, and volunteer activities.
4. Teachers/coordinators are provided adequate time to develop training stations and plans with business and industry.
5. Teachers/coordinators provide adequate training, support, communication and information to work-based mentors, supervisors and/or employers.
6. Teachers/coordinators are appropriately trained in supervision of work-based learning (e.g., training agreements and plans).
7. Teachers/coordinators/staff participate in personal, professional, and occupational improvement.

STANDARD 7

The Local Education Agency (Agricultural Education program) will provide equal access and necessary support to diverse and special populations to ensure participation in all components of career and technical education.

MEASURES

1. Continuous training and staff development in effective teaching/learning strategies for diverse and special populations are provided for program instructors and staff.
2. Efforts to attract and accommodate diverse and special populations are ongoing.
3. Diverse and special populations are provided the necessary support services to be successful.
4. Provisions are made for time and resources for the supervision, guidance and placement of special populations students.
5. Curricula is developmentally appropriate and gender and culturally neutral.
6. Accommodations are provided and adaptations are made as needed.

STANDARD 8

The Local Education Agency will use appropriately licensed teachers that have met the Minnesota Board of Teaching licensure requirements for the grades 5-12 Agricultural Career and Technical Education Programs. The LEA will also have an approved Career and Technical Education Program Proposal on file with the Minnesota Department of Education.

MEASURES

- 1 . Teachers in the Career and Technical Education Programs are appropriately licensed.
2. Continuous training and staff development in effective teaching/learning strategies are provided.
3. An approved Career and Technical (Vocational) Education Program Proposal form is on file with the Minnesota Department of Education.
4. Community Experts or teachers operating under limited licenses or variances are given support and encouragement to obtain the necessary credentialing for full licensure.

STANDARD 9

The Local Education Agency (Agricultural Education Program) will be assessed on the basis of the degree to which standards 1 – 8 are implemented.

MEASURES

1. The assessment includes input from learners, parents/guardians, teachers, other school personnel, the volunteer community partnership, employers and the community in general.
2. Evaluation instruments are learner centered and:
 - reflect individual performance/competence;
 - are centered around academic and skill attainment; and
 - utilize information available pertaining to high school follow up comparing local data to state information.
3. Assessment is used to provide criteria to improve programs, ensure accountability, and examine program effectiveness.

BUSINESS & MARKETING EDUCATION

STANDARD 1

The Local Education Agency (Business and Marketing Education Program) will provide learners with opportunities to gain employability, interpersonal, and career skills. These skills will enhance the learner's opportunity to:

- F. Be a willing and motivated life long learner;
- G. Be a productive and contributing member of society;
- H. Understand how career areas impact local, national, and global economies;
- I. Be prepared to articulate high school credits to post-secondary educational opportunities; and
- J. Be employable.

Curricula will include components that develop management skills, specific job entry skills, career education, lifelong learning, and related applied academic skills required for employment in one or more of, but not limited to, the following Business, Marketing, and Entrepreneurial Education program areas:

Business, Marketing and Entrepreneurship will include components to develop task management skills of the Secretaries Commission on Achieving Necessary Skills (SCANS), occupational knowledge, career development, positive work ethics and integrated academic skills necessary to become economically self-sufficient and productive members of society. This will include, but will not be limited to, the following areas:

- A. **Resource Management** (Accounting, Records Management, Personal Finance, Economics, Consumer Economics, Business Math, Finance, Personal Law, Information Management);
- B. **Business Management and Marketing** (Introduction to Business, Financial Management, Business Law, Entrepreneurship, Marketing, Promotion and Advertising, International Business, Hospitality and Recreation, Sports and Entertainment, Fashion Merchandising, Sales and Service, Electronic Commerce);
- C. **Communications** (Business Communications (written and oral), Multimedia Presentations, Technical Reading and Writing, Telecommunications Systems, Technology Applications, Team Building);
- D. **Information Systems** (Keyboarding, Word Processing, Spreadsheet, Database, Desktop Publishing, Multimedia Technology, Business Technology and Procedures, Administrative Support, Network Technology, Computer Operating Systems, Programming, and Computer Applications); and
- E. **Career Development** (Internship, Cooperative Education, Tech Prep, School-To-Work/Career, Entrepreneurship, Mentorship, Job Shadowing, Apprenticeship, Service Learning, Portfolios, Career Academies/Pathways, Integrated Business Simulation, School-Based Enterprise, Leadership Development, Student Organizations).

Individual subject areas in parentheses are examples of what might be included in these program areas, although it is not meant to be limited to these individual subject areas.

MEASURES

1. Curricula provide opportunities for learners to demonstrate specific technical skills, occupational knowledge, and interpersonal skills.
2. Curricula provide opportunities for learners to transfer academic skill to learning experiences as measured by industry skill standards, SCANS skills, and the Minnesota Academic Standards.
3. Curricula include components that provide career exploration, preparation and, where appropriate, occupational-specific skills.
4. Curricula provide opportunities for the student to develop an understanding of all aspects of the industry or business.
5. Curricula include new and emerging occupations for learners to consider.
6. Curricula provide opportunities for students with special needs to explore careers and develop employability skills.
7. Curricula provide opportunities for students to meet Minnesota Academic Standards through Business, Marketing, and Entrepreneurial Career and Technical Education Programs.
8. Curricula are delivered through seamless systems such as articulation agreements that provide learners (grades 9-14+) with transitions from secondary education to further education or employment.
9. Curricula provide the number and scope of Business and Marketing Career and Technical course offerings appropriate for the size and location of the school.

STANDARD 2

The Local Education Agency will involve volunteer community members/partnerships including parents/guardians in an advisory capacity to:

- A. Assist in the planning, implementation and evaluation of programs;
- B. Assist learners in linking education and work-based or employment opportunities in the community, region and beyond;
- C. Provide learners with connections to the future after graduation; and
- D. Assist learners in understanding their roles in the community, their relationships in the family and how to balance these roles and relationships with a career.

MEASURES

1. Volunteer community members/partnerships are an integral part of the process for the development of the program curricula.
2. Members of business, industry, and labor and/or community organizations interact with students to explore plans for education and/or career development.
3. Volunteer community members/partnerships lend support to the career and technical student organizations.

STANDARD 3

The Local Education Agency will encourage learners to develop long-range academic and career plans and personal portfolios.

MEASURES

1. Starting in the eighth grade, learners develop long-range academic and career plans.
2. Teachers and staff are trained to assist learners in developing long-range academic and career plans.
3. Curricula allow for developmentally appropriate activities in career awareness, career exploration and transition from secondary education to further education and/or a career.
4. Parents/guardians and learners are aware of educational opportunities, labor market information and learner interests and aptitudes when developing long-range academic and career plans.
5. A learner's personal portfolio consists of long-range academic and career plans that include documentation and examples of skills and competencies developed. The learners choose the content of their portfolios and include representative 'best work' examples from courses and activities.
6. Seamless delivery systems, including articulation agreements, allow learners (grades 9-14+) to make transitions from secondary education to further education or employment.

STANDARD 4

The Local Education Agency will support the development of Business and Marketing Career and Technical Education curricula and teaching/learning practices that are derived from:

- A. Knowledge and skills standards that reflect current consumer, business, industry and labor standards and trends;
- B. Promising/emerging practices and current research relating to:
 - school reform;
 - understanding learners' roles in the community, relationships in families, and how to balance these roles and relationships with careers;
 - contextual teaching/learning strategies;
 - teaching/learning strategies in personal safety for the school laboratory and for work place activities; and
- C. Appropriate use of current technology.

MEASURES

1. Curricula for career and technical education programs reflect current consumer, business, industry and labor standards, as well as emerging trends.

2. Curricula encourage students to develop career fields including related careers in the field. The curricula expose learners to all aspects of a chosen industry or business.
3. Curricula provide contextual learning experiences.
4. Curricula expose learners to modern industry equipment. Learning may take place in the school, community or business/industry settings.
5. Curricula provide opportunities for students to meet Minnesota Academic Standards through Business and Marketing Education Programs.
6. Curricula incorporate the SCANS skills.
7. Curricula are guided by occupational knowledge and skill standards.
8. Curricula contain appropriate safety education.
9. Teaching/learning practices are based on best practices and research in the areas of contextual learning and experiential programs.

STANDARD 5

The Local Education Agency will develop and maintain teaching/learning environments that maximize learning for students.

MEASURES

1. Teaching/learning activities recognize and address varied learning styles and intelligences.
2. Student organizations are an integral part of the curricula through which learners gain leadership skills, team building skills, employability skills, interpersonal skills and opportunities in service learning and volunteerism.
3. Class size is conducive to effective teaching/learning strategies and does not exceed reasonable standards for safety, space and equipment.
4. The program maintains safe and clean facilities that meet state, federal, and industry standards and regulations.

STANDARD 6

The Local Education Agency supports a coordinated program of school-, work- and service-based learning opportunities including connecting activities (activities that link school and community learning environments) and DECA or BPA activities.

MEASURES

1. Programs provide work-based learning opportunities including, but not limited to, mentoring, paid and unpaid internships, job shadowing, work programs, and youth apprenticeships.
2. Proper documentation shows that students in work-based learning experiences comply with state and federal labor laws, and industry regulations.
3. Programs provide learners with the opportunity to participate in leadership development, community service, and volunteer activities.

4. Teachers/coordinators are provided adequate time to develop training stations and plans with business and industry.
5. Teachers/coordinators provide adequate training, support, communication and information to work-based mentors, supervisors and/or employers.
6. Teachers/coordinators are appropriately trained in supervision of work-based learning (e.g., training agreements and plans).
7. Teachers/coordinators/staff participate in personal, professional, and occupational improvement.

STANDARD 7

The Local Education Agency will provide equal access and necessary support to diverse and special populations to ensure participation in all components of career and technical education.

MEASURES

1. Continuous training and staff development in effective teaching/learning strategies for diverse and special populations are provided for instructors and staff.
2. Efforts to attract and accommodate diverse and special populations are ongoing.
3. Diverse and special populations are provided the necessary support services to be successful.
4. Provisions are made for time and resources for the supervision, guidance and placement of special populations.
5. Curricula is developmentally appropriate and gender and culturally neutral.
6. Accommodations are provided and adaptations are made as needed.

STANDARD 8

The Local Education Agency will use appropriately licensed teachers that have met the Minnesota Board of Teaching licensure requirements for Business or Marketing Career and Technical Education Programs. The LEA will also have an approved Career and Technical (Vocational) Education Program Proposal on file with the Minnesota Department of Education.

MEASURES

1. Teachers in the Career and Technical Education Programs are appropriately licensed.
2. Continuous training and staff development in effective teaching/learning strategies are provided.
3. An approved Career and Technical (Vocational) Education Program Proposal is on file with the Minnesota Department of Education.
4. Community Experts or teachers operating under limited licenses or variances are given support and encouragement to obtain the necessary credentialing for full licensure.

STANDARD 9

The Local Education Agency will assess the degree of implementation of standards 1-8.

MEASURES

1. Assessment includes input from learners, parents/guardians, teachers, other school personnel, the volunteer community partnership, employers and the community in general.
2. Evaluation instruments are learner centered and:
 - reflect individual performance/competence,
 - are centered around academic and skills attainment, and
 - utilize information available pertaining to high school follow up to compare local data to state information.
3. Assessment is used to provide criteria to improve programs, ensure accountability, and examine program effectiveness.

Resources

Business Teacher Education Curriculum Guide & Program Standards, published by National Business Education Association, 1995, Reston, VA.

National Standards for Business Education (What America's Students Should Know And Be Able To Do In Business) developed by National Association for Business Teacher Education, 1997 and published by National Association of Business Education, 1997.

FAMILY AND CONSUMER SCIENCES

STANDARD 1

The Local Education Agency (Family and Consumer Science Education Program) will provide learners with opportunities to gain interpersonal skills for family, employability, and careers.

These skills will enhance the learner's opportunity to:

- A. Be a willing and motivated life long learner;
- B. Be a productive and contributing member of family and society;
- C. Understand how careers impact local, national, and global economies;
- D. Be prepared to articulate high school credits to post secondary educational opportunities; and
- E. Secure employment.

Curricula will include components that teach thinking, reasoning, communication, leadership, and management processes that will assist in the development of management skills, employment skills, career education, lifelong learning, decision-making, problem solving, and related applied academic skills in one or more of, but not limited to, the following Family and Consumer Sciences content areas:

Interpersonal communications

- Family Systems
- Lifelong Human Development
- Parenting

Resource Management

- Career Exploration/Investigation
- Consumerism
- Nutrition, Wellness, and Food Preparations
- Community Service
- Housing, Apparel, and Textiles

Curricula for Family and Consumer Sciences will include the interrelationships among individuals, families, workplaces, and communities emphasizing:

- Decision-making and problem solving models
- Developing positive relationships
- Application of learning and human development theories across the life span
- Effective communication skills
- Leadership skills
- Diversity
- Team work skills
- Skills working with diverse populations with an appreciation and respect of all peoples and genders;
- Applying learning and human development theory;

- Developing positive relationships; and
- Working as a team member.

MEASURES

1. Curricula provide opportunities for learners to demonstrate specific technical skills, occupational knowledge, and interpersonal skills.
2. Family and Consumer Sciences (FACS) curricula focus on addressing recurring issues related to improve family, community, and workplace environments.
3. Curricula provide opportunities for learners to transfer academic skill to learning experiences as measured by industry skill standards, the Secretaries Commission on Achieving Necessary Skills (SCANS) reports, and the Minnesota Academic Standards.
4. Curricula include components that provide career exploration and preparation.
5. Curricula provide opportunities for the student to develop an understanding of the various aspects of Family and Consumer Sciences.
6. Curricula include new and emerging occupations for learners to consider.
7. Curricula provide opportunities for students with special needs to explore careers and develop employment skills.
8. Curricula include opportunities for students to meet Minnesota Academic Standards through FACS Career and Technical Education Programs.
9. Curricula are delivered seamlessly through systems such as articulation agreements that provide learners (grades 9-14+) with transitions from secondary education to further education or employment.
10. Curricula provide the number and scope of FACS offerings that are appropriate for the size and location of the school.

STANDARD 2

The Local Education Agency will involve volunteer community members/partnerships, including parents/guardians, in an advisory capacity to:

- A. Assist in the planning, implementation and evaluation of programs;
- B. Assist learners in linking education and employment opportunities in the community, region, and beyond;
- C. Provide learners with connections to the future after graduation; and
- D. Assist learners in understanding roles in the community, family relationships, and how to balance these roles and relationships with careers.

MEASURES

1. Volunteer community members/partnerships are an integral part of the process for the development of the program curricula
2. Curricula provide opportunities for learners to interact with members of business, industry, labor, and community service organizations to explore plans for more education and/or a career.

3. Volunteer community members/partnerships lend support to the career and technical student organizations.

STANDARD 3

The Local Education Agency will encourage learners to develop long-range academic and career plans and personal portfolios.

MEASURES

1. Starting at the middle level, learners develop long-range academic and career plans. How each career will shape personal, family, and community life will be examined.
2. Teachers and staff are trained to assist learners in developing long-range academic and career plans.
3. Curricula allow for developmentally appropriate activities in career awareness, career exploration and transition from secondary education to further education and/or a career.
4. Parents and learners are aware of educational opportunities, labor market information and learner interests and aptitudes when developing long-range academic and career plans.
5. A learner's personal portfolio consists of long-range academic and career plans, documentation and examples of skills, and competencies developed. The learner chooses the content of his/her portfolio and includes representative 'best work' examples from courses and activities.
6. Seamless delivery systems exist which include articulation agreements, and allow learners (grades 9-14+) to make transitions from secondary education to further education or employment.

STANDARD 4

The Local Education Agency will support the development of FACS education curricula and teaching/learning techniques that are derived from:

- A. Knowledge and skills standards that reflect current family, consumer, business, industry and labor standards and trends;
- B. Promising/emerging practices and current research relating to:
 - school reform,
 - understanding learners' roles in the community, family relationships, and how to balance these roles and relationships with careers,
 - contextual teaching/learning strategies,
 - teaching/learning strategies in personal safety for the school laboratory and for work place activities, and
- C. Appropriate use of current technology.

MEASURES

1. Curricula for FACS education programs reflect current family, consumer, business, industry and labor standards, as well as, emerging trends.
2. Teaching/learning practices are based on best practices and research in the areas of contextual learning and experiential programs.
3. Curricula encourage students to explore career fields including related careers. The curricula expose learners to all aspects of a chosen industry or business.
4. Curricula provide contextual learning experiences.
5. Curricula provide opportunities to demonstrate use of critical thinking, problem solving, and reflection skills within the family, community, and workplace.
6. Learning may take place in the family, school, community or industry or business.
7. Curricula in FACS programs provide opportunities for students to meet Minnesota Academic Standards through FACS Education Programs.
8. Curricula incorporate the SCANS skills.
9. Curricula are guided by occupational knowledge and skill standards.
10. Curricula contain appropriate safety education.

STANDARD 5

The Local Education Agency will develop and maintain teaching/learning environments that will maximize learning for students who select curricula in the FACS Education Programs.

MEASURES

1. Teaching/learning activities recognize and address best practices.
2. Student organizations are an integral part of the curricula through which learners develop leadership skills, team building skills, employability skills, interpersonal skills, and access to opportunities in service learning and volunteerism.
3. Learners are motivated to be life long learners and understand the relationships among family, career advancement, and continuous learning.
4. Class size is conducive to effective teaching/learning strategies and does not exceed reasonable standards for safety, space and equipment.
5. Equipment is comparable to current industry standards.
6. The program maintains safe and clean facilities that meet state, federal, and industry standards and regulations.

STANDARD 6

The Local Education Agency supports a coordinated program of school-, work- and service-based learning opportunities including connecting activities (activities that link school and community learning environments) and FCCLA or HERO activities.

MEASURES

1. Programs may offer work-based learning opportunities including but not limited to simulated work experience, mentoring, paid and unpaid internships, job shadowing, work experience programs, and/or youth apprenticeships.
2. Proper documentation shows that students in work-based learning experiences comply with state and federal labor laws and industry regulations.
3. Programs provide learners with opportunities to participate in leadership development, community service, and volunteer activities.
4. Teachers/coordinators are provided adequate time to establish training sites/opportunities and plans with business and industry.
5. Teachers/coordinators provide adequate training, support, communication and information to work-based mentors, supervisors, and/or employers.
6. Teachers/coordinators are appropriately trained in supervision of work-based learning.
7. Teachers/coordinators/staff participate in personal, professional and occupational improvement.

STANDARD 7

The Local Education Agency will provide equal access and necessary support to diverse and special populations to ensure participation in all components of FACS Education.

MEASURES

1. Continuous training and staff development in effective teaching/learning strategies for diverse and special populations are provided for program instructors and staff.
2. Efforts to attract and accommodate diverse and special populations are continuous and ongoing.
3. Diverse and special populations, and non-traditional learners are provided the necessary support services to be successful.
4. Curricula is developmentally appropriate and gender and culturally neutral.
5. Provisions are made for additional time and resources for the supervision, guidance and placement of special populations.
6. Accommodations are provided and adaptations are made as needed.

STANDARD 8

The Local Education Agency will use appropriately licensed teachers that have met the Minnesota Board of Teaching licensure requirements for Family and Consumer Sciences, Career and Technical Education Programs. The LEA will also have an approved Career and Technical (Vocational) Education Program Proposal on file with the Minnesota Department of Education.

MEASURES

1. Teachers in the FACS Programs are appropriately licensed.

2. Community Experts or teachers operating under limited licenses or variances are given support and encouragement to obtain the necessary credentialing for full licensure.
3. Continuous training and staff development in effective teaching/learning strategies are provided.
4. An approved Career and Technical (Vocational) Education Program Proposal is on file with the Minnesota Department of Education.

STANDARD 9

The Local Education Agency will assess the degree of implementation of standards 1-8.

MEASURES

1. Assessment includes input from learners, parents, teachers, other school personnel, the volunteer community partnership, employers and the community in general.
2. Evaluation instruments are learner centered and:
 - reflect individual performance/competence,
 - are centered around academic and skills attainment, and
 - utilize information available pertaining to high school follow up comparing local data to state information.
3. Assessment is used to provide criteria for program improvement, ensure accountability, and examine program effectiveness.

HEALTH OCCUPATIONS STANDARDS

STANDARD 1

The Local Education Agency (Health Occupations Education Program) will provide learners with opportunities to gain employability and career skills.

Curricula will include components that develop task management skills, leadership skills, ethical practices, specific job skills, career education, lifelong learning, and related applied academic skills required for employment in one or more of, but not limited to, the following Health program areas:

- A. Therapeutics;**
- B. Diagnostics;**
- C. Information Services; and**
- D. Environmental Services.**

These skills will enhance the learner's opportunity to:

- A. Be a willing and motivated life long learner;
- B. Be a productive and contributing member of society;
- C. Understand how career areas impact the local, national, and global economies;
- D. Be prepared to articulate high school credits to post secondary educational opportunities; and
- E. Secure employment.

MEASURES

1. Curricula provide opportunities for learners to demonstrate specific skills, occupational knowledge, and interpersonal skills.
2. Curricula provide opportunities for learners to transfer academic skills to learning experiences as measured by industry skill standards, the Secretaries Commission on Achieving Necessary Skills (SCANS), and the Minnesota Graduation Standards.
3. Curricula include components that provide career exploration, preparation and, where appropriate, occupational specific skills.
4. Curricula provide opportunities for the student to develop an understanding of all aspects of the industry or business.
5. Curricula include new and emerging occupations for learners to consider.
6. Curricula provide opportunities for students with special needs to explore careers and develop employment skills.
7. Curricula provide opportunities for students to meet Minnesota Graduation Standards.
8. Curricula are delivered seamlessly through systems such as articulation agreements that provide learners (grades 9-14+) with transitions from secondary education to further education or employment.
9. Curricula provide the number and scope of Health career and technical course offerings that are appropriate for the size and location of the school.

STANDARD 2

The Local Education Agency will involve volunteer community/members/partnerships in an advisory capacity to:

- A. Assist in the planning, implementation and evaluation of programs;
- B. Assist learners in linking education and work-based or employment opportunities in the community, region and beyond;
- C. Provide learners with connections to the future after graduation; and
- D. Assist learners in understanding roles in the community, family relationships, and how to balance these roles and relationships with a career.

MEASURES

- 1. Volunteer community members/partnerships are an integral part of the process for the development of the program curricula.
- 2. Curricula provide opportunities for learners to interact with members of business, industry, labor, and community service organizations to explore plans for more education and/or a career.
- 3. Volunteer community members/partnerships lend support to the career and technical student organizations (e.g., Health Occupations Students of America - HOSA).

STANDARD 3

The Local Education Agency will encourage learners to develop long-range academic and career plans and personal portfolios.

MEASURES

- 1. Starting by the eighth grade, learners develop long-range academic and career plans.
- 2. Teachers and staff are trained to assist learners in developing long-range academic and career plans.
- 3. Curricula allow for developmentally appropriate activities in career awareness, career exploration, and transition from secondary education to further education and/or a career.
- 4. Parents/guardians and learners are aware of educational opportunities, labor market information, and learner interests and aptitudes when developing long-range academic and career plans.
- 5. A learner's personal portfolio consists of long-range academic plans and documentation and examples of skills and competencies developed. The learner chooses the content of his/her portfolio and includes representative 'best work' examples from courses and activities.
- 6. Seamless delivery systems exist which include articulation agreements that allow learners (grades 9-14+) to make transitions from secondary education to further education or employment.

STANDARD 4

The Local Education Agency will support the development of Health career and technical education curricula and teaching/learning techniques that are derived from:

- A. Knowledge and skills standards that reflect current National Health Care Skill Standards, consumer, business, industry and labor standards and trends,
- B. Promising/emerging practices and current research relating to:
 - school reform;
 - understanding learners' roles in the community, family relationships, and how to balance these roles and relationships with a career;
 - contextual teaching/learning strategies;
 - safety for the school laboratory and for work place activities; and
- C. The use of current technology.

MEASURES

- 1. Curricula for career and technical education programs reflect National Health Skill Standards, current consumer, business, industry and labor standards, as well as emerging trends.
- 2. Curricula encourage students to explore career webs including related careers in the field.
- 3. Curricula provide contextual learning experiences.
- 4. Curricula expose learners to modern equipment. Learning may take place in the school, community, or business/industry setting.
- 5. Curricula provide opportunities for students to meet Minnesota Academic Standards through Health Occupations Programs.
- 6. Curricula incorporate the SCANS skills.
- 7. Curricula are guided by occupational knowledge and skill standards.
- 8. Curricula contain appropriate safety education.
- 9. Teaching/learning practices are based on best practices and research in the areas of contextual learning and experiential programs.

STANDARD 5

The Local Education Agency will develop and maintain teaching/learning environments that will maximize learning for students selecting curricula in Career and Technical Education Programs.

MEASURES

- 1. Teaching/learning activities recognize and address varied learning styles and intelligences.
- 2. Student organizations (e.g., HOSA) are an integral part of the curricula through which learners gain leadership skills, team building skills, employability skills, interpersonal skills, and opportunities in service learning and volunteerism.
- 3. Learners understand the academic requirements of various occupations.

4. Class size is conducive to effective teaching/learning strategies and does not exceed reasonable standards for safety, space, and equipment.
5. The program maintains safe and clean facilities that meet federal, state, and industry standards and regulations.

STANDARD 6

The Local Education Agency supports a coordinated program of school-, work- and service-based learning opportunities including connecting activities (activities that link the school and community learning environments) and HOSA activities.

MEASURES

1. Programs provide work-based learning opportunities including but not limited to mentoring, paid and unpaid internships, job shadowing, work programs, and/or youth apprenticeships.
2. Proper documentation shows that students in work-based learning experiences comply with state and federal labor laws and industry regulations.
3. Programs provide learners with opportunities to participate in leadership development, community service, and volunteer activities.
4. Teachers/coordinators are provided adequate time to develop training stations and plans with business and industry.
5. Teachers/coordinators provide adequate training, support, communication, and information to work-based mentors, supervisors, and/or employers.
6. Teachers/coordinators are appropriately trained in supervision of work-based learning.
7. Teachers/coordinators/staff participate in personal, professional, and occupational improvement.

STANDARD 7

The Local Education Agency will provide equal access and necessary support to diverse and special populations to ensure participation in all components of career and technical education.

MEASURES

1. Continuous training and staff development in effective teaching/learning strategies for diverse and special populations are provided for program instructors and staff.
2. Efforts to attract and accommodate diverse and special populations are continuous.
3. Diverse and special populations are provided the support services necessary to be successful.
4. Provisions are made for time and resources for the supervision, guidance, and placement of special populations.
5. Curricula is developmentally appropriate and gender and culturally neutral.
6. Accommodations are provided and adaptations are made as needed.

STANDARD 8

The Local Education Agency will use appropriately licensed teachers that have met the Minnesota Board of Teaching licensure requirements for Health Occupations, Career and Technical Education Programs. The LEA will also have an approved Career and Technical (Vocational) Education Program Proposal on file with the Minnesota Department of Education.

MEASURES

1. Teachers in the Career and Technical Education Programs are appropriately licensed.
2. Continuous training and staff development in effective teaching/learning strategies are provided.
3. An approved Career and Technical (Vocational) Education Program Proposal is on file with the Minnesota Department of Education.
4. Community Experts or teachers operating under limited licenses or variances are given support and encouragement to obtain the necessary credentialing for full licensure.

STANDARD 9

The Local Education Agency will assess the degree of implementation of standards 1-8.

MEASURES

1. Assessment includes input from learners, parents/guardians, teachers, other school personnel, the volunteer community partnership, employers and the community in general.
2. Evaluation instruments are learner centered and:
 - reflect individual performance/competence,
 - are centered around academic and skills attainment, and
 - utilize information available pertaining to high school follow up comparing local data to state information.
3. Assessment is used to provide criteria to improve programs, ensure accountability, and examine program effectiveness.

Accreditation Boards

Minnesota Board of Nursing
2700 University Avenue West
St. Paul, MN 55114

Minnesota Board of Health
2700 University Avenue West
St Paul, MN 55114

Minnesota Board of Dentistry
2700 University Avenue West
St. Paul, MN 55114

References

National Health Care Skill Standards. Research and Development. San Francisco, CA 1995

SERVICE OCCUPATIONS EDUCATION

STANDARD 1

The Local Education Agency (Service Occupations Education Program) will provide learners with opportunities to gain employability and career skills. These skills, that may draw their knowledge base from Family and Consumer Sciences, will enhance the learner's opportunity to:

- A. Be a willing and motivated life long learner;
- B. Be a productive and contributing member of society;
- C. Understand how career areas impact the local, national, and global economies;
- D. Be prepared to articulate high school credits to post secondary educational opportunities; and
- E. Secure employment.

Curricula for the Service Occupations shall focus on one of the following career fields, and shall include school-based and work-based experiences emphasizing relevant job experiences, instruction in general and specific workplace competencies and all aspects of the industry.

- A. **Human Development Services** fields including, but not limited to:
 - Guidance and education careers from early childhood to elder care; and
 - Social services careers from aides to professionals in community and service agencies.
- B. **Food production and services/Hospitality/Tourism** fields including, but not limited to:
 - Cooks, bakers, chefs, food & beverage managers, purchasing agents, purveyors, service personnel, menu designer/writers, nutritionists, dietitians and dietary aides, etc. for restaurants and large volume feeding operations;
 - Convention and event/activities planners, recreation, leisure and wellness coordinators; and
 - Laundry, housekeepers, etc. for hospitals/nursing homes, hotel, motels, resorts, and the tourism industry.
- C. **Personal Service** fields including employees in the following careers, but not limited to:
 - Textiles and Apparel;
 - Housing, interiors, and furnishings; and
 - Grooming services.

MEASURES

1. Curricula provide the opportunities for learners to demonstrate specific technical skills, occupational knowledge, and interpersonal skills.
2. Curricula provide opportunities for learners to transfer academic skill to learning experiences as measured by industry skill standards, the Secretaries Commission on Achieving Necessary Skills (SCANS) reports, and the Minnesota Academic Standards.
3. Curricula include components that provide career exploration, preparation and, where appropriate, occupational specific skills.
4. Curricula provide opportunities for the student to develop an understanding of all aspects of the industry or business.
5. Curricula include new and emerging occupations for learners to consider.

6. Curricula provide opportunities for students with special needs to explore careers and develop employability skills.
7. Curricula provide opportunities for students to meet Minnesota Academic Standards.
8. Curricula are delivered seamlessly through systems such as articulation agreements that will provide learners (grades 9-14+) with transitions from secondary education to further education or employment.
9. Curricula provide the number and scope of Service Occupations course offerings that are appropriate for the size and location of the school.

STANDARD 2

The Local Education Agency will involve volunteer community partnerships including parents/guardians in an advisory capacity to:

- A. Assist in the planning, implementation and evaluation of programs;
- B. Assist learners in linking education and employment opportunities in the community, region and beyond;
- C. Provide learners with connections to the future after graduation; and
- D. Assist learners in understanding roles in the community, family relationships, and how to balance these roles and relationships with a career.

MEASURES

1. Volunteer community members/partnerships are an integral part of the process for the development of the program curricula.
2. Members of business, industry, labor and/or community organizations interact with students to explore plans for education and/or career development.
3. Volunteer community members/partnerships lend support to the career and technical student organizations.

STANDARD 3

The Local Education Agency will encourage learners to develop long-range academic and career plans and personal portfolios.

MEASURES

1. Learners develop long-range academic and career plans.
2. Teachers and staff are trained to assist learners in developing long-range academic and career plans.
3. Curricula allow for developmentally appropriate activities in career awareness, career exploration and transition from secondary education to further education and/or a career.

4. Parents/guardians and learners are aware of educational opportunities, labor market information and learner interests and aptitudes when developing long-range academic and career plans.
5. A learner's personal portfolio consists of long-range academic plans including documentation and examples of skills and competencies developed. The learner chooses the content of his/her portfolio and includes representative 'best work' examples from Service Occupations courses/activities/work experiences.
6. Seamless delivery systems exist, including articulation agreements, that allow learners (grades 10-14+) to make transitions from secondary education to further education or employment.

STANDARD 4

The Local Education Agency will support the development of Service Occupations education curricula and teaching/learning techniques that are derived from:

- A. Knowledge and skill standards that reflect current consumer, business, industry and labor standards and trends;
- B. Promising/emerging practices and current research relating to:
 - school reform,
 - understanding learners' roles in the community, family relationships and how to balance these roles and relationships with a career,
 - contextual teaching/learning strategies,
 - **teaching/learning strategies in personal safety for the school laboratory and for work place activities; and**
- C. The use of current technology.

MEASURES

1. Curricula for Service Occupations education programs reflect current consumer, business, industry and labor standards, as well as emerging trends.
2. Curricula encourage students to develop career fields and explore related career fields. The learner has an awareness of all aspects of a chosen industry or business.
3. Curricula provide contextual learning experiences.
4. Curricula expose learners to modern industry equipment. Learning may take place in the school, community or business/industry setting.
5. Curricula provide opportunities for students to meet Minnesota Academic Standards through Service Occupations Education Programs.
6. Curricula incorporate the SCANS skills.
7. Curricula are guided by occupational knowledge and skill standards.
8. Curricula contain appropriate personal and occupational safety education.
9. Teaching/learning practices are based on best practices and research in the areas of contextual learning and experiential programs.

STANDARD 5

The Local Education Agency will develop and maintain teaching/learning environments that will maximize learning for students selecting curricula in Service Occupations Education Programs.

MEASURES

1. Teaching/learning activities recognize and address varied learning styles and intelligences.
2. Learners are motivated to be life long learners and understand the relationships between career advancement and continuous learning.
3. Student organizations are an integral part of the curricula through which learners gain leadership, employability skills, interpersonal skills and opportunities in service learning and volunteerism.
4. Learners understand the academic and skill requirements of various occupations.
5. Class size is conducive to effective teaching/learning strategies and does not exceed reasonable standards for safety, space and equipment.
6. Equipment is comparable to current industry standards.
7. The program maintains safe and clean facilities that meet state, federal, and industry standards and regulations.

STANDARD 6

The Local Education Agency (Service Occupations Education Program) supports a coordinated program of school-, work- and service-based learning opportunities including connecting activities (activities that link the school and community learning environments) and FCCLA or HERO activities.

MEASURES

1. Programs provide work-based learning opportunities including but not limited to simulated work experience, mentoring, paid and unpaid internships, job shadowing, work experience programs, entrepreneurship, and/or youth apprenticeships.
2. Proper documentation shows that businesses comply with state and federal labor laws and industry regulations for students in work-based learning experiences.
3. Programs provide learners with the opportunities to participate in leadership development, community service, and volunteer activities through student organizations or classroom experiences.
4. Teachers/coordinators are provided adequate time to develop training sites/opportunities and plans with business and industry.
5. Teachers/coordinators provide adequate training, support, communication and information to work-based mentors, supervisors, and/or employers.
6. Teachers/coordinators are appropriately trained in supervision of work-based learning (e.g., training agreements and plans).
7. Teachers/coordinators/staff participate in personal, professional and occupational improvement.

STANDARD 7

The Local Education Agency will provide equal access and necessary support to diverse and special populations to ensure participation in all components of Service Occupations education.

MEASURES

1. Continuous training and staff development in effective teaching/learning strategies for diverse and special populations are provided for program instructors and staff.
2. Efforts to attract and accommodate diverse and special populations are ongoing.
3. Diverse and special populations and non-traditional learners are provided the necessary support services to be successful.
4. Provisions are made for additional time and resources needed for the supervision, guidance and placement of special populations.
5. Curricula are developmentally appropriate and gender and culturally neutral.
6. Accommodations are provided and adaptations are made as needed.

STANDARD 8

The Local Education Agency will use appropriately licensed teachers that have met the Minnesota Board of Teaching licensure requirements for Service Occupations Career and Technical Education Programs. The LEA will also have an approved Career and Technical (Vocational) Education Program Proposal on file with the Minnesota Department of Education.

MEASURES

1. Teachers in the Service Occupations Education Programs are appropriately licensed.
2. Continuous training and staff development in effective teaching/learning strategies are provided.
3. An approved Career and Technical (Vocational) Education Program Proposal is on file with the Minnesota Department of Education.
4. Community Experts or teachers operating under limited licenses or variances are given support and encouragement to obtain the necessary credentialing for full licensure.

STANDARD 9

The Local Education Agency will assess the degree of implementation of standards 1-8.

MEASURES

1. Assessment includes input from learners, parents/guardians, teachers, other school personnel, the volunteer community partnership, employers and the community in general.

2. Evaluation instruments are learner centered and:
 - reflect individual performance/competence,
 - are centered around academic and skills attainment, and
 - utilize information available pertaining to high school follow up comparing local data to state information.
3. Assessment is used to provide criteria for program improvement, ensure accountability, and examine program effectiveness.

RESOURCES

CEC/ACF cook/chef regulations

TECHNICAL CAREERS/OCCUPATIONS

STANDARD 1

The Local Education Agency (Technical Careers/Occupations Education Program) will provide learners with opportunities to gain employability and career skills. These skills will enhance the learner's opportunity to:

- A. Be a willing and motivated life long learner;
- B. Be a productive and contributing member of society;
- C. Understand, design, use, and maintain technical systems;
- D. Understand how technical career areas impact local, national, and global economies;
- E. Understand the environmental impact of technology;
- F. Be prepared to articulate high school credits to post secondary educational opportunities; and
- G. Be employable.

Curricula will include components that develop task management skills, the Secretaries Commission on Achieving Necessary Skills (SCANS), specific job skills, career selection skills, and related academic skills required for employment in one or more, but not limited to, the following Technical Careers program areas:

- A. **Communication and Information Technology:** design, send, receive, process, and maintain information systems;
- B. **Construction:** plan, design, maintain, and build structural systems;
- C. **Manufacturing:** use systems to produce products; and
- D. **Transportation:** use systems to move products, people, and materials.

MEASURES

1. Curricula provide opportunities for learners to demonstrate specific technical skills, occupational knowledge, and interpersonal skills.
2. Curricula provide opportunities for learners to transfer academic skills to technical learning experiences as measured by industry skill standards, the Secretaries Commission on Achieving Necessary Skills (SCANS) reports, and the Minnesota Academic Standards.
3. Curricula include components that provide career exploration, preparation and, where appropriate, occupational specific skills.
4. Curricula provide opportunities for students to develop an understanding of all aspects of the industry.
5. Curricula include new and emerging occupations for learners to consider.
6. Curricula provide opportunities for students with special needs to explore careers and gain employability skills.

7. Curricula are delivered seamlessly through systems such as articulation agreements that provide learners (grades 9-14+) with transitions from secondary education to further education or employment.
8. Curricula provide the number and scope of technical course offerings that are appropriate for the size and location of the school.

STANDARD 2

The Local Education Agency will involve volunteer community members/partnerships including parents/guardians in an advisory capacity to:

- A. Assist in the planning, implementation and evaluation of curriculum, equipment acquisitions, and other areas of need;
- B. Assist learners in linking education and work-based or employment opportunities in the community, region and beyond;
- C. Provide learners with connections to their futures after graduation;
- D. Assist learners in understanding their roles in the community, their relationships in the family and how to balance these roles and relationships with a career; and
- E. Provide support for and information about student organizations.

MEASURES

1. Volunteer community members/partnerships are an integral part of the process for the development of the program curricula.
2. Members from business, industry, labor, and community service organizations interact with students to explore plans for more education and/or a career.
3. Volunteer community members/partnerships lend support to the career and technical student organizations.

STANDARD 3

The Local Education Agency will encourage learners to develop long-range academic and career plans and personal portfolios.

MEASURES

1. Learners develop long-range academic and career plans.
2. Teachers and staff are trained to assist learners in developing long-range academic and career plans.
3. Curricula allow for developmentally appropriate activities in career awareness, career exploration and transition from secondary education to further education or a career.
4. Parents/guardians and learners are aware of educational opportunities, labor market information and learner interests and aptitudes when developing long-range academic and career plans.

5. A learner's personal portfolio consists of long-range academic plans, documentation of skills, and competencies developed. The learner chooses the content of his/her portfolio and includes representative 'best work' examples from courses and activities.
6. Seamless delivery systems, including articulation agreements, allow learners (grades 9-14+) to make transitions from secondary education to further education and/or employment.

STANDARD 4

The Local Education Agency will support the development of technical education curricula and teaching/learning techniques that are derived from:

- A. Knowledge and skills standards that reflect current and future consumer, business, industry and labor standards and trends,
- B. Promising/emerging practices and current research relating to:
 - school reform;
 - understanding learners' roles in the community, family relationships and how to balance these roles and relationships with a career;
 - contextual teaching/learning strategies;
 - teaching/learning strategies in personal safety for the school laboratory and for work place activities; and
- C. The use of current technology.

MEASURES

1. Curricula for career and technical education programs reflect current consumer, business, industry and labor standards, as well as, emerging trends.
2. Curricula encourage students to develop career fields including related careers in the field. The curricula expose learners to all aspects of a chosen industry or business.
3. Curricula provide contextual learning experiences.
4. Curricula expose learners to modern industry equipment. Learning may take place in the school, community or business/industry setting.
5. Curricula provide opportunities for students to meet the Minnesota Academic Standards through Technical Education Programs.
6. Curricula incorporate the SCANS skills.
7. Curricula are guided by occupational knowledge and skill standards.
8. Curricula contain appropriate safety education.
9. Teaching/learning practices are based on best practices and research in the areas of contextual learning and experiential programs.

STANDARD 5

The Local Education Agency will develop and maintain teaching/learning environments that will maximize learning for students selecting curricula in Career and Technical Education Programs.

MEASURES

1. Teaching/learning activities recognize and address varied learning styles and intelligences.
2. Student organizations are an integral part of the curricula through which learners gain leadership skills, team building skills, employability skills, interpersonal skills and opportunities in service learning and volunteerism.
3. Learners are motivated to be life long learners and understand the relationships between career advancement and continuous learning.
4. Learners understand the academic requirements of various occupations.
5. Class size is conducive to effective teaching/learning strategies and does not exceed reasonable standards for safety, space and equipment.
6. The program maintains safe and clean facilities that meet industry standards and regulations (OSHA).

STANDARD 6

The Local Education Agency supports a coordinated program of school-, work- and service-based learning opportunities including connecting activities (activities that link the school and community learning environments) and Skills USA/VICA activities.

MEASURES

1. Programs provide work-based learning opportunities including but not limited to: mentoring, paid and unpaid internships, job shadowing, work programs, and/or youth apprenticeships.
2. Proper documentation shows that students in work-based learning experiences comply with state and federal labor laws and business and industry regulations.
3. Programs provide learners the opportunity to participate in leadership development, community service, and volunteer activities.
4. Teachers/coordinators are provided adequate time to develop training stations and plans with business and industry.
5. Teachers/coordinators provide adequate training, support, communication and information to work-based mentors, supervisors, and employers.
6. Teachers/coordinators are appropriately trained in supervision of work-based learning (e.g., how to work with and prepare training agreement plans).
7. Teachers/coordinators/staff participate in personal, professional and occupational improvement.

STANDARD 7

The Local Education Agency will provide equal access and necessary support to diverse and special populations to ensure participation in all components of career and technical education.

MEASURES

1. Continuous training and staff development in effective teaching/learning strategies for diverse and special populations are provided for program instructors and staff.
2. Efforts to attract and accommodate diverse and special populations are ongoing.
3. Diverse and special populations are provided the necessary support services to be successful.
4. Provisions are made for additional time and resources for the supervision, guidance and placement of special populations.
5. Curricula is developmentally appropriate and gender and culturally neutral.
6. Accommodations are provided and adaptations are made as needed.

STANDARD 8

The Local Education Agency will use appropriately licensed teachers that have met the Minnesota Board of Teaching licensure requirements for Technical, Career and Technical Education Programs. The LEA will also have an approved Career and Technical (Vocational) Education Program Proposal on file with the Minnesota Department of Education.

MEASURES

1. Teachers in the Career and Technical Education Programs are appropriately licensed.
2. Continuous training and staff development in effective teaching/learning strategies are provided.
3. An approved Career and Technical (Vocational) Education Program Proposal form is on file with the Minnesota Department of Education.
4. Community Experts or teachers operating under limited licenses or variances are given support and encouragement to obtain the necessary credentialing for full licensure.

STANDARD 9

The Local Education Agency will assess the degree of implementation of standards 1-8.

MEASURES

1. Assessment includes input from learners, parents/guardians, teachers, other school personnel, the volunteer community partnership, employers and the community in general.
2. Evaluation instruments are learner centered and:
 - reflect individual performance/competence,
 - are centered around academic and skills attainment, and
 - utilize information available in statewide high school follow-up studies by comparing local data to state information.
3. Assessment is used to provide criteria for program improvement, ensure accountability, and examine program effectiveness.

WORK EXPERIENCE DISADVANTAGED

STANDARD 1

The Work Experience/Disadvantaged (WED) program exists to serve learners that may be identified as academically, socially, or economically disadvantaged. The Local Education Agency (Work Experience Disadvantaged Education Program) will provide learners with opportunities to gain employability and career skills.

These skills will enhance the learner's opportunity to:

- A. Be a willing and motivated life long learner;
- B. Be a productive and contributing member of society;
- C. Understand how career areas impact the local, national, and global economies;
- D. Be prepared to articulate high school credits to post secondary educational opportunities; and
- E. Be employable.

MEASURES

1. Curricula will provide opportunities for learners to demonstrate specific skills, occupational knowledge, and positive behaviors and attitudes.
2. Curricula will provide opportunities for learners to transfer academic skill to experiential learning as measured by industry skill standards, the Secretaries Commission on Achieving Necessary Skills (SCANS), and the Minnesota Academic Standards.
3. Curricula include components that provide career exploration/personal development, job seeking and job keeping skills, applied academic skills, task management skills (SCANS), occupational skills needed for entry level employment and, where appropriate, occupational specific skills through school-based and work-based instruction as appropriate for the learner. Credit may be earned for both school-based and work-based components.
4. Curricula provide opportunities for the student to develop an understanding of all aspects of the industry or business.
5. School-based seminar time related to the work-based experience is provided in a manner that supports the learning that occurs at the work site while addressing competencies needed to be successful in employment.
6. Curricula include new and emerging occupations for learners to consider.
7. Career and Technical Education Programs serve as an option for students to meet Minnesota Academic Standards.
8. Curricula include instruction articulated to educational options appropriate for the student such as internships, apprenticeships, Technical College, 2- and 4-year college, and other business and industry educational options.
9. The number of Work Experience Disadvantaged coordinators is appropriate for the school's enrollment and location.
10. Teacher coordinators must be provided adequate time to:
 - Work closely with employers regarding Federal, State, and local labor laws;
 - Develop cooperative training agreements and plans among the employer, student, parent, and the school;

- Develop cooperative business partnerships;
- Match training stations to the needs and interests of the learners;
- Supervise and evaluate activities;
- Orient and consult with the employer, parent(s)/guardian(s), and learners;
- Monitor academic progress and attendance;
- Advise on an individual basis;
- Advocate and consult on behalf of the student with other school staff (e.g., teachers, counselors, and administrators as appropriate to the individual student); and
- Utilize community resources relevant to the program.

STANDARD 2

The Local Education Agency will involve volunteer community members/partnerships including parents/guardians in an advisory capacity to:

- A. Assist in the planning, implementation and evaluation of programs,
- B. Assist learners in linking education and employment opportunities in the community, region and beyond,
- C. Provide learners with connections to the future after graduation, and
- D. Assist learners in understanding roles in the community, family relationships, and how to balance these roles and relationships with a career.

MEASURES

1. Volunteer community members/partnerships are an integral part of the process for the development of the program curricula.
2. Members of business, industry, labor and /or community organizations interact with students to explore plans for more education and/or career development.
3. The volunteer community members/partnerships lend support to the career and technical education students.

STANDARD 3

The Local Education Agency will provide opportunities for learners to develop long-range academic and career plans and personal portfolios.

MEASURES

1. Students develop personal portfolios that consist of long-range academic and career plans, documentation, and examples of skills and competencies developed by the students. Each learner chooses the content of his/her portfolio and includes representative ‘best work’ examples from courses and activities.
2. Teachers and staff are trained to assist learners in developing long-range academic and career plans.

3. Curricula allow for developmentally appropriate activities in career awareness, career exploration, and transition from secondary education to further education and/or future career options.
4. Parents/guardians and learners are aware of educational opportunities, labor market information, and learner interests and aptitudes when developing long-range academic and career plans.
5. Seamless delivery systems, including articulation agreements, allow learners (grades 9-14+) to make transitions from secondary education to further education or employment.

STANDARD 4

The Local Education Agency will support the development of career and technical education curricula and teaching/learning techniques that are derived from:

- A. Knowledge and skills standards that reflect current consumer, business, industry and labor standards and trends;
- B. Promising/emerging practices and current research relating to:
 - school reform;
 - understanding learners' roles in the community, family relationships, and how to balance these roles and relationships with a career;
 - contextual teaching/learning strategies;
 - safety for the school laboratory, experiential learning settings, and work place activities; and
- C. The use of current technology.

MEASURES

1. Curricula for career and technical education programs reflect current consumer, business, industry and labor standards as well as emerging trends.
2. Curricula encourage students to explore career fields including related careers in the field. The curricula expose the learner to all aspects of a chosen industry or business.
3. Curricula provide contextual learning experiences.
4. Curricula expose learners to modern industry equipment. Learning may take place in the school, community or business/industry settings.
5. Curricula provide, as an option, opportunities for students to meet Minnesota Academic Standards through Career and Technical Programs.
6. Curricula incorporate the SCANS skills.
7. Curricula are guided by occupational knowledge and skill standards.
8. Curricula contain appropriate safety education.
9. Teaching/learning practices are based on best practices and research in the areas of contextual learning and experiential programs.
10. Curricula will be equitable in the areas of gender, ethnicity, and disability for all programs including non-traditional occupations.

STANDARD 5

The Local Education Agency will develop and maintain teaching/learning environments that will maximize learning for students selecting curricula in Career and Technical Education Programs.

MEASURES

1. Teaching/learning activities recognize and address varied learning styles and intelligences.
2. Learners are encouraged to be life long learners and understand the relationships between career advancement and continuous learning.
3. Learners understand the academic requirements of various occupations and careers.
4. Class size is conducive to effective teaching/learning strategies and does not exceed reasonable standards for safety, space and equipment.
5. The program maintains safe and clean facilities that meet federal, state, and industry standards and regulations.
6. Adequate time is given for coordination that is essential for the safety of the student worker and the success of the program.
7. A signed written agreement between the learner, employer, instructor/coordinator, parent/guardian, and any support services is established for every learner.

STANDARD 6

The Local Education Agency supports a coordinated program of school-, work- and service-based learning opportunities including connecting activities (activities that link the school and community learning environments) and Career and Technical Student Organization activities, where appropriate.

MEASURES

1. Programs provide work-based learning opportunities including but not limited to: mentoring, paid and unpaid internships, job shadowing, work experience programs, and/or youth apprenticeships.
2. Proper documentation shows that businesses comply with state and federal labor laws and industry regulations for students in work-based learning experiences.
3. Programs provide learners with the opportunities to participate in leadership development, community service, and volunteer activities.
4. Teachers/coordinators are provided adequate time to develop training stations and plans with business and industry.
5. Teachers/coordinators provide adequate training, support, communication and information to work-based mentors, supervisors, and/or employers.
6. Teachers/coordinators are appropriately trained in supervision of work-based learning.
7. Teachers/coordinators/staff participate in personal, professional and occupational improvement.

STANDARD 7

The Local Education Agency will provide equal access and necessary support to diverse and special populations to ensure participation in all components of career and technical education.

MEASURES

1. Continuous training and staff development in effective teaching/learning strategies for diverse and special populations are provided for program instructors and staff.
2. Efforts to attract and accommodate diverse and special populations are continuous.
3. Diverse and special populations are provided the necessary support services to be successful.
4. Provisions are made for additional time and resources needed for the supervision, guidance and placement of special populations.
5. Curricula are developmentally appropriate and gender and culturally neutral.
6. Accommodations are provided and adaptations are made as needed.

STANDARD 8

The Local Education Agency will use appropriately licensed teachers that have met the Minnesota Board of Teaching licensure requirements for Career and Technical Education Programs. The LEA will also have an approved Career and Technical (Vocational) Education Program Proposal on file with the Minnesota Department of Education.

MEASURES

1. Teachers in the Career and Technical Education Programs are appropriately licensed as a Teacher/Coordinator of Work-Based Learning (effective September 1, 2001) or currently hold a Work Experience Disadvantaged license.
2. Teacher coordinator will meet or exceed licensure requirements.
3. Community Experts or teachers operating under limited licenses or variances are given support to obtain the necessary credentialing for a secondary vocational license.
4. Continuous training and staff development in effective teaching/learning strategies are provided.
5. An approved Career and Technical (Vocational) Education Program Proposal is on file with the Minnesota Department of Education.

STANDARD 9

The Local Education Agency will assess the degree of implementation of standards 1-8.

MEASURES

1. Assessment includes input from learners, parent/guardians, teachers, other school personnel, the volunteer community partnership, employers and the community in general.
2. Evaluation instruments are learner centered and:
 - reflect individual performance/competence,
 - are centered around academic and skills attainment, and
 - utilize information available pertaining to high school follow up comparing local data to state information.
3. Assessment is used to provide criteria for program improvement, ensure accountability, and examine program effectiveness.

WORK EXPERIENCE FOR STUDENTS WITH SPECIAL NEEDS

STANDARD 1

The following Career and Technical Education programs exist to serve learners:

- Work Experience/Career Exploration Program (WE/CEP) age 14-15 (may include students on an IEP and/or identified as academically or economically disadvantaged);
- Work Experience/Handicapped (WEH), age 16-21.

The Local Education Agency (Work Experience for Students with Special Needs Education Program) will provide learners with opportunities to gain employability and career skills.

These skills will enhance the learner's opportunity to:

- A. Be a willing and motivated life long learner;
- B. Be a productive and contributing member of society;
- C. Understand how career areas impact local, national, and global economies;
- D. Be prepared to articulate high school credits to post-secondary education; and
- E. Be employable.

MEASURES

1. Curricula provide opportunities for learners to demonstrate specific technical skills, occupational knowledge, and interpersonal skills.
2. Curricula provide opportunities for learners to transfer academic skills to learning experiences as measured by industry skill standards, the Secretaries Commission on Achieving Necessary Skills (SCANS) reports, and the Minnesota Academic Standards.
3. Curricula include school-based and work-based instruction and connecting activities as appropriate for the learner. Credit may be given for both school-based and work-based components.
4. Curricula include individualized components that provide career/personal development, job seeking and job keeping skills, applied academic skills, task management skills, and occupational skills needed for entry level employment.
5. Curricula provide opportunities for the student to develop an understanding of industry or business.
6. Curricula include new and emerging occupations for learners to consider.
7. Curricula provide opportunities for students to meet Minnesota Academic Standards.
8. Curricula are delivered seamlessly through systems such as articulation/interagency agreements that provide learners with transitions from secondary education to further education and/or employment.
9. Delivery of the curricula will be determined by assessment of the learner's needs and team recommendations (which must include the licensed Career and Technical Education teacher/coordinator).
10. Curricula will be delivered by a licensed Career and Technical Education teacher/coordinator. For students with an IEP, alternative methods of delivery are acceptable based on the recommendations of the IEP team. If an alternative method is used, the Career

and Technical Education teacher/coordinator will direct the design and implementation. The alternative delivery method will be documented in the IEP as an accommodation or modification (e.g., classroom in the community).

STANDARD 2

The Local Education Agency will involve volunteer community members/partnerships, including parents/guardians in an advisory capacity to:

- A. Assist in the planning, implementation and evaluation of programs,
- B. Assist learners in linking education and employment opportunities in the community, region and beyond,
- C. Provide learners with connections to the future after graduation, and
- D. Assist learners in understanding their roles in the community, their relationships in the family, and how to balance these roles and relationships with a career.

MEASURES

- 1. Curricula provide opportunities for learners to interact with members of business, industry, labor, and community service organizations to explore plans for on-going education and/or a career.
- 2. Volunteer community partnerships are an integral part of the process for the development of the program curricula.
- 3. The volunteer community partnerships (e.g., Youth councils, workforce centers/councils, Community Transition Interagency Committee, etc.) link learners with educational and employment opportunities in the community.

STANDARD 3

The Local Education Agency will provide learners with the tools to develop post secondary academic and career plans and personal portfolios.

MEASURES

- 1. Starting by the eighth grade, learners develop long-range academic and career plans.
- 2. Teachers and staff are trained to assist learners in developing long-range academic and career plans.
- 3. Curricula allow for developmentally appropriate activities in career awareness, career exploration, and transition from secondary education to further education and/or preparation for employment.
- 4. Parents/guardians and learners are provided information and awareness of educational opportunities, labor market information, and learner interests and aptitudes when developing long-range academic and career plans.

5. A learner's portfolio incorporates long-range post high school plans that include documentation and examples of skills and competencies developed. The learners choose the content of their portfolios and include representative 'best work' examples from courses and activities.
6. The number and scope of career and technical course offerings are appropriate for the size and location of the school.
7. Seamless delivery systems, including articulation/interagency agreements, allow learners (grades 9-14+) to make transitions from secondary education to further education and/or preparation for employment.

STANDARD 4

The Local Education Agency will support the development of career and technical education curricula and teaching/learning techniques that are derived from:

- A. Knowledge and skills standards that reflect current consumer, business, industry and labor standards and trends;
- B. Promising/emerging practices and current research relating to:
 - school reform;
 - understanding learners' roles in the community, family relationships, and how to balance these roles and relationships with a career;
 - contextual teaching/learning strategies;
 - safety for the school laboratory and for work place activities; and
- C. The use of current technology.

MEASURES

1. Curricula for career and technical education programs reflect current consumer, business, industry and labor standards as well as emerging trends.
2. Curricula encourage students to develop career fields including related careers in the field. The learner understands all aspects of a chosen industry or business.
3. Curricula provide contextual learning experiences.
4. Curricula expose learners to modern industry equipment. Learning may take place in the school, community or business/industry setting.
5. Curricula provide opportunities for students to meet Minnesota Academic Standards through Career and Technical Education Programs.
6. Curricula incorporate the SCANS skills.
7. Curricula are guided by occupational knowledge and skill standards.
8. Curricula contain appropriate safety education.
9. Teaching/learning practices are based on best practices and research in the areas of contextual learning and experiential programs.
10. Curricula will be gender, ethnicity, and disability fair for all programs including non-traditional occupations.

11. For students with an IEP, based on the recommendations of the IEP team, alternative curricula are acceptable as long as they meet the intent of the Work-Experience for Students with Special Needs programs.

STANDARD 5

The Local Education Agency will develop and maintain teaching/learning environments that will maximize learning for students selecting curricula in Career and Technical Education Programs.

MEASURES

1. Teaching/learning activities recognize and address varied learning styles and intelligences.
2. Learners are motivated to be life long learners and understand the relationships between career advancement and continuous learning.
3. Learners understand the academic requirements of various occupations.
4. Class size is conducive to effective teaching/learning strategies and does not exceed reasonable standards for safety, space and equipment. WE/CEP guidelines will be maintained as required by law.
5. The program maintains safe and clean facilities that meet state, federal, and industry standards and regulations.

STANDARD 6

The Local Education Agency supports a coordinated year-round program of school-, work-, and service-based learning opportunities including connecting activities (activities that link school and community learning environments).

MEASURES

1. Programs provide work-based learning opportunities including but not limited to mentoring, paid and unpaid internships, job shadowing, work programs, and/or youth apprenticeships.
2. Proper documentation shows that businesses comply with state and federal labor laws and industry regulations for students in work-based learning experiences.
3. Programs provide learners with the opportunity to participate in leadership development, community service, and volunteer activities.
4. Teachers/coordinators are provided adequate time to develop training stations and plans with business and industry.
5. Teachers/coordinators provide adequate training, support, communication and information to work-based mentors, supervisors and/or employers.
6. Teachers/coordinators are appropriately trained in supervision of work-based learning.
7. Teachers/coordinators/staff participate in personal, professional and occupational improvement.

8. Career and Technical Education teacher/coordinators are trained to work with learners with disabilities.
9. Career and Technical Education teacher/coordinators are trained to work with IEP transition planning.

STANDARD 7

The Local Education Agency will provide equal access and necessary support to diverse and special populations to ensure participation in all components of career and technical education.

MEASURES

1. Continuous training and staff development in effective teaching/learning strategies for diverse and special populations are provided for program instructors and staff.
2. Efforts to attract and accommodate diverse and special populations are ongoing.
3. Diverse and special populations are provided the necessary support services to be successful.
4. Provisions are made for additional time and resources needed for the supervision, guidance and placement of special populations.
5. Curricula is developmentally appropriate and gender and culturally neutral.
6. Accommodations are provided and adaptations are made as needed.

STANDARD 8

The Local Education Agency will use appropriately licensed teachers that have met the Minnesota Board of Teaching licensure requirements for Career and Technical Education Programs. The LEA will also have an approved Career and Technical (Vocational) Education Program Proposal on file with the Minnesota Department of Education.

MEASURES

1. Teachers in the Career and Technical Education Programs are appropriately licensed as teacher/coordinators of Work-Based Learning and are licensed in Special Education (effective September 1, 2001) or currently hold a Work Experience Handicapped license.
2. Continuous training and staff development in effective teaching/learning strategies are provided.
3. An approved Career and Technical (Vocational) Education Program Proposal is on file with the Minnesota Department of Education.
4. Community Experts or teachers operating under limited licenses or variances are given support and encouragement to obtain the necessary credentialing for full licensure.

STANDARD 9

The Local Education Agency will assess the degree of implementation of standards 1-8.

MEASURES

1. Assessment includes input from learners, parents/guardians, teachers, other school personnel, the volunteer community partnership, employers and the community in general.
2. Evaluation instruments are learner centered and:
 - reflect individual performance/competence,
 - are centered around academic and skills attainment, and
 - utilize information available pertaining to high school follow up comparing local data to state information.
3. Assessment is used to provide criteria for program improvement, ensure accountability, and to examine program effectiveness.

MULTIPLE AREA COOP; DIVERSIFIED OCCUPATIONS; INTERRELATED COOP.

STANDARD 1

The Local Education Agency (Diversified Occupations/Cooperative Education Program) will provide all learners with opportunities to gain employability and career skills. These skills will enhance the learner's opportunity to:

- A. Be a willing and motivated life long learner;
- B. Be a productive and contributing member of family and society;
- C. Understand how careers impact local, national, and global economies;
- D. Be prepared to articulate high school credits to post secondary educational opportunities; and
- E. Be employable.

MEASURES

- 1. Curricula for Diversified Programs will be individualized. They will include components that develop skill competencies related to stated career objectives, task management skills, job seeking and job keeping skills, career education, applied academic skills and career/personal development required for entry level employment.
- 2. The learner shall possess, or acquire concurrently, the necessary occupational skill competencies related to his/her stated career objective that are needed to be successfully employed.
- 3. Curricula will be developed with input from a community advisory committee.
- 4. Delivery of the curricula will be designed to include school-based instruction, work-based instruction and connecting activities as appropriate for the learner. Credit may be given for both school-based and work-based components.
- 5. Delivery of the curricula will be determined by an assessment of the learner's needs.
- 6. Delivery of the curricula will be by a licensed career and technical education teacher/coordinator.

STANDARD 2

Local Education Agencies will involve volunteer community members/partnerships, including parents/guardians, in an advisory capacity to:

- A. Assist in the planning, implementation, and evaluation of programs;
- B. Assist learners in linking education and employment opportunities in the community, region, and beyond;
- C. Provide learners with connections to the future after graduation; and
- D. Assist learners in understanding roles in the community, family relationships, and how to balance these roles and relationships with careers.

MEASURES

1. The Multiple Area Coop, Diversified Occupations, or Interrelated Coop program will utilize volunteer community partnerships. Representation on the committees will include students, parents, community service agencies, higher education and business/industry/labor.
2. The volunteer community partnership will provide ongoing assistance in the development, evaluation and updating of the curricula.

STANDARD 3

The Local Education Agency will encourage learners to develop long-range academic and career plans and personal portfolios.

MEASURES

1. Exploratory experiences should be incorporated into the curriculum. These experiences will provide learners with a knowledge base needed to develop appropriate goals for a personal career plan.
2. Plans should be made using information from vocational assessment processes that aid in identifying interests, abilities, and learning styles. These plans will be used for career development and instructional purposes.

STANDARD 4

The Local Education Agency will support the development of career and technical education curricula and teaching/learning techniques that are derived from:

- A. Knowledge and skills standards that reflect current consumer, business, industry and labor standards and trends;
- B. Promising/emerging practices and current research relating to:
 - school reform;
 - understanding learners' roles in the community, family relationships, and how to balance these roles and relationships with a career;
 - contextual teaching/learning strategies;
 - safety for the school laboratory, experiential learning settings, and work place activities; and
- C. The use of current technology.

MEASURES

1. Curricula for career and technical education programs reflect current consumer, business, industry and labor standards, as well as emerging trends.
2. The curriculum exposes learners to all aspects of a chosen industry or business.
3. Curricula provide contextual learning experiences.
4. Curricula expose learners to modern industry equipment. Learning may take place in the school, community or business/industry setting.

5. Curricula provide opportunities for students to meet the Minnesota Academic Standards through Career and Technical Education Programs.
6. Curricula incorporate the Secretaries Commission on Achieving Necessary Skills (SCANS).
7. Curricula are guided by occupational knowledge and skill standards.
8. Curricula contain appropriate safety education.
9. Teaching/learning practices are based on best practices and research in the areas of contextual learning and experiential programs.
10. Curricula will be gender, ethnicity and disability fair.

STANDARD 5

The Local Education Agency will develop and maintain teaching/learning environments that will maximize learning for students selecting curricula in Career and Technical Education Programs.

MEASURES

1. Curricula will provide assessment, instructional strategies and learning activities that are conducive to and accommodate individual learning styles.
2. Curricula will emphasize continuous learning and its relationship to career advancement and career opportunities.
3. Program size will be conducive to efficient teaching, coordinating, and learning.
4. Facilities will be maintained in a safe and clean condition and will be accessible.
5. Learning environment is gender, ethnicity and disability fair.

STANDARD 6

The Local Education Agency supports a coordinated program of school-, work- and service-based learning opportunities including connecting activities (activities that link the school and community learning environments) and Career and Technical Student Organization activities.

MEASURES

1. Diversified Occupations programs must have a work-based component. Work-based learning may occur in many settings including school, community, and work sites.
2. The program will ensure integration between work-, school-, and service-based learning.
3. Proper documentation shows that businesses comply with state and federal labor laws and industry regulations for students in work-based learning experiences.
4. Programs provide learners with the opportunities to participate in leadership development, community service, and volunteer activities through CTE or other Student Organizations.
5. Teachers/coordinators are appropriately trained in supervision of work-based learning.
6. Teachers/coordinators/staff participate in personal, professional and occupational improvement.
7. Work-based training stations will be adapted/modified according to the needs of the learner.

8. Teacher/coordinators must be provided with adequate time to:
 - develop training plans;
 - develop cooperating business partnerships;
 - match training stations to the needs and interest of the learners;
 - make visits to the training stations;
 - supervise and evaluate activities;
 - orient and consult with the employer, parent(s)/guardian(s) and learners;
 - consult with other school staff and other community resources relevant to the program; and
 - develop and maintain the volunteer community partnership.
9. A training plan will be developed for each learner using information from vocational assessment processes, which aid in identifying interests, abilities and learning styles. The training plans will be used for career development, instruction and learner performance assessment.
10. Teacher/coordinator will meet licensure requirements.

STANDARD 7

The Local Education Agency will provide equal access and necessary support to diverse and special populations to ensure participation in all components of career and technical education.

MEASURES

1. Learners eligible for the Multiple Area Coop, Diversified Occupations, or Interrelated Coop program are those who are at least 16 years old.
2. Continuous training and staff development in effective teaching/learning strategies are provided for program instructors and staff.
3. Efforts to attract and accommodate diverse and special populations are continuous.
4. Diverse and special populations are provided the necessary support services to be successful.
5. Provisions are made for additional time and resources needed for the supervision, guidance and placement of special populations.
6. Curricula are developmentally appropriate and gender and culturally neutral.
7. Accommodations are provided and adaptations are made as needed.

STANDARD 8

The Local Education Agency will use appropriately licensed teachers that have met the Minnesota Board of Teaching licensure requirements for Career and Technical Education Programs. The LEA will also have an approved Career and Technical (Vocational) Education Program Proposal on file with the Minnesota Department of Education.

MEASURES

1. Teachers in the Career and Technical Education Programs are appropriately licensed in one of the major career fields.
2. Teacher coordinator will meet licensure requirements.
3. Community Experts and teachers operating under limited licenses and variances are given support to obtain the necessary credentialing for a secondary vocational license.
4. Continuous training and staff development in effective teaching/learning strategies are provided.
5. An approved Career and Technical (Vocational) Education Program Proposal is on file with the Minnesota Department of Education.

STANDARD 9

The Local Education Agency will assess the degree of implementation of standards 1-8.

MEASURES

1. Assessment includes input from learners, parent/guardians, teachers, other school personnel, the volunteer community partnership, employers and the community in general.
2. Evaluation instruments are learner centered and:
 - reflect individual performance/competence,
 - are centered around academic and skills attainment, and
 - utilize information available pertaining to high school follow up comparing local data to state information.
3. Assessment is used to provide criteria for program improvement, ensure accountability, and examine program effectiveness.
4. A detailed, formal self-assessment of the program will be conducted at least once every five years.

ACCOMMODATION SPECIALIST

STANDARD 1

The Local Education Agency will coordinate activities and design individual programs that provide learners with disabilities opportunities to gain employability and career skills.

These skills will enhance the learner's opportunity to:

- A. Be a willing and motivated life long learner;
- B. Be a productive and contributing member of society;
- C. Understand how career areas impact local, national, and global economies;
- D. Be prepared to articulate high school credits to post-secondary education; and
- E. Be employable.

MEASURES

1. Curriculum and instruction is modified or adapted to meet individual needs of learners with disabilities.
2. Learners with disabilities productivity data is compiled and reported.
3. Teaching and learning strategies are used to accommodate learning styles of learners with disabilities.
4. Learner's skills are assessed and documented.
5. Professional development activities to enhance understanding of learners with disabilities are provided for CTE faculty.
6. Laws and rules regarding education and employment of learners with disabilities are followed.
7. Curricula provide opportunities to demonstrate specific technical skills, occupational knowledge, and interpersonal skills.
8. Curricula provide opportunities for learners to transfer academic skills to learning experiences as measured by industry skill standards, the Secretaries Commission on Achieving Necessary Skills (SCANS) reports, and the Minnesota Academic Standards.
9. Curricula include school-based and work-based instruction and connecting activities as appropriate for the learner. Credit will be given for both school-based and work-based components.
10. Curricula include individualized components that provide career/personal development, job seeking and job keeping skills, applied academic skills, task management skills, and occupational skills needed for entry-level employment.
11. Curricula provide opportunities for the student to develop an understanding of industry and business.
12. Curricula include new and emerging occupations for learners to consider.
13. Curricula provide opportunities for students to meet Minnesota Academic Standards.
14. Curricula are delivered seamlessly through systems such as articulation/interagency agreements that provide learners with transitions from secondary education to further education and/or employment.

15. Delivery of the curricula will be determined by assessment of the learner's needs and team recommendations
16. Licensed Career and Technical Education teachers deliver curricula.

STANDARD 2

The Local Education Agency will involve volunteer community members/partnerships, including parents/guardians in an advisory capacity to:

- A. Assist in the planning, implementation and evaluation of programs,
- B. Assist learners in linking education and employment opportunities in the community, region and beyond,
- C. Provide learners with connections to the future after graduation, and
- D. Assist learners in understanding roles in the community, their relationships in the family, and how to balance these roles and relationships with a career.

MEASURES

1. Productivity data regarding students with disabilities are compiled and appropriately reported to advisory groups to address program improvement concerns.
2. Collaborative relationships are maintained with families of learners with disabilities, community agencies, business and labor and others that support vocational education of learners with disabilities.
3. Curricula provide opportunities for learners to interact with members of business, industry, labor, and community service organizations to explore plans for on-going education and/or a career.
4. Volunteer community partnerships are an integral part of the process for the development of the program curricula.

STANDARD 3

The Local Education Agency will provide learners with the tools to develop post secondary academic and career plans and personal portfolios.

MEASURES

1. Work place accommodations for learners with disabilities are identified.
2. Collaborative relationships with community agencies, businesses and other support groups are organized around the needs of the students with disabilities.
3. By age fourteen, learners with disabilities will develop long-range academic and career plans.
4. Teachers and staff assist learners with disabilities to develop long-range academic and career plans.

5. Developmentally appropriate activities are provided in career awareness, career exploration, and transition from secondary education to further education and/or preparation for employment.
6. Parents/guardians and learners are provided information and awareness of educational opportunities, labor market information, and learner interests and aptitudes when developing long-range academic plans.
7. A learner's portfolio consists of long-range post high school plans that include documentation and examples of skills, and competencies developed. Seamless delivery systems, including articulation/interagency agreements, allow learners (grades 9-14+) to make transitions from secondary education to further education and/or employment.

STANDARD 4

The Local Education Agency will support the development of career and technical education curricula and teaching/learning techniques that are derived from:

- A. Knowledge and skills standards that reflect current consumer, business, industry and labor standards and trends;
- B. Promising/emerging practices and current research relating to:
 - school reform;
 - understanding learners' roles in the community, family relationships, and how to balance these roles and relationships with careers;
 - contextual teaching/learning strategies;
 - safety for the school laboratory and for work place activities; and
- C. The use of current technology.

MEASURES

1. Curricula is adapted to meet needs of learners with disabilities.
2. Development of self-advocacy skills is included in career and technical education programs.
3. Curricula for career and technical education programs reflect current consumer, business, industry and labor standards as well as emerging trends.
4. Curricula encourage students to develop career fields including related careers in the field. The learner understands all aspects of a chosen industry or business.
5. Curricula provide contextual learning experiences.
6. Curricula expose learners to modern industry equipment. Learning may take place in the school, community or business/industry setting.
7. Curricula provide opportunities for students to meet Minnesota Academic Standards through Career and Technical Education Programs.
8. Curricula incorporate the SCANS skills.
9. Curricula are guided by occupational knowledge and skill standards.
10. Curricula contain appropriate safety education.
11. Teaching/learning practices are based on best practices, and research in the areas of contextual learning and alternative teaching strategies.

12. Curricula will be gender, ethnicity, and disability fair for all programs including non-traditional occupations.
13. For students with an IEP, based on the recommendations of the IEP team, alternative curricula are acceptable as long as they meet the intent of the Accommodations Specialist program.

STANDARD 5

The Local Education Agency will develop and maintain teaching/learning environments that will maximize learning for students selecting curricula in Career and Technical Education Programs.

MEASURES

1. Assistive technologies and resources are used for educational and vocational accommodations.
2. Appropriate educational methodology is used to assess and document learner's skills.
3. Teaching/learning activities recognize and address varied learning styles and intelligences.
4. Learners are motivated to be life long learners and understand the relationships between career advancement and continuous learning.
5. Learners understand the academic requirements of various occupations.
6. Class size is conducive to effective teaching/learning strategies and does not exceed reasonable standards for safety, space and equipment. WE/CEP guidelines will be maintained as required by law.
7. The program maintains safe and clean facilities that meet state, federal, and industry standards and regulations.

STANDARD 6

The Local Education Agency supports a coordinated year-round program of school-, work-, and service-based learning opportunities including connecting activities (activities that link school and community learning environments).

MEASURES

1. Programs provide work-based learning opportunities including but not limited to mentoring, paid and unpaid internships, job shadowing, work programs, and/or youth apprenticeships.
2. Proper documentation shows that businesses comply with state and federal labor laws and industry regulations when students are in work-based learning experiences.
3. Programs provide learners with the opportunity to participate in leadership development, community service, and volunteer activities.
4. Career and Technical Education Accommodation Specialists are trained to work with learners with disabilities.

5. Career and Technical Education Accommodation Specialists are trained to work with IEP transition planning.

STANDARD 7

The Local Education Agency will provide equal access and necessary support to diverse and special populations to ensure their participation in all components of career and technical education.

MEASURES

1. Continuous training and staff development in effective teaching/learning strategies for diverse and special populations are provided for program instructors and staff.
2. Efforts to attract and accommodate diverse and special populations are ongoing.
3. Diverse and special populations are provided the necessary support services to be successful.
4. Provisions are made for additional time and resources needed for the supervision, guidance and placement of special populations.
5. Curricula is developmentally appropriate and gender and culturally neutral.
6. Accommodations are provided and adaptations are made as needed.

STANDARD 8

The Local Education Agency will use appropriately licensed teachers that have met the Minnesota Board of Teaching licensure requirements for Career and Technical Education Programs. The LEA will also have an approved Career and Technical (Vocational) Education Program Proposal on file with the Minnesota Department of Education.

MEASURES

1. Teachers in the Career and Technical Education Programs are appropriately licensed.
2. Continuous training and staff development in effective teaching/learning strategies are provided.
3. An approved Career and Technical (Vocational) Education Program Proposal is on file with the Minnesota Department of Education.
4. Community Experts and teachers operating under limited licenses or variances are given support and encouragement to obtain the necessary credentialing for full licensure.

STANDARD 9

The Local Education Agency will assess the degree of implementation of standards 1-8.

MEASURES

1. Assessment includes input from learners, parents/guardians, teachers, other school personnel, the volunteer community partnership, employers and the community in general.
2. Evaluation instruments are learner centered and:
 - reflect individual performance/competence,
 - are centered around academic and skills attainment, and
 - utilize information available pertaining to high school follow up comparing local data to state information.
3. Assessment is used to provide criteria for program improvement, ensure accountability, and to examine program effectiveness.