**SELF STUDY FOR PROGRAM APPROVAL**

Below is a summary of the required components of the report. The district, for each required section, will create a narrative with supporting data tables, charts, and other materials as appropriate.

*Program overview.* This section provides an overview of the program’s purpose, a summary of and conclusions drawn from the program, labor market, and other regional data and information as described above, and an analysis of future trends in the occupation(s) associated with the program.

*Statement of program goals, objectives, and outcomes.* This section contains clear statements of the program’s goals, objectives, and outcomes. Program goals, objectives, and outcomes must be supported by the purpose, program, labor market, and other regional data and information, and future occupational trends detailed under the “Program Review” section. This section will also clearly describe methods which will be used to measure the program’s stated outcomes.

*Competencies.* This section will detail all program competencies – the abilities, skills, and knowledge students will gain as they progress through the program. Competencies must align with state standards for CTE established by the SBE and the program’s goals, objectives, and outcomes. This section of the report will also include the following:

1. A description of the established technical skill assessment tool(s) to measure competencies, utilizing industry-approved technical skill assessments, where available and appropriate;
2. Evidence that the program’s advisory council approved the competencies, technical skill assessment tool(s), and proficiency benchmarks;
3. Evidence that a postsecondary institution with a program aligned with the secondary CTE program approved the competencies and technical skill assessment tool(s);
4. An outline and description of the coherent sequence of coursework which constitute the program, including any related foundational and concurrent enrollment coursework, depicted in a plan of study template;
5. A description of the processes utilized to review and update the curriculum, ensuring continued relevancy to the occupational field.
6. A description of the processes utilized to employ contextualized and effective work-based, project-based, and problem-based learning approaches;
7. A description of efforts to integrate career and technical education student organization(s) into the program, if applicable; and

*Student assessment.* This section shall describe how the program will assess established student outcomes and program competencies, including the assessment which the program will use to measure outcomes and competencies.

*Educational resources.* This section will describe key equipment and materials currently used in instruction, as well as all processes used to maintain and determine whether the equipment is relevant and up-to-date. In addition, the process used to determine new equipment needs must be provided, including a description of how the proposed new equipment would improve the program.

*Advisory council.* This section will describe how the program engages with the business community to recruit members for the program advisory council. (More guidance coming) The following must be incorporated into this section of the report:

1. A current member list with titles and company;
2. A description of advisory committee meeting logistics including, but not limited to, meeting frequency, agendas, and minutes;
3. A detailed description of the advice the advisory council has suggested for the program, and any actions or results taken by the program which stem from this advice. This includes any advice *not* acted upon by the program.

*Partnerships.* This section covers several topics related to program integration and articulation with both secondary and postsecondary offerings. Accordingly, this section will contain descriptions of the following:

1. How the program’s curriculum is integrated with other curricular offerings required of all students (the notion of curricular integration is also touched on in the plan of study template required under the “Competencies” section).
2. All articulation, contractual agreements for shared courses with community colleges, and other agreements with community colleges and other postsecondary institutions;
3. How the program partners with counselors at various levels to assist all students and stakeholders in the exploration of pathway opportunities within the service area.

*Removing barriers.* The last required section will provide descriptions of how the program removes barriers for all students to access education opportunities both while in and beyond high school.