

Career and Technical Education Program Quality Assessment Rubrics

Section 1. COMMUNITY INVOLVEMENT:

	Minimal	Emerging	Quality	Exemplary
<p>1. Advisory Committee Role*</p> <p><i>The primary function of an advisory committee is to connect programs with the larger community.</i></p> <p><i>General CTE Advice – advice on all CTE programs to maintain quality and relevance of CTE education and help strengthen support from the community.</i></p> <p><i>CTE Program Specific Advice – advice at the individual program level that focuses on curriculum content, equipment, and facilities.</i></p> <p><i>A district should have a program-specific advisory committee for each program, and may either have a general advisory committee or may rely on program-specific committees to provide general advice.</i></p>	<p>A. The advisory committee discusses current industry practices, program issues and needs, and curriculum.</p>	<p>A. The advisory committee provides input on program improvement, curriculum and work-based learning experiences.</p> <p>B. The advisory committee is involved in a process to determine the needs of students and programs.</p> <p>C. The advisory committee is aware of and supports Career and Technical Student Organizations (CTSO).</p>	<p>The advisory committee addresses the following areas:</p> <p>A. <u>Assess/Advise</u> Evaluates current needs and makes recommendations for program improvement.</p> <p>B. <u>Assist</u> Ensures programs reflect current industry standards, assists with student organizations, and informs program staff of workplace needs.</p> <p>C. <u>Support/Advocate</u> Promotes CTE program and CTSO organization throughout the community.</p> <p>D. <u>Education/Transitions</u> Fosters an alliance between secondary and postsecondary education institutions and promotes opportunities for articulation, dual credit, concurrent enrollment, industry certification, etc.</p>	<p>A. The advisory committee uses collected data to support its decisions and recommendations.</p> <p>B. The advisory committee represents the diverse business and industry community and is extensively involved in tangible, meaningful actions regarding program improvement, curriculum and work-based experiences.</p> <p>C. The advisory committee provides the school board, foundations and community with career and technical education program reports/updates.</p>
<p>2. Advisory Committee Membership</p> <p><i>Community means business, industry, and other organizations outside the school, including non-profits, parents, postsecondary education, labor, students, and workforce development.</i></p>	<p>A. The local advisory committee will include representatives of the general public including representatives of directly related business, industry, and labor.</p> <p>B. Membership includes representatives of the community and the school or district administration with expertise in the CTE program area.</p>	<p>A. Membership includes parent and student representation.</p>	<p>A. Membership reflects the diversity of the community e.g. business, industry, school administrators (ideally 6-12 members with a majority representation from outside the school setting).</p> <p>B. Membership represents a community cross-section in terms of gender, race, occupation, socioeconomic status, special populations, and non-traditional workers.</p> <p>C. The advisory committee has a process for membership recruitment, selection, appointment and retirement.</p>	<p>A. Member's contributions are formally recognized.</p> <p>B. Some advisory committee members serve both the secondary program and postsecondary program at a nearby technical or community college.</p>

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3. Advisory Committee Operations	<p>A. The advisory committee meets formally with a planned agenda at least twice per year.</p> <p>B. The advisory committee keeps on file the agenda and minutes for each meeting held.</p>	<p>A. The advisory committee holds meetings when there is business to conduct but no less often than twice yearly.</p> <p>B. The advisory committee has an organizational structure in place.</p>	<p>A. The advisory committee has established a program of work with periodic reviews for effectiveness.</p> <p>B. The advisory committee's meeting agenda follows the established program of work.</p> <p>C. The advisory committee holds meetings often enough to complete the program of work.</p> <p>D. The advisory committee maintains an open dialogue with staff, students, parents, administrators, and committee members.</p> <p>E. The advisory committee reports outcomes as part of the district's review process under M.S. 120B.11, school district process for reviewing curriculum, instruction, and student achievement.</p>	<p>A. The advisory committee conducts an ongoing self-evaluation to review its own effectiveness.</p> <p>B. The advisory committee's structure is defined, e.g. chair, vice-chair selected from community members.</p> <p>C. The advisory committee's operating guidelines are established and followed, e.g. written by-laws and procedures.</p> <p>D. Advisory committee members are visible in and provide support to special program activities, e.g. preparation for competitive events.</p> <p>E. Advisory committee members' contributions and support of CTE programs are recognized and celebrated, e.g. MACTA/MNACTE awards.</p> <p>F. The advisory committee assists with CTE program alignment to other workforce development efforts using regional labor market information.</p>
4. Community Partnerships/ Resources	<p>A. Ongoing communication and networking takes place between CTE staff and business partners.</p>	<p>A. Partnerships are focused on industries and businesses that provide resources.</p>	<p>A. Local industry, business, workforce development, and government are affiliated with CTE programs to enhance program quality.</p> <p>B. Collaboration and networking with the community provides support and opportunities for career awareness, exploration and preparation through school-based, work-based and connecting activities.</p> <p>C. CTE staff are provided time to develop and maintain relationships with partners and the community.</p>	<p>A. Partnerships contribute significant resources and time to enhance program quality and student achievement.</p> <p>B. CTE programs connect with the local WorkForce Center to create awareness in students that career planning is a lifelong process and that WorkForce Centers can assist in this process.</p>

Career and Technical Education Program Quality Assessment Rubrics

Section 2. PERSONNEL:

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<p>5. Teaching Credentials</p> <p><i>Required teaching credentials are determined by the Minnesota Board of Teaching (Minnesota Rules Chapter 8710 found at http://www.revisor.leg.state.mn.us/arule/8710/)</i></p>	<p>A. CTE teaching staff is working under the community expert, limited license, and/or specific variances, waivers or other as approved by the Minnesota Board of Teaching.</p>	<p>A. CTE teaching staff with less than full licensure shows evidence of working toward full licensure as prescribed by the Minnesota Board of Teaching.</p> <p>B. Administration or assigned school district personnel monitors the progress of teaching staff meeting the requirements for full license.</p>	<p>A. CTE teaching staff holds current CTE full licensure in program area.</p>	<p>A. CTE teaching staff has advanced degrees, credentials, or endorsements.</p> <p>B. CTE teaching staff has appropriate and current industry certification, where applicable.</p> <p>C. CTE teaching staff possesses National Board Certification.</p> <p>D. CTE teaching staff is regarded as experts (or master teachers) by colleagues or serve as mentors to other teachers.</p>
<p>6. Professional Development</p> <p><i>Sustained and high-quality professional development focuses on improving student achievement, meeting the needs of a diverse student population, increasing staff collaboration, lasting impact on classroom instruction, extending over a period of time, and aligning with state and local academic standards.</i></p>	<p>A. Requirements for renewal of administrator, teacher, and support staff credentials, as listed under the licensure area and governed by the Minnesota Board of Teaching are satisfied through professional development opportunities.</p>	<p>A. CTE teaching staff identifies and accesses professional development activities that promote professional growth based on identified needs, and such activities are supported by the administration.</p> <p>B. CTE staff has opportunities available for professional growth through the school system.</p>	<p>A. Professional development is sustained, high-quality and available for all personnel, e.g. instructors, support staff, and administrators.</p> <p>B. Professional development activities focus on improved student achievement.</p> <p>C. A professional development plan addresses broader CTE issues and keeps staff current with state/federal initiatives.</p> <p>D. CTE teaching staff participates at least annually in comprehensive professional development activities.</p>	<p>A. Under a comprehensive professional development plan, CTE staff receives the support and resources necessary to continuously improve their skills.</p> <p>B. CTE teaching staff participates in externships and mentorships to stay current with industry standards and practices.</p> <p>C. CTE staff participates in the development and/or presentation of programs, workshops, and products.</p>
<p>7. Professional Organizations</p> <p><i>A professional organization may be any group formed on the basis of the professional interests of its members, e.g. career and technical professional organizations, industry groups, or occupational organizations.</i></p>	<p>A. CTE teachers, administrators, and support staff are aware of professional, industry, occupational or other organizations and are familiar with the benefits of professional development opportunities available through these organizations.</p>	<p>A. CTE teachers, administrators, and support staff are encouraged and supported to participate in professional, industry, occupational, or other organizations and their conferences.</p>	<p>A. CTE teachers, administrators, and support staff are active in professional organizations and participate in conferences, workshops, meetings and activities.</p> <p>B. CTE program benefits from staff and administration participation in professional organizations, e.g. sharing information with staff, incorporating new techniques in the classroom.</p>	<p>A. CTE teachers, administrators, and support staff are in leadership roles in professional organizations that may include serving as officers or attending state/national conferences.</p>

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<p>8. Paraprofessionals/ Technical Tutors* (if applicable)</p> <p>*PARA eLINK, Minnesota Competencies for Paraprofessionals</p> <p><i>Paraprofessional – a nonlicensed individual providing instructional support under direct supervision of a licensed teacher.</i></p> <p><i>Technical Tutor an individual holding a nonteaching, technical tutor license recognized by the Minnesota Board of Teaching and working under direct supervision of a licensed teacher.</i></p>	<p>A. Individuals working in instructional support positions hold either a technical tutor license or meet NCLB (No Child Left Behind) paraprofessional requirements.</p> <p>B. Paraprofessional works with students in close proximity and under direct supervision of a licensed teacher.</p>	<p>A. Paraprofessional participates directly or indirectly in the Individual Education Plan (IEP) process.</p>	<p>A. Paraprofessional understands assessment strategies and participates in the development of transition-related goals and objectives.</p> <p>B. Paraprofessional facilitates and supports student involvement in decision-making</p> <p>C. Paraprofessional develops accommodations and supports in the work-setting.</p> <p>D. Paraprofessional can perform in all nine areas under the Minnesota Paraprofessional Core Competencies. (http://education.state.mn.us/mde/static/ParaPortfolio.doc)</p> <p>E. Paraprofessional has occupational experience.</p>	<p>A. Paraprofessional is working on full teacher licensure.</p> <p>B. Paraprofessional is encouraged and supported to participate in paraprofessional organizations.</p> <p>C. Paraprofessional provides supplemental instruction and support in work-related behaviors.</p> <p>D. Paraprofessional has a professional development plan.</p>

Section 3: PROGRAM ADMINISTRATION:

	Minimal	Emerging	Quality	Exemplary
<p>9. Local Career and Technical Education Program Administration</p>	<p>A. Administration is responsible for the implementation of local CTE programs.</p> <p>B. Administration exhibits an understanding of school law and finance, including the permissible use of funds.</p> <p>C. Administration implements procedures to assure equal access and full participation of special populations in CTE programs.</p> <p>D. Administration submits required reports in a timely manner, e.g. student data, program data, program approval, staffing.</p>	<p>A. Administration seeks advice from and communicates with CTE staff and advisory committee.</p> <p>B. Administration develops and periodically reviews policies that ensure equal access and full participation of special populations in CTE Programs.</p> <p>C. Administration supports effective working relationships between secondary and postsecondary institutions to assist with student transition.</p> <p>D. Administration monitors partnerships and grant development.</p>	<p>A. Administration is responsible for the development and implementation of local CTE program plans and collaborates with local advisory committees and staff in the development and review of those plans.</p> <p>B. Administration exhibits an understanding of federal/state legislation, rules, and regulations, school law and finances including the permissible use of funds to assure quality and continual program improvement, such as CTE program leadership, program planning and development, personnel management, public relations, and communications.</p>	<p>A. Administration promotes and supports the development of CTE programs that focus on improving student performance.</p> <p>B. Administration assures CTE program plans are specific and consistent with state guidelines.</p> <p>C. Administration promotes the annual review and update of CTE program plans.</p> <p>D. Administration is instrumental in establishing working relationships between secondary and post-secondary institutions to ensure a smooth transition.</p>

Career and Technical Education Program Quality Assessment Rubrics

Section 3: PROGRAM ADMINISTRATION:

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9. Local Career and Technical Education Program Administration continued	<p>E. Administration ensures that Personnel Activity Reports (PAR) are on file for staff funded by federal Carl D. Perkins.</p> <p>F. Administration maintains records required for internal and external audits following record retention rules.</p> <p>G. Administration ensures that staff meet qualifications and oversees the retention, replacement, and recruitment of staff.</p>		<p>C. Administration assists in the development of policies and procedures to assure equal access and full participation of special populations in CTE programs including the smooth transition from secondary to postsecondary education.</p> <p>D. Administration coordinates annual program evaluations leading to continuous program improvement.</p> <p>E. Administration keeps up-to-date with changes in the field of CTE as well as related laws and regulations.</p> <p>F. Administration works with staff to establish working relationships between secondary and postsecondary institutions.</p>	<p>E. CTE administrator holds and maintains appropriate licensure in administration of CTE programs under Minnesota Board of Teaching (BOT) (licensure code - 00.0110)</p>
10. Financial Responsibilities	<p>A. Administration works with the district's business office to utilize the Uniform Financial Accounting and Reporting System (UFARS) system to ensure proper revenue and expenditure guidelines are followed. (CTE levy funds are used only for state-approved CTE programs)</p> <p>B. Federal EDGAR regulations are followed, when applicable.</p>	<p>A. Administration verifies that program budget expenditures are aligned with local CTE program plans.</p> <p>B. Administration requests input from CTE staff prior to the development of program budgets.</p>	<p>A. Administration supports CTE programs through a budget process that considers curriculum program needs and number of students.</p> <p>B. Administration uses a process to determine appropriate purchase and replacement of equipment and instructional materials.</p>	<p>A. Program budget is clearly appropriate for the curriculum. Long-range program goals are considered.</p> <p>B. Administration regularly keeps staff involved in the budget management process.</p>

Section 4. PROGRAM ASSESSMENT:

	Minimal	Emerging	Quality	Exemplary
<p>11. Program Assessment</p> <p><i>Assessment provides a means to evaluate goals and strategies</i></p>	<p>A. The following data elements are systematically collected and reported to appropriate state agencies in an accurate and timely manner:</p> <ul style="list-style-type: none"> ▪ Academic Attainment and Technical Skill Proficiencies Attainment ▪ Completion - Percent of CTE students graduating 	<p>A. CTE programs informally ask students, parents, and community members to provide feedback on program quality.</p> <p>B. CTE program assessment is based on meeting negotiated performance targets under each required data element and targeted funds are used to address areas where student performance falls below negotiated levels.</p>	<p>A. CTE programs use feedback from students, parents, and community for program evaluation, planning, and improvement.</p> <p>B. CTE program assessment is based on meeting negotiated performance targets under each required data element and program performance is of sufficient level that targeted funds are not needed for program improvement</p> <p>C. CTE program offers students the opportunity to earn certificates reflective of technical proficiency.</p>	<p>A. CTE program uses valid and reliable data to demonstrate students gain a high level of academic, technical, and employability skills, and addresses equity and diversity issues among students as evidenced by enrollment, retention, and completion rates of non-traditional students.</p> <p>B. CTE programs record skill certificates earned by students on the student's transcript and submit with application to postsecondary institutions.</p>

Career and Technical Education Program Quality Assessment Rubrics

Section 4. PROGRAM ASSESSMENT:

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<p>11. Program Assessment continued</p>	<ul style="list-style-type: none"> ▪ Placement – Percent of CTE students who have graduated and are continuing on in the military, advanced education/training and/or employment ▪ Participation and completion of students in programs not traditional for their gender <p>B. CTE program assessment is based on meeting negotiated performance targets under each required data element.</p> <p>C. CTE program is part of the school district's curriculum review process.</p>	<p>C. CTE program assessment includes any skill certificates students may earn that demonstrate mastery of a set of skills according to predefined standards.</p> <p>D. CTE programs demonstrate some evidence that students are making gains in academic achievement.</p>	<p>D. CTE program collects and analyzes, and uses valid and reliable performance data to develop and implement continuous program improvement plans.</p> <p>E. CTE program reviews student achievement data for evidence of progress made on narrowing the achievement gaps among groups of students.</p> <p>F. CTE program assessment demonstrates a connection between program goals and student outcomes.</p>	
<p>12. Continuous Program Improvement (CPI) Process</p> <p><i>Involves a commitment to improving performance using a team approach to decision-making and a systematic collection and analysis of performance data.</i></p>	<p>A. The CTE continuous program improvement process (CPI) is described in writing and has been partially implemented.</p> <p>B. The CPI is used to identify emerging industries and changes in industries for addition and revision of CTE course offerings</p>	<p>A. The CPI process uses selected student and performance data to make program improvement.</p> <p>B. Assessment of CTE program design components is used for program improvement.</p>	<p>A. The CPI process is fully implemented and regularly utilizes student and performance data to make program improvement.</p> <p>B. The CPI process involves external stakeholders who provide input, direction and support to assure CTE programs are relevant and meet the needs of students.</p> <p>C. The CPI process includes a long-term professional development plan that addresses areas of need and individual professional growth.</p> <p>D. The CPI plan reflects changes in technology, employment and educational reform.</p> <p>E. The CPI plan includes curriculum development activities are part of a five-year plan for improvement based on program assessment. (MN Statute 124D.4531, Sub.1, (2) (V)</p>	<p>A. An integral part of the CPI process is the use of all data and written feedback gathered from advisory committee, teachers, students, community partners, and parents.</p> <p>B. The CPI process is viewed as critical for program sustainability and appropriate funding is targeted to assure completion of process.</p> <p>C. The CPI process views a comprehensive professional development process as fundamental to program improvement.</p> <p>D. The CPI process incorporates effective practices and current research.</p>

Career and Technical Education Program Quality Assessment Rubrics

Section 5. PROGRAM DESIGN:

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<p>13. Career Development</p> <p><i>For more information on a comprehensive career development program go to www.acrnetwork.org for the National Career Development Guidelines Framework.</i></p>	<p>A. CTE program provides students with opportunities for career awareness, career exploration, and career preparation.</p>	<p>A. CTE program promotes the use of career resources to assist students in exploring a variety of career options.</p>	<p>A. CTE program assists students in gaining an understanding of the career planning process.</p> <p>B. CTE program provides students with an opportunity to develop career portfolios.</p> <p>C. CTE program uses a variety of strategies, e.g. mentorships, e-learning, to enhance the student's career development process.</p> <p>D. Community partners assist a CTE program by providing direct career development links for students.</p>	<p>A. CTE program assist students with individual student career plans and promote self-reflection by students.</p> <p>B. CTE program support the existence of a career resource center at the school that is open to students, families, and community.</p>
<p>14. Career Clusters and Career Pathways</p> <p><i>Career Clusters - groupings of occupations and broad industries based on commonalities linking what students learn in school with the knowledge and skills they need for success in college and careers.</i></p> <p><i>Career Pathways - progressive steps of development within a career cluster that generally include a career-education plan.</i></p>	<p>A. CTE program reflects an understanding of career cluster and career pathway concepts.</p> <p>B. CTE program has identified specific career cluster(s) in their area.</p> <p>C. CTE program assists students in understanding career cluster and career pathway concepts.</p> <p>D. CTE program provides students with core knowledge and skills that can apply to multiple career paths.</p> <p>E. Career cluster offerings are determined, in part, by current Labor Market Information (LMI).</p>	<p>A. A coherent sequence of courses is available within a career cluster.</p> <p>B. Schools/districts have a formal process in place to inform students of a variety of career paths.</p> <p>C. Career and Technical Student Organizations (CTSO) enhance students' understanding of career clusters and career pathways.</p>	<p>A. Schools/district or other educational settings offer a broad array of activities in multiple career clusters.</p> <p>B. Career Pathways demonstrate a linkage to both academic and technical content.</p>	<p>A. Career clusters are a vital component of CTE program design.</p> <p>B. Career pathways provide specific knowledge and skill development that enables students to explore or prepare for a variety of career options.</p>
<p>15. Curriculum Content</p> <p><i>SCANS – Secretary's Commission on Achieving Necessary Skills</i></p>	<p>A. CTE curriculum addresses components common to all CTE courses: career development, technological literacy, and workplace skills.</p> <p>B. CTE curriculum is aligned with locally developed CTE standards and assessments.</p> <p>C. CTE curriculum addresses student safety based on state/local health/safety policies and state/federal laws and regulations.</p>	<p>A. CTE curriculum addresses some of the Minnesota Academic Standards, industry standards, technology literacy standards, and state CTE standards and measures.</p> <p>B. CTE curriculum identifies employability skills (see Secretary's Commission on Achieving Necessary Skills [SCANS]).</p>	<p>A. CTE curriculum addresses elements and components specific to CTE content areas.</p> <p>B. CTE curriculum supports reinforcement of employability skills (SCANS).</p> <p>C. Rigorous and relevant CTE curriculum is aligned with:</p> <ul style="list-style-type: none"> • Current industry standards wherever applicable and • Program area local CTE standards and assessments. 	<p>A. CTE curriculum provides opportunities for students to gain a thorough understanding of All Aspects of Industry.</p> <p>B. Employability (SCANS) skills are integrated into the curriculum and assessments measure students' progress.</p> <p>C. Local CTE Standards are clearly assessed and attainment of standards is recorded.</p>

Career and Technical Education Program Quality Assessment Rubrics

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<p>Curriculum Content Continued</p>	<p>E. CTE curriculum supports a broad understanding of the industry.</p> <p>F. CTE curriculum is reviewed at least once during program approval cycle.</p> <p>G. CTE curriculum is developmentally appropriate and gender/culturally neutral.</p> <p>H. CTE curriculum provides students with access to career awareness through work-based learning opportunities, e.g. guest speakers, field trips, job shadowing, and nonpaid community experiences.</p>		<p>D. CTE curriculum provides at least one credentialing option for students, e.g. articulation agreements with postsecondary institutions, industry certifications.</p> <p>E. CTE curriculum prepares students for their transition to related educational opportunities, postsecondary institutions, employment, and lifelong learning.</p>	<p>D. CTE curriculum provides multiple credentialing options for students, e.g. College in the Schools, concurrent enrollment, Tech Prep articulation, or industry certification, on a comparable basis to post secondary education options, and academic credit.</p> <p>E. CTE curriculum is reviewed and revised at least annually to reflect new competencies/standards, new technologies, changing labor market needs, and updated teaching strategies.</p>
<p>16. Instructional Delivery <i>The use of a variety of teaching tools and methods that teachers use in an effort to maximize student acquisition of knowledge and skills and development of personal and professional abilities.</i></p>	<p>A. CTE instruction incorporates a balance of classroom and laboratory experiences.</p> <p>B. CTE instructional strategies are somewhat varied based on limited knowledge of student's learning styles.</p> <p>C. CTE instruction consists of limited access to and use of technology.</p> <p>D. CTE staff provides and documents safety instruction to students prior to use of equipment and makes certain students operate equipment in a safe manner.</p> <p>E. CTE program models and reinforces safe practices on an ongoing basis.</p> <p>F. CTE program ensures that students demonstrate safe practice and competence in use of equipment.</p>	<p>A. CTE instructional strategies include contextual instruction.</p> <p>B. CTE instructional strategies are minimally adapted to increase success for students.</p> <p>C. CTE instruction consists of access to and use of current technology.</p> <p>D. CTE instructional support is provided to assist students with preparation for college readiness.</p>	<p>A. CTE instructional strategies include competency-based contextual instruction and differentiated instruction.</p> <p>B. CTE instructional strategies are adapted to maximize success for each student.</p> <p>C. CTE instruction consists of providing all students equitable access to technology.</p> <p>D. CTE instruction is linked to current research and best practice in learning theory and design.</p>	<p>A. CTE instruction is continually modified to maximize student attainment of assessed skills.</p> <p>B. CTE instructional strategies are based on current research and best practices.</p> <p>C. CTE instruction consists of access to state-of-the art technology based on industry trends.</p> <p>D. CTE instruction uses innovative methods whose success is indicated by student achievement data.</p> <p>E. CTE instruction is high-quality as reflected by student achievement data.</p> <p>F. CTE instruction uses a variety of resource people from the community, businesses, industry, organizations and government, e.g. mock OSHA Inspectors.</p>
<p>17. Student Assessment <i>The measure of a student's competence and proficiency in a specific area of study.</i></p>	<p>A. CTE courses measures student knowledge attainment and skill proficiency through authentic assessment.</p>	<p>A. CTE course assessments demonstrate acquired knowledge and skills in academic, technical, interpersonal and career areas.</p>	<p>A. CTE course assessments are based on national or regional education or industry standards.</p>	<p>A. CTE courses use multiple assessment tools that reflect a variety of learning styles.</p> <p>B. CTE program provides the opportunity for students to gain postsecondary credit through AP (Advance Placement) or CLEP (College Level Examination Program) assessments.</p>

Career and Technical Education Program Quality Assessment Rubrics

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<p>18. Leadership Development/ Student Organizations</p> <p><i>e.g. Business Professionals of America (BPA), Distributive Education Clubs of America (DECA), Future Business Leaders of America (FBLA), Family, Career and community Leaders of America (FCCLA), Future Farmers of America (FFA), Home Economics Related Occupations (HERO), Health Occupations Students of America (HOSA), SkillsUSA (formerly VICA-Vocational Industrial Clubs of America)</i></p>	<p>A. CTE program provides students with opportunities to develop leadership skills through planned activities.</p>	<p>A. CTE program makes local Career and Technical Student Organization (CTSO) chapters available for students.</p> <p>B. School/district assigns and supports staff in their roles as CTSO advisor.</p>	<p>A. CTE student organization chapters are affiliated with their state and national organizations.</p> <p>B. Recognized CTE student organizations are an integral part of CTE program.</p> <p>C. All CTE students have the opportunity to participate in a student organization.</p> <p>D. CTSOs assist students to develop leadership skills through a variety of activities and/or competitions at conferences on the local, regional, state and national levels.</p> <p>E. Local CTSOs have a written program of work that reflects education, service, and social activities.</p> <p>F. CTSOs are recognized and supported in the CTE program budget.</p>	<p>A. Students are encouraged to participate in CTSOs at the district, state, and national levels.</p> <p>B. CTSOs provide students with effective leadership and community involvement opportunities.</p>
<p>19. Work-Based Learning (WBL) Program</p> <p><i>This category is for a comprehensive WBL program whose focus is primarily on students receiving an in-depth (more than 40 hours per semester) workplace or nonpaid community-based experience.</i></p> <p><i>The scope of work-based learning activities includes: guest speakers, field trips, job shadowing, practicums, mentorships, service learning, cooperative work-experience programs, community-based experiences, internships, entrepreneurship, and youth apprenticeship.</i></p>	<p>A. Work-Based Learning (WBL) program places students in long-term work-based learning opportunities, e.g. paid & nonpaid cooperative work-experiences.</p> <p>B. A classroom component (work-based learning seminar) is required for all students participating in a long-term worksite placement, e.g. cooperative work-experience, internship, youth apprenticeship, or community-based activity.</p> <p>C. WBL program has developed, and keeps on file, a Training Plan and Training Agreement signed by the employer, parent/guardian, school, for each student.</p> <p>D. WBL program communicates with the employer, parent/guardian, and student during the worksite placement.</p>	<p>A. A few businesses, industries and community organizations provide in-depth opportunities for students in WBL program.</p> <p>B. Training plans for individual students are minimally customized to each individual student's needs.</p>	<p>A. WBL program offers opportunities designed to meet an individual student's needs.</p> <p>B. The WBL classroom component (work-based learning seminar) is connected to the work experience and designed to help students make the transition from school to postsecondary education and/or career.</p> <p>C. Individual Training Agreement clarifies the relationships and responsibilities among employer, parent/guardian, student, and school.</p> <p>D. Individual Training Plan is designed to identify skill and competency development and support academic learning.</p>	<p>A. WBL program is viewed as providing capstone experiences in career preparation and are a key component in career and technical education.</p> <p>B. WBL program is able to demonstrate that student learning has transferred to real-world settings.</p> <p>C. Long-standing relationships exist among all partners participating in WBL program.</p>

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Section 6. RESOURCES:

	Minimal	Emerging	Quality	Exemplary
<p>20. Curriculum/ Instructional Resources</p>	<p>A. CTE program instructional materials and supplies are appropriate for the number of students enrolled to meet program objectives.</p> <p>B. CTE program has basic resources available to provide for an adequate learning environment.</p> <p>C. CTE program includes curriculum materials that are culturally inclusive and free of bias.</p>	<p>A. CTE program has a variety of resources and materials available that contributes to a constructive learning environment.</p> <p>B. CTE program ensures the majority of curriculum materials are culturally inclusive and free of bias.</p>	<p>A. CTE program has resources available to accommodate individual student needs.</p> <p>B. CTE program ensures all curriculum materials reflects the diversity of the student population and is free of bias.</p> <p>C. CTE program has up-to-date instructional technology available and accessible.</p>	<p>A. CTE program has a wide array of resources and materials that provide for challenging and enriched learning.</p> <p>B. CTE program resources reflect technological advances in the CTE content area.</p>
<p>21. Equipment <i>All equipment used in CTE programs must meet safety standards, e.g. industry, OSHA, manufacturer, federal/state/local standards</i></p>	<p>A. CTE program equipment is adequate for the program's goals and objectives.</p> <p>B. CTE program equipment is properly installed, shielded, guarded, and ventilated.</p> <p>C. CTE program equipment is in place to address fire safety, material storage, and waste disposal.</p>	<p>A. CTE program equipment is maintained, inventoried, and replaced as necessary.</p> <p>B. CTE program provides safe operating instruction with reminders posted to ensure proper operation and protection from injury.</p> <p>C. CTE program has lock-out/tag-out procedures in place and puts them into practice.</p>	<p>A. CTE program equipment is representative of industry standards in classroom, laboratory and off-campus worksites.</p> <p>B. CTE program has adequate funding available so that equipment is systematically updated, maintained, inventoried, and replaced.</p>	<p>A. CTE program and work-based learning employers provide students with equipment that is aligned with industry recommendations.</p>
<p>22. All Learning Environments <i>(e.g. classroom, laboratory facilities, off-campus worksites)</i></p>	<p>A. Facilities provide an environment that is conducive to learning, free of barriers, and supportive of curriculum goals and objectives.</p> <p>B. Class size and instructional staffing (teacher:student ratio) are suitable to provide for safe student learning.</p> <p>C. Environmental factors are maintained at appropriate and safe levels, e.g. air quality, water and refrigeration temperatures, noise levels, ventilation, lighting.</p> <p>D. CTE staff identifies environmental issues and work with building maintenance staff and district supervisors to make required improvements.</p> <p>E. Environment is clean, orderly, properly maintained, safe, and includes prominently displayed safety signage, e.g. first aid procedures.</p> <p>F. CTE program makes material safety data sheets available and accessible.</p>	<p>A. CTE staff receive ongoing education regarding potential environmental issues in the learning environment.</p>	<p>A. Facilities meet industry and educational standards, e.g. size of classroom, lab stations, workstations.</p>	<p>A. Facilities size, lab stations and type of equipment exceeds the requirements of industry to achieve optimal skill development mastery.</p> <p>B. Facilities are industry standard clean, orderly, and safe.</p> <p>C. Field experts, e.g. safety consultant, insurance evaluators, inspect learning environments annually and recommend improvements and modifications.</p>

Career and Technical Education Program Quality Assessment Rubrics

Section 6. RESOURCES:

	Minimal	Emerging	Quality	Exemplary
22. All Learning Environments continued	<p>G. CTE program has adequate and safe storage space for materials and equipment, especially potentially hazardous materials.</p> <p>H. CTE program follows proper material handling and disposal procedures.</p>			

Section 7. SUPPORT SERVICES:

	Minimal	Emerging	Quality	Exemplary
<p>23. Program Awareness/ Accessibility</p> <p><i>Special Populations is defined as 1) Individuals with disabilities, 2) Economically disadvantaged individuals, including foster children, 3) Individuals preparing for non-traditional training and employment, 4) Single parents, including single pregnant women, 5) Displaced homemakers, and 6) Individuals* with other barriers to educational achievement, including individuals with limited English proficiency. (Carl D. Perkins Vocational and Applied Technology Education Act of 1998).</i></p> <p><i>* In Minnesota this includes disadvantaged persons and persons with 504 plans</i></p>	<p>A. CTE program provides equal access to all students, including members of special populations.</p> <p>B. CTE program has written recommended policies and procedures in place to ensure the learning environment is barrier free.</p> <p>C. When appropriate, CTE program makes basic accommodations that allow participation of all students.</p> <p>D. CTE program offerings are promoted to all students through the student registration process.</p>	<p>A. CTE program encourages all students to participate in a content area based on the student's interest levels.</p> <p>B. CTE program accessibility is ensured through reasonable modifications or accommodations to equipment, laboratory stations, and facilities.</p> <p>C. CTE program selection by students is a coordinated in partnership with special education and with assistance from the counselor, principal, teacher, or other support providers.</p>	<p>A. CTE program educational environment honors diversity and respect of all students.</p> <p>B. CTE program promotional, curricula and instructional materials are delivered in a non-discriminatory manner.</p> <p>C. CTE program presents a broad range of career options to all students regardless of race, national origin, religion, age, disability, or gender.</p> <p>D. Awareness of CTE program offerings occurs through presentations by currently enrolled students and staff.</p>	<p>A. CTE program is adapted, modified, and supported to ensure accessibility by all students.</p> <p>B. Awareness of CTE program offerings occurs through opportunities for students to observe or participate in CTE programs prior to course registration.</p>
24. Program Support	<p>A. CTE staff is given the opportunity to be involved in the development and implementation of Individualized Educational Programs (IEPs) for each student with disabilities and 504 plans enrolled in a CTE program, as appropriate.</p>	<p>A. CTE program staff consults with Special Education staff to address individual student needs and determine an appropriate level of support for each student from special populations.</p>	<p>A. CTE program uses support services, as needed, to ensure the success of each enrolled student from special populations.</p>	<p>A. CTE program data demonstrate a broad range of students are successful in CTE programs, e.g. special populations and students in programs not traditional for their gender.</p>

Career and Technical Education Program Quality Assessment Rubrics

Section 7. SUPPORT SERVICES:

	Minimal	Emerging	Quality	Exemplary
24. Program Support continued			<p>B. CTE program staff is actively involved in the development and implementation of IEP and transition plans for each student accommodations, adaptations, needs, abilities, interests and career goals.</p> <p>C. CTE program uses Paraprofessionals or Technical Tutors to provide assistance to students in the learning environments and the worksite, as needed, based on the needs of individual students and composition of student enrollment in a class.</p> <p>D. CTE program is assisted by support services with strategies and activities to support and maximize each student's ability to learn.</p>	<p>B. CTE staff advocates for accommodations specific to the students needs.</p> <p>C. Dialogue about the CTE program among CTE staff, special education staff, and parents is open and ongoing.</p> <p>CTE program promotes student self-advocacy for accommodations and career planning.</p>
25. Career Guidance and Counseling Program	<p>A. CTE program connects with the school guidance and counseling program that supports CTE students in their transition from secondary to postsecondary education, the military, and/or employment.</p>	<p>B. CTE program works together with the school counseling program to provide student access to career information, assessments, planning, CTE student organizations, activities and resources in order to investigate the world of work and make informed decisions.</p>	<p>A. CTE program involves the school guidance and counseling program to assist students in the selection of appropriate CTE courses, e.g. Tech Prep, work-based learning, specific program areas.</p>	<p>A. CTE program collaborates with the school guidance and counseling program to:</p> <ul style="list-style-type: none"> • Deliver and interpret a student's interest and skills inventories and assessments; or • Reinforce the relationship between academic strengths and career options; or • Assist students gain an understanding of the relationship between personal behavior, education, training, and work. <p>B. CTE program is viewed by the school guidance and counseling program as an integral part of the career development process.</p>