

CTE Evaluation Rubric

Standard 1: Policies and Procedures			
Administrative policies and procedures promote Career and Technical Education preparation program development and implementation.			
Sub-Standard	Does Not Meet	Meets	Exemplary
1.A: Do the program and/or LEA policies include formal procedures for the design, implementation, and continuous improvement of career preparation programs?	Evidence indicates that the program/LEA: <ul style="list-style-type: none"> • Provides no documented examples of continuous improvement; OR <ul style="list-style-type: none"> • Lacks regular program review including performance indicators and does not take action to improve the program. 	Evidence indicates that the program/LEA: <ul style="list-style-type: none"> • Provides documented examples of continuous improvement; AND <ul style="list-style-type: none"> • Holds annual reviews of program including performance indicators and takes action to improve the program. 	Evidence indicates that the program/LEA: <ul style="list-style-type: none"> • Provides documented examples of continuous improvement; AND <ul style="list-style-type: none"> • Has an ongoing review of the program throughout the year including performance indicators and takes action to improve the program.
1.B: Do the program and/or LEA policies clearly describe admissions policies and procedures, selection criteria, enrollment conditions, and appeals processes?	The program's admissions policy and procedures for : <ul style="list-style-type: none"> • Student admissions do not exist or result in discriminatory practices; or • Student selection do not exist; or • Student enrollment do not exist; or • Student appeals do not exist. 	The program's admissions policy and procedures: describe processes for : <ul style="list-style-type: none"> • Student admissions that do not result in discriminatory practices; and • Student selection; and • Student enrollment; and • Student appeals. 	The program's admissions policy and procedures: <ul style="list-style-type: none"> • Include recruitment and exploration activities; AND Describe processes for : <ul style="list-style-type: none"> • Student admissions that do not result in discriminatory practices; and • Student selection; and • Student enrollment; and • Student appeals. AND <ul style="list-style-type: none"> • Provide explicit protections against discriminatory practices. AND <ul style="list-style-type: none"> • Policies and procedures are public and easily accessible.
1.C: Do the program and/or LEA policies ensure that all students have opportunities to earn industry-recognized credentials whenever applicable to the programs, and/or postsecondary credits, and/or advanced standing in training programs or jobs. 7.D. Does the program maintain formal articulation agreements with higher education and business partners that earn students early college access and/or access to postsecondary training programs or job placement?	Evidence indicates that the program: <ul style="list-style-type: none"> • Does not have opportunities for all students to earn relevant credentials, postsecondary credit and/or advanced standing in training programs or jobs; OR <ul style="list-style-type: none"> • Does not have or does not show progress toward establishing formal articulation agreements. 	Evidence indicates that the program: <ul style="list-style-type: none"> • Offers and communicates at least one opportunity for all students to earn industry-recognized credentials, postsecondary credit and/or advanced standing in training programs or jobs; AND <ul style="list-style-type: none"> • Maintains or shows progress toward establishing, within the year, formal articulation agreements with partners for students' postsecondary-benefit. 	Evidence indicates that the program: <ul style="list-style-type: none"> • Offers and communicates multiple, relevant opportunities for all students to earn industry-recognized credentials, postsecondary credit and/or advanced standing in training programs or jobs; AND <ul style="list-style-type: none"> • Maintains formal articulation agreements with partners for students' postsecondary-benefit.
1.D: Do the program and/or LEA policies ensure the review and evaluation of student outcome data including achievement gaps?	Evidence indicates that the program: <ul style="list-style-type: none"> • Does not evaluate disaggregated student outcome and achievement data; OR <ul style="list-style-type: none"> • Does not review student data to support students' needs or inform program changes. 	Evidence indicates that the program: <ul style="list-style-type: none"> • Evaluates disaggregated student outcome and achievement data; AND <ul style="list-style-type: none"> • Reviews a variety of student data to support students' needs and/or inform program changes. 	Evidence indicates that the program: <ul style="list-style-type: none"> • Prioritizes and regularly evaluates disaggregated student outcome and achievement data; AND <ul style="list-style-type: none"> • Has a systematic process for the review of a variety of student data to support students' needs and inform program changes.

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Standard 2: Partnerships			
<i>Ongoing relationships among secondary and postsecondary education, business, families, special populations and other community stakeholders are central to career preparation programs.</i>			
Sub-Standard	Does Not Meet	Meets	Exemplary
<p>2.A: Does the program include formal and/or informal relationships for supporting quality programs?</p> <p>2.B: Does the program reflect the community and represent key stakeholders?</p>	<p>Evidence indicates that the program:</p> <ul style="list-style-type: none"> Has no formal or informal agreements with partners that are specific to field; <p>OR</p> <ul style="list-style-type: none"> Lacks a means through which all community stakeholders provide support and input specific to the field. 	<p>Evidence indicates that the program:</p> <ul style="list-style-type: none"> Has at least one formal or informal agreement with partners that are specific to the field; <p>AND</p> <ul style="list-style-type: none"> Has a means through which community stakeholders provide support and input specific to the field. 	<p>Evidence indicates that the program:</p> <ul style="list-style-type: none"> Has multiple formal or informal agreement with partners that are specific to the field; <p>AND</p> <ul style="list-style-type: none"> Has a means through which to regularly and deeply engage community stakeholders for support and input specific to the field; <p>AND</p> <ul style="list-style-type: none"> Routinely engages students and their families' participation or involvement.

Standard 3: Program Operations			
<i>Career preparation programs shall operate with appropriate supports and resources necessary to meet or exceed OSHA and program-specific standards and quality.</i>			
Sub-Standard	Does Not Meet	Meets	Exemplary
<p>3.A: Does the program ensure the health and safety of students at all school and technical facilities used for instruction and training?</p>	<p>Evidence indicates that the program:</p> <ul style="list-style-type: none"> Does not have current inspections; <p>AND</p> <p>IF there has been an accident in the last five years:</p> <ul style="list-style-type: none"> Documentation is unclear or insufficient; <p>OR</p> <ul style="list-style-type: none"> Documentation lacks follow-up to mitigate future risk. 	<p>Evidence indicates that the program:</p> <ul style="list-style-type: none"> Has evidence of current inspections; <p>AND</p> <p>IF there has been an accident in the last five years:</p> <ul style="list-style-type: none"> All documentation is clear and sufficient; <p>AND</p> <ul style="list-style-type: none"> Documentation includes follow-up to mitigate future risk. 	<p>Evidence indicates that the program:</p> <ul style="list-style-type: none"> Has a regular equipment safety inspection schedule; <p>AND</p> <ul style="list-style-type: none"> Has evidence of up-to-date inspections; <p>AND</p> <p>IF there has been an accident in the last five years:</p> <ul style="list-style-type: none"> None were the result of a negligent safety oversight <p>AND;</p> <ul style="list-style-type: none"> All documentation is clear and sufficient; <p>AND</p> <ul style="list-style-type: none"> Documentation includes follow-up to mitigate future risk.
<p>3.B: Does the program provide access for students to adequate and appropriate facilities, equipment and supplies?</p> <p><i>Supplemented through student and instructor interview and classroom observation.</i></p>	<p>Evidence indicates that the program:</p> <ul style="list-style-type: none"> Does not provide all students access to program-specific equipment and/or workstations; <p>OR</p> <ul style="list-style-type: none"> Facilities, equipment, and supplies do not allow all students to attain skills or complete applicable contact hours. 	<p>Evidence indicates that the program:</p> <ul style="list-style-type: none"> Provides all students access to program-specific equipment and/or workstations; <p>AND</p> <ul style="list-style-type: none"> Facilities, equipment, and supplies allow all students to attain skills or complete applicable contact hours. 	<p>Evidence indicates that the program:</p> <ul style="list-style-type: none"> Provides all students access to program-specific, state-of-the-art equipment and/or workstations; <p>AND</p> <ul style="list-style-type: none"> Facilities, equipment, and supplies allow all students to master and enhance skills and complete applicable contact hours.
<p>3.C: Does the program ensure that facilities and equipment used for instructional or training purposes are current with business and industry standards?</p> <p>3.D: Does the program provide all students with access to up-to-date technology?</p> <p><i>Supplemented through instructor interview.</i></p>	<p>Evidence indicates that the program:</p> <ul style="list-style-type: none"> Does not identify, replace and/or maintain facilities and equipment to remain current to business/industry standards; <p>OR</p> <ul style="list-style-type: none"> Has not identified and invested in technology/software developments in the field. 	<p>Evidence indicates that the program:</p> <ul style="list-style-type: none"> Identifies current business/industry standards and replaces and/or maintains facilities and equipment to remain current to those standards; <p>AND</p> <ul style="list-style-type: none"> Has identified and invested in technology/software developments in the field. 	<p>Evidence indicates that the program:</p> <ul style="list-style-type: none"> Identifies current business/industry standards and replaces and/or maintains facilities and equipment to remain current to those standards; <p>AND</p> <ul style="list-style-type: none"> Has made significant investments within the last five years in the program facility, equipment or non-consumable including replacement and maintenance; <p>AND</p> <ul style="list-style-type: none"> Has a process for identification of and has invested in technology/software developments in the field.

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Standard 4: Staffing, Certification, and Professional Development			
<i>Career preparation programs ensure students have access to sufficient instructional staff qualified in the knowledge and skills necessary to provide rigorous academic and technical instruction.</i>			
Sub-Standard	Does Not Meet	Meets	Exemplary
4.A: Do the program’s teacher certifications meet RIDE Educator Certification regulations?	Evidence indicates that the program: <ul style="list-style-type: none"> Is being taught by an instructor or instructors that lack current RIDE certification; OR <ul style="list-style-type: none"> Is being taught by an instructor/instructors that is/are not making progress toward full certification. 	Evidence indicates that the program: <ul style="list-style-type: none"> Is being taught by an instructor or instructors that have current RIDE certification; OR <ul style="list-style-type: none"> Is being taught by an instructor/instructors that is/are making progress toward RIDE certification. 	
4.B: Are staffing levels consistent with program requirements and/or business and industry standards and sufficient to meet the needs of students? <i>Supplemented through student interview.</i>	Evidence indicates that the program: <ul style="list-style-type: none"> Has no information about staffing ratios. 	Evidence indicates that the program: <ul style="list-style-type: none"> Has staffing ratios that are in alignment with local and/or industry standards as applicable. 	
4.C: Are the program’s teachers or instructors trained in the academic and technical knowledge and skills aligned to industry standards in areas to which they are assigned? 4.D: Do the program’s teachers and instructors remain current in academic and technical skill through participation in regular professional development activities? <i>Supplemented through instructor interview.</i>	Evidence indicates that the program: <ul style="list-style-type: none"> Is taught by instructors that do not hold program-specific credentials or certificates; AND <ul style="list-style-type: none"> Is being taught by instructors that have not had industry experiences or technical training in their field; OR <ul style="list-style-type: none"> Instructors have not received PD on both academic and technical instruction in the last 3 years including training in state academic standards. 	Evidence indicates that the program: <ul style="list-style-type: none"> Is taught by instructors that hold program-specific credentials or certificates; OR <ul style="list-style-type: none"> Is being taught by instructors that have industry experiences or technical training in their field; AND <ul style="list-style-type: none"> Instructors have received PD on both academic and technical instruction in the last 3 years including training in state academic standards. 	Evidence indicates that the program: <ul style="list-style-type: none"> Is taught by instructors that hold program-specific credentials or certificates; AND <ul style="list-style-type: none"> Is being taught by instructors that have industry experiences or technical training in their field within the last 5 years; AND <ul style="list-style-type: none"> Instructors have received PD on the integration of academic and technical instruction in the last 3 years including training in state academic standards.

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Standard 5: CURRICULUM, Instruction and Technical Skill Assessment			
Innovative and creative approaches to secondary curriculum, instruction and assessment facilitate students' successful completion of career preparation programs and transitions to postsecondary education and training careers.			
Sub-Standard	Does Not Meet	Meets	Exemplary
<p>5.A.1: Does the program's curriculum align to state adopted academic standards and skills?</p> <p>7.A: Does the program align curriculum with applied learning and career readiness skills, state adopted and nationally recognized academic standards, and industry recognized standards?</p> <p><i>Supplemented through instructor interview.</i></p>	<p>Evidence indicates that the program:</p> <ul style="list-style-type: none"> Has no alignment of the curriculum to state academic standards and skills; <p>OR</p> <ul style="list-style-type: none"> Has no alignment of curriculum to applicable industry standards. 	<p>Evidence indicates that the program:</p> <ul style="list-style-type: none"> Demonstrates alignment of the curriculum to state academic standards and skills; <p>AND</p> <ul style="list-style-type: none"> Demonstrates alignment of the curriculum to applicable industry standards. 	<p>Evidence indicates that the program:</p> <ul style="list-style-type: none"> Demonstrates thorough and formal alignment of the curriculum to state academic standards and skills; <p>AND</p> <ul style="list-style-type: none"> Documents full alignment of the curriculum to industry standards.
<p>5.A.2: Does the program's curriculum include experiences and instruction necessary for all students to attain work-readiness and fundamental technical knowledge and skills?</p> <p><i>Supplemented through instructor interview.</i></p>	<p>Evidence indicates that the program:</p> <ul style="list-style-type: none"> Lacks documented opportunities within the curriculum for applied or project-based learning; <p>OR</p> <ul style="list-style-type: none"> The complete three-course program of study does not include core knowledge and skills necessary for employability. 	<p>Evidence indicates that the program:</p> <ul style="list-style-type: none"> Has documented opportunities within the curriculum for applied or project-based learning; <p>AND</p> <ul style="list-style-type: none"> The complete three-course program of study includes the core knowledge and skills necessary for employability. 	<p>Evidence indicates that the program:</p> <ul style="list-style-type: none"> Has several documented varieties of opportunities within the curriculum for applied or project-based learning that show complexity and depth; <p>AND</p> <ul style="list-style-type: none"> The complete three-course program of study includes and supplements the core knowledge and skills necessary for employability.
<p>5.A.3: Does the program's curriculum ensure a minimum of three non-duplicative courses, or the equivalent, that result in opportunities for earning industry-recognized credentials whenever applicable to the program, and/or postsecondary credits, and/or advanced standing in training programs or jobs?</p>	<p>Evidence indicates that the program:</p> <ul style="list-style-type: none"> Lacks three connected, sequential, non-duplicative courses or the equivalent; <p>OR</p> <ul style="list-style-type: none"> Offers no opportunities for students to earn relevant credentials, postsecondary credit and/or advanced standing in training programs or jobs; <p>OR</p> <ul style="list-style-type: none"> No students earn the offered postsecondary benefits. 	<p>Evidence indicates that the program:</p> <ul style="list-style-type: none"> Offers at least three connected, sequential, non-duplicative courses, or the equivalent; <p>AND</p> <ul style="list-style-type: none"> Offers at least one opportunity for students to earn relevant credentials, postsecondary credit and/or advanced standing in training programs or jobs; <p>AND</p> <ul style="list-style-type: none"> Half or fewer than half of students attain the postsecondary benefits. 	<p>Evidence indicates that the program:</p> <ul style="list-style-type: none"> Offers at least three connected, sequential, non-duplicative courses, or the equivalent; <p>AND:</p> <ul style="list-style-type: none"> Offers at least three opportunities for students to earn relevant credentials, postsecondary credit and/or advanced standing in training programs or jobs; <p>AND</p> <ul style="list-style-type: none"> A majority of students attain the postsecondary benefits.

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Standard 5: Curriculum, INSTRUCTION and Technical Skill Assessment			
<i>Innovative and creative approaches to secondary curriculum, instruction and assessment facilitate students' successful completion of career preparation programs and transitions to postsecondary education and training careers.</i>			
Sub-Standard	Does Not Meet	Meets	Exemplary
<p>5.B.1: Do the program's instruction and learning strategies integrate academic, technical and industry standards, knowledge and skills?</p> <p>7.C. Does the program provide students with embedded credit earning opportunities that integrate academic and technical skill development opportunities?</p> <p><i>Supplemented through student and instructor interview & classroom observation.</i></p>	<p>Evidence indicates that the program:</p> <ul style="list-style-type: none"> Offers no opportunities for students to integrate academic, technical and industry standards, knowledge and skills; <p>OR</p> <ul style="list-style-type: none"> Does not combine hands-on-training and/or related theory instruction with grade-level academic standards; <p>OR</p> <ul style="list-style-type: none"> Does not provide core academic credit for completion of technical coursework; <p>AND</p> <ul style="list-style-type: none"> Does not demonstrate plans and effort to obtain embedded credit for students. 	<p>Evidence indicates that the program:</p> <ul style="list-style-type: none"> Offers opportunities for students to integrate academic, technical and industry standards, knowledge and skills; <p>AND</p> <ul style="list-style-type: none"> Combines hands-on-training and/or related theory instruction with grade-level academic standards; <p>AND</p> <ul style="list-style-type: none"> Students have the opportunity to earn core academic credit for completion of technical coursework; <p>OR</p> <ul style="list-style-type: none"> Demonstrates plans and effort to obtain embedded credit for students. 	<p>Evidence indicates that the program:</p> <ul style="list-style-type: none"> Offers multiple, varied, and regular opportunities for students to integrate academic, technical and industry standards, knowledge and skills; <p>AND</p> <ul style="list-style-type: none"> Regularly combines hands-on-training and/or related theory instruction with grade-level academic standards; <p>AND</p> <ul style="list-style-type: none"> Students have the opportunity to earn core academic credit for completion of technical coursework.
<p>5.B.2: Do the program's instruction and learning strategies employ contextualized work-based, project-based, and problem-based learning approaches?</p> <p>7.B: Does the program provide students access to career-based and work-site learning experiences?</p> <p><i>Supplemented through student and instructor interview & classroom observation.</i></p>	<p>Evidence indicates that the program:</p> <ul style="list-style-type: none"> Lacks hands-on/project-based instruction and related theory instruction to ensure student mastery of core skills and/or meet applicable industry minimums; <p>OR</p> <ul style="list-style-type: none"> Does not provide students with career-based or field/work-site experiences within their field of study that are aligned to technical knowledge or skills. 	<p>Evidence indicates that the program:</p> <ul style="list-style-type: none"> Has hands-on/project-based instruction and related theory instruction to ensure student mastery of core skills and/or meet applicable industry minimums; <p>AND</p> <ul style="list-style-type: none"> Provides students with some career-based or field/work-site experiences within their field of study that are aligned to technical knowledge or skills. 	<p>Evidence indicates that the program:</p> <ul style="list-style-type: none"> Has consistent hands-on/project-based and related theory instruction to ensure student mastery of core skills and/or meet applicable industry minimums; <p>AND</p> <ul style="list-style-type: none"> Provides students with a variety of career-based or field/work-site experiences throughout the program within their field of study that are aligned to technical knowledge or skills.

Standard 5: Curriculum, Instruction and Technical Skill ASSESSMENT			
<i>Innovative and creative approaches to secondary curriculum, instruction and assessment facilitate students' successful completion of career preparation programs and transitions to postsecondary education and training careers.</i>			
Sub-Standard	Does Not Meet	Meets	Exemplary
<p>5.C.1: Do the program's technical skill assessments include multiple opportunities for students to demonstrate technical skill proficiency?</p> <p><i>Supplemented through student and instructor interview.</i></p>	<p>Evidence indicates that the program:</p> <ul style="list-style-type: none"> Has a single assessment type for students to demonstrate their technical proficiency; <p>OR</p> <ul style="list-style-type: none"> Assesses student technical skill attainment through a single opportunity; <p>OR</p> <ul style="list-style-type: none"> Has no established schedule for measurement of student technical attainment. 	<p>Evidence indicates that the program:</p> <ul style="list-style-type: none"> Has at least two varieties of assessment types for students to demonstrate their technical proficiency; <p>AND</p> <ul style="list-style-type: none"> Assesses student technical skill attainment through at least two formal and/or informal opportunities; <p>AND</p> <ul style="list-style-type: none"> Has an established schedule for measurement of student technical attainment. 	<p>Evidence indicates that the program:</p> <ul style="list-style-type: none"> Has at least three varieties of assessment types for students to demonstrate their technical proficiency; <p>AND</p> <ul style="list-style-type: none"> Assesses student technical skill attainment through at least three formal and/or informal opportunities; <p>AND</p> <ul style="list-style-type: none"> Has an established schedule for measurement of student technical attainment.
<p>5.C.2: Do the program's technical skill assessments include national and/or industry-approved technical skills assessments offering opportunities to earn industry-recognized credentials whenever applicable to the program.</p> <p><i>Supplemented through student and instructor interview.</i></p>	<p>Evidence indicates that the program:</p> <ul style="list-style-type: none"> Does not provide students with the opportunity to earn relevant nationally-recognized or industry-approved credentials; <p>OR</p> <ul style="list-style-type: none"> Does not keep track of the number of students who took the assessment and succeeded. 	<p>Evidence indicates that the program:</p> <ul style="list-style-type: none"> Provides students with the opportunity to earn relevant nationally-recognized or industry-approved credentials; <p>AND</p> <ul style="list-style-type: none"> Tracks the number of students who took the assessment and succeeded. 	<p>Evidence indicates that the program:</p> <ul style="list-style-type: none"> Provides students with the opportunity to earn relevant nationally-recognized or industry-approved credentials; <p>AND</p> <ul style="list-style-type: none"> Systematically tracks the number of students who took the assessment and succeeded and uses that data for program improvement; <p>AND</p> <ul style="list-style-type: none"> Cost is not passed on to the student or family.

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Standard 6: Supplemental and Support Services

Comprehensive supplemental services enable all students to access academic, personal/social and career supports to maximize their potential for success.

Sub-Standard	Does Not Meet	Meets	Exemplary
<p>6.A: Do students have access to the system of supports and services described in state statutes and regulations?</p> <p>6.B: Do students have the opportunity to engage in a goal setting and planning process that supports their academic, career, and personal/social goals and individual needs?</p> <p><i>Supplemented through student, instructor interview and counselor interview.</i></p>	<p>Evidence indicates that the program:</p> <ul style="list-style-type: none"> • Has no system for addressing the needs of all students, including special populations; <p>OR</p> <ul style="list-style-type: none"> • Offers no formal and/or informal postsecondary goal-setting opportunities that connect current study to future career and training opportunities. 	<p>Evidence indicates that the program:</p> <ul style="list-style-type: none"> • Has a system for addressing the needs of all students, including special populations; <p>AND</p> <ul style="list-style-type: none"> • Offers formal and/or informal postsecondary goal-setting opportunities that connect current study to future career and training opportunities. 	<p>Evidence indicates that the program:</p> <ul style="list-style-type: none"> • Has a clear and well-documented system for addressing the needs of all students, including special populations; <p>AND</p> <ul style="list-style-type: none"> • Offers regular formal and informal postsecondary goal-setting opportunities that connect current study to future career and training opportunities.
<p>6.C: Do students have access to the services provided through a Comprehensive School Counseling program.</p> <p><i>Supplemented through student and counselor interview.</i></p>	<p>Evidence indicates that the program:</p> <ul style="list-style-type: none"> • Does not have a connection to the counseling program nor and does not provide students with counseling and career planning services; <p>OR</p> <ul style="list-style-type: none"> • Is not described in the published program of study. 	<p>Evidence indicates that the program:</p> <ul style="list-style-type: none"> • Has a connection to the counseling program and the counseling and career planning services are a part of program of study; <p>AND</p> <ul style="list-style-type: none"> • Is described in the published program of study. 	<p>Evidence indicates that the program:</p> <ul style="list-style-type: none"> • Has a connection to the counseling program and the counseling and career planning services are provided throughout program of study; <p>AND</p> <ul style="list-style-type: none"> • Is well-described in the published program of study and clearly communicates its value to students.