

# Trade and Industry Program Approval Guide

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## Questions?

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651-582-8677



## TAB 1 – COVER PAGE

### STEPS

1. **CTE Program Name (Row 3):** 17 – Trade & Industry
2. **Program Code (Row 4):** Enter one of the following:
  - a. **171000** – Construction Careers
  - b. **171710** – Manufacturing Careers
  - c. **170302** – Transportation Careers
  - d. **170400** – Aviation Careers
  - e. **171502** – Communication Technology Careers
  - f. **171512** – Computer Science/Information Technology Careers
3. **District Name (Row 7):** ISD (Independent School District) name.
4. **District Number (Row 8):** Your four-digit district code, following by the district type code.
5. **Contact Information (Row 9, 10, 11, 12, and 13):** Provide information for both your district administration (i.e., superintendent) and document preparer (i.e., *Trade & Industry teacher*).
6. **Signatures (Row 15):** Insert superintendent signature (i.e., *Insert: Picture*) and date.  
 Special education director only required for 00: Admin – WBL programs.

Needs Edits/Not Approved	Approved	Notes
- Issue with tab one contact information or signatures	- Full contact information. - Signed by admin.	

### Example

Career and Technical Education Secondary Program Approval ED-02335-04	Career and Technical Education 1500 Highway 36 West Roseville, MN 55113-4266	
Electronic submission is required. Please submit using the file name: <i>CTE Program Approval [Your District Number and Program Name]</i> .		
CTE Program Name: <i>(for Program Names, see Rows 19-24 within the "Directions and Checklist" worksheet)</i>	17 Trade & Industry	
Program Code(s) (6-digit code from Table C): (Please list all Program Codes being submitted within this form (e.g., 170302, 171000, 171710, etc.).)	170302, 171000, 171502, 171710	
New Program (Yes/No)	No	
Date Submitted:	9/1/2021	
District Name:	Lake Wobegon Public Schools	
District Number:	0651	
District Type	01	
District Contact Person (see notes):	Dr. Jane Doe, Superintendent/Mr. John Q. Public	
Address:	12234 First Street	
City, State, Zip:	Lake Wobegon, MN 55500	
Phone and Extension:	651-555-1234	
E-mail:	jdoe@lakewobegon.k12.mn.us; jqpublic@lakewobegon.k12.mn.us	
I hereby verify that the information provided is true and correct, and that the enclosed supporting information accurately portrays the proposed program. Upon request, the LEA shall supply program data necessary for program management, improvement, evaluation, and federal/state reporting (Minnesota Statutes, 124D.452).		
	9/1/2021	
Signature - Secondary Superintendent or Licensed CTE Program Director (000110)		(Date MM/DD/YY)

## TAB 2 – PROGRAM DESIGN

### STEPS

1. **Student Leadership: CTSO (Row 2):** If your school has a chartered chapter with SkillsUSA MN, mark SkillsUSA. If you lead another CTSO at your school (*note: this is uncommon*), provide details on how this aligns with your Trade & Industry program in question three.
2. **Student Leadership: Activities (Row 11):** Describe leadership activities provided to your students – either through the CTSO or alternative options. Provide details about those experiences.
3. **Career Exploration and Experiential Learning (Row 14):** Describe the number and types of career exploration or experiential learning activities offered in your programs. Provide details about those experiences.
4. **Safety (Row 17):** Please provide a description of the safety instruction included within the program.

Needs Edits/Not Approved	Approved	Notes
<ul style="list-style-type: none"> <li>- CTSO or student leadership unclear.</li> <li>- Marks another CTSO (FFA or FCCLA) but is unclear if the instructor is an advisor or what the programming looks like.</li> </ul>	<ul style="list-style-type: none"> <li>- CTSO chartered with the state SkillsUSA and active OR leadership embedded into curriculum across all courses and accessible to all students.</li> </ul>	<p>T&amp;I programs have alternative student leadership opportunities that qualify – SuperMileage, FIRST or VEX robotics, Engineering Challenges, etc.</p>
<ul style="list-style-type: none"> <li>- Student leadership is not accessible to ALL students (e.g., one school provides it, no clear plan how other students have access).</li> </ul>	<ul style="list-style-type: none"> <li>- Includes at least some of the following:                             <ul style="list-style-type: none"> <li>- Leadership, activities or career dev., service learning, literacy projects, or leadership experiential learning.</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>- No evidence of safety instruction.</li> </ul>	<ul style="list-style-type: none"> <li>- Safety instruction is included in syllabi or safety handbook was submitted.</li> </ul>	

## Example

	<b>Directions: Please read and provide applicable rationale for EACH of the FOUR sections listed below. Place an "x" on the appropriate lines for items 1 and provide narrative for items 2, 3 and 4. This tab is based on Rule 3505.2550 subpart 6.</b>
1)	<b>Student Leadership: Career and Technical Student Leadership Organizations (CTSOs)</b> <b>Which, if any, of the following Career and Technical Student Leadership Organizations (CTSOs) are currently being offered in association with your program? Definition:</b> Career and Technical Student Organizations (CTSO) are authorized by the U.S. Congress in the Strengthening Career and Technical Education for the 21st Century Act. These national organizations extend teaching and learning through innovative programs, business and community partnerships and leadership experiences at the school, state and national levels. CTOS work to address key challenges in workforce development, student achievement, economic vitality and global competitiveness; and equip students for leadership role in preparation to meet these challenges with fresh solutions. For more information on CTOS's please visit, <a href="http://www.ctsos.org/">http://www.ctsos.org/</a>
	<input type="checkbox"/> BPA, Business Professional of America
	<input type="checkbox"/> DECA, Distributive Education Clubs of America
	<input type="checkbox"/> FCCLA, Family Career and Community Leaders of America
	<input type="checkbox"/> FFA
	<input type="checkbox"/> HOSA-Future Health Professionals
	<input checked="" type="checkbox"/> SkillsUSA
	<input type="checkbox"/> None of the above
2)	<b>Student Leadership: Specific Leadership Skills Developed (Minn. R. 3505.2550 Subp. 6. Students have access to leadership development opportunities through student organizations or other means).</b> Please provide a description in the box below of the leadership activities embedded in your program. Examples may include: competitions, officer positions, partnerships with business and industry, peer education training, community service, and student-led leadership activities. If examples are included in your submitted syllabi, please note "See syllabi" in the section below.
	Students involved in the SkillsUSA and the Lake Wobegon Supermileage Team have many leadership opportunities throughout the year. The Supermileage team is a student-driven team. Students are in charge of making the decisions, going out and making connections with business and industry to obtain sponsorships, promoting the team through presentations, and setting up work schedules. The returning students act as peer mentors to the younger, newer team members.
	In addition, Joe is the advisor for our Industrial Technology Club. This is a student-run club that meets throughout the year. The students use these meeting times to explore possibilities of shop projects and also to take leadership in what they would like to see for equipment, curriculum, and tools in the classroom. They also decide what kind of service learning or community service projects they will pursue during the year.

Sample of Program Design page 2

## EXAMPLE continued

3)	<b>Career Exploration and Experiential Learning (Minn. R. 3505.2550 Subp. 6. The program shall provide opportunities for career awareness, career exploration, and career preparation; Students have access to work-based learning opportunities and, where utilized, such activities are guided by training agreements and training plans).</b> Please provide a description in the box below of the career development and experiential learning activities embedded in your program. Examples may include: industry tours; industry speakers; job shadowing; career research portfolios; career fairs; and participation in business/industry organization events. If examples are included in your submitted syllabi, please note "See syllabi" in the section below.
	Students in our Trade & Industry programs have opportunities for job shadows and internships that are arranged with help from our Advisory Committee. In addition, classroom speakers & industry tours are arranged with our local Chamber of Commerce and with the Rotary Club for all the program areas.
4)	<b>Safety (Minn. R. 3505.2550 Subp. 6. Safety instruction is based on federal, state, and local health and safety laws, regulations, and policies).</b> Please provide a description in the box below of the safety instruction included within the program. Examples may include: lessons on federal, state, and local health and safety laws, safety checklists/manual, or related industry-recognized credential such as OSHA10 or ServSafe. If examples are included in your submitted syllabi, please note "See syllabi" in the section below.
	Students must pass all safety tests at 100% pertaining to equipment and tools being used. Students must wear Personal Protective Equipment (PPE) when working in lab or shop facilities. Students are required to report any instances of unsafe behavior to the instructor immediately. Students must demonstrate safe practices to the instructor on all equipment and tools before using on their own.

Sample of Program Design page 2 continued

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## TAB 3 – TEACHER INFORMATION

### STEPS

- 1. Teacher Information (Cols. A, B, C, E, and F):** Enter the teacher’s last and first name, building site or sites (*the district name is not specific enough*), phone number, and email address.
- 2. Teacher Licensure (Col. D):** Enter the teacher’s six-digit file folder number for their teaching license. Schools may only list Trade & Industry teachers with a CTE license or one of the vocational licenses (*check Table C for eligible licenses*) on the application, or those with an out-of-field permission (OFP). Notify MDE each time there is a teacher addition, reduction, or change.

**Technical Education (100100) or Industrial Arts (100000) licenses do not qualify as CTE licenses.**

Needs Edits/Not Approved	Approved	Notes
- Teacher(s) not CTE licensed	- Teacher(s) CTE licensed OR Out of Field Permission (OFP)	

### EXAMPLE

Teacher: Last name	Teacher: First name	Name of building location(s) where teacher works	License Information: (six-digit) Teacher File Folder #	Teacher: phone <i>and</i> extension	Teacher: email	MDE Office I Function Cod
Public	John	Lake Wobegon High School	123456	651-555-1234 x101	<a href="mailto:jpublic@lakewobegon.k12.mn.us">jpublic@lakewobegon.k12.mn.us</a>	
Major	Mary	Lake Wobegon High School	234567	651-555-1234 x122	<a href="mailto:mmajor@lakewobegon.k12.mn.us">mmajor@lakewobegon.k12.mn.us</a>	
Doaks	Joe	Lake Wobegon High School	345678	651-555-1234 x123	<a href="mailto:jdoaks@lakewobegon.k12.mn.us">jdoaks@lakewobegon.k12.mn.us</a>	
Yoe	Yvonne	Lake Wobegon High School	456789	651-555-1234 x121	<a href="mailto:yyoe@lakewobegon.k12.mn.us">yyoe@lakewobegon.k12.mn.us</a>	

Sample of Teacher Information page 2

Below is a chart of the Trade & Industry program codes and the eligible CTE or vocational license codes:

Program Code	Construction (171000)	Manufacturing (171710)	Transportation (170302)	Aviation (170400)	Communication Technology (171502)	Information Technology (171512)
<b>License Codes</b>	<b>300100</b>	<b>300200</b>	<b>300700</b>	<b>300700</b>	<b>300000</b>	<b>300000</b>
	171000	171710	170301	170400	171500	171500
	171016	171720	170302		171510	
		172300	170303		171515	
		172302			171900	
		172306				
		172350				

**PELSB License Lookup** - <https://public.education.mn.gov/LicenseLookup/educator/search>

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## TAB 4 – DISTRICT CTE COURSES

### STEPS

1. **District Information (Cols. A, B, C, and D):** District number, type, name, and building site (columns A through D) should match tab 1 cover page and tab 3 teacher information. District number and type are automatically filled from cover page.
2. **Course Names (Col. E):** Course titles can be anything you want (*local control*), but MDE will reject titles including content areas outside of T&I licensure (*Ag Welding/Mechanics, AP Art & Design*). MDE cannot approve a Girls-Only course because it is in violation of Title IX - [Title IX Gender Equity in CTE](#). The title needs to be changed or additional information describing equity needs to be added to the syllabus.
3. **Program Code (Col. F):** Enter the code on tab 1.
4. **Course Codes (Col. G):** Click the link to view Table C and navigate to the Trade & Industry program areas. Match each course syllabus to a course code, based on the content in the syllabus and the course description provided in Table C.
  - a. For capstone courses with under 40 hours of work for students, schools need to code them to 91.
  - b. For capstone courses with over 40 hours of work for students, schools need to code them to either program code 179090 or 179095. Teacher also needs to have a WBL (16000) endorsement.
5. **Teacher Names (Cols. H and I):** Enter all instructors who teach the course on separate lines.
6. **Credit Equivalencies (Col. J):** Identify if the credit fulfills graduation requirements and standards for science, art, or math.
7. **Concurrent Enrollment or Articulated Agreements (Col. K):** Identify if the course is articulated with a postsecondary institution, concurrently enrolled at a postsecondary institution, or is a PLTW course.
8. **Postsecondary Articulation (Col. M):** Identify the college or colleges for which students earn credit, if the school has articulated the course with a postsecondary institution.

Needs Edits/Not Approved	Approved	Notes
- Programs not coded correctly based on course alignment.	- Programs coded correctly based on inclusion of career exploration as identified in local standards.	Programs must integrate broad career exploration elements within courses or at least one course (i.e. Engineering or Art programs)
- Courses not coded correctly based on content.	- Courses coded correctly based on content, objectives, and standards in the syllabi.	A program cannot have just one course. Two courses cannot share the same code. Each course must have a unique code based on content.
- Courses not coded correctly based on content.	- Courses coded correctly based on content to the proper program area.	If using 179090 or 179095, must meet the seminar requirements and provide appropriate documentation (i.e., training agreements, legal requirements, workplace safety, recordkeeping).
- T&I courses identified as earning articulated or concurrent credit do not list the post-secondary institution.	- Courses identified as earning articulated or concurrent credit list the post-secondary institution or institutions.	

**TAB 4 – COURSES Continued**

**EXAMPLE**

District Number	District Type (ISD=01)	District Name	School Building Name	Course Name (as listed in your own District's catalog and your course syllabus) (One course name per line ONLY)	Program Code (six-digit program code from Table C)	Course Code (two-digit course codes from Table C) (One course number per line)	Teacher of Record: Last name (One name per line ONLY)	Teacher of Record: First name (One name per line ONLY)
0000	01	Example	Building Name 1	This is Not correct	090101	01	Teacher 1, Teacher 2	Teacher 1, Teacher 2
0000	01	Example	Building Name 1	This is Not correct	090101	01, 02	Teacher 1, Teacher 2	Teacher 1, Teacher 2
0000	01	Example	Building Name 1	This is correct	090101	01	Teacher 1	Teacher 1
0000	01	Example	Building Name 2	This is correct	090101	01	Teacher 2	Teacher 2
<b>Enter information beginning in Row 7</b>								
0651	01	Lake Wobegon Public Schools	Lake Wobegon High School	Intro to Industrial Technology	170302	10	Public	John Q
0651	01	Lake Wobegon Public Schools	Lake Wobegon High School	Small Engines	170302	20	Public	John Q
0651	01	Lake Wobegon Public Schools	Lake Wobegon High School	Auto Service	170302	30	Public	John Q
0651	01	Lake Wobegon Public Schools	Lake Wobegon High School	Auto Mechanics	170302	31	Public	John Q
0651	01	Lake Wobegon Public Schools	Lake Wobegon High School	Recreational Service & Repair	170302	42	Public	John Q
0651	01	Lake Wobegon Public Schools	Lake Wobegon High School	Intro to Industrial Technology	171000	10	Majors	Mary
0651	01	Lake Wobegon Public Schools	Lake Wobegon High School	Drafting	171000	22	Majors	Mary
0651	01	Lake Wobegon Public Schools	Lake Wobegon High School	Construction Careers	171000	30	Majors	Mary
0651	01	Lake Wobegon Public Schools	Lake Wobegon High School	Construction Careers	171000	30	Doaks	Joe
0651	01	Lake Wobegon Public Schools	Lake Wobegon High School	Woodworking 1	171000	50	Majors	Mary
0651	01	Lake Wobegon Public Schools	Lake Wobegon High School	Woodworking 2	171000	51	Majors	Mary
0651	01	Lake Wobegon Public Schools	Lake Wobegon High School	Intro to Engineering Design	171502	02	Yoe	Yvonne
0651	01	Lake Wobegon Public Schools	Lake Wobegon High School	Beginning Graphic Design	171502	51	Yoe	Yvonne
0651	01	Lake Wobegon Public Schools	Lake Wobegon High School	Advanced Graphic Design	171502	52	Yoe	Yvonne
0651	01	Lake Wobegon Public Schools	Lake Wobegon High School	Digital Media	171502	60	Yoe	Yvonne
0651	01	Lake Wobegon Public Schools	Lake Wobegon High School	Robotics	171502	87	Yoe	Yvonne
0651	01	Lake Wobegon Public Schools	Lake Wobegon High School	Welding 1	171710	30	Doaks	Joe
0651	01	Lake Wobegon Public Schools	Lake Wobegon High School	Welding 2	171710	31	Doaks	Joe
0651	01	Lake Wobegon Public Schools	Lake Wobegon High School	Welding 3	171710	32	Doaks	Joe
0651	01	Lake Wobegon Public Schools	Lake Wobegon High School	Machining	171710	40	Doaks	Joe
0651	01	Lake Wobegon Public Schools	Lake Wobegon High School	Robotics	171710	64	Doaks	Joe

Course Code (two-digit course codes from Table C) (One course number per line)	Teacher of Record: Last name (One name per line ONLY)	Teacher of Record: First name (One name per line ONLY)	For this CTE course, the district awards credit towards graduation for: Art, Economics, Math, Science-Chemistry, Science-Elective, or Science-Physics.	This CTE Course is a(n): <b>Advanced Placement, International Baccalaureate, Articulated Credit, Concurrent Enrollment, or CIS.</b>	If applicable, list the Name of the Postsecondary Institution where the (Articulated, Concurrent, or CIS) opportunity is available:
01	Teacher 1, Teacher 2	Teacher 1, Teacher 2			
01, 02	Teacher 1, Teacher 2	Teacher 1, Teacher 2	Art	Advanced Placement	
01	Teacher 1	Teacher 1	Science-Elective	Articulated Credit	St. Paul College
01	Teacher 2	Teacher 2	Science-Physics	CIS	University of Minnesota
10	Public	John Q			
20	Public	John Q			
30	Public	John Q			
31	Public	John Q			
42	Public	John Q		Articulated	Northland State University
10	Majors	Mary			
22	Majors	Mary			
30	Majors	Mary			
30	Doaks	Joe			
50	Majors	Mary			
51	Majors	Mary		Articulated	Northland Technical College
02	Yoe	Yvonne		PLTW, Articulated	Central State University
51	Yoe	Yvonne		Articulated	Northland Technical College
52	Yoe	Yvonne		Articulated	Northland Technical College
60	Yoe	Yvonne	Art		
87	Yoe	Yvonne			
30	Doaks	Joe			
31	Doaks	Joe			
32	Doaks	Joe		Concurrent	Northland Technical College
40	Doaks	Joe			
64	Doaks	Joe			

Sample of District CTE Courses page 4

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## TAB 5 – Trade & Industry ADVISORY COMMITTEE

### STEPS

1. **Advisory Member Contact Information (Cols. A, B, C, D, and E):** Enter the advisory committee member's first and last name, work city, work phone or work email (*at minimum, the district must provide either the individual's email or phone number so they may be contacted*). Please use work information when possible, not personal information. As members of the committee are serving in a public role, the report does require this information, but MDE only uses it internally and does not publish or disclose it.
2. **T&I Company or Industry (Col. F):** Identify the company or role the individual represents (e.g., ABC company). At least 50% of the members on the committee must directly represent Trade & Industry, specifically industry reflective of your community and T&I program/courses.
  - It is recommended 4-6 members of the suggested 7-11 overall voting committee members represent industry. Often committees greater than 11 can become challenging for rich dialogue.
  - It is often useful to have a parent or students on the committee.
  - It is also useful to have a middle school teacher and a postsecondary instructor on the committee.
  - However, additional members should never be more than 50% of the committee's membership.
3. **50% Membership (Row 13):** Confirm that 50% of your committee membership is made up of industry representatives by highlighting the "YES" cell. Highlight the "NO" cell and provide some explanation of the reason for not meeting the expectation and how you are addressing that issue.
4. **Title and Role (Col. G):** Identify the title of the individual and the company they represent and their role on the committee. Staff at the school, if listed as members, should be considered as non-voting members.
5. **Program Code (Col. H):** Enter the program code or codes for which the individual will be helping to guide. The goal should be to have at least one representative for each program area.

Needs Edits/Not Approved	Approved	Notes
- Contact information and place of employment/role are missing. - Connection to T&I is unclear or differs from T&I in community.	- 50% T&I industry-relevant representation. - Enough information listed to contact individuals and determine role/connection to industry. Includes email, phone, or both.	Aim for 4-6 T&I industry leaders relevant to the T&I program and coursework serving on the committee (more than 50% of overall membership); recommend 7-11 total members.
- No community involvement present (students, parents, etc. missing).	- Community (non-industry, parents, students) on committee (less than 50% members). - Contact information.	Aim for 3-5 community leaders, students, or parents serving to the committee (less than 50% of overall membership).
- Admin, teachers, and school board members are voting/full members of the committee.	- School board, staff and admin serve on the committee as ex-officio (nonvoting) OR admin and staff are not identified/not formal members.	An advisory committee provides recommendations TO the teachers/admin. Staff may attend the meetings as ex-officio, but do not count as members of the committee.



## EXAMPLE

<a href="#">Program Advisory Committee Handbook</a> *NOTE: Contact the appropriate Program Specialist for questions regarding best practices in developing an Advisory Committee.					Is your advisory committee composed of at least 50% industry representatives directly related to your program?		
					Yes <input type="checkbox"/>	No <input type="checkbox"/> If no, please explain why in the box below:	
Name of Advisory Committee member: Last name	Name of Advisory Committee member: First name	Address: City	Phone Number + extension	E-mail	Employed at, or representing, what occupational area:	Professional Title/Role (e.g. Branch Manager, Auto Tech, Veterinary, Business Owner; non-profit, chamber of commerce member, parent, student; school administrator, school board member, teacher, special education personnel/ACTE-SPED program planning)	Program Code (Column F, "4. District CTE Courses" worksheet)
Hembree	Irvin	Lake Wobegon	651-555-5620	<a href="mailto:lhembree@momuffler.com">lhembree@momuffler.com</a>	The Modern Muffler	Owner	170302
Schill	Natalie	Mississippi Valle	651-555-9810	<a href="mailto:natshill@wkap.net">natshill@wkap.net</a>	Wrench King Auto Repair	Service Technician	170302
Wasson	Ernest	Mississippi Valle	651-555-4890	<a href="mailto:ernie.wasson@a&amp;shammer.com">ernie.wasson@a&amp;shammer.com</a>	Ace & Hammer Builders	Construction Manager	171000
Ceaser	Jonathon	Lake Wobegon	651-555-7722	<a href="mailto:iceaser@HCWood.com">iceaser@HCWood.com</a>	Heritage Custom Woodworking	Owner	171000
Shumpert	Nanci	Lake Wobegon	651-555-5309	<a href="mailto:nshumpert@retrocanvas.net">nshumpert@retrocanvas.net</a>	Retro Canvas	Head Designer	171502
Leal	Nathan	Big Town	612-555-7890	<a href="mailto:nathan.leal@brandmakers.com">nathan.leal@brandmakers.com</a>	Brandmakers	Owner	171502
Michaels	Darron	Clear Lake	651-555-6214	<a href="mailto:dsmichaels@clearcontrol.com">dsmichaels@clearcontrol.com</a>	Clear Control	Automation Engineering Lead	171502/171710
Stiner	Dudley	Mississippi Valle	651-555-5958	<a href="mailto:dud@prowelding.net">dud@prowelding.net</a>	Pro Welding	Welder	171710
Deming	Paul	Clear Lake		<a href="mailto:pdeming@omaxcorp.com">pdeming@omaxcorp.com</a>	Omax Corporation	Machinist	171710
Plum	Peter	Lake Wobegon	651-555-4442 x909	<a href="mailto:peter.plum@northlandtech.edu">peter.plum@northlandtech.edu</a>	Northland Technical College	Instructor	171502
Harper	Sally	Lake Wobegon		<a href="mailto:sharper112@lakewobegon.k12.mn.us">sharper112@lakewobegon.k12.mn.us</a>	Lk Wobegon	Student	
Doe	Jane	Lake Wobegon	651-555-5620 x001	<a href="mailto:jdoe@lakewobegon.k12.mn.us">jdoe@lakewobegon.k12.mn.us</a>	Lk Wobegon	Superintendent	NA
Public	John	Lake Wobegon	651-555-5620 x101	<a href="mailto:jpublic@lakewobegon.k12.mn.us">jpublic@lakewobegon.k12.mn.us</a>	Lk Wobegon	Teacher	170302
Doaks	Joe	Lake Wobegon	651-555-5620 x123	<a href="mailto:jdoaks@lakewobegon.k12.mn.us">jdoaks@lakewobegon.k12.mn.us</a>	Lk Wobegon	Teacher	171000/171710
Majors	Mary	Lake Wobegon	651-555-5620 x122	<a href="mailto:mmajors@lakewobegon.k12.mn.us">mmajors@lakewobegon.k12.mn.us</a>	Lk Wobegon	Teacher	171000
Yoe	Yvonne	Lake Wobegon	651-555-5620 x121	<a href="mailto:yoe@lakewobegon.k12.mn.us">yoe@lakewobegon.k12.mn.us</a>	Lk Wobegon	Teacher	171502

Sample of Advisory Committee page 5

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## TAB 6 – ADMINISTATOR ASSURANCES

### STEPS

- Admin Signatures:** Please read and carefully consider the following information. As the Secondary Superintendent or Licensed CTE Program Director, by typing your initials (Column A) to the left of EACH statement listed below you are indicating agreement that your district is informed and is in compliance with every aspect of each statement.
- Matches Tab 1:** Initials should match tab 1. The Trade & Industry teacher may **not** sign the assurances tab.

Needs Edits/Not Approved	Approved	Notes
- Initials on tab six do not match admin or missing.	- Assurance initials on tab six match admin name.	

### EXAMPLE

Directions:	Please read and carefully consider the following information. As the Secondary Superintendent or Licensed CTE Program Director (000110), by <b>typing your initials (Column A)</b> to the left of EACH statement listed below you are indicating agreement that your district is informed and is in compliance with every aspect of each statement.	
<b>Minnesota Rule 3505.2550 Minimum Standards for Instructional Program Approval</b>		
<b>JD</b>	<b>Subp 2. Community Involvement.</b>	Each program shall have an advisory committee that discusses current industry practices, program issues and needs, and curriculum. The committee shall meet formally with a planned agenda at least twice per year. Agendas and minutes shall be kept on file. Ongoing communication shall occur between career and technical education program staff and advisory committee members.
<b>JD</b>	<b>Subp 3. Personnel.</b>	Each career and technical education program shall utilize appropriately licensed staff who shall follow requirements for renewal of credentials governed by the Professional Educator Licensing Standards Board (PELSB) or Minnesota Board of School Administrators as appropriate. Teachers, administrators, and support staff are aware of professional, industry, occupational, or other organizations that can assist them in their work. Individuals working in the instructional support positions shall either hold licensure as a technical tutor or shall meet highly qualified paraprofessional requirements under the Elementary and Secondary Education Act.
<b>JD</b>	<b>Subp 4. Program administration.</b>	Administrators responsible for career and technical education programs shall have knowledge of school law, school finance, and the appropriate use of funds; shall ensure equal access and full participation of students who are members of special populations as defined in the Carl D. Perkins Career and Technical Education Act; shall submit reports to the department as require; shall maintain internal records as necessary for the proper implementation of the programs; and shall oversee the recruitment, retention, and replacement of staff. Administrators shall work within their school districts to utilize the uniform financial accounting and reporting system (UFARS) and to follow federal Education Department of General
<b>JD</b>	<b>Subp 5. Program Assessment.</b>	The district shall evaluate program performance using accountability indicators specified in the Carl D. Perkins Career and Technical Education Act and shall include the program in its curriculum review cycle. The district shall identify and utilize a process for continuous program improvement.
<b>JD</b>	<b>Subp 6. Program Design.</b>	The program shall provide opportunities for career awareness, career exploration, and career preparation. The program reflects an understanding of program of study, and provides guidance that reflects current labor market information. The curriculum addresses career development, technological literacy, and workplace skills, is aligned to local standards for career and technical education programs, and supports a broad understanding of the industry. Safety instruction is based on federal, state, and local health and safety laws, regulations, and policies. Curriculum is developmentally appropriate, gender and culturally neutral, and is reviewed at least once every five years. Students have access to work-based learning opportunities and, where utilized, such activities are guided by training agreements and training plans. Instruction provides a balance of classroom and laboratory activities and utilized technology. Authentic assessment is used to measure knowledge and skill proficiency. Students have access to leadership development opportunities through student organizations or other means.

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## EVIDENCE 1 – SYLLABI AND STANDARDS

Academic standards (science, math, social, etc.) are set by the state of Minnesota. In CTE, including T&I, you set standards at the local level. Trade & Industry programs may be required to use a combination of national standards for reference ([ITEEA](#), [MSSC](#), [CSTA](#), [ASE](#), [ISTE](#), etc.) This information should be in the syllabus of each course.

- If you use chose to use local standards which you created, you should to list them.
- If you use national T&I standards, at minimum in each course, you should add a statement about which standards you are using.
- If some of your courses are worth Science, Math, or Art credit, per your program approval application, you should to list them in the syllabus.
  - For Science elective or Science Physics, describe which standards (all if Physics).
  - For Math, identify all the math standards that are met. Typically, they would be in Geometry and Measurement.
  - For Art, identify the Visual or Media Arts standards that are being met.
  - For guidance, check the **CTE Credit Equivalency Guide** found on the MDE website on the [Trade & Industry page](#) under Related MDE resources.

### Example 1

*LK WOBEGON FRAMEWORKS ALIGNMENT:*

*Performance indicators and objectives in this course are aligned with the “ITEEA Standards for Technology and Engineering Literacy”. These frameworks are based on national standards. Daily formal and informal assessments will be based on learning targets that align with these frameworks. <https://www.iteea.org/stel.aspx>*

### Example 2

*This course satisfies the MN Art Standard requirements in Media or Visual Arts as set forth by the state of Minnesota and Lake Wobegon ISD. This course completes the art credit required for graduation.*

### Example 3

*T&I Standards Met: (Align with CSTA national standards)*

*3A-CS-02: Compare levels of abstraction and interactions between application software, system software, and hardware layers.*

*3A-CS-03: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.*

*3A-NI-04: Evaluate the scalability and reliability of networks, by describing the relationship between routers, switches, servers, topology, and addressing.*

*3A-NI-05: Give examples to illustrate how sensitive data can be affected by malware and other attacks.*

Needs Edits/Not Approved	Approved	Notes
- Standards are missing from one or more course syllabi.  - Standards for courses earning academic credit are missing/not complete.	- Syllabi either identify state/national T&I standards detailed by unit OR the locally designed T&I standards they are using for the course. - Syllabi for courses earning academic credit (science, math, art) include all required standards.	
- Units/ lessons are missing or inadequate; or content taught is in the description only.	- Each course has a reasonable outline of course content; ideally topics broken into units with number of days per unit.	

## EVIDENCE 1 – SYLLABI AND STANDARDS *continued*

If your application lists that you have articulation agreements or concurrent enrollment agreements with a postsecondary institution, the school will need to provide evidence for how the school communicates that information to students. At minimum this information should be in the syllabus, unless the district shares it using another method (e.g., a program handbook, a letter to students).

### Example 1

*This is an articulated class for Small Gas Engines at South Central College. To receive credit students will have to perform the following requirements at a B level.*

Needs Edits/Not Approved	Approved	Notes
- Insufficient evidence for how the district communicates concurrent enrollment/ articulated agreements or technical skill assessments to students or does not match tab 4.	- Evidence shows how the district communicates concurrent enrollment/ articulated agreements or technical skill assessments to students including the institution/agency to offer the agreement, and it matches information on tab 4.	Articulation policies/opportunities in all syllabi, a letter/document for students, a program handbook, etc.

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## EVIDENCE 2 – SAFETY IN LABORATORY AND SHOP SETTING

State law specifically addresses safety for CTE program approval. MDE, MTEEA, and MTTIA strongly recommend courses that are lab or shop-based (for example woodworking, fabrication, vehicle repair and maintenance) or courses that work with tools (engineering, robotics, electronics) include policies on safety. We are confident you do this in your classes already, but you should document it to protect yourself and your school. It becomes a liability issue to not include these policies. At minimum, this information should be in the syllabus, but many districts have more exemplary evidence (e.g. safety handbook, safety tests, policies).

### Example 1

1. *Students must demonstrate safe practices before working with shop equipment.*
2. *Students must demonstrate safe practices before working on work site.*

### Example 2

1. *Students must pass all safety tests at 100% pertaining to equipment and tools being used.*
2. *Students must wear Personal Protective Equipment (PPE) when working in lab or shop facilities.*
3. *Students are required to report any instances of unsafe behavior to the instructor immediately.*
4. *Students must demonstrate safe practices to the instructor on all equipment and tools before using on their own.*

Needs Edits/Not Approved	Approved	Notes
- Insufficient evidence for how the district communicates and documents safety policies in each T&I course.	- Evidence shows how the district communicates and documents safety policies. <b>Note:</b> It is a liability issue for schools to not include safety policies.	Policies in all relevant syllabi that are lab/shop based or use tools, safety tests, a safety handbook, etc. Units on safety alone are not enough.

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## EVIDENCE 3 – STUDENT LEADERSHIP

State law requires each school provide access to leadership development to all students; many T&I programs do so through SkillsUSA. At minimum this information should be in the syllabus, but many districts have more exemplary evidence (e.g., leadership as a graded component of the class, a SkillsUSA Chapter Guide or Program of Work (POW) document, membership/affiliation information sheet, meeting agendas).

**Example 1**

*All students enrolled in this course are eligible to join the Lake Wobegon SkillsUSA chapter. SkillsUSA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success. There are a variety of career development events, officer and committee chair opportunities, conferences and conventions that cover the wide scope of trade & industry as well as travel, award, and scholarship opportunities. Please see a T&I instructor for information on how to participate.*

**Example 2**

*SkillsUSA is a youth leadership organization based around trade and industry. Lake Wobegon SkillsUSA currently is in the process of establishing a SkillsUSA chapter and students will have the opportunity to join this leadership organization throughout the year. In SkillsUSA, students can attend leadership conferences, compete in speaking, technical, and other leadership events, travel, meet people from across the state and country all while developing their own premiere leadership, personal growth, and career success. We will have more information about SkillsUSA throughout the semester, but if you are interested, please talk with Jessa Dahmes and check the space below!*

**Example 3**

*Every student in a Trade and Industry course is able to be a SkillsUSA member. SkillsUSA is an intra-curricular part of trade and industry education, and provides numerous opportunities for applying classroom learning in the real-world. Every year Lake Wobegon SkillsUSA members travel the state and even the nation participating in leadership development, competing with applied career skills, and getting the experience that will make them successful after high school. In addition, SkillsUSA members are eligible for millions of dollars yearly in scholarships, including several thousand dollars awarded by our local industries. Lake Wobegon SkillsUSA is affiliated; there is no cost for membership.*

Needs Edits/Not Approved	Approved	Notes
- Insufficient evidence for how the district provides leadership to all students in each T&I course.	- Evidence shows how the district provides leadership (e.g. SkillsUSA, SuperMileage, FIRST, VEX, RAD, etc.) to all students.	Leadership policies/opportunities in all syllabi, leadership as a graded component, leadership or SkillsUSA Chapter Guide: how to join, activities, history, etc.

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## EVIDENCE 4 – WORK-BASED LEARNING (OPTIONAL)

Minnesota has chosen Work-Based Learning (WBL) as a state performance measurement for Perkins V federal law and funding, which aligns very well with Minnesota Trade & Industry priorities and goals. This is optional, but because we want to integrate WBL more into our programs, schools should mention anything they do with WBL in their courses and program. At minimum this information should be in the syllabus, but many districts have more exemplary evidence (e.g., WBL as a graded component of the class, a WBL handbook or assignment sheet, training agreements, safety training plan, recordkeeping resources).

### Example 1

*Every student involved in a Trade & Industry program is encouraged to complete an experiential or work-based learning project during their enrollment in the course. Every student's experiential learning activity will look different and we will have an opportunity in class to plan for and prepare them, but much of the work will take part outside the classroom. Each student will be expected to invest 20 hours into his/her/their project. This will be the only homework during this course. Some students' experiences are job shadows at an local company, research projects, making or building an related product, working at a local company, completing community service with an trade & industry focus, or learning a new skill used in an industry career. There are many options. We will work on finding one that advances your career or college readiness that pushes your learning but is enjoyable all the while!*

Needs Edits/Not Approved	Approved	Notes
- Insufficient evidence for how the district provides Work-Based Learning to all students in each T&I course.	- Evidence shows how the district provides Work-Based Learning to all students.	Work-based learning policies/opportunities in all syllabi, WBL as a graded component, safety training, training agreements recordkeeping, etc.

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