2019-2020 CTE Program Approval Rubrics

Contents

Part 1: Contact Information

School	<NAME>
Career Field	<NAME>

Part 2: Pathway Design

Credits and Credentials	NO	MOSTLY	YES
The application includes the selection of industry-recognized credentials and/or postsecondary academic credits that are required by the CTE Board Standards for the program's career field.	No inclusion of industry-recognized and/or postsecondary academic credits that are included in the CTE Board Standards for the program's career field (if NO, all items below are rated NO as well)		At least one industry-recognized credential and/or postsecondary academic credit that is required by the CTE Board Standards for the program's career field.
Required evidence: The application includes evidence of the ability for students to earn at least one of the credits/credentials included above.	Evidence not submitted OR previous item rated NO		Evidence of the ability for students to earn at least one of the credits/credentials included above submitted
The application describes *how* the program/LEA will ensure that all students have opportunities to earn the industry-recognized credentials, and/or postsecondary credits included above. Applicants that provide multiple culminating credits and/or credentials explain the circumstances that pertain to earning each credential or credit-earning opportunity.	Applicant provides approach that will not ensure that all students have opportunities to earn the industry-recognized credentials, and/or postsecondary credits included above OR there are no opportunities.	Applicant provides explanation of how program/LEA will ensure that all students have opportunities to earn the industry-rec credentials, and/or postsecondary credits included. If multiple opportunities, applicant does not explain circumstances specific to each.	Applicant provides explanation of how program/LEA will ensure that all students have opportunities to earn the industry-recognized credentials, and/or postsecondary credits included above AND if there are multiple opportunities, applicant explains circumstances specific to each
Required evidence: The application includes evidence of a policy that states that all students in the pathway are required to earn the	Evidence not provided or insufficient		Evidence demonstrates requirement

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credit(s)/credential(s) included above.			
Key Concerns (required for all red and yellow ratings):			

Additional Requirements	NO	MOSTLY	YES
Briefly explain how students in your program are required to meet the "additional requirements" column of the CTE Board Standards. Identify the page number and section where we can find this information in your attached evidence.	Explanation of how students in program are required to meet the "additional requirements" column of the CTE Board Standards unclear		Clear explanation of how students in program are required to meet the "additional requirements" column of the CTE board standards provided.
Required Evidence: Policy document making it clear that all students in that pathway must meet the additional requirements included in the CTE Board Standards	Evidence not provided or insufficient		Evidence demonstrates requirement
Key Concerns (required for all red and yellow ratings):			

Course Sequence	NO	MOSTLY	YES
Complete table	Table does not include at least three courses OR is incomplete		Table completed for at least three courses
Course order / sequence	The applicant does not provide a set of at least three connected courses		The applicant provides a sequence of at least three connected courses.
Required evidence: Document(s) reflecting course completion requirements	Evidence not provided or insufficient		Evidence demonstrates requirement
Skill Development from Sequence	The applicant provides insufficient information regarding how this sequence of courses will enable students to gain CTE Board established entry level skills for		The applicant provides sufficient information regarding how this sequence of courses will enable students to gain CTE Board established entry level skills for

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			the relevant career field
Key Concerns (required for all red and yellow ratings):			

Instructor	NO	MOSTLY	YES
Instructor Certification	Applicant did not provide current, relevant teacher certification for each teacher in proposed program.		Applicant provided current, relevant teacher certification for each teacher in proposed program.
Instructor Qualifications	Information provided does not indicate instructor(s) industry experience or how instructor(s) stay current on industry practice.		Information provided indicates instructor(s) industry experience and sufficient information regarding how instructor(s) stay current on industry practice.
Key Concerns (required for all red and yellow ratings):			

PBGA	NO	MOSTLY	YES
Overview of PBGA and pathway connection	The applicant does not provide information about the school's proficiency based graduation assessment	The applicant provides information about the school's proficiency based graduation assessment that is/will not be connected to the pathway without a sufficient rationale for why	The applicant provides information about the school's proficiency based graduation assessment that is/will be connected to the pathway or provides a sufficient rationale for the assessment not being connected to the pathway
Key Concerns (required for all red and yellow ratings):			

Course Details (Each) – Externally-Validated Courses

Course Information	NO	MOSTLY	YES
The course has been externally validated including national curriculum accreditation, AP, dual/concurrent enrollment, etc.	The course is not externally validated by an accredited third-party organization or institution.		The course is externally validated by an accredited third-party organization or institution.
Required Evidence: Demonstration of accreditation for course	Evidence not provided or insufficient		Evidence demonstrates requirement
Key Concerns (required for all red and yellow ratings):			

Course Details (Each) – Locally-Developed Courses

Course Information	NO	MOSTLY	YES
Topics Covered / State Academic Standards and Skills	Topics covered are not relevant to career field. OR There is not a clear explanation for the flow of topics over the year. OR Any work-based learning activity is not related to course content.	Topics covered are somewhat relevant to career field. There is a vague explanation for the flow of topics over the year. AND Any work-based learning activity is somewhat unrelated to course content.	Topics covered are relevant to career field. AND There is a clear explanation for the flow of topics over the year. AND Any work-based learning activity is well-connected to course content.
Required Evidence: Syllabus	Evidence not provided or insufficient		Evidence demonstrates requirement
Industry Involvement in Development of Course	Program did not consult with employers OR does not describe how the program incorporated employers' advice.	Program consulted with one employer or employer representatives with little experience in the field. OR It is unclear how the program addressed employers' advice.	Program consulted with two or more employers with significant expertise and credibility in the field. AND Clear description of how the program addressed employers' advice.

Required Evidence: Endorsement, approval or engagement of industry partners in course development	Evidence not provided or insufficient		Evidence demonstrates requirement
Data driven instruction	Course has no goal. OR Program does not regularly assess students (at least monthly) OR has insufficient or no plan/system to respond to student data.	Course has a goal, but it is not a SMART goal (e.g. is vague, not measurable, etc.). AND Program includes assessment infrequently (less than once a month). AND Program states that is responds to student data, but lacks details or a clear system.	Course goal is a SMART goal. AND Program includes some form of assessment on at least a monthly basis, and has a clear system for responding to student assessment data.
Rigor / Progress towards credential	Program does not adequately explain how level of rigor matches that of the culminating credential. OR Explanation is vague and lacks any of the following: evidence of student pass rates, alignment with professionally-developed materials, or specific examples of efforts taken to align coursework to the credential exam.	Program explains how level of rigor matches that of the culminating credential, but description is unconvincing or incomplete. AND Explanation includes description of alignment with professionally-developed materials or examples of efforts taken to align coursework to the credential exam, but the descriptions are vague or not connected to the course's rigor.	Program convincingly explains how level of rigor matches that of the culminating credential. AND Explanation cites evidence of student pass rates, alignment with professionally-developed materials, or specific examples of efforts taken to align coursework to the credential exam.
Required Evidence: Sample Assessment	Evidence insufficient		Evidence demonstrates requirement

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Required Evidence (Existing Programs only): Student work example	Evidence insufficient		Evidence demonstrates requirement
Instruction / Pedagogy	Program does not articulate a pedagogical approach. OR Program has no real plan to integrate academic, technical, and essential skills.	Program articulates a clear pedagogical approach, but it is unclear why that approach best serves students. AND Program has a vague plan to integrate academic, technical, and essential skills.	Program articulates a clear pedagogical and justifies that approach with evidence, such as student outcomes or best practices from respected organizations. AND Program has a clear plan to integrate academic, technical, and essential skills.
Required Evidence: Lesson Plan	Evidence not provided or insufficient		Evidence demonstrates requirement
Key Concerns (required for all red and yellow ratings):			

Part 3: Work-based Learning

Program Level	NO	MOSTLY	YES
The Summary Table includes at least one work-based learning activity that meets the Governor's Workforce Board standards.	Table does not include one work-based learning activity that meets the GWB standards		Table includes at least one work-based learning activity that meets the GWB standards
The application narrative provides a description of how the program will ensure that all students complete the minimum WBL requirements.	Description of how the program will ensure that all students complete the minimum WBL requirements is unclear or does not include all students		Description of how the program will ensure that all students complete the minimum WBL requirements is clear and inclusive
Required evidence: The application includes evidence that documents that students are required to engage in this WBL	Evidence not provided or insufficient		Evidence demonstrates requirement

experience (e.g. pathway syllabus, course document, etc.).			
Narrative includes a description of the **data system(s)** used to track student participation in work-based learning, that includes the following elements:			
(A) Type of work-based learning (internship, school-based enterprise, industry project, apprenticeship, or service learning project	Narrative does not address or is insufficient		Narrative demonstrates requirement
(B) Number of hours each student completed	Narrative does not address or is insufficient		Narrative demonstrates requirement
(C) Courses associated with the WBL	Narrative does not address or is insufficient		Narrative demonstrates requirement
(D) Whether the WBL activity is paid	Narrative does not address or is insufficient		Narrative demonstrates requirement
(E) Whether the WBL activity earns academic credit and, if so, what type of credit	Narrative does not address or is insufficient		Narrative demonstrates requirement
(F) Whether the WBL activity provides opportunities for students to earn credits or credentials	Narrative does not address or is insufficient		Narrative demonstrates requirement
Required evidence: The application includes evidence of a data system that includes the data elements from above (sample form, data export, etc.).	Evidence not provided or insufficient		Evidence demonstrates requirement
Key Concerns (required for all red and yellow ratings):			

Activity Overview (Each)

Activity Overview	NO	MOSTLY	YES	N/A
The application includes a brief description of the activity.	Narrative does not include brief description		Narrative includes brief description	
Required evidence: The application includes evidence of the WBL activity, including at least one of the following:	The applicant does not provide at least one quality evidence from the required list.		The applicant provides at least one evidence that demonstrates the requirement from the required list.	
(A) Syllabus, description of the WBL activity	Evidence insufficient		Evidence demonstrates requirement	not submitted
(B) Rubric used to evaluate the activity	Evidence insufficient		Evidence demonstrates requirement	not submitted
(C) Certificate of approval of the apprenticeship by the Rhode Island Apprenticeship Council (required for apprenticeships)	Evidence insufficient		Evidence demonstrates requirement	not submitted
Key Concerns (required for all red and yellow ratings):				

Skills and Outcomes	NO	MOSTLY	YES
Application provides examples of technical skills students will gain as a result of this WBL project AND a valid and rigorous method for skill measurement.	Narrative does not provide examples of technical skills students will gain as a result of this WBL project OR narrative does not provide a rigorous and valid method for skill measurement	Narrative provides examples of technical skills students will gain as a result of this WBL activity AND the method for skill measurement lacks rigor	Narrative provides examples of technical skills students will gain as a result of this WBL project AND narrative provides a rigorous method for skill measurement
Application provides examples of essential skills students will gain as a result of this WBL project AND a valid and rigorous method for skill measurement.	Narrative does not provide examples of essential skills (collaboration and teamwork, communication, critical thinking and problem solving,	Narrative provides examples of essential skills (collaboration and teamwork, communication, critical thinking and problem solving, initiative and self-	Narrative provides examples of essential skills (collaboration and teamwork, communication, critical thinking and problem solving, initiative and self-

		MOSTLY	
	initiative and self-management, and professionalism) students will gain as a result of this WBL project AND narrative does not provide a rigorous and valid method for skill measurement	management, and professionalism) students will gain as a result of this WBL activity AND the method for skill measurement lacks rigor	management, and professionalism) students will gain as a result of this WBL project AND narrative provides a rigorous method for skill measurement
Application provides examples of academic skills students will gain as a result of this WBL project AND a valid and rigorous method for skill measurement.	Narrative does not provide examples of academic skills students will gain as a result of this WBL project AND narrative does not provide a rigorous and valid method for skill measurement	Narrative provides examples of academic skills students will gain as a result of this WBL activity AND the method for skill measurement lacks rigor	Narrative provides examples of academic skills students will gain as a result of this WBL project AND narrative provides a rigorous method for skill measurement
Application describes the final presentation component of this WBL activity, including all of the following: student expectations, format and audience.	Final presentation component does not include student expectations OR format OR audience		Final presentation component of this WBL activity includes student expectations AND format AND audience.
Key Concerns (required for all red and yellow ratings):			

Academic Alignment	NO	MOSTLY	YES
Application includes strategies that will be used to ensure that the WBL activity meaningfully connects to coursework and builds on knowledge and skills. The narrative includes pre- or post-activity coursework associated with the WBL activity. Pre-activity coursework provides knowledge and skills that can be directly be applied and/or expanded upon during the WBL activity. Post-activity coursework reinforces and expands upon	Pre- activity coursework associated with the WBL activity does not provide knowledge and skills that can be directly applied and/or expanded during the WBL activity OR post-activity coursework does not reinforce and expand upon knowledge and skills		Pre- activity coursework associated with the WBL activity provides knowledge and skills that can be directly applied and/or expanded during the WBL activity AND post-activity coursework reinforces and expands upon knowledge and skills gained during the WBL activity

knowledge and skills gained during the WBL activity.	gained during the WBL activity		
Key Concerns (required for all red and yellow ratings):			

Employer Engagement	NO	MOSTLY	YES
Application includes core responsibilities to which the school will hold the employer.	Core responsibilities to which school will hold employer are not included		Core responsibilities to which the school will hold employer that are listed in the GWB standards are included.
Application includes at least one goal for the employer's experience AND a valid and rigorous method to measure goal attainment.	Narrative does not provide at least one goal for the employer's experience AND narrative does not provide a rigorous and valid method for skill measurement	Narrative does not provide at least one goal for the employer's experience OR narrative does not provide a rigorous and valid method for skill measurement	Narrative provides at least one goal for the employer's experience AND narrative provides a rigorous and valid method for skill measurement
Required evidence: Application includes evidence of relationship with employer (MOA, letter from employer, etc.)	Evidence not provided or insufficient		Evidence demonstrates requirement
Key Concerns (required for all red and yellow ratings):			

Part 4a: Operations – Existing Programs

Admissions	NO	MOSTLY	YES
Narrative: How does your program address any disproportionate enrollment or performance of specific student groups (i.e. gender, race, poverty, ELL, special education, etc.)?	Strategy that ensures equal access for all students does not exist.	Strategy intended to ensure equal access for all students exists, but analysis of enrollment data and subsequent recruitment strategy revision should enrollment gaps be identified does not exist	Strategy ensures equal access for all students AND enrollment data is analyzed and recruitment strategies revised should enrollment gaps be identified

Required evidence – Admissions Policy: The application includes copies of admissions policy and procedure, application forms, appeals process and enrollment policy	Evidence not provided or insufficient		Evidence demonstrates requirement
Required evidence – Student and family-facing documents: The application includes sample application forms and acceptance and denial letters in languages of significant minority populations in the CTE region.	Evidence not provided or insufficient		Evidence demonstrates requirement
Key Concerns (required for all red and yellow ratings):			

Health and Safety	NO	MOSTLY	YES
Narrative: The application describes how the safety of all students participating in the program is ensured. This includes safety procedures for any potentially dangerous materials or equipment that may occur at school or during a work-based learning experience.	Description of how the safety of all students participating in the program is ensured does not include safety procedures for any potentially dangerous materials or equipment that may occur at school or during a work-based learning experience. Facility does not have current inspections; OR IF there has been an accident in the last five years: • Documentation is unclear or insufficient; OR • Documentation lacks follow-up to mitigate future risk.	Description of how the safety of all students participating in the program is ensured includes safety procedures for any potentially dangerous materials or equipment that may occur at only one of the following: • School OR • Work-based learning experience	Description of how the safety of all students participating in the program is ensured does includes safety procedures for any potentially dangerous materials or equipment that may occur at school or during a work-based learning experience.
Required evidence: Application includes evidence of most recent inspection	Evidence not provided or insufficient		Evidence demonstrates requirement

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	NO	MOSTLY	YES	N/A
Narrative: Application identifies and describes any injuries to students or staff in program in the past five years.	Injuries identified but not described.			No injuries reported OR identified injuries are described
Evidence: If injury has occurred in past five years, the application includes the accident report(s) associated with each incident.	Evidence not provided or insufficient			Evidence demonstrates requirement
Key Concerns (required for all red and yellow ratings):				

Facilities and Equipment	NO	MOSTLY	YES	N/A
Application describes a) how the school/LEA provides access for students to adequate and appropriate facilities, equipment, and supplies; b) describes how the school/LEA ensures that facilities and equipment used for instructional or training purposes involve up-to-date technology and meet current business and industry standards; and c) describes how industry has input into the technology that is selected/used in this program.	The program does not provide **all** students access to program specific facilities, equipment, supplies and/or workstations; **AND** Facilities and equipment is not up-to-date and does not meet current business and industry standards; **AND** industry does not have input into the technology that is selected/used in this program.	The program does not provide all students with access to program specific facilities, equipment, supplies and/or workstations; **OR** Facilities and equipment is not up-to-date and does not meet current business and industry standards; **OR** industry does not have input into the technology that is selected/used in this program.	The program provides all students with access to program specific facilities, equipment, supplies and/or workstations; **AND** facilities and equipment are up-to-date and does and meet current business and industry standards; **AND** industry has input into the technology that is selected/used in this program.	
Required evidence – Capital Investments: Application includes design or plan for regular capital investments to ensure up-to-date technology and equipment.	Evidence not provided or insufficient		Evidence demonstrates requirement	
Required evidence - Facilities Review: Application includes most recent facilities review that addresses the accessibility of the facility for students with disabilities.	Evidence not provided or insufficient		Evidence demonstrates requirement	

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Required evidence – Additional Information: Application includes at least one of the following:	Evidence not provided or insufficient		Evidence demonstrates requirement	
(A) Evidence of any facility tours from statewide advisory participation or an industry representative and their approval of the facility(ies)	Evidence insufficient		Evidence demonstrates requirement	not submitted
(B) Current documentation that facilities and equipment are accessible for all students and comply with industry standards.	Evidence insufficient		Evidence demonstrates requirement	not submitted
(C) Documentation of recent investment in capital improvements, equipment and technology	Evidence insufficient		Evidence demonstrates requirement	not submitted
Key Concerns (required for all red and yellow ratings):				

Student Supports	NO	MOSTLY	YES	N/A
Application includes a description of how the program will ensure students have access to the system of supports and services described in state statutes and regulations. Systems include providing students the opportunity to engage in a goal-setting and planning that supports their academic, career, and personal/social goals and individual needs.	Program has no system for addressing the needs of all students, including special populations; OR offers no formal and/or informal postsecondary goal-setting and opportunities that support their academic, career, and personal/social goals and individual needs		Program has a system for addressing the needs of all students, including special populations; AND offers formal and/or informal postsecondary goal-setting opportunities that support their academic, career, and personal/social goals and individual needs	
Required Evidence: Application includes at least one of the following:	The applicant does not provide at least one quality evidence from the required list.		The applicant provides at least one evidence that demonstrates the	

				requirement from the required list.	
(A) Documentation that the program has integrated supports from guidance and advisory	Evidence insufficient			Evidence demonstrates requirement	not submitted
(B) Evidence that planning and goal setting is integrated into lessons and/or the program	Evidence insufficient			Evidence demonstrates requirement	not submitted
(C) Evidence of counseling, advising, and planning services provided regularly for the student throughout the program of study	Evidence insufficient			Evidence demonstrates requirement	not submitted
Required Evidence: Application includes at least one of the following:	The applicant does not provide at least one quality evidence from the required list.			The applicant provides at least one evidence that demonstrates the requirement from the required list.	
(A) Current enrollment percentages of students with IEP, ELL, Progress Plan and PLP with description of specific supports;	Evidence insufficient			Evidence demonstrates requirement	not submitted
(B) Relevant documentation from students' IEPs or ILPs;	Evidence insufficient			Evidence demonstrates requirement	not submitted
(C) Documentation that students' ILP and postsecondary planning reflect their pursuit of technical training.	Evidence insufficient			Evidence demonstrates requirement	not submitted
Key Concerns (required for all red and yellow ratings):					

Partnerships	NO	MOSTLY	YES	N/A
Program applicant participates in a statewide advisory (if no, skip next 2 rows)	Applicant does not participate in a statewide advisory		Applicant participates in a statewide advisory	
If program applicant participates in a statewide	State advisory attendees not		State advisory attendees	

advisory, application identifies the program faculty/administrators who attend the statewide advisory, and explains how participation in the advisory informs program quality	identified OR **no** example of how advisory participation informs program quality.		identified **AND** an example of how advisory participation informs program quality.	
Required evidence: If applicants participates in a statewide advisory, application provides documentation of an industry or advisory board routinely assessing the program, including a list of membership (formal agendas, sample meeting minutes)	Evidence not provided or insufficient		Evidence demonstrates requirement	
If not currently participating in a statewide advisory, application indicates a plan to join a statewide advisory, commitment from the school leadership to do so, and the timeframe for joining	No plan to join statewide advisory, commitment from the school leadership, and timeframe for joining		Plan is in place to join statewide advisory, with commitment from school leadership and timeframe	
The application describes how the program will include formal and/or informal relationships as necessary for support AND the application describes how the LEA/school will reflect the community and be representative of key stakeholders.	Program has no formal or informal agreements with partners that are specific to field; AND lacks a means through which all community stakeholders provide support and input specific to the field.	Program has a formal or informal agreement with partners that are specific to field; OR has a means through which community stakeholders provide support and input specific to the field	Program has at least one formal or informal agreement with partners that are specific to the field; AND has a means through which community stakeholders provide support and input specific to the field	
Required evidence: Application includes at least one of the following:	The applicant does not provide at least one quality evidence from the required list.		The applicant provides at least one evidence that demonstrates the requirement from the required list.	
(A) School calendar of program related events	Evidence insufficient		Evidence demonstrates requirement	not submitted

	NO		YES	
(B) Data on students being employed or interning with local or regional businesses	Evidence insufficient		Evidence demonstrates requirement	not submitted
(C) Opportunities for parent/guardian involvement	Evidence insufficient		Evidence demonstrates requirement	not submitted
(D) Other documentation that established partnerships are reflective of the community and/or region.	Evidence insufficient		Evidence demonstrates requirement	not submitted
Key Concerns (required for all red and yellow ratings):				

Part 4b: Operations – Planned Programs

Admissions	NO	MOSTLY	YES
Narrative: The application describes a strategy that will ensure equal access for all students, regardless of race, sex, poverty status, or disability. Application includes prior successes at addressing equity gaps in school.	Strategy that ensures equal access for all students does not exist AND prior successes at addressing equity gaps does not exist.	Strategy intended to ensure equal access for all students exists but has weaknesses OR prior successes at addressing equity gaps were minimally successful	Strategy ensures equal access for all students AND prior efforts at addressing equity gaps in school were successful.
Required evidence – Admissions Policy: The application includes copies of admissions policy and procedure, application forms, appeals process and enrollment policy	Evidence not provided or insufficient		Evidence demonstrates requirement
Required evidence – Student and family-facing documents: The application includes sample application forms and acceptance and/or denial letters in languages of significant minority populations in CTE Region	• Evidence not provided or insufficient		• Evidence demonstrates requirement
Key Concerns (required for all red and yellow ratings):			

Health and Safety	NO	MOSTLY	YES
Narrative: The application describes how the safety of all students participating in the program will be ensured. This includes safety procedures for any potentially dangerous materials or equipment that may occur at school or during a work-based learning experience.	Description of how the safety of all students participating in the program will be ensured does not include safety procedures for any potentially dangerous materials or equipment that may occur at school or during a work-based learning experience. Facility does not have current inspections; AND IF there has been an accident in the last five years: • Documentation is unclear or insufficient; OR • Documentation lacks follow-up to mitigate future risk.	Description of how the safety of all students participating in the program is ensured includes safety procedures for any potentially dangerous materials or equipment that may occur at only one of the following: • School OR • Work-based learning experience	Description of how the safety of all students participating in the program is ensured does includes safety procedures for any potentially dangerous materials or equipment that may occur at school or during a work-based learning experience.
Required evidence: policies addressing safety procedures	Evidence not provided or insufficient		Evidence demonstrates requirement

Facilities and Equipment	NO	MOSTLY	YES	N/A
Application describes a) how the school/LEA will provide access for students to adequate and appropriate facilities, equipment, and supplies; b) describes how the school/LEA will ensure that facilities and equipment used for instructional or training purposes will involve up-to-date technology and meet current business and industry standards; and c) describes how industry has input into the technology that is selected/used in this program.	The program will not provide **all** students access to program specific facilities, equipment, supplies and/or workstations; **AND** Facilities and equipment is not up-to-date and does not meet current business and industry standards; **AND** industry will not	The program will not provide all students with access to program specific facilities, equipment, supplies and/or workstations; **OR** Facilities and equipment is not up-to-date and does not meet current business and industry standards; **OR** industry will not	The program will provide all students with access to program specific facilities, equipment, supplies and/or workstations; **AND** facilities and equipment are up-to-date and does and meet current business and industry standards; **AND** industry has input into the	

			technology that is selected/used in this program.	
	have input into the technology that is selected/used in this program.	have input into the technology that is selected/used in this program.		
Required evidence – Application includes at least one of the following:	The applicant does not provide at least one quality evidence from the required list.		The applicant provides at least one evidence that demonstrates the requirement from the required list.	
(A) Evidence of any facility tours from statewide advisory participation or an industry representative and their approval of the facility(ies)	Evidence insufficient		Evidence demonstrates requirement	not submitted
(B) Current documentation that facilities and equipment are accessible for all students and comply with industry standards.	Evidence insufficient		Evidence demonstrates requirement	not submitted
Key Concerns (required for all red and yellow ratings):				

Student Supports	NO	MOSTLY	YES	N/A
Application includes a description of how the program will ensure students have access to the system of supports and services described in state statutes and regulations. Systems include providing students the opportunity to engage in a goal-setting and planning that supports their academic, career, and personal/social goals and individual needs.	Program has no system for addressing the needs of all students, including special populations; OR offers no formal and/or informal postsecondary goal-setting and opportunities that support their academic, career, and personal/social goals and individual needs		Program will have a system for addressing the needs of all students, including special populations; AND offers formal and/or informal postsecondary goal-setting opportunities that support their academic, career, and personal/social goals and individual needs	
Required Evidence: Application includes at least one of the following:	The applicant does not provide at least one quality		The applicant provides at least one evidence that	

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	evidence from the required list.			demonstrates the requirement from the required list.	
(A) Documentation that the program has integrated supports from guidance and advisory	Evidence insufficient			Evidence demonstrates requirement	not submitted
(B) Evidence that planning and goal setting is integrated into lessons and/or the program	Evidence insufficient			Evidence demonstrates requirement	not submitted
(C) Evidence of counseling, advising, and planning services provided regularly for the student throughout the program of study	Evidence insufficient			Evidence demonstrates requirement	not submitted
Key Concerns (required for all red and yellow ratings):					

Partnerships	**NO**	**MOSTLY**	**YES**	**N/A**
Program applicant participates in a statewide advisory (if no, skip next 2 rows)	Applicant does not participate in a statewide advisory		Applicant participates in a statewide advisory	
If program applicant participates in a statewide advisory, application identifies the program faculty/administrators who attend the statewide advisory, and explains how participation in the advisory informs program quality	State advisory attendees not identified OR **no** example of how advisory participation informs program quality.		State advisory attendees identified **AND** an example of how advisory participation informs program quality.	
Required evidence: If applicants participates in a statewide advisory, application provides documentation of an industry or advisory board routinely assessing the program, including a list of membership (formal agendas, sample meeting minutes)	Evidence not provided or insufficient		Evidence demonstrates requirement	
If not currently participating in a statewide advisory,	No plan to join statewide advisory,		Plan is in place to join statewide	

application indicates a plan to join a statewide advisory, commitment from the school leadership to do so, and the timeframe for joining	commitment from the school leadership, and timeframe for joining		advisory, with commitment from school leadership and timeframe	
The application describes how the program will include formal and/or informal relationships as necessary for support AND the application describes how the LEA/school will reflect the community and be representative of key stakeholders.	Program has no formal or informal agreements with partners that are specific to field; AND lacks a means through which all community stakeholders provide support and input specific to the field.	Program has a formal or informal agreement with partners that are specific to field; OR has a means through which community stakeholders provide support and input specific to the field	Program has at least one formal or informal agreement with partners that are specific to the field; AND has a means through which community stakeholders provide support and input specific to the field	
Required evidence: Application includes at least one of the following:	The applicant does not provide at least one quality evidence from the required list.		The applicant provides at least one evidence that demonstrates the requirement from the required list.	
(A) School calendar of program related events	Evidence insufficient		Evidence demonstrates requirement	not submitted
(B) Data on students being employed or interning with local or regional businesses	Evidence insufficient		Evidence demonstrates requirement	not submitted
(C) Opportunities for parent/guardian involvement	Evidence insufficient		Evidence demonstrates requirement	not submitted
(D) Other documentation that established partnerships are reflective of the community and/or region.	Evidence insufficient		Evidence demonstrates requirement	not submitted
Key Concerns (required for all red and yellow ratings):				

Part 5a: Student Outcomes Data – Existing Programs

Outcomes - Existing	NO	MOSTLY	YES	N/A
Student Data Table	Table incomplete OR data demonstrates students are not achieving program outcomes OR significant student group performance gaps exist in program outcome data.		Table is complete AND data demonstrates students are achieving program outcomes AND data does not display significant student group performance gaps exist in program outcome data.	
Optional narrative– Clarification on data reported above Looking over the data reported in this section, what are the strengths and weaknesses of your program? How will you plan to address the weaknesses?	Strengths not included OR weaknesses not included OR weaknesses included with no plan or an ineffective plan to address the weakness		Strengths and weaknesses included and a plan in place that will addresses the weakness.	Not answered
Key Concerns (required for all red and yellow ratings):				

Part 5b: Student Outcomes Data – Planned Programs

Outcomes Planned	NO	MOSTLY	YES
Status of CTE accountability data reporting	At least one CTE accountability metric is not collected OR either not reported to RIDE OR not planning to report to RIDE for the 2019-2020 school year.		All CTE accountability metrics are collected AND reported to RIDE or planning to report to RIDE for the 2019-2020 school year.
Key Concerns (required for all red and yellow ratings):			

Part 6: Signatures

Outcomes Planned	NO	MOSTLY	YES
Required signatures	Required signatures were not provided		Required signatures were provided