![Washington Office of Superintendent of PUBLIC INSTRUCTION]

Career and Technical Education
Program Evaluation

☐ **HEALTH SCIENCES**   ☐ **BUSINESS & MARKETING**

☐ **STEM**   ☐ **SKILLED & TECHNICAL SCIENCE**

☐ **FAMILY & CONSUMER SCIENCES**   ☐ **AGRICULTURE EDUCATION**

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This document was developed to assist in evaluating Career and Technical Education (CTE) programs throughout the district. Quality CTE programs are those which meet program criteria based on the quality indicators provided. The criteria is based on RCW 28A.700.010; Career and Technical Education Program Standards (Foundation; Exploratory; and Preparatory); Perkins Act of 2006 (Section 113 (2) (A); Section 134 (3) through (12); and Perkins Assurances. The goal of the evaluation process is to assist in improving programs. Documentation for each standard must be available upon request. This document is to be used as the basis for the following processes:

1. **On-site Reviews, Audits and Visits**

2. **Annual CTE Program Evaluation**

3. **Five-Year Program Re-Approval**

4. **Consolidated Program Review (CPR) Evaluation**

The review will determine ratings for the following quality indicators. Programs will develop a plan to meet established Criteria and Quality Indicators including the specific issue to be addressed, action Item, target date for completion, and when action is completed.

EDUCATOR LICENSING

CRITERIA 1:

☐	**All instructors are licensed and appropriately endorsed and current.**

QUALITY INDICATORS

1.1 The instructor is licensed and appropriately endorsed to teach all corresponding courses/programs. Using the ratings below, determine the instructor endorsement status for each course/program taught.

		Comments
☐	The instructor holds a valid CTE teaching certificate for the content area in which he or she is assigned.	Click or tap here to enter text.
☐	The instructor holds a current First Aid and CPR card.	Click or tap here to enter text.
☐	The instructor is on track for renewal of certification.	Click or tap here to enter text.
☐	The instructor has certifications required by industry.	Click or tap here to enter text.
☐	The instructor, if on a probationary or conditional certificate, has an updated teacher PDP on file.	Click or tap here to enter text.
☐	Program Advisory Board has approved instructor.	Click or tap here to enter text.
☐	The instructor has Work based learning endorsement, if required for CTE courses/programs teaching.	Click or tap here to enter text.

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CURRICULUM, INSTRUCTION AND EVALUATION

CRITERIA 2

Curriculum, instruction, and evaluation are based on the state-approved standards and frameworks: The career education program has a written curriculum for each course with a balance among classroom/laboratory instruction, leadership, and personal learning.
QUALITY INDICATORS

FORM CTE Program Evaluation (6/2021)

☐	2.1 Each course offered in the program is approved by the Office of Superintendent of Public Instruction (OSPI) and aligned with a current approved framework.
☐	2.2 Each course is aligned with CIP Code descriptions.
☐	2.3 Each course offered uses state approved standards, objectives, and competencies.
☐	2.4 Curriculum is based on occupational need and developed and maintained in consultation with program specific advisory committee. Labor market data is used to demonstrate occupational need.
☐	2.5 Courses and programs relate to state or regional occupational opportunities and prepare students for post-secondary opportunities or entry into high skills, high wage jobs in current and emerging occupations.
☐	2.4 Program articulates with related post-secondary training, education programs and/or apprenticeships. Written agreements (dual enrollment, articulation, internships, etc.) are developed, implemented and updated regularly allowing students to earn dual credit through CTE Dual Credit, AP, or other agreements or programs.
☐	2.5 Program prepares students for current and future workforce entry, state or nationally approved apprenticeship, or post-secondary education in related field.
☐	2.7 The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs, and instructional technology.

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ACADEMIC INTEGRATION

CRITERIA 3
The program teaches and assesses academic integration within the program.
QUALITY INDICATORS

☐	3.1 Each course integrates coherent and rigorous content aligned with challenging academic learning standards and relevant career and technical education program standards to ensure learning in: • Core academic subjects, and • Career and Technical Education subjects.
☐	3.2 Demonstrate application of state and national core learning standards in context of preparing for living, learning, and working.
☐	3.3 If an exploratory courses/programs, demonstrates foundational and career cluster specific skills required to meet current industry and nationally defined standards.

	• Teach to current industry and nationally defined standards as evidenced in curriculum frameworks, endorsed by local program specific advisory committee and approved by OSPI program supervisor.

☐	3.4 If preparatory courses/programs, demonstrates industry identified competencies while integrating state and national core standards comprised of sequenced progression of multiple courses technically more intensive and rigorous.
	• Current industry defined standards, evidenced in curriculum frameworks, endorsed by program specific advisory
	    o Level of competency defined by industry or national standards
	    o Absence of national standards locally developed industry-defined standards validated by program specific advisory
	    o Aligns with post-secondary education allowing for articulation

☐	3.5 Attainment of Career and Technical Education skill proficiency including student achievement on technical assessments, aligned with industry-recognized standards.
☐	3.6 Adopted Course Equivalency Policy and Procedure is used for developing and adopting local equivalencies.
☐	3.7 Course is aligned to meet equivalency credit in an academic program if applicable.

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STUDENT ACCESS TO PROGRAM

CRITERIA 4
Equal access is provided to all students, including non-traditional and special populations.
QUALITY INDICATORS

☐	4.1 Instructional program encourages the elimination of gender bias and stereotyping. • How do you recruit special population students into your CTE program? • Do your CTE program promotional materials seek to be representative of gender, race, color, national origin or disabilities?
☐	4.2 Instruction programs are designed to enable special populations to meet the Perkins local adjusted levels of performance. • Provide activities to prepare special populations for high skill, high wage, high demand jobs leading to self-sufficiency.
☐	4.3 Educational environment honors diversity and respect of each individual. • What is done to increase enrollment of special population students, especially male/female enrollments in programs considered nontraditional for their gender? • Are there opportunities for nontraditional and special populations to receive training?
☐	4.4 Fair and impartial practices are incorporated into the classroom to facilitate the academic achievement of all students.

	• What do promotion or recruitment activities do to encourage students to enroll in nontraditional programs and to encourage students of color, national origin and disabilities to seek out and enroll in these CTE programs? • Is there an equal access to CTE programs provide to meet needs of all students in nontraditional and technology occupations regardless of gender?
☐	4.5 Fair and impartial assessment practices are incorporated into the classroom. • What instructional, evaluation and/or testing accommodations do you make for special population students?
☐	4.6 Non-discrimination strategies are in place to overcome barriers that result in lowering access to or lowering success for special populations in career and technical education courses/programs. • Facility is free of barriers that would result in the denial of access to persons based on race, color, national origin or handicap. • Plan is developed for removal of barriers which may exist which limit access by student with disabilities to any program, including Career and Technical Education programs. • What is done to ensure that students with limited English proficiency are successful in your classes? • Are there any physical barriers that will limit the access of special population students in your classroom? • What physical accommodations would need to be made to ensure the accessibility of all students in this classroom?
☐	4.7 Entire curriculum is available to all students.

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ACCOUNTABILITY

CRITERIA 5
Process used to evaluate and continuously improve performance.
QUALITY INDICATORS

☐	5.1 Data is used to analyze student progress.
☐	5.2 Data is used to show students are meeting Perkins district adjusted level of performance on core indicators (Language Arts/Reading, Math, Technical Skills assessments, Non-traditional participation and completion, Graduation Rates, and Postsecondary Education or Employment).
☐	5.3 Adjusted level of performance is identified for each core indicator of performance and a plan is developed to reach disaggregated data for each indicator of performance for categories of students in ESEA. (Race, Ethnicity, Gender [male and female], Special Ed/Disability status, Migrant, Limited English [English Proficiency], Low Income [Status as Economically disadvantaged], Nontraditional) (Race is identified as

	American Indian/Alaskan Native; Asian; Native Hawaiian/Other Pacific Islander; Black/African American; Hispanic/Latino; Any other race; White; Two or more)
☐	5.4 Strategies have been identified to close the achievement gap. Identify and quantify disparities or gaps in performance between any such category of students and performance of all students.
☐	5.5 Data from follow up surveys are used to improve courses/programs.

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SAFE PRACTICES

CRITERIA 6
Safe practices are understood and implemented.
QUALITY INDICATORS

☐	6.1 State Labor and Industry (L&I), and/or district health and safety policies and procedures are utilized.
☐	6.2 The program provides safe and appropriate environments that support Career and Technical Education Program Standards.
☐	6.3 The instructor has the appropriate state recognized training for the safe use and maintenance of the equipment.
☐	6.4 Conduct a safety evaluation of the program's facility and equipment on an annual basis. Facilities and equipment or exceed the related federal, state and county safety standards.
☐	6.5 Safety is integrated into the curriculum and is assessed.
☐	6.6 Where applicable, standard precautions as set forth by OSHA, L&I, and Risk Management are implemented.
☐	6.7 Where applicable, Material Safety Data Sheets (MSDS) are properly displayed and located for easy access for review.

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FACILITIES

CRITERIA 7				
Classrooms, laboratories, and storage areas provide adequate, quality, and safe learning environments to meet program objectives.				
QUALITY INDICATORS				
☐	7.1 Facilities provided for the program are consistent with program standards and objectives. Lab and equipment are appropriate to support OSPI approved curriculum frameworks and industry training procedures.			
☐	7.2 Learning and training stations are of sufficient quantity to assure safe and appropriate supervision, delivery of instruction, and student skill development.			
☐	7.3 Labs and equipment meet industry training standards and facility safety standards.			
☐	7.4 Student workstations are adequate and appropriately equipped.			
☐	7.5 Technology is incorporated into program of instruction. Up-to-date technology is used for instruction and evaluation/testing.			
☐	7.6 There is a plan for technology upgrades and/or software purchases to maximize student learning and align with industry standards.			
☐	7.7 There is a plan for computer equipment to be upgraded, maintained, or purchased to maximize student learning and align with industry standards (scanners, printers, digital cameras, etc.).			
Unsatisfactory Click or tap here to enter text.	Basic Click or tap here to enter text.	Proficient Click or tap here to enter text.	Distinguished Click or tap here to enter text.	Evidence/Artifact Click or tap here to enter text.
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INSTRUCTIONAL MATERIALS

CRITERIA 8
Appropriate instructional materials are available to achieve the goals and objectives of the program.
QUALITY INDICATORS
☐ 8.1 Instructional materials support state approved standards and objectives.
☐ 8.2 Adequate instructional materials are available for all students in all courses.
☐ 8.3 Instruction is enriched with appropriate instructional technology and related resources such as computers and software, access to the Internet, audiovisual aids, etc.

| ☐ | 8.4 The instructional materials utilized in the department are 5 years old or less and are on the school purchase rotation schedule on the program Goal Chart. |
| ☐ | 8.5 Materials are available in the school for students to become aware of a broad range of careers, continued education and/or training opportunities. |

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LEADERSHIP AND EMPLOYABILITY

CRITERIA 9
21st Century Skills (employability and leadership skills) are an integral part of all CTE courses.
QUALITY INDICATORS

☐	9.1 21st Century Skills (leadership and employability) are integrated in the approved curriculum framework and applied in real-world family, community, and business and industry applications.
☐	9.2 Leadership skills are developed and practiced at highest level through integration of aligned state recognized Career and Technical Student Organization (CTSO).
☐	9.3 Competencies for 21st Century skill, identified in the Leadership document (employability and leadership skills), are integrated into the curriculum. 21st Century skills are taught, assessed and documented.
☐	9.3 a Students demonstrate 21st Century skills integrated in approved curriculum framework and applied in real world application.
☐	9.3 b Leadership alignment is embedded in the curriculum framework. • Reflects the leadership activities embedded in curriculum and instruction • Includes leadership skills taught and assessed within the class for all students • Requires the 21st Century Skills to be matched to the specific activities/event/projects and specifically aligned to the unit of instruction
☐	9.4 Leadership and employability activities provide opportunities for students to participate in community service and service-learning activities.
☐	9.5 Leadership activities provide opportunities for students to participate in regional, state or national competitions.
☐	9.6 School/district makes reasonable provision for release time for the advisor(s) to participate in Leadership activities.
☐	9.7 If course is using a locally developed leadership plan, it must demonstrate the leadership skills (21st century skills) practiced at the highest level through classroom integration of programs and activities and through a Program of Work. The plan (Program of Work) must be approved by OSPI and meet or exceed the standards of the recommended CTSO.

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LONG-RANGE PLANNING

CRITERIA 10
There is a 5-year written plan that provides program direction and improvement.
QUALITY INDICATORS

☐	10.1 District conducts an annual evaluation of Career and Technical Education programs using standards and indicators.
☐	10.2 Instructors have developed a 5-year Goal Chart that is reviewed and updated annually. The program instructor identifies goals and objectives in relation to the Career and Technical Program Standards and indicators based on the program evaluation. • Plans may include strategies for articulation with other education institutions; establishing and maintaining industry and education partnerships; achieving skills certificates or recognized credentials; repairing, replacing and purchasing equipment; recruiting and mentoring students, etc.
☐	10.3 Recommendations and suggestions provided by district and school administrators, accreditation teams, counselors, and advisory committees are considered in developing the plan.

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ADVISORY COMMITTEE

CRITERIA 11

The program utilizes an advisory committee. Functions of the advisory committee include development, implementation, and annual program evaluation, and long-range planning.

QUALITY INDICATORS
☐	11.1 Program utilizes an advisory committee with appropriate representation, such as business, industry, education, community, government agencies, and special population groups. • What are the demographics of the CTE advisory committees in terms of gender, color, national origin and disabilities?
☐	11.2 The advisory committee provides input and recommendations for program improvements.
☐	11.3 The advisory committee meets three or more times per year and has written minutes on file with the CTE Office.

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PROGRAM OF STUDY

CRITERIA 12

Program of Study for each approved career and technical education program has been implemented which sequences academics and career and technical education content, leading students to attain a postsecondary degree, industry-recognized certificate or credential, or entry into the work place with a skill set conducive toward career advancement.

QUALITY INDICATORS
☐	12.1 CTE courses are organized into a program of study that includes Scope and Sequence of courses that are articulated to build depth of knowledge and skills without redundancy and they integrate opportunities for students to gain firsthand experience in the career field. Exploratory and Preparatory courses are included in the Program of Study.
☐	12.2 Courses offered allow students to complete or concentrate in a CTE career cluster and/or pathway preparing for transition to post-secondary education.
☐	12.3 The pathway includes a formal apprenticeship, certificate program, a two-year degree program or a four-year degree program.
☐	12.4 The program of study is fully aligned with current technical content standards.
☐	12.5 Curriculum is related to foundational knowledge and skills of broad range of career options in related program of study.
☐	12.6 Academic (Washington State Learning standards) and career and technical education content is aligned and integrated in a coordinated, non-duplicative progression of courses.

☐	12.7 The program of study leads to an industry-recognized certificate or credential at the secondary level, if applicable, and/or leads to an industry-recognized certificate or credential and/or dual credit at the postsecondary level.

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CERTIFICATION, WORKBASED LEARNING

CRITERIA 13A
Certifications – assessment of student competency of knowledge and skills as determined by industry defined standards.
QUALITY INDICATORS

☐	13A.1 Course/programs leads to certificate or credential state or nationally recognized by trade, industry or other professional association as necessary for employment or advancement.
☐	13.A.2 Instruction leads to state/nationally recognized industry assessment or certification necessary for employment or job advancement in field and/or articulated college credit leading to post-secondary education.

CRITERIA 13B
Work Based Learning provides students with experiences and understanding of all aspects of the industry students are entering. WBL opportunities are identified in Washington WBL Learning document.

☐	13B.1 Job shadows, mentors, community service, and other activities for student learning in the community are available.
☐	13B.2 Worksite learning (internships) is available to students completing the program.
	13B.3 Students are able to complete a qualifying class in their pathway for a work based learning assignment.
☐	13B.4 Through instruction students experience and develop understanding in all aspects of industry associated with specific CTE courses.

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CAREER GUIDANCE

CRITERIA 14
QUALITY INDICATORS

☐	14.1 Demonstrate knowledge of career options within related career cluster or pathways is integrated into the curriculum.
☐	14.2 Career planning, career development and/or transition to employment and post-secondary.
☐	14.3 Provides access for students to information regarding career awareness and planning with respect to an individual's occupation and academic future.
☐	14.3 Career guidance and academic counseling provided to students to include information about post-secondary education and training options, industry certification, and employment.

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PROGRAM EVALUATION

CRITERIA 15
The program is Evaluated by the Advisory (Evidence is with the completion of this Program Evaluation Form and submitted.)
Additional Information and/or Comments: Click or tap here to enter text.

PROFESSIONAL DEVELOPMENT

CRITERIA 16
Instructors participate in appropriate professional association and professional development activities.
QUALITY INDICATORS

☐	16.1 Instructors maintain membership in related state and national professional organizations.

☐	16.2 Instructors strive to upgrade their skills and knowledge by attending conferences, conventions, college courses, staff development in-service, and other sources of training.
☐	16.3 Instructors participate in required training and complete approved preparation and yearly in-services requirements (if applicable) for programs such as Applied Math, AP, CASE, Core Plus and Project Lead the Way.
☐	16.4 Instructors participate in job shadows, internships, and industry site visits.
☐	16.5 Instructors use scientific based research and data to improve instruction.
☐	16.6 Instructor uses practices to involve and engage in parent and community.

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SIGNATURE PAGE

After the evaluation has been filled out, attach the Goal Chart and have the following page signed and turn in a hard copy to the CTE Office with scores from the advisory attached.

Advisory Chairperson	Printed Click or tap here to enter text.	Signature	Date Click or tap to enter a date.
CTE Instructor	Printed Click or tap here to enter text.	Signature	Date Click or tap to enter a date.
Advisory Person 2	Printed Click or tap here to enter text.	Signature	Date Click or tap to enter a date.
Advisory Person 1	Printed Click or tap here to enter text.	Signature	Date Click or tap to enter a date.
CTE Director	Printed Click or tap here to enter text.	Signature	Date Click or tap to enter a date.
Building Principal	Printed Click or tap here to enter text.	Signature	Date Click or tap to enter a date.