Attachment I: High-Quality CTE Program Evaluation

Name of Local Education Agency (LEA):

Total Score: _____
 (TO BE COMPLETED BY LEA)

Directions: The metrics in this rubric apply to students that are enrolled in Career Technical Education (CTE) programs, programs of study (POS) and pathways. Read each of the 10 Minimum Eligibility Standards (criteria). Reviewing all of your CTE programs, check the box that best corresponds to the current practice of your programs and for which you can provide evidence. List evidence of your practice that is currently on file at your LEA and make comments that the grant reader may take into consideration in the corresponding boxes.

Total Score: _____
 (TO BE VERIFIED BY CDE)

Minimum Eligibility Standards	Not Yet In Practice (0 points)	Emerging Practice (1 point)	Quality Practice (2 points)	Exemplary Practice (3 points)	Potential Tools/ Examples of Evidence	Evidence on File at LEA	LEA Comments
1.A. Offers high-quality CTE curriculum and instruction that are aligned to the CTE Model Curriculum Standards. **Essential Element:** High-Quality, Integrated Curriculum and Instruction.	There is no evidence that the CTE curricula or instruction are aligned to the CTE Model Curriculum Standards.	Some CTE curricula and instruction are aligned to the CTE Model Curriculum Standards. Some instruction shows evidence of alignment with the CTE Model Curriculum Standards.	All CTE curricula and instruction are fully aligned to the CTE Model Curriculum Standards. All instruction shows evidence of alignment with the CTE Model Curriculum Standards.	All CTE curricula and instruction are fully aligned to the CTE Model Curriculum Standards. All instruction shows evidence of alignment with the CTE Model Curriculum Standards. All CTE curricula are aligned to all appropriate Academic standards. Integration of CTE and Academic Standards is demonstrated.	Alignment matrix of CTE curriculum syllabi and CTE Model Curriculum Standards. Alignment matrix of CTE curriculum syllabi and academic standards. Course outlines. Lesson plans.		

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1.B. Offers CTE pathway(s) that provides a coherent sequence of courses, are reported in CALPADS as CTE. **Essential Element:** High-Quality, Integrated Curriculum and Instruction.	No clear sequential progression of courses. No clear CTE pathway that leads to a postsecondary career pathway or training and/or employment. Some or no courses are reported in California Longitudinal Pupil Achievement Data System (CALPADS) as CTE.	Offers a CTE pathway where some courses show a clear sequential progression of courses. Some courses are reported in CALPADS as CTE.	Offers a CTE pathway where all courses show a clear sequential progression of courses. All courses are reported in CALPADS as CTE.	Offers a CTE pathway with clear sequential pathways. Provides a catalog of programs and courses required at each grade.	Provides list and description of pathway courses, identifying the planned sequence of courses. Provides document listing CTE pathway courses reported as CTE in CALPADS.		

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2. Provides career exploration and guidance opportunities for all pathway learners. **Essential Element:** Career Exploration and Student supports.	There is no formalized career exploration and guidance program offered.	Some students participate in a formalized career exploration program and receive some guidance through counseling services.	All students participate in a formalized career exploration program and receive career guidance through program of study and counseling services.	All students participate in a formalized career exploration program and have a individualized education plan on file. Career guidance is provided through the POS, through industry mentors, and through counseling services.	California Career Resource Network (CALCRN), Kuder, Career Cruiser, Naviance, etc. Example of plan. Description of career guidance provided.		

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3.A. Provides support services for students, including counseling. **Essential Element:** Career Exploration and Student supports.	There is no evidence that CTE pathway students have had career and/or academic needs assessed or addressed. Career counseling services are not specifically available.	CTE pathway students career and/or academic needs and gaps have not been specifically identified, or for only some students. Supports offered are the standard supports available to all students in the school. Students are referred to counseling services on an as-needed basis. No data on effectiveness is collected.	CTE pathway students career and academic needs and gaps have been identified. Supports addressing identified needs/gaps for special populations (i.e. Individualized Education Programs [IEPs], at-risk, etc.) have been developed, obtained, offered, and are being implemented. Counseling services are welcoming and offered to all students. Data on effectiveness is collected and continuous improvement principles are applied.	An assessment of CTE pathway students' career and academic needs occurs annually. This is an annual process in which the entire CTE pathway faculty, associated academic faculty, counselors and administration collaborate to determine needed supports for CTE pathway students. A plan of support services is developed for each special population (i.e. IEP, at-risk, etc.) CTE pathway student, and a plan of support for all CTE pathway students is developed.	List of identified student career and academic needs/gaps and the supports that have been provided to address those needs. Tools used to determine student career and learning needs. Data on effectiveness of supports provided. Description of counseling services provided.		

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3.B. Student leadership development is embedded into career pathway teaching and learning. **Essential Element:** Career Exploration and Student supports.	There is no evidence that CTE pathway student leadership development is addressed.	Student leadership development is embedded into the career pathway through an alternative leadership strategy.	Student leadership development is embedded into the career pathway through one of the six recognized Career Technical Student Organizations (CTSOs) and some CTE pathway students participate.	Student leadership development is embedded into the career pathway through one of the six recognized CTSOs and all CTE pathway students participate.	Description of student leadership development strategies, percent of student participation, and outcomes of program(s) implemented.		

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4. Provides for system alignment, coherence, and articulation, including ongoing and structural regional or local partnerships with postsecondary educational institutions, documented through formal written agreements. **Essential Element:** Cross-System Alignment.	Kindergarten through grade twelve (K–12) and postsecondary core CTE pathway faculty do not coordinate or collaborate.	K–12 and postsecondary core CTE pathway faculty are members of an advisory committee. Curriculum, instruction, transitions and outcomes are reviewed at Advisory Committee meetings. There are no formal agreements other than advisory committee responsibilities.	K–12 and postsecondary core CTE pathway faculty meet regularly to plan and review curriculum and instruction across levels of education, to plan program and support services for smooth transitions, and to develop or update and improve articulation/dual credit agreements. Formal agreements are developed that define participants, roles, activities, products, and timeline.	K–12 and postsecondary core CTE pathway faculty meet regularly to plan and review curriculum and instruction across levels of education, to plan program and support services for smooth transitions, and to develop or update and improve articulation/dual credit agreements. K–12 and postsecondary educational institutions collaborate on a local or regional basis to create transition agreements, guides, and plans for each CTE pathway. Articulation/dual credit agreements apply to all participating educational institutions. Formal agreements are developed that define participants, roles, activities, products, and timeline.	Transition guide showing secondary and postsecondary pathway courses for each pathway, industry-recognized certifications at each level, and degree and employment options. Memorandums of Understanding (MOUs) and other agreements between K–12 and postsecondary education that are updated annually. Secondary and postsecondary curriculum outlines showing coordinated curriculum/ transitions. Other products from collaboration.		

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5.A. Form ongoing and meaningful industry and labor partnerships, evidenced by written agreements and through participation on advisory committees and collaboration with business and labor organizations to provide opportunities for pupils. **Essential Element:** Appropriate Use of Data and Continuous Improvement.	There are no industry/labor partnership agreements. An advisory committee has not been formed.	Agreements with labor/industry partners are informal and verbal. An advisory committee is established representing a limited number of stakeholders and employers.	Most partnerships are solidified through written agreements, and some are made as verbal agreements. An advisory committee, composed of a variety of stakeholders (including industry and labor, secondary and postsecondary leaders, faculty, parents and students) meets at least once a year to evaluate program progress and to engage in continuous improvement activities.	All partnerships are solidified through written agreements that detail the responsibilities and roles of each party. An advisory committee, composed of a variety of stakeholders (including industry and labor, secondary and postsecondary leaders, faculty, parents and students) meets two or more times to address program progress and program/industry needs and opportunities for pupils. The advisory committee is integral to the operation of the CTE pathway(s).	MOUs, written agreements, contracts, description of verbal agreements. Copy of Advisory meeting minutes with a list of advisory committee members, the organization they represent, and their position in that organization. A narrative of the impact these partnerships and the advisory committee have had on the CTE program, faculty and students. A list of advisory members identified by name, business, etc.		

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5.B. Provides opportunities for pupils to gain access to pre-apprenticeships, internships, and work-based learning (WBL) opportunities for industry to provide input to the CTE programs and curriculum. **Essential Element:** High-Quality, Integrated Curriculum and Instruction.	Does not provide opportunities for pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum.	Provides opportunities for some pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum. There is little evidence of a link between course assignments opportunities and experiences provided.	Provides opportunities for many pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum. There is a documented training plan and assignments are related to all WBL. There is ongoing communication between the K–12 institution and the business providing the WBL activities to ensure quality experiences for CTE pathway students and employers.	Provides opportunities for all pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum. There is a documented training plan and assignments are related to all WBL. Industry partners and K–12 CTE pathway faculty collaborate on activities for students on all levels of the CTE pathway; knowledge and skill preparation needed for each WBL activity; assessment and documentation of student performance in the workplace; and orientation for workplace supervisors and students.	List of businesses providing WBL opportunities, the type of WBL provided, and the number of students participating in each opportunity. Student logs of WBL activities. Schedule of WBL for each grade level. Training plan for WBL at each grade level. Student WBL portfolios. Program and student assessments from WBL supervisors. Nepris.		

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6. Provides opportunities for pupils to participate in after school, extended day, and out-of-school activities and competitions. **Essential Element:** Career Exploration and Student Supports.	After school, extended day, and out-of-school activities and competitions are not provided.	After school, extended day, and out-of-school activities and competitions are provided to some students. These activities may be developed or supervised by the CTE pathway faculty.	After school, extended day, and out-of-school activities and competitions are provided to all students. These activities are developed and supervised by the CTE pathway faculty.	After school, extended day, and out-of-school activities and competitions are provided to all students. These activities are developed, supervised, and evaluated by the CTE pathway faculty. Students are made aware of these options when they enroll in the CTE pathway and are matched with the best time option, based on their career goals and scheduling needs.	List of after school, extended day, out-of-school competitions and activities offered to and participated in by the students.		

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7.A. CTE pathway program reflects regional and/or local labor market demands and focuses on current or emerging high-skill, high-wage, or high-demand occupations. **Essential Element:** Appropriate Use of Data and Continuous Improvement.	There is no evidence that the CTE pathway is aligned with economic needs and labor market information. CTE pathway does not appear to lead to high-skill, high-wage, or high-demand occupations.	There is a minimal alignment of CTE pathway design, delivery, and outcomes and current and projected labor market needs. Evidence only identifies a need in the industry sector or general category of employment, but not for the specific CTE pathway.	There is a general alignment of CTE pathway design, delivery, and outcomes and current and projected labor market needs. There is correlation between the specific high-skill, high-wage, or high-demand occupations which are the focus of the CTE pathway and the labor market information provided.	There is a clear and specific alignment of CTE pathway design, delivery, and outcomes and current and projected regional labor market needs. Evidence provides a clear case for a current and projected local and regional labor market need for the CTE pathway. A projection of the number of students from this CTE pathway that will be qualified to enter high-skill, high-wage, or high-demand occupations in this field at entry and technical levels is provided.	K–12 Strong Workforce Program (SWP) Deputy Sector Navigator reports. Regional and local labor market reports from valid sources, correlated with CTE sequence of courses. Letters from industry and labor partners indicate how their participation in the CTE pathway will prepare and encourage future workers in this field.		

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7.B. Is informed by the regional plan of the local SWP consortium. **Essential Element:** Cross-System Alignment.	The CTE pathways are not part of the local SWP consortium and does not collaborate or seek to align with the regional plan of the local SWP.	The CTE pathways are aware of the regional plan of the local SWP consortium.	The CTE pathways are involved in the regional SWP consortium and is aware of the regional plan. The CTE pathways are aligned with the SWP plan where it complements the CTEIG requirements.	The CTE pathways are involved in the development and implementation of the regional plan of the SWP consortium. The CTE pathways are aligned with both CTEIG and SWP goals and desired outcomes. Funding from CTEIG, SWP, and other sources are braided to best apply and use funds for the improvement and expansion of CTE pathway.	Document identifying members of local SWP consortium members. Local SWP plan. CTE pathway plan is aligned with CTEIG and SWP goals and desired outcomes The successful integration and braiding of CTEIG, SWP, and other CTE initiatives' goals, activities, and funding sources can serve as a model for others.		

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8. Leads to an industry recognized credential or certificate, or appropriate postsecondary education or training, employment, or postsecondary degree. **Essential Element:** High-Quality, Integrated Curriculum and Instruction.	The CTE pathways are not aligned to industry credentialing. There is no support or guidance to assist students in pursuing postsecondary education, training, or employment. No data is collected to determine postsecondary choices or success.	Some CTE pathway students have the opportunity at receiving an industry credential that may or may not qualify them for entry-level employment. Some programs lead to postsecondary education or training, employment, or postsecondary degree. Collects some CTE student survey data on postsecondary choices and success without any follow-up.	All students in the CTE pathway have the opportunity to achieve at least one capstone, industry-recognized certification that qualify students for entry-level employment. The majority of CTE programs lead to postsecondary education or training, employment or postsecondary degree. Collects all grade twelve CTE student survey data on postsecondary choices and success. Follows up with students one year after high school to determine outcomes of program.	All students in CTE pathway have the opportunity to achieve at least one capstone, industry-recognized certification that qualifies students for entry-level employment. The technical assessment is nationally benchmarked and includes a skills-based component. Certifications are industry-recognized and portable. All CTE programs lead to postsecondary education or training, employment or postsecondary degree. Collects all CTE student survey data on postsecondary choices and success. Follows up with students one year after high school to determine outcomes of program.	List of industry-recognized certifications available for students within the CTE pathway, number of students in capstone course(s), number of students taking exam/assessment, and number of students achieving certification. Description of organization providing exam(s), general content of exam(s), portability of certification. Type of employment opportunities for which each exam qualifies students. List of postsecondary education, training, employment, or postsecondary degree options for each CTE programs. Student surveys for postsecondary education, training, or employment plans.		

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9.A. CTE courses are staffed by skilled teachers or faculty. **Essential Element:** Skilled Instruction and Educational Leadership, informed by Professional Learning.	There is no evidence that the CTE pathway has CTE credentialed teachers.	Some CTE pathway teachers have the correct CTE credential or Single Subject Credential without experience.	All CTE pathway teachers have the correct CTE credential or Single Subject Credential with some industry experience and have completed some CTE professional development during the past three years.	All CTE pathway teachers have the correct CTE credential or Single Subject Credential with industry experience and completed specific CTE professional development during each of the past three years.	List of CTE teachers and faculty including the credentials/ minimum qualifications and the type and date(s) of industry experience for each, and any professional development that was completed during the past three years.		

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9.B. Dedicates resources for professional development for CTE teachers inlcuding educator externships with industry. **Essential Element:** Skilled Instruction and Educational Leadership, informed by Professional Learning.	Resources are not provided for professional development of CTE pathway teachers.	CTE teachers are provided resources to attend conferences and workshops that interest them. Externships are pursued upon request.	CTE teachers attend specific CTE conferences and workshops each year. These events have strands or workshops specific to CTE curriculum and instruction and CTE pathway. CTE teachers are encouraged to engage in educator externships during school breaks.	CTE teachers maintain and update their knowledge of their career focus and of current trends and developments in education that affect their CTE pathway. The CTE professional development needs are evaluated each year and are allocated the resources to access appropriate training based on assessed needs. Most CTE pathway and core teachers engage in teacher externships.	Professional development needs assessment for CTE teachers. List of events, classes and workshops that CTE teachers accessed, and the number of CTE teachers that attended. List of curricular or instructional products or changes that resulted from CTE professional development. List of teacher externships and outcomes.		

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10. Provides opportunities for pupils who are individuals with exceptional needs to participate in all programs. **Essential Element:** Equity. **Essential Element:** Access.	The institution where the CTE pathway program is offered has policies in place to ensure the learning environment is accessible to all students.	CTE pathway program offerings are promoted to all students through the recruitment and registration process. The program ensures accessibility through reasonable accommodations and modifications.	All students, including special populations are made aware of, encouraged to apply, and have full access to CTE pathway programs. CTE program utilizes multiple strategies to recruit, retain and support special populations. Promotional materials and curriculum welcome diversity and are delivered in a non-discriminatory manner. The program ensures accessibility through reasonable accommodations and modifications.	All students, including special populations are made aware of, encouraged to apply, and have full access to CTE pathway programs. CTE program utilizes multiple strategies to recruit, retain and support special populations, and works with families. Promotional materials present a broad range of career options; are translated into languages spoken by families in the school community; and highlight supports for special populations. Instruction and materials are accessible and differentiated to student needs. Appropriate adaptations, modifications, and supports are provided.	School and program equity and access policies. Promotional materials. Accommodations and modifications in place for special populations students. Strategies and supports provided that promote recruitment, retention, and success of special population students.		