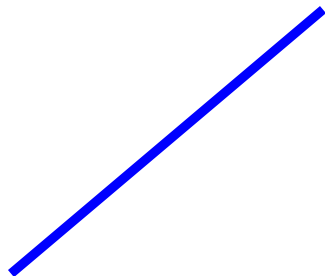


Sun Prairie Area School District

CAREER and TECHNICAL EDUCATION

Strategic Plan
2008-2011



Education for the Future

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APPENDIX:

- A. School Board Policies and Procedures
- B. Employability Skills

STATEMENT OF NONDISCRIMINATION

All students attending Sun Prairie Area School District schools may participate in all programs and activities, including career and technical education, regardless of creed, race, color, national origin, ancestry, religion, marital status, parental status, pregnancy, homelessness, emotional, physical, mental or learning disability or handicap, sexual orientation or sex. (SPASD Policy JB)

Some portions of this document have been derived from the
“Minnesota Frameworks for Career and Technical Education” – revised 2006

Vision, Mission and Goals

VISION

The shared purpose/vision of CTE Grades 6-12 is to empower all students with the knowledge and skills necessary for career development and life success in a technological and global society.

MISSION

The mission of CTE is to provide all Middle School students with the best opportunities to discover their talents and to prepare them for success in life's work.

The mission of CTE is to prepare all high school students to discover and develop their personal talents and skills and apply them to life's work in order to function as responsible citizens leading satisfying lives.

GOALS

Deliver instruction and content that meets Career Clusters in order to provide student opportunities as they pursue post-secondary education and a wide range of careers.

- A. **COMMUNITY INVOLVEMENT:** Increase community involvement in support of CTE programs
- B. **PERSONNEL:** Provide highly qualified CTE teachers and support their involvement in professional organizations
- C. **PROGRAM ASSESSMENT:** Provide relevant data for program improvement
- D. **PROGRAM DESIGN:** Ensure rigorous and relevant curriculum that aligns with industry and state standards
- E. **RESOURCES:** Provide a wide array of relevant resources and materials for CTE programs
- F. **SUPPORT SERVICES:** Provide support services within the CTE programs to maximize student learning

What Is Career and Technical Education?

Career and Technical Education (CTE) is both a philosophy of education and a grouping of content disciplines that align most closely with the philosophy. The evolution of CTE parallels changes in society and education. The original vision of preparing workers for entry-level jobs in business and industry has changed dramatically. Today CTE focuses on preparing individuals for a wide range of jobs requiring varying levels of education including high school, post-secondary certifications, two and four year degrees, and post baccalaureate programs.

A. Philosophy

Career and Technical Education:

- encourages learning that makes connections to the world of work and work-based programs;
- promotes clear, articulated educational pathways from pre-kindergarten to post-secondary options; and
- addresses the long-term needs of successful economic and social development of individuals rather than narrow, short-term interests of special interest groups, business, or industry.

B. Content Disciplines

The content disciplines that make up CTE are based on real-world occupations and adult roles. CTE includes the following content areas and acknowledges that the changing nature of work continually impacts how these areas are defined:

- **Agriculture Education**
- **Business Education**
- **Family and Consumer Education**
- **Health Occupations**
- **Marketing Education**
- **Technology and Engineering Education**

For example, Business introduces keyboarding to elementary and middle level students while Family and Consumer Education, as well as, Technology Education are often introduced as specific subjects at the middle school level. The remaining areas are generally introduced in high school. Within each of these disciplines there are two sources of curriculum content: the knowledge and skills unique to the discipline and the knowledge and skills of traditional academic subjects such as math, science and reading that are needed to function within the discipline.

Description of Career and Technical Education programs in the Sun Prairie Area School District

Adopted from Wisconsin's Model Academic Standards
(<http://dpi.wi.gov/standards/>)



Overview of Agricultural Education

Agriculture education encompasses the production of agricultural commodities, including food, fiber, wood products, horticultural crops, and other plant and animal products. Agriculture, however, extends beyond production to include the financing, processing, marketing, and distribution of agricultural products; farm production supply and service industries; health, nutrition and food consumption; the application of science; the use and conservation of land and water resources; development and maintenance of recreational resources; and related economic, sociological, political, environmental, and cultural characteristics of the food and fiber system.

Agriculturally literate people have knowledge of food and fiber production, processing, food safety, and domestic and international marketing. They understand the impact of agriculture on the environment. They have practical knowledge about lawns, gardens, recreational areas, and caring for animals, especially household pets.

Overview of Business Education

Business activities are such an integral part of the day-to-day routine that most people do not realize the importance or scope of the American business enterprise.

Business education's primary mission is to prepare students for business occupations and to teach students about business. Education about business focuses on those aspects of business that affect every member of society, whereas preparation for business occupations focuses on the preparation of individuals to own or operate their own business or be a worker in a variety of business functions.

Overview of Family and Consumer Education

Families play a very important role in our individual lives and in society. It is in the family that we learn to relate to, care about, and help others; acquire attitudes about learning and work; build interaction and communication skills; form patterns of responding to the environment; develop ways of thinking and reasoning; and learn right from wrong. Family members can and often do work together within the family and with other families to improve conditions in the home, workplace, community, and world.

Students understand and appreciate the family's significance as a social institution and its role in:

- meeting members' physical needs for food, clothing, shelter, and economic resources;

- nurturing members' cognitive, social, emotional, physical, and brain development, and well being across the life span; and
- creating democratic groups and a more democratic society.

Students develop the knowledge, attitudes, and skills needed to be contributing members of families and to deal critically and creatively with family-related concerns now and in the future.

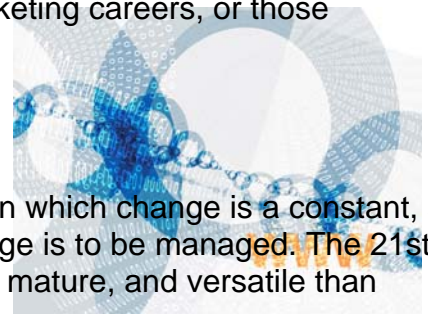
Overview of Marketing Education

Marketing education should be like marketing itself: dynamic, ever-new, and ever-changing.

Today marketing is riding a wave of popularity in our economy. The evidence is everywhere. You'll find position announcements in newspapers, on the Internet, and through career placement services that are dominated by the demand for marketers.

Companies that have jobs not directly defined as marketing positions are often seeking people who have marketing skills and attitudes. Government agencies are forecasting marketing jobs at or near the top of categories projected to have the greatest growth potential.

Because of marketing's increased recognition and importance, marketing must assume more responsibility for the successful operation of business. Marketers are regularly involved in major decisions affecting an organization's future. Marketing is taking on an importance that will allow it to shape the American economy. With this greater responsibility and impact comes the need to analyze and prepare for the future, a need that cannot be taken lightly by those currently involved in marketing, those preparing for marketing careers, or those responsible for preparing marketers for the future.



Overview of Technology and Engineering Education

It has been said that we live in permanent whitewater, a time in which change is a constant, a time when schools and other institutions must respond if change is to be managed. The 21st century will bring new technologies that will be more complex, mature, and versatile than those we utilize today.

Through technology, people have changed the world. In the drive to satisfy needs and wants, people have developed and improved ways to communicate, travel, build structures, make products, cure disease, and provide food. Each technological advance builds on prior developments. Each advance leads to additional possibilities, problems, and refinements. The acceleration of technological change inspires and thrills some people, but confuses and even alienates others.

The realities of what is on today's drawing boards will undoubtedly reshape how we work, how we recreate, how we view the world, how we learn, and most importantly, what we must learn. We are now in a position to exercise options that were beyond

our comprehension a mere decade ago. How we educate a generation that can comprehend, cope with, and direct these technologies is a challenge that schools must respond to.

A student involved in a technology and engineering education curriculum would Experience:

- designing, developing, and utilizing technological systems
- open-ended, problem-based design activities
- applying technological knowledge and processes to real world experiences using up to-date resources
- working individually as well as in a team to solve problems

Career Planning

Career planning is comprised of career awareness, exploration and development. This is a lifelong process through which one learns about oneself in relation to the world of work. Career awareness, exploration, and development help young people identify, select, and continuously assess their interests and goals. Young people need to know what career options exist, what job opportunities are available, what knowledge and skills are needed to be successful in a career, and what resources are available to gain the necessary knowledge and skills.

Career planning provides the foundation for young people to make informed decisions about their future. It involves a team effort of parents and/or guardians, school guidance counselor, teachers, mentors and a School to Career Coordinator working with students.

Students explore career options through self-assessment of their skills and interests. Career exploration is gained through activities such as field trips, job shadowing, mentoring, entrepreneurship and internships. Career development begins with career and technical education coursework leading to work experience or apprenticeship.

During the career planning process students may:

1. Become aware, explore, understand and prepare for life/career decisions.
2. Discover more about themselves, such as their interests, abilities, skills, talents, and dreams.
3. Explore the world of work and learn what is needed to succeed in a career field.
4. Begin to develop a portfolio demonstrating knowledge and skills.
5. Learn about the education and training needed to attain their goals.
6. Practice the planning process they will use throughout life as they change jobs.
7. Learn how to use information gathered during in-school and out-of-school experiences to make decisions and set future goals.
8. Experience real life work situations so they have a realistic view of what employers want and need.
9. Integrate knowledge about themselves with personal experiences to begin to understand the complex connections between success at school, success at work, and satisfaction with life.

Career Planning Model

1. Self-understanding:

“This is who and where I am.”

2. Exploration:

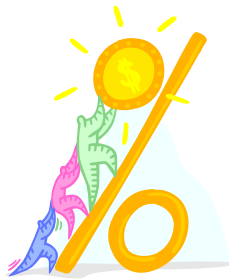
“These are the choices available to me to meet my needs and interests.”

3. Goals and Action:

“This is where I want to go and how I am going to get there.”

4. Evaluate:

“This is what I have done, what I have learned, and what I will change to better accomplish my goals.”



Career Clusters/Student Opportunities Definitions

- 1. Career Clusters:** In their simplest form, Career Clusters are groupings of occupations/career specialties used as an organizing tool for curriculum design and instruction. Occupations/career specialties are grouped into the Career Clusters based on the fact that they require a set of common knowledge and skills for career success. The Knowledge and Skills represented by Career Clusters prepare learners for a full range of occupations/career specialties, focusing on the holistic, polished blend of technical, academic and employability knowledge and skills. This approach enhances the more traditional approach to career and technical education in which instruction may focus on one or two occupations and emphasize only specific occupational skills.
- 2. Occupations/Career Specialties:** These are particular careers or occupations based on advanced knowledge and skills specific to that career or occupation.
- 3. Knowledge and Skills:** Knowledge and skills are industry-validated statements that describe what learners/employees need to know and be able to do for career success within a Cluster and/or Pathway.
- 4. Program of Study (curriculum framework):** A program of study is a sequence of instruction (based on recommended standards and knowledge and skills) consisting of coursework, co-curricular activities, work-site learning, service learning and other learning experiences. This sequence of instruction provides preparation for a career.

A Program of Study is an individual learner's scope and sequence of coursework, co-curricular activities, work and school-based learning, service learning, and other learning experiences based upon his/her chosen career goals and aspirations. The Program of Study should be revisited periodically (at least on an annual basis) to make adjustments as the interests and career aspirations of a learner change. This is a flexible resource designed to change in concert with the interests and needs of the learner.

5. Individual Learning Plan








Individual Learning Plans (ILP) will be developed by each high school student in consultation with the counselor. The plan will include a Program of Study connected with the Career Cluster that has been identified by the student.

Career Clusters

The **Career Clusters** initiative will enable learners to successfully transition from school to career by serving as a platform to connect secondary and postsecondary education; academic and career-technical education; and education with the business, workforce development, and economic development communities.

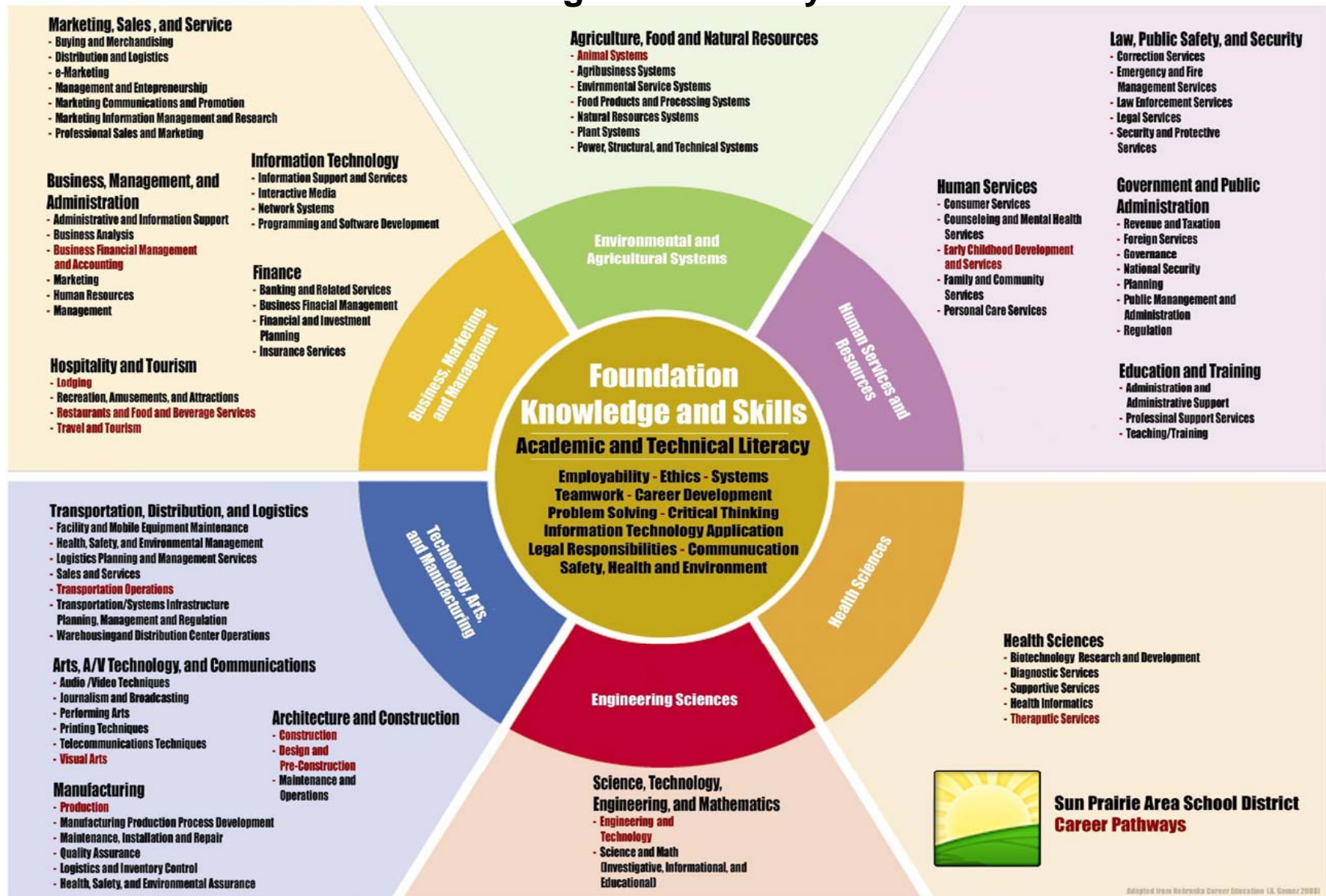
The **Career Clusters** framework can be used for assessing career interests, providing career development information to students and parents, developing standards, organizing career pathways from secondary to post-secondary, and engaging business and industry.

16 Career Clusters

	<p>The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.</p>
	<p>Careers in designing, planning, managing, building and maintaining the built environment.</p>
	<p>Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</p>
	<p>Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.</p>
	<p>Planning, managing and providing education and training services, and related learning support services.</p>
	<p>Planning, services for financial and investment planning, banking, insurance, and business financial management.</p>
	<p>Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.</p>

	<p>Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.</p>
	<p>Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.</p>
	<p>Preparing individuals for employment in career pathways that relate to families and human needs.</p>
	<p>Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services.</p>
	<p>Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.</p>
	<p>Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.</p>
	<p>Planning, managing, and performing marketing activities to reach organizational objectives.</p>
	<p>Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.</p>
	<p>Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.</p>

Programs of Study



Sun Prairie Area School District – Career and Technical Education
 Education for the Future

Sample Program of Study



Name _____
 Learner ID _____
 School/College/University _____

SAMPLE

Transportation, Distribution and Logistics

Career Cluster Plan of Study for ► Learners ► Parents ► Counselors ► Teachers/Faculty

This Career Cluster Plan of Study (based on the Transportation, Distribution and Logistics Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. *This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/ or Degree Major Courses for Transportation, Distribution and Logistics	13 SAMPLE Occupations Relating to This Career Cluster
Interest Inventory Administered and Plan of Study Initiated for all Learners								
SECONDARY	9	English/ Language Arts I	Algebra I or Geometry	Biology	State History Civics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences.	**Introduction to the Transportation, Distribution and Logistics Industry **Information Technology Applications **Health, Safety and Security in the Transportation Industry **Transportation, Distribution and Logistics Systems **Technological Systems **Ethics and Legal Issues	<ul style="list-style-type: none"> ► Airplane Pilot/Co-Pilot ► Air Traffic Controller ► Avionics Technician ► Cargo and Freight Agent ► Customs Inspector ► Environmental Manager ► Facility Engineer ► Industrial Equipment Mechanic ► Industrial and Packaging Engineer ► International Logistics Specialist ► Locomotive Engineer ► Marine Captain ► Port Manager ► Safety Analyst ► Storage and Distribution Manager ► Transportation Manager ► Truck Driver ► Urban and Regional Planner ► Warehouse Manager
	10	English/ Language Arts II	Geometry or Algebra II	Chemistry	U.S. History			
	11	English/ Language Arts III	Algebra II or Pre-Calculus or Trigonometry	Physics	Dependent on chosen pathway			
	College Placement Assessments-Academic/Career Advisement Provided							
	12	English/ Language Arts IV	Pre-Calculus or Trigonometry or AP Calculus Statistics	AP Science	World Geography or AP History			
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.								
POST SECONDARY	Year 13	English Composition English Literature	Dependent on chosen pathway	Chemistry	Dependent on chosen pathway	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.	Continue courses pertinent to the pathway selected.	
	Year 14	Speech/ Oral Communication	Dependent on chosen pathway	Biological Science Physics	Dependent on chosen pathway			
	Year 15		Dependent on chosen pathway					
	Year 16							

**See course descriptions on page 2.



SAMPLE

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Student Organizations

Career and technical student organizations across the State of Wisconsin involve students in skill-based education programs. Career and technical student organizations, (CTSO), involve students in middle and high schools, as well as state colleges and universities.

Career and technical student organizations vary widely in their career focus and skills emphasis. However, their foundation is in the commitment to provide quality school-based, work-based, and service learning through hands-on connecting activities, recognition through competition, award for achievements, real-world leadership experiences and other individual and team-building programs.

The benefits of career and technical student organizations are many. Through these organizations, students:

- learn skills and gain knowledge that will help them to become leaders;
- make informed career decisions; and
- succeed in the global economy.

Participants are motivated to become better students and productive citizens while achieving the skills needed to achieve high academic and occupational standards. Additionally, the student's self-esteem and self-confidence are enhanced and strengthened.

Statewide Career and Technical Student Organizations

- ✓ Distributive Education Clubs of America (DECA)
- ✓ FFA
- ✓ Future Career and Community Leaders of America (FCCLA)
- ✓ Health Occupations Students of America (HOSA)
- ✓ Future Business Leaders of America (FBLA)
- ✓ SkillsUSA

**Sun Prairie Area School District
CAREER AND TECHNICAL EDUCATION
Strategic Plan 2008 – 2011**

A: COMMUNITY INVOLVEMENT: Increase community involvement in support of CTE Programs

1. Advisory Committee Role

The primary function of an advisory committee is to connect programs with the larger community. Advisory committee members advise Career and Technical Education teachers and school administrators with respect to the development and maintenance of quality programs. Information and insight on the parental expectation for students, economic forecast, and expectation of the school and community can add much to the depth and timeliness of the program. The Advisory Committee is advisory only, having no administrative authority and is not created to take away any of the rights/or privileges of the local governing board and administrative staff or teachers.

2008-09	2009-10	2010-11	Future
<p>A. The advisory committee discusses current industry practices, program issues and needs, and curriculum.</p>	<p>A. The advisory committee provides input on program improvement, curriculum and work-based learning experiences.</p> <p>B. The advisory committee is involved in a process to determine the needs of students and programs.</p> <p>C. The advisory committee is aware of and supports Career and Technical Student Organizations (CTSO).</p>	<p>The advisory committee addresses the following areas:</p> <p>A. <u>Assess/Advise</u> Evaluates current needs and makes recommendations for program improvement.</p> <p>B. <u>Assist</u> Ensures programs reflect current industry standards, assists with student organizations, and informs program staff of workplace needs.</p> <p>C. <u>Support/Advocate</u> Promotes CTE programs and CTS organizations throughout the community.</p> <p>D. <u>Education/Transitions</u> Fosters an alliance between secondary and postsecondary education institutions and promotes opportunities for articulation, dual credit, concurrent enrollment, industry certification, etc.</p>	<p>A. The advisory committee uses collected data to support its decisions and recommendations.</p> <p>B. The advisory committee represents the diverse business and industry community and is extensively involved in tangible, meaningful actions regarding program improvement, curriculum and work-based experiences.</p> <p>C. The advisory committee provides the school board, foundations and community with career and technical education program reports/updates</p>

**Sun Prairie Area School District
CAREER AND TECHNICAL EDUCATION
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A: COMMUNITY INVOLVEMENT: Increase community involvement in support of CTE Programs

2. Advisory Committee Membership

Community means business, industry, and other organizations outside the school, including non-profits, parents, and postsecondary education, labor, students, and workforce development.

2008-09	2009-10	2010-11	Future
<p>A. The local advisory committee will include representatives of the general public including no less than three representatives of directly related business, industry, and labor.</p> <p>B. Membership includes representatives of the community and the school or district administration with expertise in the CTE program area.</p> <p>C. All members' contributions are formally recognized.</p>	<p>A. Membership includes parent and student representation.</p>	<p>A. Membership reflects the diversity of the community e.g. business, industry, school administrators (ideally three-nine members with a majority representation from outside the school setting).</p> <p>B. Membership represents a community cross-section in terms of gender, race, occupation, socioeconomic status, special populations, and non-traditional workers.</p> <p>C. The advisory committee has a process for membership recruitment, selection, appointment and retirement.</p>	<p>A. Some advisory committee members serve both the secondary program and postsecondary program at a nearby technical or community college.</p>

**Sun Prairie Area School District
CAREER AND TECHNICAL EDUCATION
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A: COMMUNITY INVOLVEMENT: Increase community involvement in support of CTE Programs

3. Advisory Committee Operations

2008-09	2009-2010	2010-2011	Future
<p>A. The advisory committee meets formally with a planned agenda at least twice per year.</p> <p>B. The advisory committee keeps on file the agenda and minutes for each meeting held.</p>	<p>A. The advisory committee holds meetings when there is business to conduct but no less often than twice yearly.</p> <p>B. The advisory committee has an organizational structure in place.</p>	<p>A. The advisory committee has established a program of work with periodic reviews for effectiveness.</p> <p>B. The advisory committee's meeting agenda follows the established program of work.</p> <p>C. The advisory committee holds meetings often enough to complete the program of work.</p> <p>D. The advisory committee maintains an open dialogue with staff, students, parents, administrators, and committee members.</p> <p>E. The advisory committee reports outcomes as part of the school district process for reviewing curriculum, instruction, and student achievement.</p>	<p>A. The advisory committee conducts an ongoing self-evaluation to review its own effectiveness.</p> <p>B. The advisory committee's structure is defined, e.g. chair, vice-chair selected from community members.</p> <p>C. The advisory committee's operating guidelines are established and followed, e.g. written by-laws and procedures.</p> <p>D. Advisory committee members are visible in and provide support to special program activities, e.g. preparation for competitive events.</p> <p>E. Advisory committee members' contributions and support of CTE programs are recognized and celebrated.</p> <p>F. The advisory committee assists with CTE program alignment to other workforce development efforts using regional labor market information.</p>

**Sun Prairie Area School District
CAREER AND TECHNICAL EDUCATION
Strategic Plan 2008 – 2011**

A: COMMUNITY INVOLVEMENT: Increase community involvement in support of CTE Programs

4. Community Partnerships/Resources

2008-09	2009-10	2010-11	Future
<p>A. Ongoing communication and networking takes place between CTE staff and business partners.</p>	<p>A. Partnerships are focused on industries and businesses that provide resources.</p>	<p>A. Local industry, business, workforce development, and government are affiliated with CTE programs to enhance program quality.</p> <p>B. Collaboration and networking with the community provides support and opportunities for career awareness, exploration and preparation through school-based, work-based, and connecting activities.</p> <p>C. CTE staff are provided time to develop and maintain relationships with partners and the community.</p>	<p>A. Partnerships contribute significant resources and time to enhance program quality and student achievement.</p>

Sun Prairie Area School District
CAREER AND TECHNICAL EDUCATION
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B: PERSONNEL: Provide highly qualified CTE teachers and support their involvement in professional organizations

1. Professional Development

Sustained and high-quality professional development focuses on improving student achievement, meeting the needs of a diverse student population, increasing staff collaboration, providing a lasting impact on classroom instruction, extending over a period of time, and aligning with state and local academic standards.

2008-09	2009-10	2010-11	Future
<p>A. Requirements for renewal of administrator, teacher, and support staff credentials are satisfied through professional development opportunities.</p> <p>B. CTE staff has opportunities available for professional growth through the school system.</p>	<p>A. CTE teaching staff identifies and accesses professional development activities that promote professional growth based on identified needs, and such activities are supported by the administration.</p>	<p>A. Professional development is sustained, high-quality, and available for all personnel, e.g. instructors, support staff, and administrators.</p> <p>B. Professional development activities focus on improved student achievement.</p> <p>C. A professional development plan addresses broader CTE issues and keeps staff current with state/federal initiatives.</p> <p>D. CTE teaching staff participates at least annually in comprehensive professional development activities.</p>	<p>A. Under a comprehensive professional development plan, CTE staff receives the support and resources necessary to continuously improve their skills.</p> <p>B. CTE teaching staff participates in externships and mentorship's to stay current with industry standards and practices.</p> <p>C. CTE staff develops and leads presentations, programs and workshops.</p> <p>D. CTE staff reviews and edits professional publications, e.g. journal articles, conference proceedings, and grant applications.</p>

**Sun Prairie Area School District
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B: PERSONNEL: Provide highly qualified CTE teachers and support their involvement in professional organizations

2. Professional Organizations

A professional organization may be any group formed on the basis of the professional interests of its members, e.g. career and technical professional organizations, industry groups, or occupational organizations.

2008-09	2009-10	2010-11	Future
<p>A. CTE teachers, administrators, and support staff are aware of professional, industry, occupational or other organizations and are familiar with the benefits of professional development opportunities available through these organizations.</p>	<p>A. CTE teachers, administrators, and support staff are encouraged and supported to participate in professional, industry, occupational or other organizations and their conferences.</p>	<p>A. CTE teachers, administrators, and support staff are active in professional organizations and participate in conferences, workshops, meetings and activities.</p> <p>B. CTE programs benefits from staff and administration participation in professional organizations, e.g. sharing information with staff, incorporating new techniques in the classroom.</p>	<p>A. CTE teachers, administrators, and support staff are in leadership roles in professional organizations that may include serving as officers or attending state/national conferences.</p>

**Sun Prairie Area School District
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C: PROGRAM ASSESSMENT: Provide relevant data for program improvement.

1. Data Collection and Analysis

Program Assessment provides a means to evaluate goals and strategies

2008-09	2009-10	2010-11	Future
<p>A. CTE programs informally ask students to provide feedback on program rigor and relevance.</p> <p>B. CTE staff reports students who have earned skill certification to Student Services for recording on student's transcript.</p>	<p>A. CTE programs informally ask students, parents, and community members to provide feedback on program quality.</p> <p>B. CTE program assessment is based on meeting performance targets under each required data element and targeted funds are used to address areas where student performance falls below expected levels.</p> <p>C. CTE programs demonstrate evidence that students are making gains in academic achievement.</p> <p>D. CTE program assessment demonstrates a connection between program goals and student outcomes.</p> <p>E. Opportunities for skill certifications are increased for students.</p>	<p>A. CTE programs use feedback from students, parents, and community for program evaluation, planning, and improvement.</p> <p>B. CTE program assessment is based on meeting performance targets under each required data element and program performance is of sufficient level that targeted funds are not needed for program improvement</p> <p>C. CTE programs collect and analyze, and use valid and reliable performance data to develop and implement continuous program improvement plans.</p> <p>D. CTE programs review student achievement data for evidence of progress made on narrowing the achievement gaps among groups of students.</p> <p>E. More students earn skill certificates and certifications.</p>	<p>A. CTE programs use valid and reliable data to demonstrate that students gain a high level of academic, technical, and employability skills, and address equity and diversity issues among students as evidenced by enrollment, retention, and completion rates of non-traditional students.</p>

**Sun Prairie Area School District
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C: PROGRAM ASSESSMENT: Provide relevant data for program improvement.

2. Continuous Program Improvement (CPI) Process

Involves a commitment to improving performance using a team approach for decision-making and a systematic collection and analysis of performance data.

2008-09	2009-10	2010-11	Future
<p>A. The CTE continuous program improvement process (CPI) is developed, described in writing, and has been partially implemented.</p>	<p>A. The CPI process uses selected student and performance data to make program improvement.</p> <p>B. Assessment of CTE program design components is used for program improvement.</p> <p>C. The CPI is used to identify emerging industries and changes in industries for addition and revision of CTE course offerings.</p>	<p>A. The CPI process is fully implemented and regularly utilizes student and performance data to make program improvement.</p> <p>B. The CPI process involves external stakeholders who provide input, direction, and support to assure CTE programs are relevant and meet the needs of students.</p> <p>C. The CPI process includes a long-term professional development plan that addresses areas of need and individual professional growth.</p> <p>D. The CPI plan reflects changes in technology, employment, and educational reform.</p>	<p>A. An integral part of the CPI process is the use of all data and written feedback gathered from advisory committee, teachers, students, community partners, and parents.</p> <p>B. The CPI process is viewed as critical for program sustainability and appropriate funding is targeted to assure completion of process.</p> <p>C. The CPI process views a comprehensive professional development process as fundamental to program improvement.</p> <p>D. The CPI process incorporates effective practices and current research.</p>

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D: PROGRAM DESIGN: Ensure rigorous and relevant CTE curriculum that aligns with industry and state standards

1. Career Development

2008-09	2009-10	2010-11	Future
<p>A. CTE programs provide students with opportunities for career awareness, career exploration, and career preparation.</p> <p>B. CTE programs promote the use of career resources to assist students in exploring a variety of career options.</p>	<p>A. CTE programs increase the use of career resources to assist students in exploring a variety of career options.</p>	<p>A. CTE programs assist students in gaining an understanding of the career planning process.</p> <p>B. CTE programs provide students with an opportunity to develop career portfolios.</p> <p>C. CTE programs use a variety of strategies, e.g. mentorship's, e-learning, to enhance the student's career development process.</p> <p>D. Community partners assist CTE programs by providing direct career development links for students.</p>	<p>A. CTE programs assist students with individual student career plans and promote self-reflection by students.</p>

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2. Career Clusters and Programs of Study

Career Clusters – groupings of occupations and broad industries based on commonalities linking what students learn in school with the knowledge and skills they need for success in college and careers.

Programs of Study – progressive steps of development within a career cluster that generally include a career-education plan.

2008-09	2009-10	2010-11	Future
<ul style="list-style-type: none"> A. CTE programs reflect an understanding of career clusters and programs of study concepts. B. CTE programs have identified specific career cluster(s) in their area. C. CTE programs assist students in understanding career clusters and programs of study concepts. D. CTE programs provide students with core knowledge and skills that can apply to multiple career paths. E. Career cluster offerings are determined, in part, by current Labor Market Information (LMI). 	<ul style="list-style-type: none"> A. A coherent sequence of courses is available within a career cluster. B. A formal process is in place to inform students of available programs of study. C. Career and Technical Student Organizations (CTSO) enhance students' understanding of career clusters and programs of study. 	<ul style="list-style-type: none"> A. The number of programs of study available to students will be increased. B. Programs of study demonstrate a linkage to both academic and technical content. 	<ul style="list-style-type: none"> A. Career clusters are a vital component of CTE program design. B. Programs of study provide specific knowledge and skill development that enable students to explore or prepare for a variety of career options.

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3. Curriculum Content

SCANS – Secretary’s Commission on Achieving Necessary Skills

2008-09	2009-10	2010-11	Future
<p>A. CTE curriculum addresses components common to all CTE courses: career development, technological literacy, and workplace skills.</p> <p>B. CTE curriculum is aligned with locally developed CTE standards and assessments.</p> <p>C. CTE curriculum addresses student safety based on state/local health/safety policies and state/federal laws and regulations.</p> <p>D. CTE curriculum provides at least one credentialing option for students, e.g. articulation agreements with post-secondary institutions, industry certifications.</p> <p>E. CTE curriculum supports a broad understanding of the industry.</p> <p>F. CTE curriculum is reviewed at least once during program approval cycle.</p> <p>G. CTE curriculum is developmentally appropriate and gender/culturally neutral.</p> <p>H. CTE curriculum provides students with access to career awareness through work-based learning opportunities, e.g. guest speakers, field trips, job shadowing, non-paid community experiences and service learning.</p>	<p>A. CTE curriculum addresses the Wisconsin Model Academic Standards, industry standards, technology literacy standards, and state CTE standards and measures.</p> <p>B. CTE curriculum identifies employability skills (see Secretary’s Commission on Achieving Necessary Skills: SCANS, Appendix B).</p> <p>C. CTE curriculum provides multiple credentialing options for students, concurrent enrollment, Tech Prep articulation, or industry certification, on a comparable basis to post-secondary education options, and academic credit.</p> <p>D. CTE curriculum is reviewed and revised at least annually to reflect new competencies/standards, new technologies, changing labor market needs, and updated teaching strategies.</p>	<p>A. CTE curriculum addresses elements and components specific to CTE content areas.</p> <p>B. CTE curriculum supports reinforcement of employability skills (SCANS).</p> <p>C. Rigorous and relevant CTE curriculum is aligned with current industry standards wherever applicable and local CTE standards and assessments.</p> <p>D. CTE curriculum prepares students for their transition to related educational opportunities, post-secondary institutions, employment, and lifelong learning.</p>	<p>A. CTE curriculum provides opportunities for students to gain a thorough understanding of all aspects of industry.</p> <p>B. Employability (SCANS) skills are integrated into the curriculum and assessments measure students’ progress.</p> <p>C. Local CTE standards are clearly assessed and attainment of standards is recorded.</p> <p>D. CTE curriculum expands multiple credentialing options for students, concurrent enrollment, Tech Prep articulation, or industry certification, on a comparable basis to post-secondary education options, and academic credit.</p>

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4. Instructional Delivery

The use of a variety of teaching tools and methods that teachers use in an effort to maximize student acquisition of knowledge and skills and development of personal and professional abilities.

2008-09	2009-10	2010-11	Future
<ul style="list-style-type: none"> A. CTE instruction incorporates a balance of classroom and laboratory experiences. B. CTE instructional strategies are adapted to maximize success for each student. C. CTE instruction consists of limited access to and use of technology. D. CTE staff provides and documents safety instruction to students prior to use of equipment and ensures that students operate equipment in a safe manner. E. CTE programs model and reinforce safe practices on an ongoing basis. F. CTE programs ensure that students demonstrate safe practice and competence in use of equipment. 	<ul style="list-style-type: none"> A. CTE instructional strategies include contextual instruction. B. CTE instructional strategies are based on current research and best practices. C. CTE instruction consists of access to and use of current technology. D. CTE instructional support is provided to assist students with preparation for post-secondary options. 	<ul style="list-style-type: none"> A. CTE instructional strategies include competency-based contextual instruction and differentiated instruction. B. CTE instruction consists of providing all students equitable access to technology. C. CTE instruction is linked to current research and best practice in learning theory and design. 	<ul style="list-style-type: none"> A. CTE instruction is continually modified to maximize student attainment of assessed skills. B. CTE instruction consists of access to state-of-the art technology based on industry trends. C. CTE instruction uses innovative methods whose success is indicated by student achievement data. D. CTE instruction is high-quality as reflected by student achievement data. E. CTE instruction uses a variety of resource people from the community, businesses, industry, organizations and government.

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5. Student Assessment

The measure of a student's competence and proficiency in a specific area of study.

2008-09	2009-10	2010-11	Future
<p>A. CTE courses measure student knowledge attainment and skill proficiency through authentic assessment.</p> <p>B. CTE courses use multiple assessment tools that reflect a variety of learning styles.</p>	<p>A. CTE course assessments demonstrate acquired knowledge and skills in academic, technical, interpersonal and career areas.</p> <p>B. Post-secondary entrance exams to indicate college preparedness.</p> <p>C. E.P.A.S.</p>	<p>A. CTE course assessments are based on national or regional education or industry standards.</p>	<p>A. CTE programs provide the opportunity for students to gain post-secondary credit through CLEP (College Level Examination Program) assessments, youth options, transcript courses, and articulated courses.</p>

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6. Leadership Development / Student Organizations

Distributive Education Clubs of America (DECA), Future Business Leaders of America (FBLA), Family, Career and Community Leaders of America (FCCLA), FFA, Health Occupations Students of America (HOSA), and SkillsUSA.

2008-09	2009-10	2010-11	Future
<ul style="list-style-type: none"> A. CTE student organization chapters are affiliated with their state and national organizations. B. Recognized CTE student organizations are an integral part of CTE program. C. All CTE students have the opportunity to participate in a student organization. D. CTSOs assist students to develop leadership skills through a variety of activities and/or competitions at conferences on the local, regional, state, and national levels. E. Local CTSOs have a written program of work that reflects education, service, and social activities. F. CTSOs are recognized and supported in the budget. 	<ul style="list-style-type: none"> A. Students are encouraged to participate in CTSOs at the district, state, and national levels. B. CTSOs provide students with effective leadership and community involvement opportunities. 	<ul style="list-style-type: none"> A. Students participate in the leadership positions of CTSOs at the national level. B. CTSOs provide students with expanded opportunities for effective leadership and community involvement opportunities. 	

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7. Work-Based Learning (WBL) Program

WBL programs focus on students receiving an in-depth workplace or non-paid community-based experience. The scope of work-based learning activities includes: guest speakers, field trips, job shadowing, practicums, mentorship's, service learning, cooperative work-experience programs, community-based experiences, internships, and youth apprenticeships.

2008-09	2009-10	2010-11	Future
<p>A. Work-Based Learning (WBL) program places students in work-based learning opportunities, e.g. paid and non-paid cooperative work-experiences.</p> <p>B. Related coursework and career interest are required for all students participating in a worksite placement, e.g. cooperative work-experience, internship, youth apprenticeship, or community-based activity.</p> <p>C. WBL programs have developed, and keep on file, a Training Plan and Training Agreement signed by the employer, parent/guardian, and school representative, which clarifies the relationships and responsibilities for each.</p> <p>D. WBL programs communicate the Individual Training Plan with the employer, parent/guardian, and student during the worksite placement. The Training Plan is designed to identify skill and competency development and support academic learning.</p>	<p>A. Increase the number of businesses, industries, and community organizations that provide in-depth opportunities for students in WBL program.</p> <p>B. Training Plans for individual students are minimally customized to each individual student's needs.</p>	<p>A. WBL program offers opportunities designed to meet an individual student's needs.</p> <p>B. The WBL classroom component is connected to the work experience and designed to help students make the transition from school to post-secondary education and/or career.</p>	<p>A. WBL programs are viewed as providing capstone experiences in career preparation and are a key component in career and technical education.</p> <p>B. WBL programs are able to demonstrate that student learning has transferred to real-world settings.</p> <p>C. Long-standing relationships exist among all partners participating in WBL programs.</p>

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E: RESOURCES: Provide a wide array of relevant resources and materials for CTE Programs

1. Curriculum / Instructional Resources

2008-09	2009-10	2010-11	Future
<p>A. CTE program instructional materials and supplies are appropriate for the number of students enrolled to meet program objectives.</p> <p>B. CTE programs include curriculum materials that are culturally inclusive and free of bias.</p> <p>C. CTE programs have basic resources available to provide for an adequate learning environment.</p>	<p>A. CTE programs have resources available to accommodate individual student needs.</p> <p>B. CTE programs ensure all curriculum materials reflect the diversity of the student population and are free of bias.</p>	<p>A. CTE programs have a wide array of resources and materials that provide for challenging and enriched learning.</p> <p>B. CTE programs have up-to-date instructional technology, which is available and accessible.</p>	<p>A. CTE program resources reflect technological advances in the CTE content area.</p>

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E: RESOURCES: Provide a wide array of relevant resources and materials for CTE Programs

2. Equipment

All equipment used in CTE programs must meet safety standards, e.g. industry, OSHA, manufacturer, federal/state/local standards.

2008-09	2009-10	2010-11	Future
<p>A. CTE program equipment is adequate for the program's goals and objectives.</p> <p>B. CTE program equipment is properly installed, shielded, guarded, and ventilated.</p> <p>C. CTE programs provide safe operating instruction with reminders posted to ensure proper operation and protection from injury.</p> <p>D. CTE program equipment is in place to address fire safety, material storage, and waste disposal.</p> <p>E. CTE programs have lock-out/tag-out procedures in place and put them into practice.</p>	<p>A. CTE program equipment is maintained, inventoried, and replaced as necessary.</p>	<p>A. CTE program equipment is representative of industry standards in classroom, laboratory, and off-campus worksites.</p> <p>B. CTE programs have adequate funding available so that equipment is systematically updated, maintained, inventoried, and replaced.</p>	<p>A. CTE programs and work-based learning employers provide students with equipment that is aligned with industry recommendations.</p>

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E: RESOURCES: Provide a wide array of relevant resources and materials for CTE Programs

3. All Learning Environments: *Classrooms, laboratory facilities, and off-campus worksites*

2008-09	2009-10	2010-11	Future
<ul style="list-style-type: none"> A. Facilities provide an environment that is conducive to learning, and supportive of curriculum goals and objectives. B. Class size and instructional staffing are suitable to provide for safe student learning. C. Environmental factors are maintained at appropriate and safe levels, e.g. air quality, water, temperatures, noise levels, ventilation, lighting. D. CTE staff identifies environmental issues and work with building maintenance staff and district supervisors to make required improvements. E. Environment is clean, orderly, properly maintained, safe, and includes prominently displayed safety signage. F. CTE programs make material safety data sheets available and accessible. G. CTE programs have adequate and safe storage space for materials and equipment, especially potentially hazardous materials. H. CTE programs follow proper material handling and disposal procedures. 	<ul style="list-style-type: none"> A. CTE staff receives ongoing education regarding potential environmental issues in the learning environment. B. CTE staff receives ongoing education regarding potential safety issues in the learning environment. 	<ul style="list-style-type: none"> A. Facilities meet industry and educational standards, e.g. size of classroom, lab stations, and workstations. 	<ul style="list-style-type: none"> A. Facilities size, lab stations and type of equipment meet the requirements of industry to achieve optimal skill development mastery. B. Facilities are industry standard clean, orderly, and safe. C. Field experts, e.g. safety consultants, and insurance evaluators, inspect learning environments annually and recommend improvements and modifications.

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F: SUPPORT SERVICES: Provide support services within the CTE Programs to maximize student learning

1. Program Awareness / Accessibility

2008-09	2009-10	2010-11	Future
<p>A. CTE programs provide equal access to all students, including members of special populations.</p> <p>B. CTE program accessibility is ensured through reasonable modifications or accommodations to equipment, laboratory stations, and facilities.</p> <p>C. When appropriate, CTE programs make basic accommodations that allow participation of all students.</p> <p>D. CTE program offerings are promoted to all students through the student registration process.</p> <p>E. CTE program promotional, curricula and instructional materials are delivered in a non-discriminatory manner.</p> <p>F. CTE programs present a broad range of career options to all students regardless of race, national origin, religion, age, disability, or gender</p>	<p>A. CTE programs encourage all students to participate in a content area based on the student's interest levels.</p> <p>B. CTE program selection by students is coordinated in partnership with special education and with assistance from the counselor, principal, teacher, or other support providers.</p>	<p>A. CTE program educational environment honors diversity and respect of all students.</p> <p>B. Awareness of CTE program offerings occurs through presentations by currently enrolled students and staff.</p>	<p>A. CTE programs are adapted, modified, and supported to ensure accessibility by all students.</p> <p>B. Awareness of CTE program offerings occurs through opportunities for students to observe or participate in CTE programs prior to course registration.</p>

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F: SUPPORT SERVICES: Provide support services within the CTE Programs to maximize student learning

2. Program Support

2008-09	2009-10	2010-11	Future
<p>A. CTE staff is given the opportunity to be involved in the development and implementation of Individualized Educational Programs (IEPs) for each student with disabilities and 504 plans enrolled in a CTE program, as appropriate.</p> <p>B. CTE program staff consults with special education staff to address individual student needs and determine an appropriate level of support for each student from special populations.</p> <p>C. CTE programs use support services, as needed, to ensure the success of each enrolled student from special populations.</p> <p>D. CTE program data demonstrate a broad range of students are successful in CTE programs, e.g. special populations and students in programs not traditional for their gender.</p>	<p>A. CTE program staff is actively involved in the development and implementation of IEP and transition plans for each student accommodations, adaptations, needs, abilities, interests and career goals.</p> <p>B. CTE programs use resource personnel to provide assistance to students in the learning environments and the worksite, as needed, based on the needs of individual students and composition of student enrollment in a class.</p> <p>C. CTE programs are assisted by support services with strategies and activities to support and maximize each student's ability to learn.</p>	<p>A. CTE staff routinely advocates for accommodations specific to the student's needs.</p> <p>B. Dialogue about the CTE programs among CTE staff, special education staff, and parents is open and ongoing.</p> <p>C. CTE programs promote student self-advocacy for accommodations and career planning.</p>	

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F: SUPPORT SERVICES: Provide support services within the CTE Programs to maximize student learning

3. Comprehensive School Counseling Program

Academic, Personal/Social and Career Development

2008-09	2009-10	2010-11	Future
<p>A. CTE programs connect with the school counseling program that supports CTE students in their transition from secondary to post-secondary education, the military, and/or employment.</p> <p>B. CTE programs work together with the school counseling program to provide student access to career information, assessments, planning, CTE student organizations, activities and resources in order to investigate the world of work and make informed decisions.</p> <p>C. CTE programs involve the school counseling program to assist students in the selection of appropriate CTE courses, e.g. Tech Prep, work-based learning, specific program areas.</p>	<p>A. Increase the collaboration between CTE and counseling staff to develop and enhance Programs of Study.</p>	<p>A. CTE staff will work with school counselors to facilitate the transition for students with the changes to secondary school facilities and curriculum.</p> <p>B. CTE programs collaborate with the school counseling program to:</p> <ol style="list-style-type: none"> 1) Deliver and interpret a student's interest and skills inventories and assessments 2) Reinforce the relationship between academic strengths and career options; 3) Assist students gain an understanding of the relationship between personal behavior, education, training, and work. <p>C. CTE programs are viewed by the school counseling program as an integral part of the career development process.</p>	

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Goal A: COMMUNITY INVOLVEMENT: Increase community involvement in support of CTE programs				
Action	Persons Involved	Time Frame	Indicator of Success	Budget
<p>Advisory Committees</p> <p>Advisory committees are developed for six grouped clusters and first meeting is held</p>	<p>Career and Technology Education Coordinator</p> <p>School to Work Coordinator</p> <p>All CTE Teachers</p>	<p>November 1 through December 15, 2008</p>	<p>Identify and invite potential advisory committee members of the six grouped clusters to introductory meeting:</p> <ol style="list-style-type: none"> 1. Business Marketing and Management 2. Environment and Agriculture Systems 3. Human Services and Resources 4. Health Sciences 5. Engineering Sciences 6. Technology, Arts and Manufacturing 	<p>Substitute teachers</p>

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Goal B: PERSONNEL: Provide highly qualified CTE teachers and support their involvement in professional organizations.				
Action	Persons Involved	Time Frame	Indicator of Success	Budget
<p>Professional Development</p> <p>Staff attends professional development workshops that focus on their Professional Development Plan, (PDP), and/or Programs of Study, (POS)</p>	CTE Teachers	July 1, 2008 through June 30, 2009	80% of the CTE Teachers will participate in at least one workshop to meet their goals for PDP and/or POS	Carl Perkins Grant

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Goal C: PROGRAM ASSESSMENT: Provide relevant data for program improvement				
Action	Persons Involved	Time Frame	Indicator of Success	Budget
<p>Data Collection and Analysis</p> <p>A generic CTE course survey will be administered to CTE students in 2009, with the results analyzed and used by program staff to improve CTE programs</p>	<p>CTE Coordinator</p> <p>Assistant District Administrator of Instructional Programs</p> <p>CTE Teachers</p>	<p>November 1 through December 15, 2008</p> <p>May 2009</p> <p>September 2009</p>	<p>Survey is completed, approved and ready for use in semester 2, 2009</p> <p>Survey is administered to students enrolled in CTE courses. Data is tabulated and results are shared with CTE teachers</p> <p>Recommended program improvements will be incorporated into Course Revision proposals</p>	<p><i>Surveymonkey</i> subscription \$200</p>

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Goal D: PROGRAM DESIGN: Ensure rigorous and relevant CTE curriculum that aligns with industry and state standards				
Action	Persons Involved	Time Frame	Indicator of Success	Budget
Career Development Expand the use of WISCareers	Student Services 6-12	November 2008- February 2009	All 6 -12 students will have the opportunity to use WISCareers (based on initial information received from counselors)	Common School Funds purchase WISCareers
Career Clusters and Programs of Study Develop and implement a format that clearly describes Programs of Study to be utilized with students as they work with the Counselors to create their Individual Learning Plan (ILP)	CTE Coordinator CTE Teachers Counselors Parents Students	November 2008- February 2009	Middle School and High School Counselors will utilize the POS format with pilot students to develop their ILP	Sub costs for CTE teachers to meet with Counselors
Curriculum Content CTE Staff develops two (2) new courses for students based on high need, high wage and high skill	CTE Teachers	September 2008- January 2009	Two (2) new courses are approved and available for students in the 2009-2010 school year	Curriculum development time Textbooks and supplies

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Goal E: RESOURCES: Provide a wide array of relevant resources and materials for CTE Programs				
Action	Persons Involved	Time Frame	Indicator of Success	Budget
Curriculum/Instructional Resources Current goals are in place				
Equipment Current goals are in place				
All Learning Environments Current goals are in place				

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Goal F: SUPPORT SERVICES: Provide support services within the CTE Program to maximize student learning				
Action	Persons Involved	Time Frame	Indicator of Success	Budget
<p>Program Awareness/Accessibility</p> <p>Provide the opportunity for students to gain <i>National Automotive Technicians Education Foundation (NATEF)</i> certification</p>	<p>Technology Education Teacher: Automotive</p> <p>WADTA Foundation</p>	<p>Plan and schedule September 2008- January 2009</p>	<p>Revise the Automotive Course to increase the instructional time by one hour, daily, to qualify for NATEF certification</p>	
<p>Program Support</p> <p>No action, current goals are in place</p>				
<p>Comprehensive School Counseling Program</p> <p>Increase collaboration between the CTE Department and Student Services Department at Middle School and High School</p>	<p>CTE CLC Leaders</p> <p>CTE Coordinator</p> <p>Middle School and High School Counselors</p>	<p>December 2008 – June 2009</p>	<p>Counselor liaison attends and participates in all scheduled CTE Department meetings</p>	