<table>
<thead>
<tr>
<th>Standard: Policies and Procedures</th>
<th>CTE Evaluation Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative policies and procedures promote Career and Technical Education preparation program development and implementation.</td>
<td>Evidence indicates that the program/LEA: • Provides documented examples of continuous improvement; AND • Holds annual reviews of program including performance indicators and takes action to improve the program.</td>
</tr>
<tr>
<td>Sub-Standard</td>
<td>Does Not Meet</td>
</tr>
<tr>
<td>1.A: Do the program and/or LEA policies include formal procedures for the design, implementation, and continuous improvement of career preparation programs?</td>
<td>Evidence indicates that the program/LEA: • Provides no documented examples of continuous improvement; OR • Lacks regular program review including performance indicators and does not take action to improve the program.</td>
</tr>
<tr>
<td>1.B: Do the program and/or LEA policies clearly describe admissions policies and procedures, selection criteria, enrollment conditions, and appeals processes?</td>
<td>The program’s admissions policy and procedures for: • 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.</td>
</tr>
<tr>
<td>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.</td>
<td>Evidence indicates that the program: • Does not have opportunities for all students to earn relevant credentials, postsecondary credit and/or advanced standing in training programs or jobs; OR • Does not have or does not show progress toward establishing formal articulation agreements.</td>
</tr>
<tr>
<td>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?</td>
<td>Evidence indicates that the program: • Does not prioritize and regularly evaluate disaggregated student outcome and achievement data; OR • Does not review student data to support students’ needs or inform program changes.</td>
</tr>
<tr>
<td>1.D: Do the program and/or LEA policies ensure the review and evaluation of student outcome data including achievement gaps?</td>
<td>Evidence indicates that the program: • Does not evaluate disaggregated student outcome and achievement data; OR • Does not review student data to support students’ needs or inform program changes.</td>
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</table>
### Standard 2: Partnerships

Ongoing relationships among secondary and postsecondary education, business, families, special populations and other community stakeholders are central to career preparation programs.

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<th>Exemplary</th>
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<tbody>
<tr>
<td>2.A: Does the program include formal and/or informal relationships for supporting quality programs?</td>
<td>Evidence indicates that the program: &lt;ul&gt;&lt;li&gt;Has no formal or informal agreements with partners that are specific to field;&lt;/li&gt;&lt;li&gt;OR&lt;/li&gt;&lt;li&gt;Lacks a means through which all community stakeholders provide support and input specific to the field.&lt;/li&gt;&lt;/ul&gt;</td>
<td>Evidence indicates that the program: &lt;ul&gt;&lt;li&gt;Has at least one formal or informal agreement with partners that are specific to the field;&lt;/li&gt;&lt;li&gt;AND&lt;/li&gt;&lt;li&gt;Has a means through which community stakeholders provide support and input specific to the field.&lt;/li&gt;&lt;/ul&gt;</td>
<td>Evidence indicates that the program: &lt;ul&gt;&lt;li&gt;Has multiple formal or informal agreement with partners that are specific to the field;&lt;/li&gt;&lt;li&gt;AND&lt;/li&gt;&lt;li&gt;A means through which to regularly and deeply engage community stakeholders for support and input specific to the field;&lt;/li&gt;&lt;li&gt;AND&lt;/li&gt;&lt;li&gt;Routinely engages students and their families' participation or involvement.&lt;/li&gt;&lt;/ul&gt;</td>
</tr>
<tr>
<td>2.B: Does the program reflect the community and represent key stakeholders?</td>
<td>Evidence indicates that the program: &lt;ul&gt;&lt;li&gt;Has not identified and replaced facilities and equipment to remain current to business/industry standards;&lt;/li&gt;&lt;li&gt;OR&lt;/li&gt;&lt;li&gt;Has not identified and invested in technology/software developments in the field.&lt;/li&gt;&lt;/ul&gt;</td>
<td>Evidence indicates that the program: &lt;ul&gt;&lt;li&gt;Identifies current business/industry standards and replaces and/or maintains facilities and equipment to remain current to those standards;&lt;/li&gt;&lt;li&gt;AND&lt;/li&gt;&lt;li&gt;Has identified and invested in technology/software developments in the field.&lt;/li&gt;&lt;/ul&gt;</td>
<td>Evidence indicates that the program: &lt;ul&gt;&lt;li&gt;Identifies current business/industry standards and replaces and/or maintains facilities and equipment to remain current to those standards;&lt;/li&gt;&lt;li&gt;AND&lt;/li&gt;&lt;li&gt;Has made significant investments within the last five years in the program facility, equipment or non-consumable including replacement and maintenance;&lt;/li&gt;&lt;li&gt;AND&lt;/li&gt;&lt;li&gt;Has a process for identification of and has invested in technology/software developments in the field.&lt;/li&gt;&lt;/ul&gt;</td>
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**Supplemented through instructor interview.**

### Standard 3: Program Operations

Career preparation programs shall operate with appropriate supports and resources necessary to meet or exceed OSHA and program-specific standards and quality.

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<tbody>
<tr>
<td>3.A: Does the program ensure the health and safety of students at all school and technical facilities used for instruction and training?</td>
<td>Evidence indicates that the program: &lt;ul&gt;&lt;li&gt;Does not have current inspections;&lt;/li&gt;&lt;li&gt;AND&lt;/li&gt;&lt;li&gt;If there has been an accident in the last five years: &lt;ul&gt;&lt;li&gt;Documentation is unclear or insufficient;&lt;/li&gt;&lt;li&gt;OR&lt;/li&gt;&lt;li&gt;Documentation lacks follow-up to mitigate future risk.&lt;/li&gt;&lt;/ul&gt;&lt;/li&gt;&lt;/ul&gt;</td>
<td>Evidence indicates that the program: &lt;ul&gt;&lt;li&gt;Has evidence of current inspections;&lt;/li&gt;&lt;li&gt;AND&lt;/li&gt;&lt;li&gt;If there has been an accident in the last five years: &lt;ul&gt;&lt;li&gt;All documentation is clear and sufficient;&lt;/li&gt;&lt;li&gt;AND&lt;/li&gt;&lt;li&gt;Documentation includes follow-up to mitigate future risk.&lt;/li&gt;&lt;/ul&gt;&lt;/li&gt;&lt;/ul&gt;</td>
<td>Evidence indicates that the program: &lt;ul&gt;&lt;li&gt;Has a regular equipment safety inspection schedule;&lt;/li&gt;&lt;li&gt;AND&lt;/li&gt;&lt;li&gt;Has evidence of up-to-date inspections;&lt;/li&gt;&lt;li&gt;AND&lt;/li&gt;&lt;li&gt;If there has been an accident in the last five years: &lt;ul&gt;&lt;li&gt;None were the result of a negligent safety oversight;&lt;/li&gt;&lt;li&gt;AND&lt;/li&gt;&lt;li&gt;All documentation is clear and sufficient;&lt;/li&gt;&lt;li&gt;AND&lt;/li&gt;&lt;li&gt;Documentation includes follow-up to mitigate future risk.&lt;/li&gt;&lt;/ul&gt;&lt;/li&gt;&lt;/ul&gt;</td>
</tr>
<tr>
<td>3.B: Does the program provide access for students to adequate and appropriate facilities, equipment and supplies?</td>
<td>Evidence indicates that the program: &lt;ul&gt;&lt;li&gt;Does not provide all students access to program-specific equipment and/or workstations;&lt;/li&gt;&lt;li&gt;OR&lt;/li&gt;&lt;li&gt;Facilities, equipment, and supplies do not allow all students to attain skills or complete applicable contact hours.&lt;/li&gt;&lt;/ul&gt;</td>
<td>Evidence indicates that the program: &lt;ul&gt;&lt;li&gt;Provides all students access to program-specific equipment and/or workstations;&lt;/li&gt;&lt;li&gt;AND&lt;/li&gt;&lt;li&gt;Facilities, equipment, and supplies allow all students to attain skills or complete applicable contact hours.&lt;/li&gt;&lt;/ul&gt;</td>
<td>Evidence indicates that the program: &lt;ul&gt;&lt;li&gt;Provides all students access to program-specific, state-of-the-art equipment and/or workstations;&lt;/li&gt;&lt;li&gt;AND&lt;/li&gt;&lt;li&gt;Facilities, equipment, and supplies allow all students to master and enhance skills and complete applicable contact hours.&lt;/li&gt;&lt;/ul&gt;</td>
</tr>
<tr>
<td>3.C: Does the program ensure that facilities and equipment used for instructional or training purposes are current with business and industry standards?</td>
<td>Evidence indicates that the program: &lt;ul&gt;&lt;li&gt;Does not identify, replace and/or maintain facilities and equipment to remain current to business/industry standards;&lt;/li&gt;&lt;li&gt;OR&lt;/li&gt;&lt;li&gt;Has not identified and invested in technology/software developments in the field.&lt;/li&gt;&lt;/ul&gt;</td>
<td>Evidence indicates that the program: &lt;ul&gt;&lt;li&gt;Identifies current business/industry standards and replaces and/or maintains facilities and equipment to remain current to those standards;&lt;/li&gt;&lt;li&gt;AND&lt;/li&gt;&lt;li&gt;Has identified and invested in technology/software developments in the field.&lt;/li&gt;&lt;/ul&gt;</td>
<td>Evidence indicates that the program: &lt;ul&gt;&lt;li&gt;Identifies current business/industry standards and replaces and/or maintains facilities and equipment to remain current to those standards;&lt;/li&gt;&lt;li&gt;AND&lt;/li&gt;&lt;li&gt;Has made significant investments within the last five years in the program facility, equipment or non-consumable including replacement and maintenance;&lt;/li&gt;&lt;li&gt;AND&lt;/li&gt;&lt;li&gt;Has a process for identification of and has invested in technology/software developments in the field.&lt;/li&gt;&lt;/ul&gt;</td>
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**Supplemented through student and instructor interview and classroom observation.**

**Supplemented through instructor interview.**

### CTE Evaluation Rubric
<table>
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<td>4.A: Do the program’s teacher certifications meet RIDE Educator Certification regulations?</td>
<td>Evidence indicates that the program: • Is being taught by an instructor or instructors that lack current RIDE certification; OR • Is being taught by an instructor/instructors that is/are not making progress toward full certification.</td>
<td>Evidence indicates that the program: • Is being taught by an instructor or instructors that have current RIDE certification; OR • Is being taught by an instructor/instructors that is/are making progress toward RIDE certification.</td>
<td></td>
</tr>
<tr>
<td>4.B: Are staffing levels consistent with program requirements and/or business and industry standards and sufficient to meet the needs of students?</td>
<td>Evidence indicates that the program: • Has no information about staffing ratios.</td>
<td>Evidence indicates that the program: • Has staffing ratios that are in alignment with local and/or industry standards as applicable.</td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td>Evidence indicates that the program: • Is taught by instructors that do not hold program-specific credentials or certificates; AND • Is being taught by instructors that have not had industry experiences or technical training in their field; OR • Instructors have not received PD on both academic and technical instruction in the last 3 years including training in state academic standards.</td>
<td>Evidence indicates that the program: • Is taught by instructors that hold program-specific credentials or certificates; OR • Is being taught by instructors that have industry experiences or technical training in their field; AND • Instructors have received PD on both academic and technical instruction in the last 3 years including training in state academic standards.</td>
<td>Evidence indicates that the program: • Is taught by instructors that hold program-specific credentials or certificates; OR • Is being taught by instructors that have industry experiences or technical training in their field within the last 5 years; AND • Instructors have received PD on the integration of academic and technical instruction in the last 3 years including training in state academic standards.</td>
</tr>
<tr>
<td>4.D: Do the program’s teachers and instructors remain current in academic and technical skill through participation in regular professional development activities?</td>
<td>Evidence indicates that the program: • Is taught by instructors that do not hold program-specific credentials or certificates; AND • Is being taught by instructors that have not had industry experiences or technical training in their field; OR • Instructors have not received PD on both academic and technical instruction in the last 3 years including training in state academic standards.</td>
<td>Evidence indicates that the program: • Is taught by instructors that hold program-specific credentials or certificates; OR • Is being taught by instructors that have industry experiences or technical training in their field; AND • Instructors have received PD on both academic and technical instruction in the last 3 years including training in state academic standards.</td>
<td>Evidence indicates that the program: • Is taught by instructors that hold program-specific credentials or certificates; OR • Is being taught by instructors that have industry experiences or technical training in their field within the last 5 years; AND • Instructors have received PD on the integration of academic and technical instruction in the last 3 years including training in state academic standards.</td>
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## CTE Evaluation Rubric

**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
---|---|---|---
5.A.1: Does the program’s **curriculum** align to state adopted academic standards and skills? | Evidence indicates that the program:  
- Has no alignment of the curriculum to state academic standards and skills;  
OR  
- Has no alignment of curriculum to applicable industry standards. | Evidence indicates that the program:  
- Demonstrates alignment of the curriculum to state academic standards and skills;  
AND  
- Demonstrates alignment of the curriculum to applicable industry standards. | Evidence indicates that the program:  
- Demonstrates thorough and formal alignment of the curriculum to state academic standards and skills;  
AND  
- Documents full alignment of the curriculum to industry standards. |

Supplemented through instructor interview.

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? | Evidence indicates that the program:  
- Lacks documented opportunities within the curriculum for applied or project-based learning;  
OR  
- The complete three-course program of study does not include core knowledge and skills necessary for employability. | Evidence indicates that the program:  
- Has documented opportunities within the curriculum for applied or project-based learning;  
AND  
- The complete three-course program of study includes the core knowledge and skills necessary for employability. | Evidence indicates that the program:  
- Has several documented varieties of opportunities within the curriculum for applied or project-based learning that show complexity and depth;  
AND  
- The complete three-course program of study includes and supplements the core knowledge and skills necessary for employability. |

Supplemented through instructor interview.

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? | Evidence indicates that the program:  
- Lacks three connected, sequential, non-duplicative courses or the equivalent;  
OR  
- Offers no opportunities for students to earn relevant credentials, postsecondary credit and/or advanced standing in training programs or jobs;  
OR  
- No students earn the offered postsecondary benefits. | Evidence indicates that the program:  
- Offers at least three connected, sequential, non-duplicative courses, or the equivalent;  
AND  
- Offers at least one opportunity for students to earn relevant credentials, postsecondary credit and/or advanced standing in training programs or jobs;  
AND  
- Half or fewer than half of students attain the postsecondary benefits. | Evidence indicates that the program:  
- Offers at least three connected, sequential, non-duplicative courses, or the equivalent;  
AND  
- Offers at least three opportunities for students to earn relevant credentials, postsecondary credit and/or advanced standing in training programs or jobs;  
AND  
- A majority of students attain the postsecondary benefits. |
### CTE Evaluation Rubric

**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.**

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#### 5.B.1: Do the program's instruction and learning strategies integrate academic, technical and industry standards, knowledge and skills?

Evidence indicates that the program:
- Offers **opportunities** for students to integrate academic, technical and industry standards, knowledge and skills;
- OR
- Does not **combine** hands-on-training and/or related theory instruction with grade-level academic standards;
- OR
- Does not **provide** core academic credit for completion of technical coursework;
- AND
- Does not demonstrate plans and effort to obtain embedded credit for students.

- **Evidence indicates that the program:**
  - **Provides students with the opportunity to earn relevant nationally-recognized or industry-approved credentials;**
  - OR
  - **Tracks the number of students who took the assessment and succeeded.**

- **Evidence indicates that the program:**
  - Offers **opportunities** for students to integrate academic, technical and industry standards, knowledge and skills;
  - AND
  - Combines hands-on-training and/or related theory instruction with grade-level academic standards;
  - AND
  - Students have the opportunity to earn core academic credit for completion of technical coursework;
  - OR
  - **Demonstrates plans and effort to obtain embedded credit for students.**

- **Evidence indicates that the program:**
  - Offers multiple, varied, and regular opportunities for students to integrate academic, technical and industry standards, knowledge and skills;
  - AND
  - Regularly combines hands-on-training and/or related theory instruction with grade-level academic standards;
  - AND
  - Students have the opportunity to earn core academic credit for completion of technical coursework.

---

#### 5.B.2: Do the program's instruction and learning strategies employ contextualized work-based, project-based, and problem-based learning approaches?

Evidence indicates that the program:
- Lacks **hands-on/project-based instruction and related theory instruction to ensure student mastery of core skills and/or meet applicable industry minimums;**
- OR
- **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.

- **Evidence indicates that the program:**
  - Has **hands-on/project-based instruction and related theory instruction to ensure student mastery of core skills and/or meet applicable industry minimums;**
  - AND
  - **Provides students with some career-based or field/work-site experiences within their field of study that are aligned to technical knowledge or skills.**

- **Evidence indicates that the program:**
  - Has consistent hands-on/project-based and related theory instruction to ensure student mastery of core skills and/or meet applicable industry minimums;
  - AND
  - 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.

---

#### 5.C.1: Do the program's technical skill assessments integrate academic, technical and industry standards, knowledge and skills?

Evidence indicates that the program:
- **Has a single assessment type for students to demonstrate their technical proficiency;**
- OR
- Assesses student technical skill attainment through a **single opportunity;**
- OR
- Has no **established** schedule for measurement of student technical attainment.

- **Evidence indicates that the program:**
  - Has at least two varieties of assessment types for students to demonstrate their technical proficiency;
  - AND
  - Assesses student technical skill attainment through at least two formal and/or informal opportunities;
  - AND
  - Has an **established** schedule for measurement of student technical attainment.

- **Evidence indicates that the program:**
  - Has at least three varieties of assessment types for students to demonstrate their technical proficiency;
  - AND
  - Assesses student technical skill attainment through at least three formal and/or informal opportunities;
  - AND
  - Has an **established** schedule for measurement of student technical attainment.

---

#### 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?

Evidence indicates that the program:
- **Does not provide** students with the opportunity to earn relevant nationally-recognized or industry-approved credentials;
- OR
- **Does not keep track** of the number of students who took the assessment and succeeded.

- **Evidence indicates that the program:**
  - Provides students with the opportunity to earn relevant nationally-recognized or industry-approved credentials;
  - AND
  - Tracks the number of students who took the assessment and succeeded.

- **Evidence indicates that the program:**
  - Provides students with the opportunity to earn relevant nationally-recognized or industry-approved credentials;
  - AND
  - Systematically tracks the number of students who took the assessment and succeeded and uses that data for program improvement;
  - AND
  - Cost is not passed on to the student or family.
### 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.**

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<tbody>
<tr>
<td>6.A: Do students have access to the system of supports and services described in state statutes and regulations?</td>
<td>Evidence indicates that the program:</td>
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<td></td>
<td>• Has no system for addressing the needs of all students, including special populations; OR • Offers no formal and/or informal postsecondary goal-setting opportunities that connect current study to future career and training opportunities.</td>
<td>• Has a system for addressing the needs of all students, including special populations; AND • Offers formal and/or informal postsecondary goal-setting opportunities that connect current study to future career and training opportunities.</td>
<td>• Has a clear and well-documented system for addressing the needs of all students, including special populations; AND • Offers regular formal and informal postsecondary goal-setting opportunities that connect current study to future career and training opportunities.</td>
</tr>
<tr>
<td>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?</td>
<td>Supplemented through student, instructor interview and counselor interview.</td>
<td>Evidence indicates that the program:</td>
<td>Evidence indicates that the program:</td>
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<td></td>
<td>• Has a connection to the counseling program and the counseling and career planning services are a part of program of study; AND • Is described in the published program of study.</td>
<td>• Has a connection to the counseling program and the counseling and career planning services are provided throughout program of study; AND • Is well-described in the published program of study and clearly communicates its value to students.</td>
</tr>
<tr>
<td>6.C: Do students have access to the services provided through a Comprehensive School Counseling program.</td>
<td>Supplemented through student and counselor interview.</td>
<td>Evidence indicates that the program:</td>
<td>Evidence indicates that the program:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Has a connection to the counseling program and the counseling and career planning services are a part of program of study; AND • Is described in the published program of study.</td>
<td>• Has a connection to the counseling program and the counseling and career planning services are provided throughout program of study; AND • Is well-described in the published program of study and clearly communicates its value to students.</td>
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