

CTE Standards and Possible Evidence Matrix

Standard 1: Policies and Procedures		
<i>Administrative policies and procedures promote Career and Technical Education preparation program development and implementation.</i>		
<i>Local Education Agency (LEA) policies will:</i>		
Sub-Standard	Explanation of Importance	Examples of Possible Evidence
<p>1.A: Include formal procedures for the design, implementation, and continuous improvement of career preparation programs</p>	<p>It is imperative that programs follow specific procedures that ensure multiple aspects of the program will be continuously reviewed and improved upon to maintain quality.</p>	<ul style="list-style-type: none"> • Documentation of an industry or advisory board routinely assessing the program, including a list of membership (formal agendas, sample meeting minutes) • Documentation of routine procedures that result in improvement efforts directly impacting the program (description of process, sample of changes made for improvement)
<p>1.B: Clearly describe admissions, policies and procedures, selection criteria, enrollment conditions, and appeals processes</p>	<p>The admission policies of the program must be clear and public and may not discriminate based on race, religion, sexual orientation, disability or district of residence and are comprehensible to CTE administrators, staff, students and parents.</p>	<ul style="list-style-type: none"> • Published copies of admissions policy and procedure, application forms, appeals process and enrollment policy. • Samples of acceptance and/or denial letter as applicable • Documentation of recruitment efforts across ALL types of students
<p>1.C: 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.</p> <p>7.D: 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.</p> <p>Relates to: 2.A, 2.B, 5.A.3, 5.C.2</p>	<p>Credentials and postsecondary credits earned in high school help prepare students for and are a reliable predictor of workplace and postsecondary success. Advanced standing is associated with lowered costs and accelerated completion of an apprenticeship or training program.</p>	<ul style="list-style-type: none"> • Current documentation of program maintaining formal agreements/partnerships with postsecondary institutions, industry and business partners to award credits, credentials, advanced standing and/or preferred job placement • Published information of the opportunities associated with the program and students are made aware of opportunities • List of available credential earning opportunities. Metrics related to earning rates of students concentrating in program • Programs should be able to report student outcomes and earning rates
<p>1.D: Ensure the review and evaluation of student outcome data including achievement gaps.</p>	<p>Consistent and regular review and using disaggregated student data to inform program design and support students' individual needs will ensure continuous improvement of the program and better student outcomes</p>	<ul style="list-style-type: none"> • Current documentation that program review includes evaluation of and recommendations for improvement based on disaggregated student outcomes and achievement. Including but not limited to CTE Accountability Measures • Documentation of scheduled time for data evaluation, data presentations to advisory boards, regular cycle of assessments

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Standard 3: Program Operations		
<i>Career preparation programs shall operate with appropriate supports and resources necessary to meet or exceed OSHA and program-specific standards and quality.</i>		
<i>Career preparation programs will:</i>		
Sub-Standard	Explanation of Importance	Examples of Possible Evidence
3.A: Ensure the health and safety of students at all school and technical facilities used for instruction and training.	A safe environment is the first priority of any CTE program.	<ul style="list-style-type: none"> • Regular safety inspection schedule and up-to-date inspections • Number of reported program related accidents and/or injuries to students and/or staff
3.B: Provide access for students to adequate and appropriate facilities, equipment and supplies.	Students in CTE programs learn through experience. To provide quality technical learning experiences CTE program must provide adequate facilities and up-to-date equipment and supplies that provide all students access to learning experiences using the appropriate tools.	<ul style="list-style-type: none"> • Ratio of students to work stations, and as applicable documentation ratio is in line with industry standards • Current documentation that facilities and equipment are accessible for all students and comply with industry standards • Supplemented through student, instructor interview & classroom observation
3.C: Ensure that facilities and equipment used for instructional or training purposes are current with business and industry standards. 3.D: Provide all students with access to up-to-date technology.	<p>CTE programs are valuable to students only if they are current with business and industry standards. Students need to be trained in accordance with business and industry standards.</p> <p>Learning on up-to-date technology will ensure students graduate with the desirable industry skills and knowledge to prepare them for postsecondary success.</p>	<ul style="list-style-type: none"> • Documentation of a major supply, equipment or capital investment program • Recency of durable investments or capital improvement • Program maintenance and replacement schedule • History of maintenance, replacement and/or upgrade for major equipment • Documentation of recently updated software or technology, as appropriate • A program design or plan that includes provisions for updating technology on a routine basis <p style="color: red;">Supplemented through instructor interview</p>

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Standard 4: Staffing, Certification, and Professional Development		
<i>Career preparation programs ensure students have access to sufficient instructional staff qualified in the knowledge & skills necessary to provide rigorous academic & technical instruction. High quality preparation programs ensure:</i>		
Sub-Standard	Explanation of Importance	Examples of Acceptable Evidence
4.A: Teacher certifications will meet RIDE Educator Certification regulations.	Quality instructors are the cornerstone to ensure quality programs and better student outcomes. All CTE teachers are held to the same standards as traditional educators in addition to applicable industry credentials and certificates.	<ul style="list-style-type: none"> • Indicate how many instructors are a part of your program and include the instructor roster, RIDE educator certificates or emergency certificates. These are required to be uploaded
4.B: Staffing levels are consistent with program requirements and/or business and industry standards and sufficient to meet the needs of students.	Adequate staffing levels that meet industry standards ensure the safety of students and can optimize personalized instructional opportunities.	<ul style="list-style-type: none"> • Student to teacher ratio and demonstrate how it aligns to applicable industry standards • Describe the staffing policy as related to the program and industry standards as applicable and provide student to teacher ratios • Supplemented through student interview
4.C: Teachers or instructors are trained in the academic and technical knowledge and skills aligned to industry standards in areas to which they are assigned.	Instructors must possess the appropriate academic and industry training to ensure students enrolled in CTE programs are receiving quality instruction that is supported by direct instructor knowledge and experience.	<ul style="list-style-type: none"> • Documentation instructors possessing active credentials and/or certificates, and/or experiences and/or endorsements as applicable to the program and industry • Documentation of relevant meaningful industry experiences within the last 5 years (such as an educator externship)
4.D: Teachers and instructors remain current in academic and technical skill through participation in regular professional development activities	Professional development ensures instructors possess current skills and knowledge and are committed to improving their expertise. Continuous improvement to ensure program quality goes hand in hand with efforts to continuously improve instructor skills and knowledge.	<ul style="list-style-type: none"> • Provide the best examples (no more than three) of high quality PD that demonstrate instructor commitment to remaining current in academic and technical skills. Include sign in sheet to confirm attendance in the provided PD examples • Relevant credentials, certificates and endorsements earned in the last 3 years • Supplemented through instructor interview

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Standard 5: Curriculum, Instruction and Technical Skill Assessment		
<i>Innovative and creative approaches to secondary curriculum, instruction and assessment facilitate students' successful completion of career preparation programs and transitions to postsecondary education and training careers.</i>		
Sub-Standard	Explanation of Importance	Examples of Acceptable Evidence
<p>5.A: A comprehensive, rigorous career preparation program curriculum will:</p> <p>5.A.1: Align to state adopted academic standards and skills</p> <p>7.A Effective programs align curriculum with applied learning and career readiness skills, state adopted and nationally recognized academic standards, and industry recognized standards.</p>	<p>A CTE curriculum must align to and reinforce state adopted academic standards to give students every opportunity to master technical skills as well as foundation academic skills.</p> <p>The purpose of a career preparation program is to ensure students gain fundamental knowledge and skills specific to an industry through foundational technical knowledge and applied learning to develop necessary skills.</p>	<ul style="list-style-type: none"> • If using, provide a sample of nationally-recognized or commercial curriculum. • If local, curriculum should provide curriculum framework aligned to state academic standards and skills • Samples of areas where the program curriculum is aligned to state standards and where applicable to industry standards • Supplemented through instructor interview
<p>5.A.2: Include experiences and instruction necessary for all students to attain work-readiness and fundamental technical knowledge and skills.</p>	<p>Rigorous technical programs require at least three intensive, connected non-duplicative courses. Three courses enables students to get a deep experience and acquire higher levels of technical skills</p>	<ul style="list-style-type: none"> • Documentation of students in the field, examples of project-based technical learning built into the curriculum • Course syllabus shows planned experiences and applied learning • Supplemented through instructor interview
<p>5.A.3: Ensure a minimum of three non-duplicative courses, or the equivalent, that result in opportunities for earning industry-recognized credentials whenever applicable to the program, and/or postsecondary credits, and/or advanced standing in training programs or jobs.</p> <p>Relates to 1.C</p>	<p>Quality programs will utilize a variety of learning approaches that allow students to work independently, remain engaged, and make key connections to technical and academic coursework. Through contextualized work, project and problem-based approaches students will develop a critical thinking and problem solving skills and an understanding of why and how to use their knowledge and skills.</p>	<ul style="list-style-type: none"> • Documentation of the program of study that includes at least three non-duplicative courses, or equivalent that is required for successful completion • Courses building, prerequisite requirements, involvement of guidance counselor as applicable
<p>5.B: Effective instruction and learning strategies will:</p> <p>5.B.1: Integrate academic, technical and industry standards, knowledge and skills.</p> <p>7.C. To prepare students for postsecondary success effective programs provide students with embedded credit earning opportunities that integrate academic and technical skill development opportunities</p>	<p>Quality programs will utilize a variety of learning approaches that allow students to work independently, remain engaged, and make key connections to technical and academic coursework. Through contextualized work, project and problem-based approaches students will develop a critical thinking and problem solving skills and an understanding of why and how to use their knowledge and skills.</p>	<ul style="list-style-type: none"> • Examples of student work that exemplify integrated academic and technical knowledge • Documentation of core academic area credit given for technical course (ELA, Math, Science, Social Studies, Arts, Technology) • Supplemented through student, instructor interview & <u>classroom observation</u>
<p>5.B.2: Employ contextualized work-based, project-based, and problem-based learning approaches</p> <p>7.B: Provide students access to career-based and work-site learning experiences.</p>	<p>With multiple and varied opportunities to show students' knowledge and skills, instructors will be able to ensure all students are reaching technical proficiency needed for success. High quality programs combine both informal assessments to demonstrate technical proficiencies as well as formal opportunities for students to earn national/industry approved credentials through formal assessments.</p>	<ul style="list-style-type: none"> • List of scheduled assignments/projects that employ work- project- and problem-based learning along with the number of students participating • Description of and numbers of students participating in internships or other work-based experiences • Supplemented through student, instructor interview & <u>classroom observation</u>
<p>5.C: Well-developed technical skills assessments will include:</p> <p>5.C.1: Multiple opportunities for students to demonstrate technical skill proficiency</p>	<p>With multiple and varied opportunities to show students' knowledge and skills, instructors will be able to ensure all students are reaching technical proficiency needed for success. High quality programs combine both informal assessments to demonstrate technical proficiencies as well as formal opportunities for students to earn national/industry approved credentials through formal assessments.</p>	<ul style="list-style-type: none"> • Provide documentation, schedules and/or descriptions of the activities in the following assessment areas: Technical Skill, Interim, Formative (formal/informal) Summative • Course syllabus shows planned, multiple & varied assessments • Supplemented through student & instructor interview
<p>5.C.2: National and/or industry-approved technical skills assessments offering opportunities to earn industry-recognized credentials whenever applicable to the program</p>	<p>With multiple and varied opportunities to show students' knowledge and skills, instructors will be able to ensure all students are reaching technical proficiency needed for success. High quality programs combine both informal assessments to demonstrate technical proficiencies as well as formal opportunities for students to earn national/industry approved credentials through formal assessments.</p>	<ul style="list-style-type: none"> • Records of the types of credentials offered and technical assessments given • How many students took the opportunities and how many succeed. • Supplemented through student & instructor interview

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Standard 6: Supplemental and Support Services <i>Comprehensive supplemental services enable all students to access academic, personal/social and career supports to maximize their potential for success.</i> Supplemental support service systems will ensure:		
Sub-Standard	Explanation of Importance	Examples of Acceptable Evidence
<p>6.A: Students have access to the system of supports and services described in state statutes and regulations.</p> <p>6.B: Students have the opportunity to engage in a goal setting and planning process that supports their academic, career, and personal/social goals and individual needs.</p>	<p>Integration with and access to the traditional support system will allow instructors and students to effectively manage students' personal pathway and ensure their specific needs are being met.</p> <p>Guidance and supplemental services allow all students to be involved in their academic, career and personal goals. As students continue to understand why and how their various experiences tie together to reach their goals, they will be more invested in their own success.</p>	<ul style="list-style-type: none"> • Documentation that program has integrated supports from guidance and advisory • Current enrollment percentages of students with IEP, ELL, Progress Plan and PLP with description of specific supports • Supplemented through student & instructor interview • Documentation that students' ILP and postsecondary planning reflect their pursuit of technical training • Evidence that planning and goal setting is integrated into lessons and/or the program • Supplemented through student & counselor interview
<p>6.C: Students have access to the services provided through a Comprehensive School Counseling program.</p>	<p>Effective counseling will help ensure students take time to consider and evaluate their career interests and determine the path that best suits their needs and maximize their potential for postsecondary success.</p>	<ul style="list-style-type: none"> • Documentation that demonstrates the degree to which counselors have awareness and knowledge of the program • Evidence of counseling and planning services provided regularly for the student throughout the program of study • Supplemented through student & counselor interview

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Standard 7: Secondary to Postsecondary Transition <i>Effective programs ensure that students graduate college and career ready and are prepared to transition to postsecondary education, training and careers.</i> <i>To prepare students for postsecondary success, effective programs:</i>		
Sub-Standard	Explanation of Importance	Examples of Acceptable Evidence
7.A: Align curriculum with applied learning and career readiness skills, state adopted and national recognized academic standards, and industry-recognized standards.	See 5.A.1.	
7.B: Provide students access to career-based and work-site learning experiences.	See 5.B.2	
7.C: Provide students with embedded credit earning opportunities that integrate academic and technical skill development opportunities.	See 5.B.1	
7.D: 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.	See 1.C.	