



Accreditation Guidelines
for
Oklahoma Public Postsecondary
Career and Technology Education

Standards Approved October 15, 2015
Last Update February 2019

Oklahoma Department of Career and Technology Education
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Appendix A

Self-Assessment Application

The self-assessment application should be concise. Key processes, evidence, and results should be explained within the main narrative. All results data shall include citations. Examiners will note documentation as well as a listing of individuals/groups to interview needed for verification/clarification prior to the onsite review. A clear and accurate self-assessment application will help the examiners assess the statements made by the educational institution.

Application

- ✓ Limited to a 5-page technology center overview and a 75-page application
- ✓ Must be submitted electronically by the third Thursday in August (beginning in 2019-20, this will change to June 15th) of the year scheduled for an onsite visit in the school's accreditation cycle

Assessment Rubric

Level of Achievement	Description	Score
Not Met	Methods and practices are not identified or implemented, are not regularly evaluated for improvement, and/or are characterized by activities. Goals are poorly defined. Results that are important to the institution for the respective quality standard are missing, not used, or randomly reported. No sources cited.	1
Below Standard	Methods and practices are identified but are not implemented, are beginning to be evaluated, and there is some early coordination among personnel and work groups. Strategy and goals are identified but do not address key methods and practices. Results that are important to the institution for the respective quality standard are reported and tracked over time, however adverse trends are observed and/or poor performance levels are observed. Some sources cited.	2
Meets Standard	Methods and practices are identified and implemented, are regularly evaluated, and there is coordination among personnel and work groups. Methods and practices align to key strategy and goals of the organization. Results that are important to the educational institution's quality standards are reported. Results are tracked over time and good performance levels are observed. Few adverse trends are observed. All sources cited.	3
Above Standard	Methods and practices are identified and are fully implemented, are repeatable and are regularly evaluated for improvement, lessons learned from improvement are shared, and there is consistent coordination among personnel and work groups. Methods and practices align to key strategy and goals of the organization. Results that are important to the educational institution's quality standards show beneficial trends over time with good-to-excellent performance levels. Results align to the organization's strategic goals and objectives. All sources cited.	4
Exceeds Standard	Methods and practices are identified and are fully implemented, are repeatable and are regularly evaluated for improvement, lessons learned from improvement are shared, and there is consistent coordination among personnel and work groups. The organization seeks and achieves efficiencies across units through analysis, innovation, and the sharing of information and knowledge. Methods and practices align to key strategy and goals of the organization. Results that are important to the educational institution's quality standards show beneficial trends over time with excellent performance levels. Results align to the organization's strategic goals and objectives. All sources cited.	5

Directions

Rating – To complete the self-assessment, carefully read each quality standard that follows. The technology center overview is not rated. For each question within the quality standards, the examiner should indicate if the standards are met for accreditation by marking the appropriate boxes in the columns to the right. The numbers on the application rubric indicate the following:



Other quality standards are assessed by marking “Met” or “Not Met.”

To determine if a whole standard is met, the examiner will:

- Total and then divide the ratings in the column on the right to find the average points. The average rating needs to be at 3.0 or above.
- All “Met/Not Met” statements must be met.

The technology center will be required to complete a corrective action plan if the average rating is below 3.0 and/or there are any “Not Met” statements. This could result in probationary status or loss of accreditation.

Examiner # ____ Location _____

Technology Center Overview

The technology center overview provides a framework for understanding the educational institution.

Description and Situation <i>(The goal is to set the context for the educational institution.)</i>	
What are key technology center characteristics and its strategic situation?	
Questions	
a. Environment	
(1)	What are the instruction and training offerings and support services? <i>(List all full-time program offerings and business and industry training and services provided and delivery method(s) in addition to other support services provided to customers/stakeholders such as guidance, financial aid, etc.)</i> What is the relative importance of each to success? What mechanisms are used to deliver the instruction and training offerings and support services?
(2)	What are the technology center's mission, vision, and values? What are its core competencies, and what is their relationship to the mission?
(3)	What is the technology center's personnel profile? What recent changes have been experienced in personnel composition or needs? What are <ul style="list-style-type: none"> • personnel segments, • the educational requirements for different personnel segments, and • key drivers that engage personnel in achieving the mission and vision? What are the organized bargaining units (union representation, if applicable)? What are the institution's special health and safety requirements?
(4)	What diversity is reflected in the technology center district?
(5)	What are the major facilities, technologies, and equipment?
(6)	What is the regulatory environment under which the technology center operates? What are the key applicable occupational health and safety regulations, accreditation, certification, or registration requirements, industry standards, environmental, financial, and instruction and training, and support services regulations?
b. Relationships	
(1)	What is the organizational structure and governance system? What are the reporting relationships among the governance board, leadership and administration, and the <i>CareerTech</i> system, as appropriate?
(2)	What are key market segments – students, business and industry, other customer/stakeholders, as appropriate? What are their key requirements and expectations for the instruction and training offerings, support services, and operations? What are the differences in these requirements and expectations among market segments – students, business and industry, other customers/stakeholders?
(3)	What are the key partners and collaborators and what role do they play in the technology center? What role do these individuals/organizations play in contributing and implementing innovation at the institution?
c. Competitive Environment	
(1)	What is the technology center's competitive position? What is the relative size and growth in the education sector or the markets served? Who would be considered as the technology center's competitors?
(2)	What key changes, if any, are affecting the technology center's competitive situation, including changes that create opportunities for innovation and collaboration, as appropriate?
(3)	What key sources of comparative and competitive data are available from within the education sector? What key sources of comparative data are available from outside the education sector? What limitations, if any, affect ability to obtain or use this data?
d. Strategic Context	
(1)	What are the key strategic challenges and advantages in the areas of instruction and training, support services, personnel, operations, and societal responsibilities?
e. Performance Improvement System	
(1)	What are the key elements of the technology center's performance improvement system(s), including processes for evaluation and improvement of key organizational projects and processes?
Possible Items to Explain in Narrative	
Governance board, organizational chart	
Educational institution formation year, campus site(s)	

Mission, vision, values, and core competencies
Demographics of the technology center student population, local community population, and business and industry
Socio-economic status, race, ethnicity, national origin, gender, age, disability, veteran status
Segmentation of personnel
Asset listing (i.e. – facilities, technology, equipment, human resources, etc.)
Enrollment capacity and safety based upon local policy, adherence to safety standards
Companies served within school district area
Oklahoma State Department of Education regional accreditation officer approval
Area economic development, engagement
Business and industry services (i.e. – Bid assistance, TIP agreements, staffing, etc.)
Diversity of students, business and industry, and other customers served, instructional delivery methods
Variety in instructional delivery methods, service offerings
Industry recognized certificates/credentials
Comparative data – in sector and out of sector
Performance improvement system(s) (i.e. – plan/do/study/act, LEAN, ISO, Technology Centers That Work, Model Schools, etc.)

1 – Leadership and Administration

1.1	Leadership and Administration <i>(The goal of this item is to identify key aspects of leaders' and administrators' responsibilities, to create an educational institution that is successful now and in the future.)</i>						Avg Score
How do leaders and administrators lead the technology center?							
Questions							
a. Mission, Vision, and Values							
(1)	How do leaders and administrators set the technology center's vision and values?	5	4	3	2	1	N/A
(2)	How do leaders and administrators demonstrate commitment to legal and ethical behavior?	5	4	3	2	1	N/A
(3)	How do leaders and administrators build an educational institution that is successful now and in the future?	5	4	3	2	1	N/A
b. Communication and Organizational Performance							
(1)	How do leaders and administrators communicate with and engage all personnel, students, business and industry, and other customers/stakeholders?	5	4	3	2	1	N/A
(2)	How do leaders and administrators create a focus on action that will achieve the technology center's mission?	5	4	3	2	1	N/A
(3)	How do leaders and administrators engage students in the self-assessment process?	5	4	3	2	1	NA
Possible Items to Explain in Narrative							
Vision and values decision-making process							
Commitment to legal/ethical behavior (i.e. – code of conduct, required training, policies and procedures, etc.)							
Adherence to technology center code of ethics guidelines							
Plan for success (i.e. – high standards, culture of continuous improvement, etc.)							
Methods of communicating to customers and stakeholders							
Communications plan							
Student surveys, minutes documenting student participation in advisory committee meetings, etc.,							
Actions							
___ Acceptable							
<i>Site Visit</i>							
___ Need Verification/Clarification		___ Met ___ Not Met (area of deficiency, corrective action plan required) <i>Senior leadership and administration provide direction to the overall organization.</i>					
		___Met ___Not Met (area of deficiency, corrective action plan required) <i>Senior leadership and administration ensure that students are engaged in the self-assessment process.</i>					
Additional Comments							

1.2	Governance and Societal Responsibilities <i>(The goal of this item is to evaluate key aspects of the governance system, including the improvement of leaders and the leadership system.)</i>						Avg Score
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It also asks how the educational institution ensures everyone in the organization behaves legally and ethically, how it fulfills its societal responsibilities, and supports its key communities.)

How is the technology center governed and how are societal responsibilities fulfilled?

Questions

a. Organizational Governance

(1)	How does the educational institution ensure responsible governance?	5	4	3	2	1	N/A
(2)	How is the performance of leaders and administrators, including the superintendent and governance board, evaluated?	5	4	3	2	1	N/A

b. Legal and Ethical Behavior

(1)	How are public concerns, related to law, regulatory, and accreditation compliance, with instruction and training, support services, and operations anticipated and addressed?	5	4	3	2	1	N/A
(2)	How is ethical behavior promoted and ensured in all interactions?	5	4	3	2	1	N/A

c. Societal Behavior

(1)	How does the technology center consider societal well-being and benefit as part of strategy and daily operations?	5	4	3	2	1	N/A
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Possible Items to Explain in Narrative

- Key policies and procedures of the governing board
- Describe how personnel maintain knowledge of applicable laws and regulations and how staff is informed of changes that may impact programs, services, and/or operations
- Listing of institutional and program regulatory bodies and accrediting agencies
- Appropriate institutional/program policies and procedures (i.e. – live-work, attendance policy, distance education, etc.)
- Listing of annual reports, disclosures, other public notices, etc.
- Local, state, and national program approval processes, accreditation processes (i.e. – gainful employment in recognized occupation, annual accreditation status, etc.)
- Describe ethical practices
- Civil rights compliance
- Formals plans for community relations
- OKDHS reporting (TANF)

Actions

___ Acceptable	
<i>Site Visit</i>	
___ Need Verification/Clarification	___ Met ___ Not Met (area of deficiency, corrective action plan required) <i>The institution is operating within the Oklahoma CareerTech Rules.</i>
	___ Met ___ Not Met (area of deficiency, corrective action plan required) <i>Senior leadership and administration are operating in a legal and ethical manner.</i>
	___ Met ___ Not Met (area of deficiency, corrective action plan required) <i>The institution meets regulatory requirements and public responsibilities.</i>

Additional Comments

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1.3	Strategy Development and Implementation <i>(The goal is to strengthen overall performance, competitiveness, and future success through the deployment of strategies to achieve goals.)</i> How does the technology center develop and implement strategy?	Avg Score					
Questions							
a. Strategy Development Process							
(1)	How does the technology center district conduct strategic planning?	5	4	3	2	1	N/A
(2)	How does the strategy development process stimulate and incorporate innovation?	5	4	3	2	1	N/A
(3)	How is relevant data collected and analyzed to develop information for the strategic planning process?	5	4	3	2	1	N/A
(4)	What are the technology center's key processes (examples may include enrollment, instruction, training, marketing, human resources, finance, partner relationships, and organizational effectiveness)?	5	4	3	2	1	N/A
b. Strategic Objectives							
(1)	What are the technology center's key strategic objectives and timetable for achieving these objectives?	5	4	3	2	1	N/A
(2)	How do strategic objectives achieve appropriate balance among varying and potentially competing institutional needs?	5	4	3	2	1	N/A
c. Action Plan Development and Deployment							
(1)	What are the technology center's key short- and long-term action plans?	5	4	3	2	1	N/A
(2)	How are action plans deployed?	5	4	3	2	1	N/A
(3)	How does the technology center ensure that funding and other resources are available to support the achievement of action plans while meeting current obligations?	5	4	3	2	1	N/A
(4)	How does the technology center ensure that professional development aligns to short- and long-term strategic goals and objectives and action plans?	5	4	3	2	1	N/A
(5)	What key performance measures or indicators are used to track the achievement and effectiveness of action plans?	5	4	3	2	1	N/A
(6)	For these key performance measures or indicators, what are performance projections for the technology center's short- and long-term planning horizons?	5	4	3	2	1	N/A
d. Action Plan Modification							
(1)	How does the technology center establish and implement modified action plans if circumstances require a shift in plans and rapid execution of new plans?	5	4	3	2	1	N/A
Possible Items to Explain in Narrative							
Strategic planning process; SMART (specific, measurable, attainable, relevant, and time-bound) goals and objectives							
Needs assessments, SWOT (strengths, weaknesses, opportunities, and threats) analysis							
Diversity in representation as part of the strategic planning process							
Student body statistics and program enrollment trends							
Labor market and economic studies							
Occupational needs analysis for programs and services							
Budgeting strategies							
Program strategic plans alignment to district strategic plans (if applicable)							
Leadership decisions based on advisory committee recommendations							
Performance targets and key measures; expectations in key results areas							
Program-specific strategic plans/plans of improvement are aligned to the technology center's mission and vision, goals and objectives							
Actions							
___ Acceptable							

<p style="text-align: center;"><i>Site Visit</i></p> <p>___ Need Verification/Clarification</p>	<p>___ Met ___ Not Met (area of deficiency, corrective action plan required)</p> <p><i>The institution has a strategic planning process that supports continuous improvement.</i></p>
	<p>___ Met ___ Not Met (area of deficiency, corrective action plan required)</p> <p><i>Goals and objectives are aligned to the technology center's mission and vision and are regularly monitored.</i></p>
	<p>___ Met ___ Not Met (area of deficiency, corrective action plan required)</p> <p><i>There is alignment between the educational institution's strategic plan and Oklahoma CareerTech's strategic plan and performance measures.</i></p>
	<p>___ Met ___ Not Met (area of deficiency, corrective action plan required)</p> <p><i>The institution systematically reviews its performance.</i></p>

Additional Comments

1.4	Leadership Results <i>(The goals of this item are to demonstrate: (1) the extent to which the organization is fiscally sound, ethical, and socially responsible and (2) how it communicates this information to students, business and industry, and other customers/stakeholders.)</i>						Avg Score
	What are the technology center's performance results?						
Questions							
a. Leadership, Governance, and Societal Responsibility Results							
(1)	What are the results for leaders' and administrators' communication and engagement with personnel, students, business and industry, and other customers/stakeholders?	5	4	3	2	1	N/A
(2)	What are the results for governance accountability?	5	4	3	2	1	N/A
(3)	What are the legal, regulatory, and accreditation results?	5	4	3	2	1	N/A
(4)	What are the results for ethical behavior?	5	4	3	2	1	N/A
(5)	What are the results for societal responsibilities and support of its key communities?	5	4	3	2	1	N/A

b. Strategy Implementation Results							
(1)	What are results for the achievement of institutional strategy and action plans?	5	4	3	2	1	N/A
Possible Items to Chart Levels and Trends							
Leader/Administrator communication analytics							
Board of Education professional development points							
Legal, regulatory, and accreditation timeline and findings							
Breaches of ethical behavior, grievances related to ethics							
Community involvement, contributions (time, money, etc.)							
Funding levels, trends							
Cost per student levels, trends							
Cost per business training levels, trends							
Action plan completion rates							
Findings on regulatory oversight							
Deficiencies on accreditation							
Ethical/legal violations							
Audit exceptions							
Civil rights compliance findings							
Oklahoma State Department of Education regional accreditation officer approval							
Actions							
___ Acceptable							
<i>Site Visit</i>							
___ Need Verification/Clarification		___ Met ___ Not Met (area of deficiency, corrective action plan required)					
		<i>The institution reports levels of performance.</i>					
		___ Met ___ Not Met (area of deficiency, corrective action plan required)					
		<i>The institution reports trends of performance.</i>					
Additional Comments							

2 – Instruction & Training

2.1	Instruction and Training <i>(The goal of this item is to review all instruction and training programs – full-time, BIS, ACD, BES, Dropout Recovery, TANF, Adult Basic Education – offered by the technology center.)</i>	Avg Score					
	How does the technology center obtain information related to student/client learning and achievement?						
Questions							
a. Instructional Planning and Organization <i>(This should emulate the program and training offerings in the technology center district)</i>							
(1)	How is a program/course plan of instruction developed to support learning objectives? <ul style="list-style-type: none"> How are program/course outcomes determined and measured? 	5	4	3	2	1	N/A

	<ul style="list-style-type: none"> How does the instructional planning and organization provide adequate opportunity for all students/clients to develop the necessary knowledge, skills and competencies needed for postsecondary education and/or employment? 						
(2)	<p>How does the technology center ensure each student/client has the opportunity to participate in training-related work-based experiences?</p> <ul style="list-style-type: none"> How are student/client work-based objectives developed, implemented, and evaluated to ensure student/client progression and skill attainment? 	5	4	3	2	1	N/A
(3)	How does the technology center ensure students/clients have the opportunity to attain industry-recognized certifications/licenses, credentials, and other outcomes that demonstrate the skills needed to meet industry-accepted standards?	5	4	3	2	1	N/A
(4)	<p>How does instruction recognize and minimize bias and stereotyping?</p> <ul style="list-style-type: none"> How is instruction adapted for accommodations and/or modifications? 	5	4	3	2	1	N/A
(5)	<p>How does the technology center ensure instruction and training is monitored for quality?</p> <ul style="list-style-type: none"> How are enrollment and class sizes determined? How is effectiveness monitored? How are revision decisions made and implemented? How is continuous improvement implemented? 	5	4	3	2	1	N/A
(6)	How are client-specific (BIS, BES, Dropout Recovery, TANF, and/or Adult Basic Education) instruction and onsite visits conducted and monitored, as applicable?	5	4	3	2	1	N/A
b. Resources and Materials							
(1)	How are instructional resources, technology, and supplies provided to support the learning objectives of the program/course and meet the needs of students/clients served?	5	4	3	2	1	N/A
(2)	How do instructional resources and supplies meet the needs of students/clients with disabilities needing additional accommodations and/or modifications?	5	4	3	2	1	N/A
c. Leadership Development							
(1)	How do the career and technical student organizations (CTSOs) align with the desired student outcome?	5	4	3	2	1	N/A
(2)	How are CTSOs marketed to students?	5	4	3	2	1	N/A
(3)	How are CTSOs integrated into the curriculum?	5	4	3	2	1	N/A
(4)	How does the technology center encourage and support participation/leadership opportunities throughout their district?	5	4	3	2	1	N/A
(5)	How does the technology center encourage and support participation/leadership opportunities beyond the local level?	5	4	3	2	1	N/A
(6)	How does the technology center ensure student organizations and members employ ethical practices and professional conduct while participating in organized activities and events?	5	4	3	2	1	N/A
(7)	How does the technology center ensure student organizations develop and carry out their programs of work?	5	4	3	2	1	N/A
Possible Items to Explain in Narrative							
Instruction plans with competencies							
Delivery methods utilized, teaching methods used, alternative teaching methods							
Classroom Management							
Instructor Effectiveness							
Instructor reports							
Principles of adult education							
Programs descriptions							
Overview list of assessments related to achievement, aptitude, interest, industry credentials, etc.							
Program specific handbooks, policies							
Grading system							
Program-specific strategic plans, program-specific plans of improvement							
Locally established program success measures or continuous program improvement tools							

Rigorous CTE
Student records access
Adherence to live work policy
Accessibility to IEP, 504 plans, etc.
Increase awareness of bias and stereotyping (i.e. professional development)
Instructional adaptations or accommodations/modifications
Student/teacher ratio
Involvement with nontraditional and traditional
CTSO handbooks
CTSO programs of work (school/community service, etc.)
CTSO schedule of activities/events
CTSO competitive events, leadership opportunities beyond the local level
Career-related work-based training experiences– structure, supervision, monitoring, scheduling
Duty/task lists
Evaluation/assessment instruments
Guest speakers, life skills lessons, etc.
Counseling session records
Client success stories

Actions

___ Acceptable	
<p style="text-align: center;"><i>Site Visit</i></p> <p>___ Need Verification/Clarification</p>	<p>___ Met ___ Not Met (area of deficiency, corrective action plan required)</p> <p><i>The institution is teaching programs/courses approved by ODCTE.</i></p>
	<p>___ Met ___ Not Met (area of deficiency, corrective action plan required)</p> <p><i>The institution provides opportunities for work-based learning.</i></p>
	<p>___ Met ___ Not Met (area of deficiency, corrective action plan required)</p> <p><i>The institution's local CTSOs chapters are in good standing with the state and national organizations.</i></p>
	<p>___ Met ___ Not Met (area of deficiency, corrective action plan required)</p> <p><i>The institution's programs afford students the opportunity to participate in appropriate leadership and/or student organization(s) aligned to the desired student outcome.</i></p>

Additional Comments

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2.2	Student Learning Results <i>(The goal of this item is to demonstrate quality and value of instruction, training, and services that enable students, business and industry, and other customers/stakeholders be successful.)</i>	Avg Score					
What are the technology center's performance results?							

Questions

a. Instruction and Training Results

(1)	What are the results for learning and customer service processes designed to meet the needs of students, business and industry, and other customers? (examples – full-time programs, BIS, ACD, BES, Dropout Recovery, TANF, and Adult Basic Education)	5	4	3	2	1	N/A
(2)	What are the results for Career and Technical Student Organizations (CTSO) student involvement?	5	4	3	2	1	N/A

Possible Items to Chart Levels and Trends

- Levels and/or trends related the Oklahoma *CareerTech's* performance measures
- Enrollment and retention rates (segmented by program)
- Student/teacher ratios
- Attendance and dropout rates (segmented by program)
- Program completion rates (segmented by program)
- Placement rates (segmented by program)
- Accurate/timely data submissions
- Numbers of industry credentials/certificates received by students (segmented by program)
- Repeat and new businesses/companies served by program
- Minority businesses served
- Data from education partners
- OKCareerGuide.org data
- Technology Centers That Work (TCTW) data, Model Schools data, results of Lean Manufacturing, Lean Office, ISO manufacturing training
- CSTO membership numbers, retention rates
- CTSO meeting/competitive events involvement, achievement
- Activity reports
- Client/coordinator ratios
- Contracts awarded
- High school equivalency diplomas
- Employer and/or instructor progress notes
- TANF accounting records
- TANF minimum retention/completion rate
- Contract awards
- Client improvement in competitive position
- Milestone achievement records

Actions

<input type="checkbox"/> Acceptable	
<i>Site Visit</i>	
<input type="checkbox"/> Need Verification/Clarification	<input type="checkbox"/> Met <input type="checkbox"/> Not Met (area of deficiency, corrective action plan required) <i>The institution reports levels of performance.</i>
	<input type="checkbox"/> Met <input type="checkbox"/> Not Met (area of deficiency, corrective action plan required) <i>The institution reports trends of performance.</i>

Additional Comments



3 – Support Services

3.1 Student Support <i>(The goal of this item is to review support services available to students at the technology center, including career guidance and advisement, academic integration, and job placement.)</i>								Avg Score
Questions								
a. Career Counseling and Advisement								
(1)	How does the technology center assess appropriate placement within instruction and service offerings? • How is this information communicated?	5	4	3	2	1	N/A	
(2)	How does the technology center ensure all students have an updated individual career plan and/or Perkins program of study on file that is reviewed regularly? • What is included on a student's individual plan?	5	4	3	2	1	N/A	
(3)	How does the technology center ensure effective transition to advanced credentialing or postsecondary studies?	5	4	3	2	1	N/A	
(4)	How does the technology center ensure equitable access to support services and provide responsive services?	5	4	3	2	1	N/A	
(5)	How does the technology center collaborate with partner schools regarding student information (examples – IEPs, 504s, health plans, credentials/certificates, etc.)?	5	4	3	2	1	N/A	
b. Academic Integration and Enhancement								
(1)	How does the technology center ensure academic credit courses adhere to state/federal legislation/guidelines annually?	5	4	3	2	1	N/A	
(2)	How do career and technology education instructors develop strategies for integrating academics and other essential skills into program instruction?	5	4	3	2	1	N/A	
(3)	How do the instructors assist in determining goals and selecting materials and instructional aids used for integrated academic skills development?	5	4	3	2	1	N/A	
(4)	How do students understand the purpose for integrating academic instruction into their career preparation training?	5	4	3	2	1	N/A	
(5)	How do students receive academic instruction through a variety of delivery methods/systems?	5	4	3	2	1	N/A	
(6)	How does the technology center assist students in preparing for student organization academic skills demonstrations/competitive events, industry credential exams, high school equivalency testing/end of instruction exams, certification exams, college admissions testing, and/or access to community instructional resources?	5	4	3	2	1	N/A	
c. Placement								
(1)	How does the technology center assist students in learning about current trends in the labor market and in developing job search skills?	5	4	3	2	1	N/A	
(2)	How does the technology center ensure all students have access to postsecondary education and training options?	5	4	3	2	1	N/A	
(3)	How is interaction with business and industry (outside of on-the-job training – OJT), postsecondary, and military representatives incorporated into student training experiences?	5	4	3	2	1	N/A	
(4)	How does the technology center inform students of placement opportunities, including job openings, military, and scholarship information? • Is job search assistance, including referral services, accessible to all students?	5	4	3	2	1	N/A	
(5)	How are all students informed and provided assistance following program completion to support job placement, refine search strategies/skills, and develop retention skills for continuing employment?	5	4	3	2	1	N/A	
Possible Items to Explain in Narrative								
Guidance plan								
Communication and description of guidance services								

Guidance and/or Academic Team self-studies
Academic centers
Accommodation/Modification information, implementation, and documentation
List of assessments related to achievement, aptitude, interest, industry credentials, etc.
Interpreting assessment results
Individual career plans (includes academic and technical courses that support the career goal)
Use of learning styles in differentiated instruction
Curriculum, materials, and resource selection
Program syllabi with course objectives and content, schedules
Evidence of student advisement (i.e. – college credit information, employability, etc.)
Data from educational partners
Request for services process
Community/referral resources – collaboration, partnerships
Job placement process, identification and distribution of opportunities
Scholarship process, identification and distribution of opportunities
College and career fairs
Guest speakers, field trips, job shadowing, mentoring, mock interviews, live work, etc.
TANF/OKDHS procedures for job placement
TANF/OKDHS child care, transportation issues (case notes, correspondence)
Employability plans, portfolios
Resources – OKCareerGuide.org, ONet job link, etc.
ADA transitional service plans, IEPs, 504s
Student support/assistance plans

Actions

Acceptable

<p style="text-align: center;"><i>Site Visit</i></p> <p><input type="checkbox"/> Need Verification/Clarification</p>	<p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met (area of deficiency, corrective action plan required)</p> <p><i>The institution provides the opportunity for career counseling and advisement services for all students.</i></p>
	<p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met (area of deficiency, corrective action plan required)</p> <p><i>The institution makes appropriate accommodations/modifications for all identified/self-disclosed students.</i></p>
	<p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met (area of deficiency, corrective action plan required)</p> <p><i>The institution ensures integration of math, reading, and communication skills instruction with all students' occupational skills training.</i></p>
	<p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met (area of deficiency, corrective action plan required)</p> <p><i>The institution provides the opportunity for all students in developing employability skills and provides placement assistance for postsecondary, military, or employment.</i></p>

Additional Comments

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3.2	Communication, Marketing, and Engagement <i>(The goal of this item is to capture meaningful information essential in building a more student-, business and industry, and other customer/stakeholder-focused culture that exceeds expectations and enhances loyalty.)</i> How is information obtained from students, business and industry, and other customers/stakeholders and used to meet their needs and build relationships?	Avg Score					
Questions							
a. Communication Groups & Methods							
(1)	How are customer groups and market segments determined?	5	4	3	2	1	N/A
(2)	How does the technology center determine and implement methods and media appropriate for each targeted audience, to include individuals with disabilities, nontraditional students, English language learners, and minorities?	5	4	3	2	1	N/A
(3)	How do students, business and industry, and other customers/stakeholders seek information and support?	5	4	3	2	1	N/A
(4)	What is the technology center social media policy and how is it implemented?	5	4	3	2	1	N/A
(5)	How are procedures established and appropriate methods and measures used for communication with personnel?	5	4	3	2	1	N/A
(6)	What methods are used to educate faculty/staff regarding their role in the practice of effective communications and marketing?	5	4	3	2	1	N/A
b. Relationships							
(1)	How are relationships built and managed with students, business and industry, and other customers/stakeholders?	5	4	3	2	1	N/A
(2)	How are students', business and industry, and other customers'/stakeholders' complaints/concerns managed? • How are formal complaint records maintained?	5	4	3	2	1	N/A
c. Recruitment & Enrollment							
(1)	How does the technology center ensure enrollment and class sizes are in compliance with ODCTE guidelines?	5	4	3	2	1	N/A
(2)	How are new secondary and adult students, business and industry, and/or clients actively pursued?	5	4	3	2	1	N/A
(3)	How does the technology center ensure that it serves a reasonable number and a representative cross-section of businesses in their district?	5	4	3	2	1	N/A
d. Listening							
(1)	How does the technology center listen to, interact with, and observe current students, business and industry, and other customers/stakeholders to obtain actionable information?	5	4	3	2	1	N/A
(2)	How does the technology center listen to potential students, business and industry, and other customers/stakeholders to obtain actionable information?	5	4	3	2	1	N/A
e. Satisfaction and Engagement							
(1)	How does the technology center involve students, business and industry, and other customer/stakeholders to determine satisfaction, dissatisfaction, and engagement with programs and services?	5	4	3	2	1	N/A
Possible Items to Explain in Narrative							
Communications and Marketing plan – utilizes the RACE (research, analysis, communication, and evaluation) components							

Marketing strategies
Examples of communication and marketing efforts
Information accessibility via multiple platforms (i.e. – consumer information, student handbook, program specific handbook, job boards, college/career fairs, etc.)
Method(s) and timeline of communication with students, business and industry, and other customers/stakeholders during and outside of a school session
Opportunities and policies that exist for involvement in career and technical student organizations (CTSOs)
Institutional, program, business and industry collaboration with others
Describe how students are assisted with employability skills, informed of job placement opportunities, assisted with transitioning to postsecondary studies, provided opportunities to earn advanced credentials, etc.
Listing of economic development organizations, meetings attended, dissemination of information gained
Enrollment process (application, open entry/open exit, additional forms, etc.)
Recruitment strategies
Institution and program recruitment efforts, enrollment processes
Focus on diversity
Satisfaction and dissatisfaction determination of students, business and industry, other customer, and stakeholders
Instructor and/or program evaluations
Program advisory committee involvement
System for receiving and processing complaints
Listing of economic development organizations, meetings attended, dissemination of information gained
Measurement tools (analytics)

Actions

___ Acceptable	
<p style="text-align: center;"><i>Site Visit</i></p> <p>___ Need Verification/Clarification</p>	<p>___ Met ___ Not Met (area of deficiency, corrective action plan required)</p> <p><i>The institution maintains and evaluates annually a written communications and marketing plan that aligns with the technology center strategic plan.</i></p>
	<p>___ Met ___ Not Met (area of deficiency, corrective action plan required)</p> <p><i>The institution works with local business and industry to meet their needs.</i></p>
	<p>___ Met ___ Not Met (area of deficiency, corrective action plan required)</p> <p><i>The institution is working to increase and/or diversify its market.</i></p>
	<p>___ Met ___ Not Met (area of deficiency, corrective action plan required)</p> <p><i>The institution ensures appropriate personnel participate in local economic development meetings, chambers of commerce, or other organizations and share information gained to assist in meeting workforce needs.</i></p>
	<p>___ Met ___ Not Met (area of deficiency, corrective action plan required)</p>

	<i>The institution monitors satisfaction and dissatisfaction of students, business and industry, and other customers/stakeholders.</i>
	<input type="checkbox"/> Met <input type="checkbox"/> Not Met (area of deficiency, corrective action plan required)
	<i>The institution uses student, business and industry, and other customer/stakeholder feedback to improve its services and brand recognition.</i>
	<input type="checkbox"/> Met <input type="checkbox"/> Not Met (area of deficiency, corrective action plan required)
	<i>The institution has methods and processes to engage and improve student, business and industry, and other customer/stakeholder relationships.</i>
Additional Comments	

3.3	Finance <i>(The goal of this item is to determine what strategies have been implemented to improve financial accountability and ensure sound financial policies.)</i>	Avg Score					
	How does the technology center ensure fiscal accountability?						
Questions							
a. Fiscal Accountability							
(1)	How does the technology center ensure all of the personnel and operational line items necessary to run a department/program are budgeted and expended according to what was initially approved or approved with revisions?	5	4	3	2	1	N/A
(2)	How does the technology center ensure personnel have input into the development of the annual budget and expenditures?	5	4	3	2	1	N/A
(3)	How does the technology center control the overall costs of operations?	5	4	3	2	1	N/A
b. Financial Aid							
(1)	How does the technology center balance its Title IV financial aid expenditures and draw totals each fiscal year?	5	4	3	2	1	N/A
Possible Items to Explain in Narrative							
Technology center budget							
Board of Education meeting minutes							
Planning meetings							
Funding levels, trends							
Cost per student levels, trends							
Cost per business training levels, trends							
Audit exceptions							
Pell grant year-to-date listings							
Perkins funding							

Annual independent audit	
G5 ending balance EDSA-YTD POD alerts	
Actions	
___ Acceptable	
___ <i>Site Visit</i> ___ Need Verification/Clarification	___ Met ___ Not Met (area of deficiency, corrective action plan required) <i>The institution is operating within a balanced budget.</i>
	___ Met ___ Not Met (area of deficiency, corrective action plan required) <i>The institution follows its local purchasing policy.</i>
Additional Comments	

3.4	Consulting and Assistance <i>(The goal of this item is to capture meaningful information related to technical assistance requested/provided to support instruction and training and support services – ABM, BES, incubators, Bid Assistance – OBAN, SBM, SET, TANF.)</i>	Avg Score					
	How does the technology center provide/receive consulting and assistance?						
Questions							
a. Consulting and Assistance							
(1)	How are client-specific support services provided in consulting/assistance?	5	4	3	2	1	N/A
(2)	How are consulting/assistance provided to improve clients' ability to start/sustain a business or to bid for and perform successfully on government contracts? • What other methods and resources are used to teach clients to start/sustain a business or bid for and perform successfully on government contracts?	5	4	3	2	1	N/A
(3)	How does the technology center ensure sufficient time and financial support for client visitation?	5	4	3	2	1	N/A
Possible Items to Explain in Narrative							
Program-specific strategic plans, program-specific plans of improvement							
Listing of level(s) – local, state, national – and delivery method(s) – face-to-face, workshop, conference, etc. – of technical assistance							
Actions							
___ Acceptable							
___ <i>Site Visit</i> ___ Need Verification/Clarification							
Additional Comments							

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3.5	Support Services Results <i>(The goal of this item is to evaluate the quality and value of support services that enable students, business and industry, and other customers/stakeholders achieve success.)</i>	Avg Score					
Questions							
a. Student Support							
(1)	What are the technology center's response to students'/clients' needs?	5	4	3	2	1	N/A
(2)	What are the technology center's response to appropriate services administered to students/clients?	5	4	3	2	1	N/A
(3)	What student/client participation and academic attainment is measured and reported to appropriate parties?	5	4	3	2	1	N/A
(4)	What is the technology center's effectiveness of placement activities?	5	4	3	2	1	N/A
b. Communications and Marketing							
(1)	What are the student, business and industry, and other customer/stakeholder satisfaction and dissatisfaction results?	5	4	3	2	1	N/A
(2)	What are marketplace performance results?	5	4	3	2	1	N/A
c. Customer/Stakeholder Engagement							
(1)	What are the student, business and industry, and other customer/stakeholder engagement results?	5	4	3	2	1	N/A
d. Finance							
(1)	What are the technology center's financial performance results?	5	4	3	2	1	N/A
e. Consulting and Assistance							
(1)	What are the performance results for provision of consulting and assistance to clients?	5	4	3	2	1	N/A
Possible Items to Chart Levels and Trends							
Levels and/or trends related the Oklahoma <i>CareerTech's</i> performance measures							
Enrollment rates by program							
Retention rates by program, if applicable							
Student/teacher ratios							
Attendance and dropout rates by program							
Program completion rates by program							
Placement rates by program							
Accurate/timely data submissions							
Numbers of industry credentials/certificates received by program							
Repeat and new businesses/companies served by program							
Minority businesses served							
Remediation rates							
Data from education partners							
OKCareerGuide.org data							
CSTO membership numbers, retention rates							
CTSO meeting/competitive events involvement, achievement							
CTSO leadership							
Activity reports							

Client/coordinator ratios
Contracts awarded
Career Readiness Certificates (CRCs) levels and trends by program area, industry certificate/credential levels and trends by program areas
Levels and trends of student, business and industry, faculty, and stakeholder satisfaction and/or dissatisfaction
New programs added and obsolete programs discontinued
Postsecondary participation/completion
Wage placement data
Cost/Benefit per program
Actions
<input type="checkbox"/> Acceptable
<i>Site Visit</i>
<input type="checkbox"/> Need Verification/Clarification
<input type="checkbox"/> Met
<input type="checkbox"/> Not Met (area of deficiency, corrective action plan required)
<i>The institution reports levels of performance.</i>
<input type="checkbox"/> Met
<input type="checkbox"/> Not Met (area of deficiency, corrective action plan required)
<i>The institution reports trends of performance.</i>
Additional Comments

4 – Measurement & Analysis

4.1	Measurement, Analysis, and Improvement of Organizational Performance <i>(The goal of performance measurement, analysis, review, and improvement is to guide process management toward the achievement of key organizational results and strategic objectives, anticipate and respond to rapid or unexpected educational institution or external changes, and identify best practices to share.)</i>							Avg Score
Questions								
a. Performance Measurement								
(1)	How is data and information used to track daily operations and overall technology center performance?	5	4	3	2	1	N/A	
(2)	How are customer and stakeholder feedback and market data information used?	5	4	3	2	1	N/A	
(3)	How does the technology center ensure the performance measurement system(s) can respond to rapid or unexpected educational institution or external changes?	5	4	3	2	1	N/A	
b. Performance Analysis and Review								
(1)	How are the technology center's performance and capabilities reviewed?	5	4	3	2	1	N/A	
c. Performance Improvement								
(1)	How are best practices shared in the technology center?	5	4	3	2	1	N/A	
(2)	How is the technology center's future performance projected?	5	4	3	2	1	N/A	
(3)	How are findings from performance reviews used to develop priorities for continuous improvement and opportunities for innovation?	5	4	3	2	1	N/A	
Possible Items to Explain in Narrative								
Institutional, department, program, individual development and professional growth plans, participation, dashboards								
Student files (i.e. – financial aid, program specific, etc.), record retention								
Plan for follow-up of students								
Regular review of program requirements								
Awards and/or recognitions received								
Methods of quality assessment to ensure continuous improvement								
Actions								
___ Acceptable								
<i>Site Visit</i>								
___ Need Verification/Clarification		___ Met ___ Not Met (area of deficiency, corrective action plan required) <i>The institution measures and analyzes organizational performance.</i>						
		___ Met ___ Not Met (area of deficiency, corrective action plan required) <i>The institution has a process for continuous improvement.</i>						
Additional Comments								
4.2	Knowledge Management, Information, and Information Technology <i>(The goal of this item is to identify strategies used by the technology center to improve organizational efficiency and effectiveness and stimulate innovation.)</i>							Avg Score

How does the technology center manage institutional knowledge assets, information, and information technology infrastructure?							
Questions							
a. Organizational Knowledge							
(1)	How is organizational knowledge managed?	5	4	3	2	1	N/A
(2)	How are knowledge and resources used to embed learning in the way the educational institution operates?	5	4	3	2	1	N/A
(3)	How are individualized personnel and professional development plans reviewed and monitored for effectiveness?	5	4	3	2	1	N/A
b. Data, Information, and Information Technology							
(1)	How does the institution verify and ensure the quality of organizational data and information?	5	4	3	2	1	N/A
(2)	How does the institution ensure the security of sensitive or privileged data and information?	5	4	3	2	1	N/A
(3)	How does the institution ensure the availability of organizational data and information?	5	4	3	2	1	N/A
(4)	How does the institution ensure that hardware and software are reliable, secure, and user-friendly?	5	4	3	2	1	N/A
(5)	In the event of an emergency, how does the institution ensure that hardware and software systems and data and information continue to be secure and available to effectively serve students, business and industry, other customers/stakeholders, and organizational needs?	5	4	3	2	1	N/A
c. Data Management							
(1)	How is the information management system used to monitor and document student/client progress? <ul style="list-style-type: none"> What type of information management system is used? What information is collected, measured, monitored, reported, and stored in this system? How is it collected? 	5	4	3	2	1	N/A
(2)	How are client files, reports, and onsite visits recorded and monitored annually?	5	4	3	2	1	N/A
(3)	How are applicable department/program-specific records, plans of study, program plans, and/or work-based agreements recorded and maintained?	5	4	3	2	1	N/A
(4)	How is inventory managed?	5	4	3	2	1	N/A
Possible Items to Explain in Narrative							
Documentation of processes, cross training, etc.							
Required documentation retention (i.e. – historical records, accreditations, fiscal reports, etc.)							
Technology plan							
Methods for tracking learning (i.e. – examinations, evaluations, grading practices, etc.)							
Document appropriate personnel resumes, licenses, certifications, job descriptions, performance evaluations, etc.							
Policies and procedures regarding data confidentiality and security							
Record maintenance – financial aid, guidance, TANF							
Plan for disaster recovery							
Client visits							
Work-based agreements – nondiscrimination assurances, insurance coverage, etc.							
Follow-up							

Actions	
___ Acceptable	
<i>Site Visit</i>	___ Met

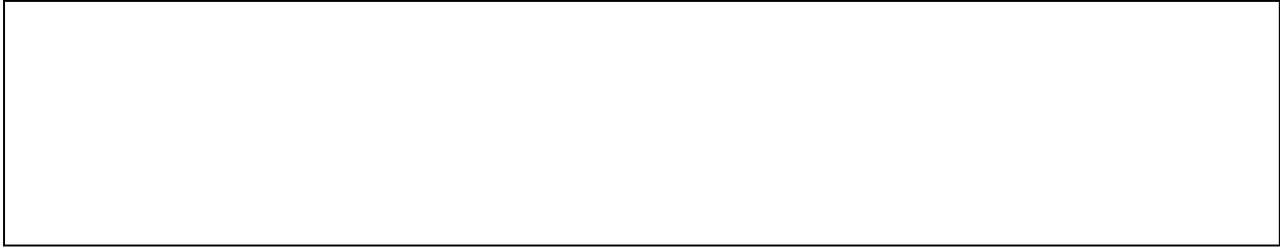
___ Need Verification/Clarification	___ Not Met (area of deficiency, corrective action plan required) <i>The institution keeps applicable student/employee information confidential and secure.</i>
	___ Met ___ Not Met (area of deficiency, corrective action plan required) <i>The institution maintains required data accurately and reports to appropriate entities in a timely manner.</i>
Additional Comments	

4.3	Measurement and Analysis Results <i>(The goal of this item is to evaluate the management of data.)</i>						Avg Score
	What are the technology center's performance results?						
Questions							
a. Organizational Performance							
(1)	What are the results for performance measurement, analysis, and/or improvement?	5	4	3	2	1	N/A
(2)	What are the results for organizational knowledge?	5	4	3	2	1	N/A
(3)	What are the results for data, information, and/or information technology?	5	4	3	2	1	N/A
(4)	What are the results for data management?	5	4	3	2	1	N/A
Possible Items to Chart Levels and Trends							
Levels and/or trends related the Oklahoma <i>CareerTech</i> 's performance measures							
Enrollment and retention rates by program							
Attendance and dropout rates by program							
Placement rates by program							
Numbers of industry credentials/certificates received by program							
Repeat and new companies served by program							
Daily operations data							
Performance dashboard							
Feedback							
Market data							
Best practices implementation							
Professional development plan effectiveness							
Help desk ticket volume, turnaround rate							
System uptime							
Accurate/timely data submissions							
Data loss							
Data security breaches							
Disaster recover test results							
Business continuity checklist							
Actions							
___ Acceptable							

<p style="text-align: center;">Site Visit</p> <p>___ Need Verification/Clarification</p>	<p>___ Met ___ Not Met (area of deficiency, corrective action plan required)</p> <p><i>The institution reports levels of performance.</i></p>
	<p>___ Met ___ Not Met (area of deficiency, corrective action plan required)</p> <p><i>The institution reports trends of performance.</i></p>
<p>Additional Comments</p>	

5 – Personnel

5.1	Environment <i>(The goal of this item is to identify strategies and/or processes that the technology center uses to build an effective environment for accomplishing work and supporting personnel.)</i>						Avg Score
	How does the technology center build an effective and supportive environment?						
Questions							
a. Capability and Capacity							
(1)	How are personnel capability and capacity needs assessed? How does the technology center ensure that staff are meeting their requirements?	5	4	3	2	1	N/A
(2)	How does the technology center recruit, hire, place, and retain new personnel?	5	4	3	2	1	N/A
(3)	How does the technology center organize and manage its personnel?	5	4	3	2	1	N/A
(4)	How does the technology center prepare personnel for changing capability and capacity needs?	5	4	3	2	1	N/A
b. Workplace Environment							
(1)	How does the institution ensure workplace health, security, and accessibility for technology center personnel?	5	4	3	2	1	N/A
(2)	How does the technology center support personnel in regards to services, benefits, and policies?	5	4	3	2	1	N/A
c. Collaboration							
(1)	How do work groups inform and collaborate with each other?	5	4	3	2	1	N/A
(2)	How does the technology center coordinate services and activities with partners through regularly planned informational meetings and correspondence?	5	4	3	2	1	N/A
Possible Items to Explain in Narrative							
Plan for adequate staff to support the work of the institution							
How appropriate certifications, licenses, and qualifications of faculty/professional staff are identified (job descriptions)							
Educational preparation for academic integration							
Plan for workforce recruitment							
Plan for employee/volunteer orientation (onboarding)							
Separation of duties, when required (bid assistance, financial aid)							
Plan for environmental factors at appropriate levels within the institution's facility(ies)							
Student/Teacher ratios by program area							
Employee performance evaluations							
Safety, compliance, grievance reporting procedures (i.e. – faculty handbook, etc.)							
Flexible scheduling options							
Accommodations/modifications provided, if applicable							
Joint staff meetings, case management – notes, minutes							
Actions							
___ Acceptable							
<i>Site Visit</i>							
___ Need Verification/Clarification		___ Met ___ Not Met (area of deficiency, corrective action plan required) <i>The institution maintains adequate, qualified personnel to carry out its purpose.</i>					
		___ Met ___ Not Met (area of deficiency, corrective action plan required) <i>The institution maintains a healthy, safe environment for all employees.</i>					
Additional Comments							



5.2	Engagement <i>(The goal of this item is identify systems used by the technology center to: foster high performance, address core competencies, accomplish action plans, and ensure technology center success now and in the future.)</i>	Avg Score					
Questions							
a. Engagement and Performance							
(1)	How does the technology center foster an organizational culture that is characterized by open communication, high performance, and engaged personnel?	5	4	3	2	1	N/A
(2)	How are key drivers of personnel engagement determined?	5	4	3	2	1	N/A
(3)	How is personnel engagement assessed?	5	4	3	2	1	N/A
(4)	What is the technology center's personnel performance evaluation system?	5	4	3	2	1	N/A
(5)	How does the personnel performance evaluation system support high performance and engagement?	5	4	3	2	1	N/A
b. Personnel and Leader Development							
(1)	How does the professional development system support the technology center's needs and the personal development of its personnel and leaders?	5	4	3	2	1	N/A
(2)	How is the effectiveness and efficiency of the professional development system evaluated?	5	4	3	2	1	N/A
(3)	How is career progression and succession planning managed for the technology center?	5	4	3	2	1	N/A
Possible Items to Explain in Narrative							
Method(s) for collecting employee input, linkage to leadership decisions based upon input							
TLE, McRel, etc.							
Process, including documentation, for required training (blood borne pathogens, sexual harassment, emergency preparedness, etc.)							
Professional learning needs assessment							
Plan for development and professional growth							
Opportunities for professional organization involvement, leadership							
Resources to support professional development (mentor, individualized coaching, peer-to-peer coaching, small group collaboration, large staff development, professional learning communities, professional conferences, continuing education, etc.)							
Actions							
___ Acceptable							
<i>Site Visit</i>							
___ Need Verification/Clarification		___ Met ___ Not Met (area of deficiency, corrective action plan required) <i>The institution fosters an organizational culture that is characterized by open communication and engaged personnel.</i>					
		___ Met ___ Not Met (area of deficiency, corrective action plan required) <i>The institution ensures that employees are evaluated on performance.</i>					

	<input type="checkbox"/> Met <input type="checkbox"/> Not Met (area of deficiency, corrective action plan required) <i>The institution complies with state/federally required professional development.</i>
	<input type="checkbox"/> Met <input type="checkbox"/> Not Met (area of deficiency, corrective action plan required) <i>The institution supports development and professional growth for their employees.</i>

Additional Comments

5.3	Personnel Results <i>(The goal of this item is to demonstrate how well the institution has been in creating and maintaining a productive, caring, engaging, and learning environment for all members of the technology center workforce.)</i> What are the technology center’s performance results?	Avg Score
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Questions and Results

a. Personnel Results							
(1)	What are the environment results?	5	4	3	2	1	N/A
(2)	What are the engagement results?	5	4	3	2	1	N/A

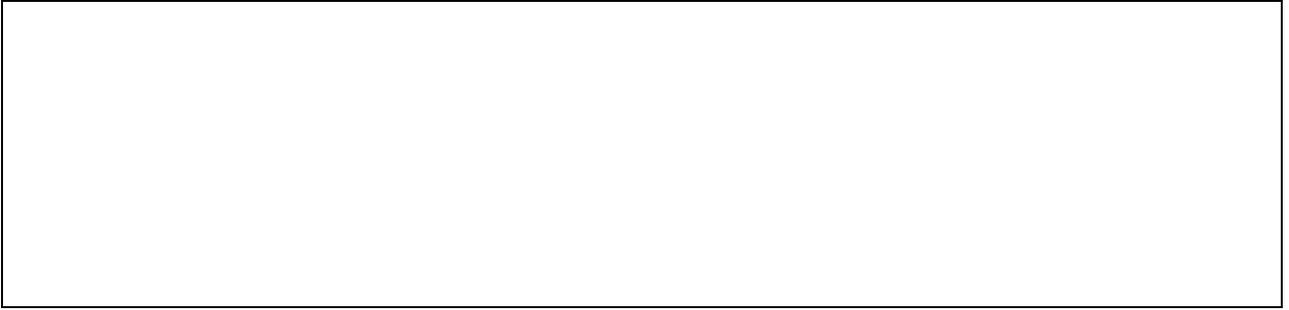
Possible Items to Chart Levels and Trends

- Highly qualified instructor percentage rates
- Alignment of licenses/certifications to classified personnel job functions, if applicable (bus driver requires CDL license)
- Teacher/student ratios
- Faculty/staff retention rates
- Faculty/staff turnover rates
- Professional organization participation rates, leadership roles attained
- Breadth/quantity of professional development participation

Actions

<input type="checkbox"/> Acceptable	
<i>Site Visit</i> <input type="checkbox"/> Need Verification/Clarification	<input type="checkbox"/> Met <input type="checkbox"/> Not Met (area of deficiency, corrective action plan required) <i>The institution reports levels of performance.</i>
	<input type="checkbox"/> Met <input type="checkbox"/> Not Met (area of deficiency, corrective action plan required) <i>The institution reports trends of performance.</i>

Additional Comments



6 – Operations

6.1	Operational Effectiveness <i>(The goal of this item is to identify strategies and processes used by the technology center to create value for students, business and industry, and other customers/stakeholders and to achieve current and future organizational success.)</i>						Avg Score
	How does the technology center design, manage, and improve key instruction and training, support services, and work group operations?						
Questions							
a. Program, Service, and Process Design							
(1)	How are instruction and training offerings determined?	5	4	3	2	1	N/A
(2)	How are offerings aligned to the technology center's mission/vision?	5	4	3	2	1	N/A
(3)	How does the technology center ensure its programs/trainings are relevant to current labor market needs?	5	4	3	2	1	N/A
(4)	How are key instruction and training, support services, and work group requirements determined?	5	4	3	2	1	N/A
(5)	How are instruction and training, support services, and work groups designed to meet their requirements?	5	4	3	2	1	N/A
b. Process Management							
(1)	How do day-to-day operations ensure key instruction and training, support services, and work group requirements are met?	5	4	3	2	1	N/A
(2)	How are key support work groups determined?	5	4	3	2	1	N/A
(3)	How do work groups improve student/client learning, enhance performance, enrich core competencies, and increase effectiveness and efficiency?	5	4	3	2	1	N/A
c. Innovation Management							
(1)	How does the technology center engage in innovation? • How is innovation identified?	5	4	3	2	1	N/A
Possible Items to Explain in Narrative							
Methods for developing a new program, current program improvement, or dropping a program							
Overview list of program/course offerings, business and industry services, course sequencing, etc.							
Plan for personnel participation in developing institutional policies and procedures (such as finance, financial aid, human resources, and/or recruitment and enrollment, curriculum and assessment selection, etc.)							
Selection of program content and objectives, delivery methodology, resources and materials, learning management system(s), equipment, scheduling							
Worksite documentation (i.e. – affirmative action policies, clinical checklists, internship contracts, etc.)							
Plan for the guidance and counseling program providing all students with information about career and educational options and support students in their success (i.e. – individual career plans)							
Plan for special accommodations/modifications							
Actions							
___ Acceptable							
<i>Site Visit</i> ___ Need Verification/Clarification		___ Met ___ Not Met (area of deficiency, corrective action plan required)					
		<i>The institution has identified its key work and support processes and their requirements.</i>					
Additional Comments							

6.2	Community Partnerships and Involvement <i>(The goal of this item is to ensure that business and industry and partner school input is included in the design and development of program and service offerings.)</i>						Avg Score
	How does the technology center ensure community involvement?						
Questions							
a. Engagement							
(1)	How does the technology center actively support and strengthen its partner school communities?	5	4	3	2	1	N/A
(2)	How does the technology center engage in activities and/or partnerships in its key communities to benefit the school?	5	4	3	2	1	N/A
(3)	How does the technology center ensure every program area utilizes advisory committee input in program planning and continuous improvement?	5	4	3	2	1	N/A
(4)	How is technology center/instruction and training enriched by utilizing community resources?	5	4	3	2	1	N/A
(5)	How does the technology center ensure advisory committees represent a broad segment of business and industry in the program or communities served?	5	4	3	2	1	N/A
(6)	How do personnel maintain a working relationship with their applicable field and their business and industry advisory committee?	5	4	3	2	1	N/A
Possible Items to Explain in Narrative							
Career counseling services							
Career exploration opportunities (potential student tours, summer academies/camps, etc.)							
Partner school administrator/counselor meetings							
Participation/Leadership in chambers, committees							
Executive officer network							
Community service project involvement							
Business and industry relationships, engagement, loyalty							
Cultivating new/innovative relationships							
Advisory committee membership							
Meeting minutes							
Actions taken based upon recommendations							
Instructor reports, communications							
Actions							
___ Acceptable							
<i>Site Visit</i> ___ Need Verification/Clarification		___ Met ___ Not Met (area of deficiency, corrective action plan required) <i>The institution ensures business and industry input through advisory committees.</i>					
Additional Comments							

6.3 Facilities, Transportation, Equipment, Resources, and Materials <i>(The goal of this item is to ensure the technology center uses effective operations in order to have appropriate and maintained facilities, transportation, equipment, resources and other needed materials.)</i>								Avg Score
How does the technology center ensure appropriate facilities and equipment are utilized?								
Questions								
a. Facilities								
(1)	How does the technology center ensure the size of the facility is adequate to ensure safe and quality education and training?	5	4	3	2	1	N/A	
(2)	How does the instructional facility provide adequate heat, light, ventilation, dust control, and noise control to provide a safe environment conducive to learning?	5	4	3	2	1	N/A	
(3)	How does the technology center ensure adequate office, program, and storage space to meet industry quality and standard for which the instruction and training is preparing students/clients to enter?	5	4	3	2	1	N/A	
(4)	How are the facilities properly maintained and arranged in order to provide a safe and conducive work and learning environment?	5	4	3	2	1	N/A	
(5)	How are efforts made to provide barrier-free facilities that accommodate individuals with disabilities?	5	4	3	2	1	N/A	
(6)	How does the technology center ensure that students/clients in instruction and training located away from the technology center campus (examples – offsite BIS training, distance education students) have access to the same services?	5	4	3	2	1	N/A	
b. Transportation								
(1)	How does the technology center provide for transportation needs?	5	4	3	2	1	N/A	
(2)	How are transportation vehicles properly maintained and serviced?	5	4	3	2	1	N/A	
c. Equipment								
(1)	How is appropriate equipment chosen and maintained in proper working condition?	5	4	3	2	1	N/A	
(2)	How does the technology center ensure personnel and students/clients have access to necessary equipment and materials to complete their daily work?	5	4	3	2	1	N/A	
(3)	How does equipment meet or exceed all appropriate safety standards?	5	4	3	2	1	N/A	
d. Resources & Materials								
(1)	How are appropriate and up-to-date software, resources, and materials chosen and maintained?	5	4	3	2	1	N/A	
Possible Items to Explain in Narrative								
Who has responsibility for follow through								
Scheduling								
Fire marshal capacity rating								
Plan for environmental factors at appropriate levels within the institution's facility(ies)								
Guidance/Academic team self-studies								
Plan/Budget for maintaining and improving facilities, accessibility needs								
Plan for acquiring equipment and supplies, equipment and supply inventories								
Plan for facility and equipment maintenance, custodial care								
Equipment safety features								
Plan for disposal of obsolete equipment								
Purchasing procedures								
Bid approval process								
Just in time delivery								
Required safety, harassment training by personnel and customers								
Describe how safety is monitored regularly (i.e – annual insurance risk analysis, fire marshal inspections, etc.) and how deficiencies are corrected								
Safety procedures, signage, reports, inspections, injuries, etc.								
Safety and emergency preparedness drills								
Crisis intervention plan								
Security plan								

Actions	
___ Acceptable	
Site Visit ___ Need Verification/Clarification	___ Met
	___ Not Met (area of deficiency, corrective action plan required)
	<i>The institution provides adequate facility size for all students/clients, programs, and services.</i>
	___ Met
	___ Not Met (area of deficiency, corrective action plan required)
	<i>The institution acquires equipment, tools, and instructional resources to support all students/clients, programs, and services.</i>
Additional Comments	

6.4	Safety, Security, and Emergency Preparedness <i>(The goal of this item is to ensure the technology center uses effective operations that create a safe, secure workplace environment and utilization of emergency preparedness tactical processes and strategies.)</i>						
	How does the technology center ensure effective management of technology center operations?	Avg Score					
Questions							
a. Safety							
(1)	How is a safe operating environment provided? <ul style="list-style-type: none"> What appropriate safety features (fire extinguishers, electrical outlets, eye wash stations, vehicle lifts, etc.) are available in the facility(ies)? What are appropriate measures that can be taken to protect students/clients and personnel if a safety issue arises in classroom and laboratory settings? 	5	4	3	2	1	N/A
(2)	How are safety deficiencies corrected?	5	4	3	2	1	N/A
(3)	How is program-specific safety planned, presented, demonstrated, and practiced by personnel in classroom and laboratory activities?	5	4	3	2	1	N/A
(4)	How does the technology center ensure that all personnel and students/clients demonstrate acceptable knowledge, attitudes, and behaviors related to health and safety practices?	5	4	3	2	1	N/A
b. Security							
(1)	How does the technology center district ensure a secure operating environment?	5	4	3	2	1	N/A
c. Emergency Preparedness							
(1)	How does the technology center prepare for disasters or emergencies?	5	4	3	2	1	N/A
Possible Items to Explain in Narrative							

Program specific safety handbooks, rules, practices, assessments
Guidance/Academic team self-studies
Plan/Budget for maintaining and improving facilities, accessibility needs
Plan for timing of acquiring equipment and supplies, equipment and supply inventories
Plan for facility and equipment maintenance, custodial care
Plan for disposal of obsolete equipment
Purchasing procedures
Bid approval process
Just in time delivery
Required safety, harassment training by personnel and students
Describe how safety is monitored regularly (i.e – annual insurance risk analysis, fire marshal inspections, etc.) and how deficiencies are corrected
Safety procedures, signage, reports, inspections, injuries, etc.
Safety and emergency preparedness drills
Crisis intervention plan
Security plan
Actions
<input type="checkbox"/> Acceptable
Site Visit
<input type="checkbox"/> Need Verification/Clarification
<input type="checkbox"/> Met <input type="checkbox"/> Not Met (area of deficiency, corrective action plan required) <i>The institution provides a safe environment.</i>
<input type="checkbox"/> Met <input type="checkbox"/> Not Met (area of deficiency, corrective action plan required) <i>The institution regularly monitors safety.</i>
<input type="checkbox"/> Met <input type="checkbox"/> Not Met (area of deficiency, corrective action plan required) <i>The institution complies will all federal/state mandates related to emergency preparedness.</i>
Additional Comments

6.5	Compliance <i>(The goal of this item is to capture meaningful information to demonstrate the technology center is meeting its compliance requirements.)</i> How does the technology center obtain information related to educational equity, nondiscrimination, and adherence to policies and procedures?	Avg Score
Questions		
a. Educational Equity / Nondiscrimination		

(1)	How has the district satisfied the minimum requirements for notification of its nondiscrimination policy, designation of a coordinator of compliance activities, and publication of grievance procedures?	5	4	3	2	1	N/A
(2)	How does the district ensure its facilities, instruction and training, and services are accessible and useable to individuals with disabilities?	5	4	3	2	1	N/A
(3)	How has the district taken steps to ensure that it does not discriminate in its personnel policies and practices?	5	4	3	2	1	N/A
(4)	How does the district know recruiting, counseling, admissions, and instruction and training practices are effective in preventing discrimination?	5	4	3	2	1	N/A
(5)	What diversity awareness training does the technology center provide for personnel and students/clients as well as sufficient additional support to meet the needs of special populations, minorities/ethnic groups, and non-traditional students/clients to encourage participation and completion in instruction/training and services?	5	4	3	2	1	N/A
b. Policies and Procedures							
(1)	How does the technology center annually review and update policies and procedures based upon laws and regulations?	5	4	3	2	1	N/A
(2)	How do the financial aid personnel participate in developing policies and procedures that may impact the administration of financial assistance programs or the technology center's eligibility to participate in these programs?	5	4	3	2	1	N/A
(3)	How does the technology center develop, disclose, and disseminate appropriate consumer information for current/potential students who may participate in federal student aid (FSA) programs?	5	4	3	2	1	N/A
(4)	How does the technology center satisfy the financial and administrative capability requirements for institutions participating in FSA programs as required in its program participation agreement (PPA)?	5	4	3	2	1	N/A
(5)	How does the technology center ensure that district policies and procedures comply with the code of ethics (professional conduct) guidelines approved by the state board and there are policies and procedures in place for reporting and resolving alleged violations?	5	4	3	2	1	N/A
(6)	How does the technology center develop an appropriate policy for filing and resolving personnel, customer, and stakeholder complaints related to the operation of the school and the quality of its programs and complaints related to alleged violations of laws established to protect the rights of specified groups of individuals?	5	4	3	2	1	N/A
(7)	How does the technology center develop a fair and equitable institutional refund policy in addition to adhering to FSA return requirements?	5	4	3	2	1	N/A
(8)	How does the technology center implement appropriate procedures to account for campus-based funds as well as any matching contributions?	5	4	3	2	1	N/A
(9)	How does the technology center implement appropriate actions representing diligent enforcement of a default management plan?	5	4	3	2	1	N/A
(10)	How does the technology center accurately disclose entity names that accredit, approve, or license the school and/or its instruction and training offerings? <ul style="list-style-type: none"> How does the technology center allow customers and stakeholders to review this information? 	5	4	3	2	1	N/A
(11)	How does the technology center evaluate potential students who have neither a high school diploma nor equivalency for admission?	5	4	3	2	1	N/A
(12)	How were students who were admitted as having the ability to benefit properly documented for Title IV financial aid purposes?	5	4	3	2	1	N/A
Possible Items to Explain in Narrative							
Process for documentation of policies and procedures, public notices, etc.							
Recruiting activities, complaint management system							
Nondiscrimination regulatory requirements							
Compliance coordinator responsibilities – student training/documentation on awareness/prevention of harassment and discrimination							

Implementation of Office of Civil Rights (OCR) recommendations related to grievance procedures
Analysis of disparate enrollment in programs
Clinical/Worksite agreements
Federal supplemental educational opportunity grant, federal work study, federal Perkins loan, etc.
Student files
Disclosure document
Written default management plan
Actions
<input type="checkbox"/> Acceptable
Site Visit
<input type="checkbox"/> Need Verification/Clarification
<input type="checkbox"/> Met <input type="checkbox"/> Not Met (area of deficiency, corrective action plan required) <i>The institution has satisfied the minimum requirements of nondiscrimination.</i>
<input type="checkbox"/> Met <input type="checkbox"/> Not Met (area of deficiency, corrective action plan required) <i>The institution ensures educational equity in relation to all potential students/clients within its service area.</i>
<input type="checkbox"/> Met <input type="checkbox"/> Not Met (area of deficiency, corrective action plan required) <i>The institution's facilities, instruction and training, and service offerings are accessible and useable to individuals with disabilities.</i>
<input type="checkbox"/> Met <input type="checkbox"/> Not Met (area of deficiency, corrective action plan required) <i>The institution annually updates policies and procedures.</i>
<input type="checkbox"/> Met <input type="checkbox"/> Not Met (area of deficiency, corrective action plan required) <i>The institution adheres to federal student aid (FSA) requirements.</i>
<input type="checkbox"/> Met <input type="checkbox"/> Not Met (area of deficiency, corrective action plan required) <i>The institution defines clock hours, equivalencies, or have a policy in place establishing minimum attendance for postsecondary students in accredited programs.</i>
Additional Comments

6.6	Operations Results <i>(The goal of this item is to demonstrate technology center effectiveness and efficiency.)</i> What are the technology center's performance results?	Avg Score					
Questions							
a. Operations Results							
(1)	What are the results for operational effectiveness?	5	4	3	2	1	N/A
(2)	What are the results for community partnerships and involvement?	5	4	3	2	1	N/A
(3)	What are the results for facilities, transportation, equipment, resources, and materials?	5	4	3	2	1	N/A
(4)	What are the results for safety and emergency preparedness?	5	4	3	2	1	N/A
(5)	What are the results for adherence to policies and procedures?	5	4	3	2	1	N/A
Possible Items to Chart Levels and Trends							
Program/Training offerings							
Operational performance measures							
Community meeting/committee involvement, numbers/hours							
Business and industry advisory committee meetings, participation rate							
Facilities, transportation, equipment, maintenance schedules							
Transportation incidents							
Safety incidents							
Emergency preparedness drills							
Civil rights/federal programs consultant findings							
Financial aid specialist technical assistance findings							
Actions							
___ Acceptable							
<i>Site Visit</i>							
___ Need Verification/Clarification		___ Met					
		___ Not Met (area of deficiency, corrective action plan required)					
		<i>The institution reports levels of performance.</i>					
		___ Met					
		___ Not Met (area of deficiency, corrective action plan required)					
		<i>The institution reports trends of performance.</i>					
Additional Comments							

7 – System Impact

7.1 Oklahoma CareerTech Statewide Benchmarks <i>(The goal of this item is to demonstrate performance results in alignment with the Oklahoma CareerTech's performance measures.)</i> What are the technology center's overall performance results?				
Questions and Results				
	Address 75% of the areas within each section	Address at least 50% the areas within each section	Address less than 50% the areas within each section	This is not a service offered by our district
a. Business/Educational Partnerships				
<i>Please provide performance results for the following:</i>				
	Exceeds	Meets	Develops	N/A
K-12 Partnerships				
Higher Education Partnerships				
Advisory Committees				
Executive Officer Network				
Business Penetration				
Business and Industry Satisfaction Rate				
Consulting Services				
Incubator Services				
Other* (please explain):				
b. Career Awareness				
<i>Please provide performance results for the following:</i>				
	Exceeds	Meets	Develops	N/A
OK CareerGuide Statistics				
Individual Career Plans / Individual Career and Academic Plan (ICAP) / Perkins Programs of Study				
Elementary Level Career Development Activities				
Secondary (MS, JH, and/or HS) Career Development Activities				
Adult Career Development Activities				
Exploratory programs (summer academies and camps, potential student tours, etc.)				
Other* (please explain):				
c. Educational Attainment				
<i>Please provide performance results for the following:</i>				
	Exceeds	Meets	Develops	N/A
Competencies / Knowledge and Skills				
Capacity				
Retention/Completion				
Academic Credit				
Career & Technical Student Organizations				
WorkKeys				
Prior Learning Assessments				
Credentials				
Certifications				
Placement				
Company Training by Geographic Area				
Other* (please explain):				
<i>*other may count as evaluated by the accreditation examiner team</i>				
Possible Items to Chart Levels and Trends				
Industry certificates/credentials earned ____				

Positive/related placement rate ____%
Career readiness certificates earned at the platinum/gold level ____
Retention/completion rate ____%
Company training contact hours ____
Student satisfaction rate ____%
Business and industry satisfaction rate ____%
CTSO participation rate ____%
Qualified administrators/instructors rate ____%
Professional development participation rate ____%
Secondary sending school service rate ____%
Business and industry penetration rate ____%
Enrollment/Capacity rates ____

Actions	
____ Acceptable	
<i>Site Visit</i> ____ Need Verification/Clarification	Develops – a corrective action plan will be developed to work toward meeting the benchmark(s)
	Exceeds/Meets – selected action plans will be developed to work toward exceeding/maintaining the benchmark(s)

Additional Comments

Overall Rating Summary

QUALITY STANDARD	ITEM	AVG SCORE	# MET	# NOT MET	STANDARD MET or NOT MET
Leadership and Administration	1.1 Senior Leadership and Administration				
	1.2 Governance and Societal Responsibilities				
	1.3 Strategy Development and Implementation				
	1.4 Leadership Results				
Instruction and Training	2.1 Instruction and Training				
	2.2 Student Learning Results				
Support Services	3.1 Student Support				
	3.2 Communication, Marketing, and Engagement				
	3.3 Finance				
	3.4 Consulting and Assistance				
	3.5 Support Services Results				
Measurement and Analysis	4.1 Measurement, Analysis, and Improvement in Organizational Performance				
	4.2 Knowledge Management, Information, and Information Technology				
	4.3 Measurement and Analysis Results				
Personnel	5.1 Environment				
	5.2 Engagement				
	5.3 Personnel Results				
Operations	6.1 Operational Effectiveness				
	6.2 Community Partnerships and Involvement				
	6.3 Facilities, Transportation, Equipment, Resources, and Materials				
	6.4 Safety, Security, and Emergency Preparedness				
	6.5 Compliance				
	6.6 Operations Results				

		At least 75% of the areas addressed	At least 50% of the areas addressed	Less than 50% of the areas addressed	STANDARD MET or NOT MET
System Impact	7.1 Oklahoma <i>CareerTech</i> Statewide Benchmarks				