SELECTED RESOURCES IN SUPPORT OF
EXCELLENCE IN CAREER AND TECHNOLOGY EDUCATION

- Leadership and Organizational Performance
- Instructional Planning
- Student Support and Stakeholder Engagement
- Data Management
- Staff Engagement and Development
- Service Delivery
- Site Management, Safety and Security
- Equity and Accessibility
October 2020

About the Resource Center
The Resource Center for CareerTech Advancement is a division of the Oklahoma Department of Career and Technology Education in Stillwater, Oklahoma. The staff of the center research educational materials and best practices to disseminate throughout the state CareerTech System. The Resource Center also provides support in identifying curriculum, assessments, professional development and other instructional delivery resources on request.

The positions or viewpoints in the resources collected here reflect their authors and source organizations. They do not represent the Resource Center for CareerTech Advancement, the Oklahoma Department of Career and Technology Education or any employee of the state agency. No endorsement of organizations or viewpoints is implied by inclusion in this collection or on this webpage.

Working with Websites
Websites are subject to change. The organization may no longer exist, a resource may no longer be supported, or an organization may have restructured its webpages. In some cases, the website address is still accurate, but does not work when you click on the link in a document.

If a website address appears to be no longer accurate, take the following steps:
• Try entering (or pasting) the website address directly into the browser window, instead of clicking on the link.
• Search for the title of the referenced resource online to locate the new address.
Mission and Vision

The New Leadership Playbook for the Digital Age, Cognizant
This publication contains findings from the 2020 Future of Leadership study.

Strategic Plan Implementation Framework, Hanover Research
This publication contains key considerations for building a strategic plan, with a planning template to identify objectives, assign responsibilities and evaluate progress.

Facilitating Strategic Planning in Groups Using an Asset-Based Approach, NDSU Extension Service
This publication will help facilitators prepare to work with a group in a planning or decision-making process.

Leadership Playbook for Chief State School Officers, Council of Chief State School Officers
https://ccsso.org/resource-library/leadership-playbook-chief-state-school-officers
This leadership playbook outlines and describes a model of inspirational leadership. It divides this work into four challenges and four imperatives that are critical to the work of leading a state education agency as well as the key behaviors and actions necessary to achieve those imperatives.

Economic and Workforce Data, Oklahoma Department of Career and Technology Education
The Resource Center for CareerTech Advancement can provide reports using economic, workforce, demographic and training data from EMSI, which compiles information from the Bureau of Labor Statistics, the Bureau of Economic Analysis, the National Center for Education Statistics, O*Net™, the Social Security Administration and other sources. Reports can be run for the entire state or by region. A region can be a county, a technology center district, a group of counties, a ZIP code or a group of ZIP codes. We can also create regions by radius or by driving time from a central point. Most reports are available as Excel and Word files. Many are also available as graphics (charts and tables) that can be used in your own document or presentation.

Strategic Planning for Equity, Inclusion and Diversity, University of California-Berkeley
https://diversity.berkeley.edu/sites/default/files/admin_strategic_planning_toolkit_final.pdf
This is a “guide and a set of strategies for achieving transformational change on issues of equity, inclusion and diversity” from the University of California-Berkeley.
Lead Outward and Lead Inward to Build an Inclusive Workplace, Catalyst
https://www.catalyst.org/research/lead-outward-lead-inward-infographic/
This publication discusses six core behaviors that stand out as important predictors of results.

Tools for Leadership and Learning
Tools for Leadership and Learning has seven sections: Shared Vision and Values; Personal Mastery; Systems Thinking; Mental Models; Team Learning; The Learning Vessel; and The Art of Conversation. Each answers a specific learning organization challenge by presenting tools that enable leaders to tap the team's collective wisdom and to share decision-making.

Blueprints: Field Guide for Learning Organization Practitioners
The Field Guide is designed to challenge the status quo in the way people work together, and its fundamental purpose is to add to the ongoing conversation around change in the public sector workplace.

Change Management Toolkit, Johns Hopkins Medicine
https://www.hopkinsmedicine.org/fac_development/clinicians/Clinical_Orientation/management_toolkit.pdf
This toolkit serves two purposes. The first is to be a reference tool that you can use when planning how to carry out changes in your organization. It provides much of the newest information in change management, and it provides a step-by-step process to walk you through implementing those changes. The second purpose is that it gives you the actual tools you can use to plan, to work with your staff or to work with your change team. All of this is in a one-stop booklet.

Empathy in the Workplace: A Tool for Effective Leadership
This publication is a white paper from the Center for Creative Leadership.

Empowered Superintendents Toolkit, Consortium for School Networking
https://cosn.org/empowered-superindents-toolkit
This resource is designed to help empower superintendents with regard to ed tech efforts.

Compendium of Knowledge Solutions, Asian Development Bank
https://www.adb.org/publications/compendium-knowledge-solutions
These are handy, quick reference guides to tools, methods and approaches that propel development forward and enhance its effects. They are organized within five topic areas: strategy development; management techniques; collaboration mechanisms; knowledge sharing and learning; and knowledge capture and storage.
Strategic Development and Implementation

**An Atlas of Strategy Traps, BCG Henderson Institute**
This atlas will help identify the sirens (warning signs) to avoid and the lighthouses (best practices) to look for.

**Strategic Plan Implementation Framework, Hanover Research**
This publication contains key considerations when building a strategic plan with a planning template to identify objectives, assign responsibilities, and evaluate progress.

**Strategic Planning Toolkit, U.S. Department of Justice**
https://www.ovcttac.gov/views/resources/dspStrategicPlan.cfm
This toolkit from the U.S. Department of Justice is intended to function as a guide throughout the strategic planning process. It offers guidelines to follow and tools and resources to draw upon at every step. The toolkit is organized to help you both learn about the planning process and use the process. It is broken into six sections that correspond to the six steps in strategic planning. Each section includes a written description of that part of the process and a separate set of tools and resources. All sections provide a focused way to start strategic planning in your organization. The toolkit contains these sections:

- Section 1. Getting your organization ready for strategic planning.
- Section 2. Determining where your organization is now.
- Section 3. Determining where you want your organization to go.
- Section 4. Putting your plan into action.
- Section 5. Marketing your strategic plan.
- Section 6. Determining how well your plan is working.

Each section also includes a tools section that includes practical, hands-on activities to use in your strategic planning process. There are worksheets, checklists, tables and sample documents to use or alter to suit your strategic planning needs.

**SWOT Analysis Templates**
http://templatelab.com/swot-analysis-templates/
Dozens of ready-to-use templates are from TemplateLAB.

**Developing Strategic and Action Plans**
https://ctb.ku.edu/en/developing-strategic-and-action-plans
This toolkit is from the Community Tool Box, a service of the Center for Community Health and Development at the University of Kansas.

**Crosswalk of the Professional Standards for Educational Leaders to the Leadership Competencies for Learner-Centered, Personalized Education, Council of Chief State School Officers**
https://ccsso.org/resource-library/crosswalk-professional-standards-educational-leaders-leadership-competencies
The resource is a crosswalk between the Leadership Competencies for Learner-Centered, Personalized Education created by Jobs for the Future and the Council for Chief State School Officers and the standards and elements of the Professional Standards for Educational Leaders published by the National Policy Board for Educational Administration in 2015.
Reskilling Toolkit, U.S. Office of Personnel Management
This toolkit can assist HR professionals, managers and employees as they design reskilling and upskilling opportunities based on employee strengths and mission needs.

Facilitating Strategic Planning in Groups Using an Asset-Based Approach, NDSU Extension Service
This publication will help facilitators prepare to work with a group in a planning or decision-making process.

### Worthy of Note

**Meridian Technology Center** adopted a Citizenship Ready endorsement for its graduates who promote service within their community.

**Central Technology Center** ensures that career and technical student organizations are a prominent component of its programs. Both adult and high school students participate in competitive events, leadership roles, work-based learning, apprenticeships and job shadowing. Especially prominent are civic engagement/community service activities.

At **Green Country Technology Center**, the superintendent has an optional staff meeting after GCTC Board meetings to inform staff of updates and changes. The campus director has a weekly announcement that informs all staff of events and happenings on campus.

**Southern Technology Center** leverages available funds to reduce training costs for its clients. By using its existing industry funds to subsidize instructor pay, the technology center can afford to charge less per hour for safety training.

At **Tri County Technology Center**, the school’s “Vision 2025” envisions the technology center being a Top 20 place to work and having a 90 percent trifecta (90% placement, 90% capacity, 90% retention) and students having zero student debt upon graduating, all by 2025.
Curriculum Design Process Protocol, Center on Standards and Assessment Implementation
https://csaa.wested.org/resource/curriculum-design-process-protocol/

The Center on Standards and Assessment Implementation developed this protocol document to support districts and schools through curriculum design, review and revision processes. This tool stems from CSAI’s work with a school district on curricular redesign and reflects questions and considerations that can be incorporated into planning. The guiding questions and resources included in this protocol document can be used to identify needed actions for a range of curriculum-related processes, including curriculum review, design and implementation. This protocol document can be used to develop plans, identify progress measures and identify desired outcomes.

Competency-Based Education Resources, Oklahoma Department of Career and Technology Education
https://www.okcareertech.org/educators/resource-center/competency-based-education-cbe

Resources include the following:
• A Recipe for Achievement Using Competency-Based Instruction
• Developing Modules for Self-Paced Learning: A Handbook for Teachers
• Curriculum Review Rubric

Instructional System Design: Using the ADDIE Model
https://www.lib.purdue.edu/sites/default/files/directory/butler38/ADDIE.pdf
This is a profile of the ADDIE approach.

Student-Centered Learning Continuum, Nellie Mae Education Foundation
https://www.nmefoundation.org/resources/student-centered-learning/student-centered-learning-continuum

Nellie Mae created the Student-Centered Learning Continuum to establish the characteristics of high-quality, student-centered learning in classrooms, schools and districts. This continuum is based upon existing research and cutting-edge practice, incorporates the experiences of experts and practitioners and acknowledges the contexts in which classrooms, schools and districts operate.

Best Practices in CTE Program Planning and Evaluation, Hanover Research
Hanover Research compiled this research brief discussing best practices in CTE programming to ensure that these programs adequately prepare students for their future careers.

How to Use Open Educational Resources, Washington State Board for Community and Technical Colleges
http://www.openwa.org/module-1/
This course walks you through techniques to incorporate open educational resources into your teaching practice. The course will cover the fundamental aspects of OER, including open licensing and public domain. It focuses on providing practical guidance in locating and applying openly available resources.
Aligning State CTE Programs with Industry Needs and Priorities, ExcelinEd
https://www.excelined.org/cte-playbook-series/
This publication addresses the final steps for strengthening state CTE programs and developing CTE programs of study that align to postsecondary and in-demand career opportunities.

Online Learning Consortium
https://onlinelearningconsortium.org/read/olc-research-center-digital-learning-leadership/
The mission of The OLC Research Center for Digital Learning and Leadership is to transform teaching and learning in the digital learning landscape through the dissemination of research throughout the field. In collaboration with the OLC community, the Research Center seeks to further knowledge of the field, create collaborative networks among like-minded professionals who share similar knowledge bases, and to provide original, evidence-based, and theoretical-based research. The purpose of The Research Center is to provide resources for researchers and practitioners who seek resources on topics related to digital learning trends, innovations, and effective practices in the field.

Designing and Teaching Online, Skills Commons
http://support.skillscommons.org/showcases/open-courseware/teacher-training/teach-online/
The Designing and Teaching Online course focuses on the theory and practice of teaching online. In the course, you will learn the basics of effective course design for both online and hybrid courses. You will also explore best practices in teaching online and hybrid courses.

Creating Online Learning Experiences, Open Textbook Library
https://open.umn.edu/opentextbooks/textbooks/creating-online-learning-experiences
This book provides an updated look at issues that constitute the online learning experience creation process. As online learning evolves, the lines and distinctions between various classifications of courses has blurred and often vanished. Classic elements of instructional design remain relevant at the same time that newer concepts of learning experience are growing in importance. However, problematic issues new and old still have to be addressed. This handbook explores many of these topics for new and experienced designers alike, whether creating traditional online courses, open learning experiences or anything in between.

Educational Technology Primer: A Guide for Pre-Service Teachers
http://drc.ohiolink.edu/handle/2374.0X/181294
This guide seeks to bridge the gap between the novice pre-service teacher candidate and the teacher who is a technology-using expert by embedding technology within the instruction of teaching methods.

Teaching with Technology: Educators’ perspectives and recommendations for successful blended instructional strategies
https://www.blendedandonlinelearning.org/research-reports/teaching-with-tech
From The Foundation for Blended and Online Learning, this report is the result of asking, What is the evolving educator experience as policy, practice and technology blend into a reimagined classroom? Where do opportunities exist? How are schools and districts supporting the professional development of staff using new tools and methods? What lessons can be learned from early-adopters? How are educators reframing the role of teacher relative to the contemporary learning experience?

Online Learning School and School Authority Leader Guide, Government of Alberta, Canada
https://open.alberta.ca/publications/9781460139462
This guide is intended to provide both beginning and seasoned leaders with support and resources for delivering high quality online learning programs. Further, it will highlight practices and policies that are essential in ensuring students are successful.
Standards, Credentials and Assessments, Oklahoma Department of Career and Technology Education
https://www.okcareertech.org/educators/resource-center/standards-credentials-assessments
These resources were compiled by the Resource Center for CareerTech Advancement.

Building Technology Infrastructure for Learning, U.S. Department of Education
https://tech.ed.gov/infrastructure/
This K-12 school infrastructure guide provides practical, actionable information to help school and district leaders (including superintendents, principals and senior technology staff) navigate the many decisions required to build a technology infrastructure that supports digital learning. The guide presents a range of options for school and district leaders to consider when making technology infrastructure decisions.

2020 Immersive Learning Technology
For this market scan, Jobs for the Future partnered with Walmart to study the immersive learning marketplace and organize solutions around social impact. Immersive learning refers to virtual reality, augmented reality, mixed reality and other simulated learning technologies.

What Works for Adult Learners, Jobs for the Future
https://www.jff.org/resources/what-works-adult-learners-lessons-career-pathway-evaluations/
This report is about combining the best evidence, practices and policies to drive a broader systems reform agenda for what works for adult learners and about trying to improve the persistently low rates at which adults transition into postsecondary credentials and better jobs. It is about finding scalable solutions to help the millions of adult learners who need pathways to economic opportunity.

Using Technology to Support Postsecondary Student Learning, What Works Clearinghouse
https://ies.ed.gov/ncee/wwc/PracticeGuide/25
This practice guide provides instructors, instructional designers, administrators and other staff with five recommendations for supporting learning through the effective use of technology.

High-Quality CTE Tools, ACTE
https://www.acteonline.org/professional-development/high-quality-cte-tools/
ACTE developed this library to recognize and disseminate high-quality CTE practices. Resource links include strategies, case studies, professional development models and toolkits to help practitioners develop and support success within each element of high quality CTE.

Work-Based Learning Framework, Center for Apprenticeship & Work-Based Learning, Jobs for the Future
https://www.jff.org/resources/work-based-learning-framework/
Work-based learning supports a continuum of lifelong learning and skill development for a range of workers and learners: K-12 students, young adults, college students, adult jobseekers and incumbent workers.

CareerTech Work-Based Learning Implementation Guide, Oklahoma Department of Career and Technology Education
https://www.okcareertech.org/about/state-agency/divisions/work-based-learning/implementing-wbl
This how-to guide offers suggestions and tools for planning and implementing specific work-based learning activities. While district or school priorities for implementing WBL may vary, as will the variety of local employers with which to partner, the manual provides information that will help in implementing each activity in the context of the complete WBL continuum.
Work-Based Learning Manual, FHI 360
https://www.fhi360.org/resource/work-based-learning-manual
Work-based learning is a set of instructional strategies that engage employers and schools in providing learning experiences for students. WBL activities are structured opportunities for students to interact with employers or community partners either at school, a worksite or virtually, using technology to link students and employers in different locations. This how-to guide offers suggestions and tools for planning and conducting specific activities.

Special Education Accommodations Guide, Oklahoma State Department of Education
The following five steps provide an organizing framework for this guide: Set high expectations for students with disabilities to achieve grade-level academic content standards; learn about accommodations for instruction and assessment; select appropriate accommodations for instruction and assessment for individual students; effectively administer accommodations during instruction and assessment; and evaluate effectiveness of accommodations use.

Creativity in Learning, Gallup
Gallup conducted qualitative and quantitative research to assess the extent to which creativity in learning occurs in classrooms across the U.S., its perceived value, obstacles to implementing it and the role of technology in the creative environment.

Disability Guide for CTE Teachers
https://www.okcareertech.org/educators/career-and-academic-connections/special-populations-special-needs-resources
This guide is from the Oklahoma Department of Career and Technology Education.

Responsibilities of CTE Personnel Educating Students with Disabilities
https://www.okcareertech.org/educators/career-and-academic-connections/special-populations-special-needs-resources
This guide is from the Oklahoma Department of Career and Technology Education.

Formative and Summative Assessments, Yale University
https://poorvucenter.yale.edu/Formative-Summative-Assessments
This comparison is from the Center for Teaching and Learning at Yale University.
**Worthy of Note**

**Northeast Technology Center** offers a range of work-based learning experiences. All students in the full-time programs have the opportunity to participate in work-based training/learning through job shadowing, on-the-job training or live work. Students in all programs are provided with learning opportunities – service projects – that provide industry-relevant job experience. A wide array of programs operate under real-world business conditions where students are required to clock in and out and receive assignments/roles based on employment within their industry.

**Caddo Kiowa Technology Center** facilitates student attainment of industry-recognized credentials. Almost all of CKTC students earn the WorkKeys Career Readiness Certificate. In addition, most full-time programs align to some type of state or national certification. Career major completers also receive a financial incentive to test for their credentials and/or their state or national licenses.

**Central Technology Center** strengthens the effectiveness of its advisory committees with surveys. Central Tech follows up its advisory committee meetings with surveys that gather data relating to quality of graduates, quality of instruction and quality of equipment. These surveys give advisory committee members an additional opportunity to provide valuable feedback.

**Green Country Technology Center** pursues a focus on instructional quality. The campus director requires weekly lesson plans and has a mandatory weekly meeting at which instructional strategies and effectiveness are discussed. GCTC has also created a part-time instructional coach position to assist teachers with implementing new strategies.

**Northwest Technology Center** applies a process to ensure that promotional materials are accurate and free from bias. Materials are double-checked to make sure that employment opportunities or earnings are not misrepresented. New materials must be approved by a committee to verify that information is accurate and that expected income or wage is included on the consumer information guide.

**Tri County Technology Center** facilitates continuous program improvement using the Plan of Excellence process. In the process, gaps are identified, feedback is analyzed, needs are discussed, data is examined and faculty credentials are checked. The POE process provides a means to monitor instructional programs for capacity, quality, necessary revisions and forecasting trends.

At **Indian Capital Technology Center**, industry advisory board signatures are required for district program equipment purchases. This is confirmation that the purchases are relevant and serves as evidence of communication between instructors and advisory boards.

**Tulsa Technology Center** and the **Oklahoma Department of Career and Technology Education** collaborated to create the online ACD Library. The library allows adult career development staff at the technology centers to upload resources to be shared and to find or request resources to use. The library includes sample course syllabi, adjunct instructor information, class research and marketing samples and templates.
Building Excellence in
STUDENT SUPPORT AND STAKEHOLDER ENGAGEMENT

Student Support

Preparing a Career-Ready Student, REL Southeast
This infographic identifies 10 evidence-based practices for career counseling.

OK Career Guide
https://okcareerguide.kuder.com/landing-page
Sponsored by Oklahoma CareerTech, OK Career Guide is an easy online tool available for all Oklahomans to explore and guide their futures. You can take assessments, identify occupations, establish education plans and ultimately connect to employers. Whether you are a student searching for career and college options or an adult looking for a new career path, OK Career Guide is the powerful tool to provide all the career and educational resources you will need to chart your course for the future.

Changing the Odds: What Matters Most for Student Achievement, McREL
For this report, McREL examined thousands of studies and reports to identify the school practices that demonstrate the largest effects on student achievement, distilling the most important influences and approaches into five high-leverage, high payoff areas for improving students’ chances for academic and life success.

Economic and Workforce Data, Oklahoma Department of Career and Technology Education
The Resource Center for CareerTech Advancement can provide reports using economic, workforce, demographic and training data from EMSI, which compiles information from the Bureau of Labor Statistics, the Bureau of Economic Analysis, the National Center for Education Statistics, O*Net™, the Social Security Administration and other sources. Reports can be run for the entire state or by region. A region can be a county, a technology center district, a group of counties, a ZIP code or a group of ZIP codes. We can also create regions by radius or by driving time from a central point. Most reports are available as Excel and Word files. Many are also available as graphics (charts and tables) that can be used in your own document or presentation.

Labor Market Information Fundamentals E-Learning Series, Workforce GPS
https://www.workforcegps.org/resources/2016/04/08/10/30/Labor-Market-Information-Fundamentals
The U.S. Employment and Training Administration created this electronic series to provide basic labor market information training.

Study Guides, CareerTech Testing Center
https://www.okcareertech.org/educators/assessments-and-testing/testing/study-guides
These free study guides come from the CareerTech Testing Center of the Oklahoma Department of Career and Technology Education.

Employability Skills
https://www.jff.org/resources/employability-skills/
Jobs for the Future provides these resources.
Nudging to STEM Success, Jobs for the Future
https://www.jff.org/resources/nudging-stem-success/
The purpose of this implementation report is to help community college leaders, foundations and public education policymakers understand the impact that nudges have on student success, especially for students from populations that typically have low rates of college completion.

Talent Pipeline Management Resource Guide: A Compendium for High-Quality CTE
https://www.uschamberfoundation.org/reports/tpm-cte-resource-guide
This guide provides a set of resources that can be used to explore how TPM can be leveraged as a framework as well as a set of strategies, to build stronger employer and CTE partnerships.

Connecting Opportunity Population Talent to Better Career Pathways
This guide provides a set of resources that can be used to explore how talent pipeline management can be leveraged — as a framework as well as a set of strategies — to build stronger employer and opportunity population partnerships.

Communication, Marketing and Stakeholder Engagement

CTE Marketing Best Practices & Campaigns Playbook, Washington STEM
These resource materials are designed to help CTE directors successfully promote their programs, including general marketing best practices, Gen Z marketing strategies and sample campaign concepts.

Age-Friendly Communication
http://publications.gc.ca/site/eng/9.693986/publication.html
Whether you run a business, a government program that serves seniors or an agency delivering health information or you work in a social service agency that supports seniors, you want to serve your clients and customers well. This guide offers practical and easy-to-follow advice, tips and additional sources of information to help you communicate clearly and effectively.

https://careertech.org/resource/what-cte-learning-works-america-brand
This guide helps stakeholders at the state and local levels think through how to best use the brand to reinforce their communication efforts and advance their strategic priorities.

CareerTech for Vets, Oklahoma Department of Career and Technology Education
https://www.okcareertech.org/students/military-resources
These resources offer information about benefits, certification, discharge, education and hiring.

Plain Language Guidelines
https://www.plainlanguage.gov/guidelines/
The Plain Language Action and Information Network is a community of federal employees dedicated to the idea that citizens deserve clear communications from government.

Plain Language: Getting Started or Brushing Up
The National Institutes of Health provides these resources.
CDC Guide to Writing for Social Media
https://www.cdc.gov/socialmedia/tools/guidelines/guideforwriting.html
Chapters include Before You Start; Principles of Effective Social Media Writing; How to Write for Facebook; How to Write for Twitter; How to Write Text Messages; How to Use Your Web Content as Source Material for Social Media Content; Hands-On Practice in Revising Social Media Content; and Checklist for Writing for Social Media.

Crafting Messages That Stick: GIFs and Memes as Tools for Engagement, MDRC
https://www.mdrc.org/publication/crafting-messages-stick
These are lessons for and from practitioners.

Affect.com Reports
http://www.affect.com/reports/
Insights from the public relations, marketing, and social media firm. Report titles include the following:
• Content Marketing: How to Develop a Content Strategy to Drive Public Relations, Social Media and Marketing.
• Data-Driven Headlines: A Guide to Using Data to Drive Media Coverage.
• Crisis Management in the Social Media Age: A Guide to Integrating Social Media into Your Crisis Communications Strategy.
• Social Media Success Series.
• Top 10 Tips Series.

Oklahoma Education & Industry Partnerships
Oklahoma Education and Industry Partnerships is a CareerTech professional development opportunity for Oklahoma fifth- through 12th-grade teachers each summer. OEIP features a series of multiday events across the state that include industry tours, education workshops and industry and education speakers. Participating teachers receive a stipend and can qualify for a grant. The mission of OEIP is to create a pipeline for partnerships among educators, counselors, administrators, parents, students, industry leaders, government policy makers and members of the economic development community.

Stakeholders and Perkins V: Meaningful Engagement for Student Success
https://careertech.org/resource/stakeholders-perkins-v-meaningful-engagement-student-success
This guide from the Council of Chief State School Officers contains specific strategies on how best to connect with, speak to and learn from stakeholders with unique perspectives. This tool provides detailed guidance on stakeholder engagement strategies; state examples of potential strategies; stakeholder-specific tactics; planning templates and tools; a breakdown of stakeholders with whom states are required to engage under different provisions of Perkins V; and lists of additional stakeholder engagement resources.

Employer Involvement Guide
This is a handy matrix of employer involvement activities at four levels of involvement.

Employer Engagement Resources
https://careertech.org/resources/employer-engagement
Advance CTE offers these resource links.
Why Does Employer Engagement Matter?
http://www.thecdi.net/write/Why_Does_Employer_Engagement_Matter_A_Toolkit_for_Managing_Employer_Activities_in_Schools_and_Colleges.pdf
This toolkit for managing employer activities in schools and colleges comes from the Career Development Institute.

Working with Business: A Guide for Educators
This guide is from the CTE Technical Assistance Center of New York.

Creating a Process Map, MDRC
https://www.mdrc.org/publication/creating-process-map
A process map is a visual tool that can help institutions and programs identify opportunities to improve the ways they support students. This tool could be especially helpful to college programs looking to find new ways to examine their processes and identify opportunities for improvement. A process map incorporates the user’s perspective (in most cases, the users are the students at an institution) and breaks down a process into every decision point, communication and activity involved.

The Organization-First Approach: How Programs Crowd Out Community, Kettering Foundation
https://www.kettering.org/catalog/product/organization-first-approach-how_programs-crowd-out-community
Those who work to make a difference in public life face a conundrum: Just when leaders and organizations need to turn outward toward their community, intermediary organizations instead turn inward toward their organizations and programs. This report documents this pull inward and the danger of allowing programs and professionalization to crowd out the community.

Creating New Futures for Newcomers, WestEd
https://www.wested.org/resources/creating-new-futures-for-newcomers/
This report highlights schools that are using promising and effective strategies for supporting newcomer students in K–12 classrooms. The report presents fresh ideas that can benefit all educators, especially those who work with immigrant and refugee students.

Getting It Right: Reference Guides for Registering Students with Non-English Names, Education Northwest
This set of naming conventions reference guides can help you accurately enter names for students with home languages of Arabic, Chinese, Hindi, Korean, Russian, Somali, Spanish, Tagalog, Ukrainian, Urdu and Vietnamese. It also helps school staff address and greet parents and other family members in a culturally responsive and respectful fashion.

Let’s Talk: A Guide to Managing Workplace Conflicts, Government of Alberta, Canada
https://alis.alberta.ca/media/2893/letstalk.pdf
The conflict resolution methods presented are helpful for employees and employers of large, medium and small organizations, whether it is a private sector company or a not-for-profit association. The guide contains information on how to handle situations internally and where to get outside help.

Federal Student Aid Handbook
Handbooks are available for the latest three award years.
Consumer Information
Here you can find requirements for consumer information that a school must provide to students, the U.S. Department of Education and others.

Question Bank for Workforce Service Providers, Aspen Institute
This question bank can help workforce development professionals have learning-focused conversations with retail business representatives, such as store managers and human resources professionals.

Worthy of Note

Instructors at Northeast Technology Center have the opportunity to interview interested applicants as a part of the student placement process. This helps ensure students are placed in programs that align with their interests and abilities.

At Caddo Kiowa Technology Center, early care and child care services are available to students who have young children. This free service reduces barriers for students and allows them the opportunity to attend CKTC without having the expense of child care. Another responsive service for students is the provision of core high school courses at the technology center.

The BIS staff at Green Country Technology Center engages business and industry stakeholders through hosting a weekly Talk Local meeting. This meeting is open to all interested business leaders and is conducted in a local coffee shop. The meeting includes a presentation on relevant topics for local businesspeople and provides attendees a chance to network with each other.

Northwest Technology Center provides all full-time students with CPR training, financial literacy training and a graduation check sheet.

At Tri County Technology Center, all staff who are not instructors volunteer as program champions. A guide for TCTC employees is the motto, “If you are not taking care of students, then take care of someone who is.”

Wes Watkins Technology Center strengthened its attendance for full-time programs. As part of the “Right Student, Right Program, Right Reason” effort, students complete applications for program admittance and go through a process to place them in the right programs.

At Pioneer Technology Center, a New Beginnings class takes place during the lunch period. This class offers students the opportunity to learn more about parenting skills, soft skills, resume writing, finance, budgeting and more.

Great Plains Technology Center partnered with a local automotive parts manufacturer to offer an Introduction to Manufacturing course. GPTC hosts the class, helps recruit students, provides an instructor for safety training and provides teaching assistance for the certification instructor (who had no previous classroom experience).
Building Excellence in DATA MANAGEMENT

Building Effective Data Strategies in Career and Technical Education, MDRC
This brief outlines four basic steps programs can take to strengthen their own CTE data-collection and measurement activities and develop robust — and manageable — data strategies.

Strategic Use of Data Rubric, Center for Education Policy Research
https://sdp.cepr.harvard.edu/strategic-use-data-rubric
This resource provides direction and support to education organizations to transform their use of data. The rubric establishes a common language and framework to illustrate what effective data use at the system level looks like.

This brief is the second in a series of Leapfrogging in Education snapshots that provide analyses of the Center for Universal Education’s global catalog of education innovations.

Forum Guide to Taking Action with Education Data, National Forum on Education Statistics
The guide provides stakeholders with practical information about the knowledge, skills and abilities needed to more effectively access, interpret and use education data to inform action. The document includes an overview of the evolving nature of data use, basic data use concepts and a list of skills necessary for effectively using data.

Forum Guide to Data Visualization: A Resource for Education Agencies, National Forum on Education Statistics
The purpose of this 2016 publication is to recommend data visualization practices that will help education agencies communicate data meaning in visual formats that are accessible, accurate and actionable for a wide range of education stakeholders.

The Forum Guide to Data Ethics, National Forum on Education Statistics
This resource is organized around nine core principles (canons) of data ethics dealing with integrity, data quality and security. Its purpose is to present a code of ethics for data management and use in education settings.
This guide provides a framework and the tools and vocabulary needed to support data-informed conversations and action in education. It walks users through five key steps in using data for decision-making and strategic action: setting the stage, examining the data, understanding the findings, developing an action plan and monitoring progress and measuring success.

Worthy of Note

At Northwest Technology Center, BIS/ACD enrollments, contact hours, new customers and existing customer data are used in addition to course evaluations to measure performance and to gauge program success. NWTC also conducts customer satisfaction surveys after each BIS/ACD session. All surveys are reviewed by the BIS director and any concerns or opportunities are reviewed with the instructor as needed.

At Southern Technology Center, the data dashboard is a main feature on the technology center’s intranet and provides access to data for reporting and decision-making. It also serves as a visual reminder of the value of measurement and continuous improvement. The published data on the intranet comes from multiple sources. Administrators and instructors use the data to identify trends in enrollment, graduation and placement rates. Counselors use this data to determine where they need to focus recruitment resources.

Tri County Technology Center uses Tableau dashboards and Google Sheets to capture and display data pertinent to key performance indicators. Dashboards are available to all employees and are also visible on monitors for visitors’ informational purposes. Employees at all levels have access to the information.

Northeast Technology Center surveys students, clients, employers, advisory committees and market segments. An economic impact sheet is created for each full-time instructor based on data including enrollment, placement, retention, total income, college credit earned, program capacity and total annual economic impact. An emphasis is also placed on tracking monthly economic development data by campus.
Building Excellence in STAFF ENGAGEMENT AND DEVELOPMENT

**Personalizing Professional Development: How Empowered Teachers Can Take Charge of Professional Learning and Growth,** McREL
https://www.mcrel.org/personalizing-pd-wp/
This white paper tackles a question of interest to teachers at all career stages: Can professional learning be better? It can, they argue, if the profession recognizes that large professional development sessions — while an appropriate starting point to share foundational practices — should be followed up with highly personalized plans of action. Reflection holds the key to identifying and addressing problems of practice as teachers advance in their skills. Also important to bear in mind: Teachers are most effective when they develop an understanding of why certain techniques work, not just what they are.

**Educator-Centered Instructional Coaching: What the Research Says**
https://www.fhi360.org/resource/educator-centered-instructional-coaching-what-research-says
This report provides insights for schools, districts, regional education agencies and state education departments that are considering or have already adopted an instructional coaching framework.

**Overcoming Conversation Roadblocks,** Catalyst
https://www.catalyst.org/research/overcoming-conversation-roadblocks-infographic/
This lists common roadblocks and how to overcome them.

**Flip the Script: Disabilities,** Catalyst
https://www.catalyst.org/research/disabilities-workplaces-flip-the-script-infographic/
This gives tips on how to flip the script about disabilities in the workplace.

**Flip the Script: Respond with Heart, Not Harm, in Tough Conversations,** Catalyst
This gives tips on how to flip the script in tough conversations in the workplace.

**9 Strategies for Recruiting, Hiring, and Retaining Diverse Teachers,** REL Northwest
This infographic explains nine strategies.

**New Work. New Rules. 360 Magazine**
This issue of 360 explores today’s imperative of teamwork and why it calls for the emergence of radically different spaces: environments characterized by flexibility and freedom; choices and control; and the furnishings, technologies and tools that teams need to accomplish their very best work.

**Coaching Practices for Managers,** Government of Canada
https://www.managers-gestionnaires.gc.ca/en/publications#wb-info
These coaching practices are meant to help you observe your world in a different way and to provide access to new ways of leading and getting things done.

**Onboarding in a Box**
LinkedIn Talent Solutions offers this handy guide.
New Employee Onboarding Guide
This guide is from the Society for Human Resource Management.

“Leading Multiple Generations in Today’s Workforce”
Forbes published this blog post.

Engaging a Multi-Generational Workforce: Practical Advice for Government Managers,
IBM Center for the Business of Government
This report examines six trends occurring in the workplace and describes how managers can successfully engage all four generations to be committed to the success of their organization. For example, each of the four generations has different learning and communication styles, different work-life balance needs and different preferences in how their contributions are recognized. Understanding these differences and preferences can lead to a more effective organization.

Generational Differences in the Workplace
https://www.purdueglobal.edu/education-partnerships/generational-workforce-differences-infographic/
Purdue University Global Inc. offers this infographic.

Definitive Guide to Onboarding
BambooHR provides this guide to best practices.

Proficiency Levels for Leadership Competencies, U.S. Office of Personnel Management
This resource indicates different levels of expertise or mastery in a competency and provides examples of work behavior at each proficiency level.

The Modern Guide to Equality, Volumes 2 and 3
The Female Quotient created The Modern Guide to Equality with partners Atlantic Media Strategies and Catalyst to accelerate change in the workplace. It addresses the problem holistically, combining generational insights, workplace trends and interviews with industry leaders to develop a toolkit and corporate workshops with next-step actions for change.

Helping teachers and students make the switch to remote learning
Remote-learning educators share the tips that they’ve gathered over the years.
Teaching in a Digital Age: Guidelines for designing teaching and learning
https://open.umn.edu/opentextbooks/textbooks/221
This free book examines the underlying principles that guide effective teaching in an age when everyone is using technology, particularly students. A framework and a set of guidelines are suggested for making decisions about your teaching.

Looking Inward for Talent, Partnership for Public Service
This white paper makes the case for why agencies should consider reskilling and upskilling and highlights promising practices across government and in the private sector. It also shares recommendations for overcoming obstacles and making retraining an integral part of an agency’s talent management strategy.

Get Real: The Art and Power of Storytelling in Workplace Communities
http://publications.gc.ca/site/eng/9.689444/publication.html
This guide discusses how to put storytelling concepts into practice in the workplace.

Succession Planning Model
This six-step model can help businesses plan for succession.

The Manager Experience Series, Gallup
Download the Top Challenges & Perks of Managers to learn why the manager experience matters and how it affects every employee; to get a firsthand perspective of the challenges and perks of being a manager based on interviews with more than 50,000 managers; and to find six ways to create a better work experience for your managers.

Implementing a Coaching Culture, Center for Creative Leadership
https://www.ccl.org/articles/white-papers/implementing-coaching-culture/
More powerful than strategy and more persistent than vision, the culture of an organization affects who stays, who leaves and how people deal with each other.

Prevalence of Coaching and Approaches to Supporting Coaching in Education, Digital Promise
This report shares findings on coach workload, the coach-teacher relationship, the use of technology in coaching, professional support for coaches and funding for coaches.

Professional Learning Plans: A Workbook for States, Districts, and Schools, learningforward
https://learningforward.org/report/professional-learning-plans-workbook-states-districts-schools/
Professional learning plans establish short- and long-term guidance for professional learning and its implementation. This workbook offers information and tools to walk educators through seven planning steps, from data analysis to setting goals to identifying learning designs to monitoring impact.

Reskilling Toolkit, U.S. Office of Personnel Management
This publication assists HR professionals, managers and employees as they design reskilling and upskilling opportunities based on employee strengths and mission needs.
Worthy of Note

At Central Technology Center, onboarding includes introductions, tours of campuses, safety training and an introduction to the technology center’s culture. Mentors are assigned and work with instructors each week during their first semesters. New instructors can also request professional development within their divisions, receive support ordering hardware and software and receive communications from the administration.

Metro Technology Centers created the Metro B-Brief, an online monthly review of books important to business leaders. The book club format, which periodically includes guest presenters, creates a unique community leadership learning and development forum.

Tri County Technology Center allows significant input into the program budgeting process. The Plan of Excellence meetings allow departments the opportunity to create and present their own budgets. Leadership then considers that information when building the overall school budget and its priorities. This process ensures that all personnel and departments have input into the development of the annual budget.

At Wes Watkins Technology Center, staff members meet in weekly huddles before students arrive to discuss the week. Employees also receive kudos for work during these meetings. A staff member sends an email recap of the meeting to those who could not attend. The Operations Committee communicates through surveys, meetings and industry visits.

Indian Capital Technology Center created the Feed your Future program in which ICTC instructors speak to classes at sending schools. The job placement specialist at each ICTC campus conducts industry visits along with a program instructor, visiting two employers each year to strengthen relationships and encourage participation.
Building Excellence in SERVICE DELIVERY

Applying Design Thinking to Public Service Delivery, IBM Center for the Business of Government
This resource explores the use of design thinking in public service delivery. It focuses on the expanding use of design thinking in government to transform how agencies engage citizens, enhance operations and innovate across a broad spectrum of public management challenges. The authors identify five core characteristics essential to most design thinking approaches. They then use extensive research and first-hand interviews to present four case studies from the U.S. and around the world that illustrate the purpose, intent and success of design thinking in action.

Economic and Workforce Data, Oklahoma Department of Career and Technology Education
The Resource Center for CareerTech Advancement can provide reports using economic, workforce, demographic and training data from JobsEQ, which compiles information from the Bureau of Labor Statistics, the Bureau of Economic Analysis, the National Center for Education Statistics, O*Net™, the Social Security Administration and other sources. Reports can be run for the entire state or by region. A region can be a county, a technology center district, a group of counties, a ZIP code or group of ZIP codes. We can also create regions by radius or by driving time from a central point. Most reports are available as Excel and Word files. Many are also available as graphics (charts and tables) that can be used in your own document or presentation.

Grant Decision-Making Matrix, Resource Center for CareerTech Advancement
https://www.okcareertech.org/educators/resource-center/teacher-trainer-tools
This visual organizer helps you determine whether pursuing a specific grant is a good use of your resources.

No-Box Thinking: Navigating Change Resistance in Small Town America, University of Wisconsin-Madison
This resource offers a framework for understanding the automatic and powerful resistance to change those engaged in community development often face. With an overarching case study and evaluation examples, this book details how to convert the powerful sources of community change resistance — identity, emotion and social connections — into powerful forces for transformational change.

A Toolkit to Engage Employers and Opportunity Youth on the Future of Work, Aspen Institute
Community leaders can use this toolkit to begin to learn how the future of work is playing out in their local economies.

Collaboration Primer, Harmonization UBC
https://www.collaborationprimer.ca/
This collaboration primer is a hands-on resource for organizations seeking concrete methods to create sustainable partnerships.
Business and Community Partnerships Resources, ACTE
Business and community partnerships is one of 12 elements of high-quality CTE, defined in ACTE’s comprehensive, research-based Quality CTE Program of Study Framework. This element addresses business and community partner recruitment, partnership structure and the wide variety of activities partners should be engaged in to support the program of study and ensure programs are aligned with workforce needs. This ACTE website lists reports, articles, guides and toolkits that can help you develop and support high-quality business and community partnerships.

Toolkit of Resources for Engaging Families and the Community as Partners in Education, McREL
The toolkit provides resources for school staff to build relationships with families and community members and to support family well-being, strong parent-child relationships and students’ ongoing learning and development.

Good Jobs, Good Business, Pacific Community Ventures
https://goodjobs.pacificcommunityventures.org/
This how-to guide for small business owners makes a business case for investing in workers and offers actionable guidance and resources on hiring, training, employee engagement, wages, benefits and scheduling.

Question Bank for Workforce Service Providers, Aspen Institute
This question bank can help workforce development professionals craft learning-focused conversations with retail business representatives, such as store managers and human resources professionals.

Measuring an Entrepreneurial Ecosystem, Kauffman Foundation
https://www.kauffman.org/what-we-do/research/2015/03/measuring-an-entrepreneurial-ecosystem
This paper offers 12 indicators and their sources for measuring the outcomes and vibrancy of a local entrepreneurial ecosystem.

Job Quality Tools for Workforce Development
These actionable tools, resources and guidance can help leaders improve jobs in their communities.

Worthy of Note
Northwest Technology Center engages with potential students at an early age to expose them to career training opportunities. A structured recruiting timeline includes a sixth grade career fair, eighth grade tours, ICAP planning and continued communication with NWTC counselors through graduation.

Wes Watkins Technology Center nurtures relationships with potential students at multiple grade levels. Relationship building with students begins at an early age (second grade) and continues with activities for fourth grade, fifth grade, eighth grade and then 10th grade. Students can also be a part of advisory committees and the ambassador program.

Tri County Technology Center created its Skills to Rebuild initiative to help people left unemployed or underemployed by the pandemic. The technology center designed a flexible, fast-track program to accelerate its students’ back-to-work efforts. Most Skills to Rebuild students can begin work within two months, although courses in some fields might require up to 10 months.
Building Excellence in SITE MANAGEMENT, SAFETY AND SECURITY

School Safety and Security Best Practices, Hanover Research
This report discusses how to develop effective school safety emergency plans, building and technology design, security staffing and risk assessment and response planning; conduct regular evaluations of school safety and security policies, practices and products; and identify the factors to evaluate when assessing school facilities, student support services and other areas.

The Importance of Fostering Positive School Climates for Homeless High School Students, Institute for Children, Poverty & Homelessness
https://www.icphusa.org/reports/the-importance-of-fostering-positive-school-climates-for-homeless-high-school-students/
This report explores school climate indicators separately as well as the cumulative impact of these indicators on the academic and mental health outcomes of homeless high school students.

Be Safe and Sound in School is an initiative of the National Crime Prevention Council in collaboration with the Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice. It seeks to mobilize parents, policymakers, school officials and students to take action to prevent violence in schools by enhancing school safety and security in schools across the nation. This toolkit is an easy-to-use guide that will assist administrators in implementing the B3S model in their schools. It includes a step-by-step procedure for assessing school safety and security, forming an action team, identifying problems, holding a forum with stakeholders to brainstorm solutions, developing an action plan and building support for it and evaluating the results.

School Violence Prevention: Guidelines for Administrators and Crisis Teams, National Association of School Psychologists
While not all instances of violence can be prevented, policies and procedures that support a balanced cross-discipline approach to school safety and emphasize clear communication, foster positive personal connectedness and implement evidence-based support will be most effective in preventing school violence.

Recommended Practices for Safety and Health Programs, OSHA
https://www.osha.gov/shpguidelines/
The recommended practices present a step-by-step approach to implementing a safety and health program built around seven core elements that make up a successful program.

Your Construction Safety Program: Safe Students, Safe Workers, The Center for Construction Research and Training
This guide focuses on key program elements, describes each element and shares research data from a recent study on the state of safety and health education in these programs. It then provides action steps CTE administrators and instructors can take to strengthen their programs.
Worthy of Note

At Southern Technology Center, all facility light bulbs were replaced with LED bulbs. A new building uses a system that reduces power to the light bulbs to optimize lighting from both natural light and LED lighting. An onsite well provides for all brown water uses, such as for irrigation, restrooms and other uses. Employee badges trigger the employee’s room air conditioning/heating units to come on when they enter the building.
Accessibility Resources, George Mason University
https://ati.gmu.edu/web-standards-2-2/
George Mason University provides information, instruction and resources for creating accessible course content.

Educator’s Accessibility Toolkit, Council of Ontario Universities
http://accessiblecampus.ca/tools-resources/educators-tool-kit/
These resources can help educators create accessible learning environments and include considerations for course planning and teaching tips.

Disability Guide for CTE Teachers
https://www.okcareertech.org/educators/career-and-academic-connections/special-populations-special-needs-resources
This guide is from the Oklahoma Department of Career and Technology Education.

Responsibilities of CTE Personnel Educating Students with Disabilities
https://www.okcareertech.org/educators/career-and-academic-connections/special-populations-special-needs-resources
This guide is from the Oklahoma Department of Career and Technology Education.

Ensuring an Equitable Opportunity: Providing a High-Quality Education for Students with Disabilities,
Council of Chief State School Officers
https://ccss.org/resource-library/ensuring-equitable-opportunity-providing-high-quality-education-students
This document details policy and practice considerations around individualized education programs chiefs and state education leaders can reflect upon and implement to ensure all students, especially students with disabilities, have access to a high-quality education.

Educational Equity Discussion Guide, Hanover Research
The guide provides guiding questions to help support district and school leaders’ critical equity conversations; ensure decision-making alignment with equity goals; and encourage strategies to integrate equity mindsets systemically.

Special Education Accommodations Guide, Oklahoma State Department of Education
The following five steps provide an organizing framework for this guide: Set high expectations for students with disabilities to achieve grade-level academic content standards; learn about accommodations for instruction and assessment; select appropriate accommodations for instruction and assessment for individual students; effectively administer accommodations during instruction and assessment; and evaluate effectiveness of accommodations use.

Special Populations Resource Guide
https://www.okcareertech.org/educators/career-and-academic-connections/special-populations-special-needs-resources
This guide is from the Oklahoma Department of Career and Technology Education.
Teaching Tolerance
https://www.tolerance.org/
A project of the Southern Poverty Law Center, Teaching Tolerance provides free resources to educators — teachers, administrators, counselors and other practitioners — who work with children from kindergarten through high school. The website includes classroom resources, including lessons and teaching strategies, as well as social justice standards, Teaching Tolerance magazine, best practices and special interest publications.

Addressing Incidents of Bias in Schools: A Guide for Preventing and Reacting to Discrimination Affecting Students, Public Agenda
This guide is designed to bring together a school community to address and prevent incidents of bias, discrimination and hate crimes. It includes suggestions for facilitating the discussions so that they are safe, illuminating and productive as well as for organizing the process so that it fits in the daily rhythm of the school community.

Special Education Technology Evaluation Guide, edmentum
https://www.edmentum.com/resources/brochures/special-education-technology-evaluation-guide
Special education technology tools are an important investment, and they can be complicated. This simple ranking guide provides an overview of some of the most critical aspects to consider during your evaluation.

Strategic Planning for Equity, Inclusion, and Diversity, University of California-Berkeley
https://www.edmentum.com/resources/brochures/special-education-technology-evaluation-guide
The University of California-Berkeley calls this a “guide and a set of strategies for achieving transformational change on issues of equity, inclusion, and diversity.”

Worthy of Note

Caddo Kiowa Technology Center provides transportation for both high school and adult students, including those in TANF and Adult Basic Education and adults with young children who also attend the early education center. This service removes a potential barrier to education for the low-income population in the district.

At Francis Tuttle Technology Center, Project SEARCH helps students with significant disabilities to transition from school to employment through innovative workforce and career development. It offers on-site job skills training and support, career exploration in a variety of entry-level positions, internships, interviewing and assessment practice and job placement. Project SEARCH is a collaborative partnership between Francis Tuttle Technology Center and other agencies and institutions.