

# Attachment I: High-Quality Career Technical Education Program Evaluation & Plan

Name of Local Educational Agency (LEA):

**Directions:** The metrics in this rubric apply to students that are enrolled in career technical education (CTE) programs, programs of study, and pathways. Read each of the 10 Minimum Eligibility Standards (criteria). Reviewing all of your CTE programs, check the box that best corresponds to the current practice of your programs and for which you can provide evidence. List evidence of your practice that is currently on file at your LEA and make comments that the grant reader may take into consideration in the corresponding boxes.

**\*All responses must specifically address CTE programs and services rather than general services offered to all students.**

Total Score: \_\_\_\_\_

**(TO BE COMPLETED BY THE LEA)**

Total Score: \_\_\_\_\_

**(TO BE COMPLETED BY THE CDE)**

**Minimum Eligibility Standard 1.A.** Offers high-quality CTE curriculum and instruction aligned to CTE Model Curriculum Standards.

**Essential Element:** High-Quality, Integrated Curriculum and Instruction.

<p><b>Not Yet in Practice (0 points)</b></p>	<ul style="list-style-type: none"> <li>• CTE curricula and instruction is not aligned to the CTE Model Curriculum Standards for each pathway offered.</li> <li>• Integration of CTE and academic standards is not demonstrated.</li> <li>• Books, supplies, materials, and equipment do not align to industry standards.</li> </ul>
<p><b>Emerging Practice (1 Point)</b></p>	<ul style="list-style-type: none"> <li>• CTE curricula and instruction is aligned to the CTE Model Curriculum Standards for some pathways offered.</li> <li>• Integration of CTE and academic standards is demonstrated in some pathways.</li> <li>• Books, supplies, materials, and equipment somewhat align to curriculum and industry standards. Significant updates needed.</li> </ul>
<p><b>Quality Practice (2 points)</b></p>	<ul style="list-style-type: none"> <li>• CTE curricula and instruction is aligned to the CTE Model Curriculum Standards for most pathways offered.</li> <li>• Integration of CTE and academic standards is demonstrated in most pathways.</li> <li>• Books, supplies, materials, and equipment mostly align to curriculum and industry standards. Some updates needed.</li> </ul>
<p><b>Exemplary Practice (3 points)</b></p>	<ul style="list-style-type: none"> <li>• CTE curricula and instruction is fully aligned to the CTE Model Curriculum Standards for all pathways offered.</li> <li>• Integration of CTE and academic standards is clearly demonstrated in all pathways.</li> <li>• Books, supplies, materials, and equipment fully align to curriculum and industry standards.</li> </ul>
<p><b>Potential Tools/ Examples of Evidence</b></p>	<ul style="list-style-type: none"> <li>• Alignment matrix of CTE curriculum syllabi and CTE Model Curriculum Standards.</li> <li>• Alignment matrix of CTE curriculum syllabi and academic standards. Course outlines. Lesson plans.</li> </ul>
<p><b>Evidence on File at LEA</b> <i>(max. 1100 characters)</i></p>	<ul style="list-style-type: none"> <li>• Specify Industry Sectors and Pathways:</li> </ul>
<p><b>LEA Comments</b> <i>(max. 1100 characters)</i></p>	<ul style="list-style-type: none"> <li>• Elaborate on programs/pathways that have changed:</li> </ul>

**Minimum Eligibility Standard 1.A.** Offers High-Quality CTE curriculum and instruction aligned to CTE Model Curriculum Standards.

**Essential Element:** High-Quality, Integrated Curriculum and Instruction

**Areas of Strength** (*max. 1500 characters*). Identify what programs and/or systems that are successful.

**Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II)** (*max. 1500 characters*). Identify what programs and/or systems that need to be improved and correlate them to the budget narrative to implement improvement.

**Minimum Eligibility Standard 1.B.** Offers CTE pathway(s) that provides a coherent sequence of courses, are reported in the California Longitudinal Pupil Achievement Data System (CALPADS) as CTE.

**Essential Element:** High-Quality, Integrated Curriculum and Instruction.

<p><b>Not Yet in Practice (0 points)</b></p>	<ul style="list-style-type: none"> <li>• No clear sequential progression of pathway courses.</li> <li>• No clear CTE pathway that leads to a postsecondary career pathway or training and/or employment.</li> <li>• No courses are reported in CALPADS as CTE.</li> </ul>
<p><b>Emerging Practice (1 Point)</b></p>	<ul style="list-style-type: none"> <li>• Offers CTE programs where some pathways show a clear sequential progression of courses.</li> <li>• Some courses are reported in CALPADS as CTE.</li> </ul>
<p><b>Quality Practice (2 points)</b></p>	<ul style="list-style-type: none"> <li>• Offers CTE programs where most pathways are 300 hours and show a clear sequential progression of courses.</li> <li>• Most courses are reported in CALPADS as CTE.</li> </ul>
<p><b>Exemplary Practice (3 points)</b></p>	<ul style="list-style-type: none"> <li>• Offers CTE programs where all pathways are 300 hours and show a clear sequential progression of courses.</li> <li>• All courses are reported in CALPADS as CTE.</li> <li>• Provides a catalog of programs and courses required at each grade for each CTE pathway.</li> </ul>
<p><b>Potential Tools/ Examples of Evidence</b></p>	<ul style="list-style-type: none"> <li>• Provides list and description of pathway courses, identifying the planned sequence of courses.</li> <li>• Provides document listing CTE pathway courses reported as CTE in CALPADS.</li> </ul>
<p><b>Evidence on File at LEA</b> <i>(max. 1100 characters)</i></p>	
<p><b>LEA Comments</b> <i>(max. 1100 characters)</i></p>	

**Minimum Eligibility Standard 1.B.** Offers CTE pathways that provides a coherent sequence of courses, are reported in CALPADS as CTE.

**Essential Element:** High-Quality, Integrated Curriculum and Instruction.

**Areas of Strength** (*max. 1500 characters*). Identify what programs and/or systems that are successful.

**Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II)** (*max. 1500 characters*). Identify what programs and/or systems that need to be improved and correlate them to the budget narrative to implement improvement.

**Minimum Eligibility Standard 2.** Provides career exploration and guidance opportunities for all pathway learners.

**Essential Element:** Career Exploration and Student supports.

<p><b>Not Yet in Practice (0 points)</b></p>	<ul style="list-style-type: none"> <li>• There is no formalized career exploration and guidance program offered by the LEA.</li> </ul>
<p><b>Emerging Practice (1 Point)</b></p>	<ul style="list-style-type: none"> <li>• Some CTE pathway students participate in a formalized career exploration program.</li> <li>• CTE students receive guidance through general counseling services.</li> </ul>
<p><b>Quality Practice (2 points)</b></p>	<ul style="list-style-type: none"> <li>• Most CTE pathway students participate in a formalized career exploration program.</li> <li>• Some CTE students have an individualized four-year plan on file.</li> <li>• CTE-specific students receive career guidance through programs of study and CTE-specific counseling services.</li> </ul>
<p><b>Exemplary Practice (3 points)</b></p>	<ul style="list-style-type: none"> <li>• All CTE pathway students participate in a formalized career exploration program.</li> <li>• All CTE students have an individualized four-year plan on file.</li> <li>• CTE students receive career guidance through programs of study, CTE-specific counseling services, and formalized industry mentoring.</li> </ul>
<p><b>Potential Tools/ Examples of Evidence</b></p>	<ul style="list-style-type: none"> <li>• California Career Resource Network (CalCRN), Kuder, Career Cruising, Naviance, etc.</li> <li>• Example of plan.</li> <li>• Description of career guidance provided.</li> </ul>
<p><b>Evidence on File at LEA</b> <i>(max. 1100 characters)</i></p>	<ul style="list-style-type: none"> <li>• Clearly identify formalized program and how students participate.</li> </ul>
<p><b>LEA Comments</b> <i>(max. 1100 characters)</i></p>	<ul style="list-style-type: none"> <li>• Elaborate on programs/pathways that have changed.</li> </ul>

**Minimum Eligibility Standard 2.** Provides career exploration and guidance opportunities for all pathway learners.

**Essential Element:** Career Exploration and Student supports.

**Areas of Strength** (*max. 1500 characters*). Identify what programs and/or systems that are successful.

**Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II)** (*max. 1500 characters*). Identify what programs and/or systems that need to be improved and correlate them to the budget narrative to implement improvement.

**Minimum Eligibility Standard 3.A.** Provides support services for students, including counseling.  
**Essential Element:** Career Exploration and Student supports.

<p><b>Not Yet in Practice</b>  <b>(0 points)</b></p>	<ul style="list-style-type: none"> <li>• There is no evidence that CTE pathway students have career and/or academic needs assessed or addressed.</li> <li>• Career counseling services are general, but not specifically related to CTE.</li> </ul>
<p><b>Emerging Practice</b>  <b>(1 Point)</b></p>	<ul style="list-style-type: none"> <li>• Some CTE pathway students receive CTE-specific counseling services.</li> <li>• Student needs are assessed, and CTE students receive the same supports offered to all students.</li> <li>• No data of CTE student services effectiveness is collected.</li> </ul>
<p><b>Quality Practice</b>  <b>(2 points)</b></p>	<ul style="list-style-type: none"> <li>• Most CTE pathway students receive CTE-specific counseling services.</li> <li>• Student needs are assessed, and CTE students receive supports specific to CTE pathways and individual student needs.</li> <li>• Some data of CTE student services effectiveness is collected.</li> </ul>
<p><b>Exemplary Practice</b>  <b>(3 points)</b></p>	<ul style="list-style-type: none"> <li>• All CTE pathway students receive CTE- specific counseling services.</li> <li>• Student supports are documented and assessed annually by CTE pathway faculty, associated academic faculty, counselors and administration.</li> <li>• A CTE plan of specified support for all services is developed for each special population (i.e., Individualized Education Program, At- risk, etc.) and CTE pathway(s).</li> <li>• Data on program effectiveness for special populations is collected, and continuous improvement principles are applied to all CTE pathways.</li> </ul>
<p><b>Potential Tools/ Examples of Evidence</b></p>	<ul style="list-style-type: none"> <li>• List of identified student career and academic needs/gaps and the supports that have been provided to address those needs.</li> <li>• Tools used to determine student career and learning needs.</li> <li>• Data on effectiveness of supports provided.</li> <li>• Description of counseling services provided.</li> </ul>
<p><b>Evidence on File at LEA</b>  (max. 1100 characters)</p>	
<p><b>LEA Comments</b>  (max. 1100 characters)</p>	<ul style="list-style-type: none"> <li>• Elaborate on programs/pathways that have changed.</li> </ul>



**Minimum Eligibility Standard 3.A.** Provides support services for students, including counseling.

**Essential Element:** Career Exploration and Student supports.

**Areas of Strength** (*max. 1500 characters*). Identify what programs and/or systems that are successful.

**Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet**

**(Attachment II)** (*max. 1500 characters*). Identify what programs and/or systems that need to be improved and correlate them to the budget narrative to implement improvement.

**Minimum Eligibility Standard 3.B.** Student leadership development is embedded into career pathway teaching and learning.

**Essential Element:** Career Exploration and Student supports.

<p><b>Not Yet in Practice (0 points)</b></p>	<ul style="list-style-type: none"> <li>• There is no evidence that CTE pathway student leadership development is addressed.</li> </ul>
<p><b>Emerging Practice (1 Point)</b></p>	<ul style="list-style-type: none"> <li>• Student leadership development is embedded into some CTE program(s) through one of the six recognized Career Technical Student Organizations (CTSOs) or through an alternative leadership strategy.</li> <li>• CTE pathway students have the opportunity to participate in a CTSO.</li> </ul>
<p><b>Quality Practice (2 points)</b></p>	<ul style="list-style-type: none"> <li>• Student leadership development is embedded into some career pathway(s) through one of the six recognized CTSOs or through an alternative leadership strategy.</li> <li>• Some CTE pathway students actively participate in a CTSO.</li> </ul>
<p><b>Exemplary Practice (3 points)</b></p>	<ul style="list-style-type: none"> <li>• Student leadership development is embedded into all career pathway(s) through one of the six recognized CTSOs or through an alternative leadership strategy.</li> <li>• All CTE pathway students actively participate in a CTSO.</li> </ul>
<p><b>Potential Tools/ Examples of Evidence</b></p>	<ul style="list-style-type: none"> <li>• Description of student leadership development strategies, percent of student participation, and outcomes of program(s) implemented.</li> </ul>
<p><b>Evidence on File at LEA</b>  (max. 1100 characters)</p>	
<p><b>LEA Comments</b>  (max. 1100 characters)</p>	<ul style="list-style-type: none"> <li>• Elaborate on programs/pathways that have changed.</li> </ul>

**Minimum Eligibility Standard 3.B.** Student leadership development is embedded into career pathway teaching and learning.

**Essential Element:** Career Exploration and Student supports.

**Areas of Strength** (*max. 1500 characters*). Identify what programs and/or systems that are successful.

**Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet**

**(Attachment II)** (*max. 1500 characters*). Identify what programs and/or systems that need to be improved and correlate them to the budget narrative to implement improvement.

**Minimum Eligibility Standard 4.** Provides for system alignment, coherence, and articulation, including ongoing and structural regional or local partnerships with postsecondary educational institutions, documented through formal written agreements.

**Essential Element:** Cross-System Alignment.

<p><b>Not Yet in Practice</b> <b>(0 points)</b></p>	<ul style="list-style-type: none"> <li>• Kindergarten through grade twelve (K–12) and postsecondary core CTE pathway faculty do not coordinate or collaborate.</li> <li>• There is no established program of study for CTE pathways.</li> </ul>
<p><b>Emerging Practice</b> <b>(1 Point)</b></p>	<ul style="list-style-type: none"> <li>• K–12 and postsecondary core CTE pathway faculty are members of an advisory committee that represents some CTE pathways.</li> <li>• Curriculum, instruction, transitions, and outcomes are reviewed at Advisory Committee meetings.</li> <li>• There are no formal agreements other than advisory committee responsibilities.</li> <li>• Programs of study need revision or improvement.</li> </ul>
<p><b>Quality Practice</b> <b>(2 points)</b></p>	<ul style="list-style-type: none"> <li>• K–12 and postsecondary core CTE pathway faculty meet regularly to plan and review curriculum and instruction across levels of education, to plan program and support services for smooth transitions, and to develop or update and improve articulation/dual credit agreements for most CTE pathways.</li> <li>• Formal agreements are developed that define participants, roles, activities, products, and timeline.</li> <li>• Programs of study are complete for most pathways.</li> </ul>
<p><b>Exemplary Practice</b> <b>(3 points)</b></p>	<ul style="list-style-type: none"> <li>• K–12 and postsecondary core CTE pathway faculty meet regularly to plan and review curriculum and instruction across levels of education, to plan program and support services for smooth transitions, and to develop or update and improve articulation/dual credit agreements for all CTE pathways.</li> <li>• K–12 and postsecondary educational institutions collaborate to create transition agreements, guides, and plans for each CTE pathway.</li> <li>• Articulation/dual credit agreements apply to all participating educational institutions.</li> <li>• Formal agreements define participants, roles, activities, products, and timeline.</li> <li>• Programs of Study are accurate and complete for all pathways.</li> </ul>
<p><b>Potential Tools/ Examples of Evidence</b></p>	<ul style="list-style-type: none"> <li>• Transition guide showing secondary and postsecondary pathway courses for each pathway, industry-recognized certifications at each level, and degree and employment options.</li> <li>• Memoranda of Understanding (MOUs) and other agreements between K–12 and postsecondary education that are updated annually.</li> <li>• Secondary and postsecondary curriculum outlines showing coordinated curriculum/ transitions.</li> <li>• Other products from collaboration.</li> </ul>
<p><b>Evidence on File at LEA</b> <i>(max. 1100 characters)</i></p>	
<p><b>LEA Comments</b> <i>(max. 1100 characters)</i></p>	<ul style="list-style-type: none"> <li>• Elaborate on programs/pathways that have changed.</li> </ul>

**Minimum Eligibility Standard 4.** Provides for system alignment, coherence, and articulation, including ongoing and structural regional or local partnerships with postsecondary educational institutions, documented through formal written agreements.

**Essential Element:** Cross-System Alignment.

**Areas of Strength** (*max. 1500 characters*). Identify what programs and/or systems that are successful.

**Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II)** (*max. 1500 characters*). Identify what programs and/or systems that need to be improved and correlate them to the budget narrative to implement improvement.

**Minimum Eligibility Standard 5.A.** Form ongoing and meaningful industry and labor partnerships, evidenced by written agreements and through participation on advisory committees and collaboration with business and labor organizations to provide opportunities for pupils.

**Essential Element:** Appropriate Use of Data and Continuous Improvement.

<p><b>Not Yet in Practice</b> <b>(0 points)</b></p>	<ul style="list-style-type: none"> <li>• There are no industry/labor partnership agreements.</li> <li>• An advisory committee representing every sector offered by the LEA has not been formed.</li> </ul>
<p><b>Emerging Practice</b> <b>(1 Point)</b></p>	<ul style="list-style-type: none"> <li>• Agreements with labor/industry partners are informal and verbal.</li> <li>• An advisory committee representing every sector offered by the LEA is established, but only represents a limited number of stakeholders and employers.</li> </ul>
<p><b>Quality Practice</b> <b>(2 points)</b></p>	<ul style="list-style-type: none"> <li>• Most partnerships are solidified through written agreements, and some are made as verbal agreements.</li> <li>• An advisory committee representing every sector offered by the LEA, is composed of a variety of stakeholders (including industry and labor, secondary and postsecondary leaders, faculty, parents, and students) meets at least once a year to evaluate program progress and to engage in continuous improvement activities.</li> </ul>
<p><b>Exemplary Practice</b> <b>(3 points)</b></p>	<ul style="list-style-type: none"> <li>• All partnerships are solidified through written agreements that detail the responsibilities and roles of each party.</li> <li>• An advisory committee representing every sector and pathway offered by the LEA, is composed of a variety of stakeholders (including industry and labor, secondary and postsecondary leaders, faculty, parents, and students) meets two or more times to address program progress and program/industry needs and opportunities for pupils.</li> <li>• The advisory committee is integral to the operation of the CTE pathway(s).</li> </ul>
<p><b>Potential Tools/ Examples of Evidence</b></p>	<ul style="list-style-type: none"> <li>• MOUs, written agreements, contracts, description of verbal agreements.</li> <li>• Copy of Advisory Committee meeting minutes with a list of advisory committee members, the organization they represent, and their position in that organization.</li> <li>• A narrative of the impact these partnerships and the advisory committee have had on the CTE program, faculty, and students.</li> <li>• A list of advisory members identified by name, business, etc.</li> </ul>
<p><b>Evidence on File at LEA</b> <i>(max. 1100 characters)</i></p>	
<p><b>LEA Comments</b> <i>(max. 1100 characters)</i></p>	<ul style="list-style-type: none"> <li>• Elaborate on programs/pathways that have changed.</li> </ul>

**Minimum Eligibility Standard 5.A.** Form ongoing and meaningful industry and labor partnerships, evidenced by written agreements and through participation on advisory committees and collaboration with business and labor organizations to provide opportunities for pupils.

**Essential Element:** Appropriate Use of Data and Continuous Improvement.

**Areas of Strength** (*max. 1500 characters*). Identify what programs and/or systems that are successful.

**Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II)** (*max. 1500 characters*). Identify what programs and/or systems that need to be improved and correlate them to the budget narrative to implement improvement.

**Minimum Eligibility Standard 5.B.** Provides opportunities for pupils to gain access to pre-apprenticeships, internships, and work-based learning (WBL) opportunities for industry to provide input to the CTE programs and curriculum.

**Essential Element:** High-Quality, Integrated Curriculum and Instruction.

<p><b>Not Yet in Practice (0 points)</b></p>	<ul style="list-style-type: none"> <li>Does not provide opportunities for pupils to gain access, pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum.</li> </ul>
<p><b>Emerging Practice (1 Point)</b></p>	<ul style="list-style-type: none"> <li>Provides opportunities for some pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum in some pathways.</li> <li>There is little evidence of a link between CTE course assignments opportunities and experiences provided.</li> </ul>
<p><b>Quality Practice (2 points)</b></p>	<ul style="list-style-type: none"> <li>Provides opportunities for most pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum in most pathways.</li> <li>There is ongoing communication between the K–12 institution and the business providing the WBL activities to ensure quality experiences for CTE pathway students and employers in most pathways.</li> </ul>
<p><b>Exemplary Practice (3 points)</b></p>	<ul style="list-style-type: none"> <li>All partnerships are solidified through written agreements that detail the responsibilities and roles of each party. Provides opportunities for all pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum in all pathways.</li> <li>There is a documented training plan and assignments are related to WBL in all pathways.</li> <li>Industry partners and K–12 CTE pathway faculty collaborate on activities for students on all levels of the CTE pathway; knowledge and skill preparation needed for each WBL activity; assessment and documentation of student performance in the workplace; and orientation for workplace supervisors and students.</li> </ul>
<p><b>Potential Tools/ Examples of Evidence</b></p>	<ul style="list-style-type: none"> <li>List of businesses providing WBL opportunities, the type of WBL provided, and the number of students participating in each opportunity.</li> <li>Student logs of WBL activities.</li> <li>Schedule of WBL for each grade level.</li> <li>Training plan for WBL at each grade level.</li> <li>Student WBL portfolios.</li> <li>Program and student assessments from WBL supervisors.</li> <li>Specify WBL offered.</li> </ul>
<p><b>Evidence on File at LEA</b> <i>(max. 1100 characters)</i></p>	
<p><b>LEA Comments</b> <i>(max. 1100 characters)</i></p>	<ul style="list-style-type: none"> <li>Elaborate on programs/pathways that have changed.</li> </ul>



**Minimum Eligibility Standard 5.B.** Provides opportunities for pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum.

**Essential Element:** High-Quality, Integrated Curriculum and Instruction.

**Areas of Strength** (*max. 1500 characters*). Identify what programs and/or systems that are successful.

**Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet**

**(Attachment II)** (*max. 1500 characters*). Identify what programs and/or systems that need to be improved and correlate them to the budget narrative to implement improvement.

**Minimum Eligibility Standard 6.** Provides opportunities for pupils to participate in after school, extended day, and out-of-school activities and competitions.

**Essential Element:** Career Exploration and Student Supports.

<p><b>Not Yet in Practice (0 points)</b></p>	<ul style="list-style-type: none"> <li>• After school, extended day, and out-of-school activities and competitions are not provided.</li> </ul>
<p><b>Emerging Practice (1 Point)</b></p>	<ul style="list-style-type: none"> <li>• After school, extended day, and out-of-school activities and competitions are provided to some CTE students and/or in some pathways.</li> <li>• These activities may be developed or supervised by the CTE pathway faculty.</li> </ul>
<p><b>Quality Practice (2 points)</b></p>	<ul style="list-style-type: none"> <li>• After school, extended day, and out-of-school activities and competitions are provided to most CTE students in most pathways.</li> <li>• These activities are developed and supervised by the CTE pathway faculty.</li> </ul>
<p><b>Exemplary Practice (3 points)</b></p>	<ul style="list-style-type: none"> <li>• After school, extended day, and out-of-school activities and competitions are provided to all CTE students in all pathways.</li> <li>• These activities are developed, supervised, and evaluated by the CTE pathway faculty.</li> <li>• Students are made aware of these options when they enroll in the CTE pathway and are matched with the best time option, based on their career goals and scheduling needs.</li> </ul>
<p><b>Potential Tools/ Examples of Evidence</b></p>	<ul style="list-style-type: none"> <li>• List of after school, extended day, out-of-school competitions and activities offered to and participated in by the students.</li> </ul>
<p><b>Evidence on File at LEA</b> <i>(max. 1100 characters)</i></p>	
<p><b>LEA Comments</b> <i>(max. 1100 characters)</i></p>	<ul style="list-style-type: none"> <li>• Elaborate on programs/pathways that have changed.</li> </ul>

**Minimum Eligibility Standard 6.** Provides opportunities for pupils to participate in after school, extended day, and out-of-school activities and competitions.

**Essential Element:** Career Exploration and Student Supports.

**Areas of Strength** (*max. 1500 characters*). Identify what programs and/or systems that are successful.

**Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II)** (*max. 1500 characters*). Identify what programs and/or systems that need to be improved and correlate them to the budget narrative to implement improvement.

**Minimum Eligibility Standard 7.A.** CTE pathway program reflects regional and/or local labor market demands and focuses on current or emerging high-skill, high-wage, or high-demand occupations.

**Essential Element:** Appropriate Use of Data and Continuous Improvement.

<p><b>Not Yet in Practice (0 points)</b></p>	<ul style="list-style-type: none"> <li>• There is no evidence that the CTE pathway is aligned with economic needs and labor market information.</li> <li>• CTE pathway does not appear to lead to high-skill, high-wage, or high-demand occupations.</li> </ul>
<p><b>Emerging Practice (1 Point)</b></p>	<ul style="list-style-type: none"> <li>• There is minimal alignment of CTE pathway design, delivery, and outcomes with current and projected labor market needs.</li> <li>• Evidence minimally identifies a need in the industry sector or general category of employment, but not for any specific CTE pathway.</li> </ul>
<p><b>Quality Practice (2 points)</b></p>	<ul style="list-style-type: none"> <li>• There is general alignment of CTE pathway design, delivery, and outcomes with current and projected labor market needs.</li> <li>• There is correlation between the specific high-skill, high-wage, or high-demand occupations which are the focus of the CTE pathway and the labor market information provided for some sectors and pathways.</li> </ul>
<p><b>Exemplary Practice (3 points)</b></p>	<ul style="list-style-type: none"> <li>• There is clear and specific alignment of all CTE pathway design, delivery, and outcomes with current and projected labor market needs.</li> <li>• Evidence provides a clear case for all current and projected labor market needs for the CTE pathways for all sectors and pathways.</li> <li>• A projection of the number of students from this CTE pathway that will be qualified to enter high-skill, high-wage, or high-demand occupations in this field at entry and technical levels is provided.</li> </ul>
<p><b>Potential Tools/ Examples of Evidence</b></p>	<ul style="list-style-type: none"> <li>• K–12 Strong Workforce Program (SWP) Deputy Sector Navigator reports.</li> <li>• Labor market reports from valid sources, correlated with CTE sequence of courses.</li> <li>• Letters from industry and labor partners indicate how their participation in the CTE pathway will prepare and encourage future workers in this field.</li> </ul>
<p><b>Evidence on File at LEA</b> <i>(max. 1100 characters)</i></p>	
<p><b>LEA Comments</b> <i>(max. 1100 characters)</i></p>	<ul style="list-style-type: none"> <li>• Elaborate on programs/pathways that have changed.</li> </ul>

**Minimum Eligibility Standard 7.A.** CTE pathway program reflects regional and/or local labor market demands and focuses on current or emerging high-skill, high-wage, or high-demand occupations.

**Essential Element:** Appropriate Use of Data and Continuous Improvement.

**Areas of Strength** (*max. 1500 characters*). Identify what programs and/or systems that are successful.

**Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II)** (*max. 1500 characters*). Identify what programs and/or systems that need to be improved and correlate them to the budget narrative to implement improvement.

**Minimum Eligibility Standard 7.B.** Is informed by the regional plan of the local SWP consortium.  
**Essential Element:** Cross-System Alignment.

<p><b>Not Yet in Practice (0 points)</b></p>	<ul style="list-style-type: none"> <li>The CTE pathways are not part of the local SWP consortium and LEA does not collaborate or seek to align with the regional plan of the local SWP.</li> </ul>
<p><b>Emerging Practice (1 Point)</b></p>	<ul style="list-style-type: none"> <li>The CTE pathways are aware of the regional plan of the local SWP consortium, but LEA is beginning to collaborate or seek to align with the regional plan of the local SWP.</li> </ul>
<p><b>Quality Practice (2 points)</b></p>	<ul style="list-style-type: none"> <li>The CTE pathways are involved in the regional SWP consortium, and LEA is aware of the regional plan.</li> <li>The CTE pathways are aligned with the SWP plan where it complements the CTE Incentive Grant (CTEIG) requirements.</li> </ul>
<p><b>Exemplary Practice (3 points)</b></p>	<ul style="list-style-type: none"> <li>The CTE pathways are involved in the development and implementation of the regional plan of the SWP consortium.</li> <li>The CTE pathways are aligned with both CTEIG and SWP goals and desired outcomes.</li> <li>Funding from CTEIG, SWP, and other sources are braided to best apply and use funds for the improvement and expansion of CTE pathway.</li> </ul>
<p><b>Potential Tools/ Examples of Evidence</b></p>	<ul style="list-style-type: none"> <li>Document identifying members of local SWP consortium members.</li> <li>Local SWP plan.</li> <li>CTE pathway plan is aligned with CTEIG and SWP goals and desired outcomes.</li> <li>The successful integration and braiding of CTEIG, SWP, and other CTE initiatives' goals, activities, and funding sources can serve as a model for others.</li> </ul>
<p><b>Evidence on File at LEA</b>  (max. 1100 characters)</p>	
<p><b>LEA Comments</b>  (max. 1100 characters)</p>	<ul style="list-style-type: none"> <li>Elaborate on programs/pathways that have changed.</li> </ul>

**Minimum Eligibility Standard 7.B.** Is informed by the regional plan of the local SWP consortium.

**Essential Element:** Cross-System Alignment.

**Areas of Strength** (*max. 1500 characters*). Identify what programs and/or systems that are successful.

**Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet**

**(Attachment II)** (*max. 1500 characters*). Identify what programs and/or systems that need to be improved and correlate them to the budget narrative to implement improvement.

**Minimum Eligibility Standard 8.** Leads to an industry recognized credential or certificate, or appropriate postsecondary education or training, employment, or postsecondary degree.

**Essential Element:** High-Quality, Integrated Curriculum and Instruction.

<p><b>Not Yet in Practice (0 points)</b></p>	<ul style="list-style-type: none"> <li>• The CTE pathways are not aligned to any industry certifications.</li> <li>• There is no CTE-specific support or guidance to assist students in pursuing postsecondary education, training, or employment.</li> <li>• No CTE data is collected to determine postsecondary choices or success.</li> </ul>
<p><b>Emerging Practice (1 Point)</b></p>	<ul style="list-style-type: none"> <li>• Some CTE pathway students have the opportunity to receive an industry certification that may or may not qualify them for entry-level employment.</li> <li>• Some programs lead to postsecondary education or training, employment, or postsecondary degree.</li> <li>• Collects some CTE student survey data on postsecondary choices and success without any follow-up.</li> </ul>
<p><b>Quality Practice (2 points)</b></p>	<ul style="list-style-type: none"> <li>• Most CTE pathway students have the opportunity to achieve at least one capstone certification that qualify them for entry-level employment.</li> <li>• The majority of CTE programs lead to postsecondary education or training, employment, or postsecondary degree.</li> <li>• Collects all grade twelve CTE student survey data on postsecondary choices and success. Follows up with students one year after high school to determine outcomes of program.</li> </ul>
<p><b>Exemplary Practice (3 points)</b></p>	<ul style="list-style-type: none"> <li>• All CTE pathway students have the opportunity to achieve at least one capstone, industry-recognized certification that qualifies them for entry-level employment.</li> <li>• All technical assessments are nationally benchmarked and include a skills-based component.</li> <li>• All CTE programs lead to postsecondary education or training, employment, or postsecondary degree.</li> <li>• Collects all CTE student survey data on postsecondary choices and success. Follows up with students one year after high school to determine outcomes of program.</li> <li>• Data informs program improvement.</li> </ul>
<p><b>Potential Tools/ Examples of Evidence</b></p>	<ul style="list-style-type: none"> <li>• List of industry-recognized certifications available for students within the CTE pathway, number of students in capstone course(s), number of students taking exam/assessment, and number of students achieving certification.</li> <li>• Description of organization providing exam(s), general content of exam(s), portability of certification.</li> <li>• Type of employment opportunities for which each exam qualifies students.</li> <li>• List of postsecondary education, training, employment, or postsecondary degree options for each CTE program.</li> <li>• Student surveys for postsecondary education, training, or employment plans.</li> </ul>
<p><b>Evidence on File at LEA</b>  (max. 1100 characters)</p>	
<p><b>LEA Comments</b>  (max. 1100 characters)</p>	<ul style="list-style-type: none"> <li>• Elaborate on programs/pathways that have changed.</li> </ul>



**Minimum Eligibility Standard 8.** Leads to an industry recognized credential or certificate, or appropriate postsecondary education or training, employment, or postsecondary degree.

**Essential Element:** High-Quality, Integrated Curriculum and Instruction.

**Areas of Strength** (*max. 1500 characters*). Identify what programs and/or systems that are successful.

**Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet**

**(Attachment II)** (*max. 1500 characters*). Identify what programs and/or systems that need to be improved and correlate them to the budget narrative to implement improvement.

**Minimum Eligibility Standard 9.A.** CTE courses are staffed by skilled teachers or faculty.

**Essential Element:** Skilled Instruction and Educational Leadership, informed by Professional Learning.

<p><b>Not Yet in Practice (0 points)</b></p>	<ul style="list-style-type: none"> <li>One or more CTE program(s) do not have CTE credentialed teachers.</li> </ul>
<p><b>Emerging Practice (1 Point)</b></p>	<ul style="list-style-type: none"> <li>Most CTE pathway teachers have the correct preliminary or clear CTE Designated Subjects credential, or one of the five appropriate Single Subject credentials including Agriculture, Business, Home Economics, Industrial Arts, Industrial Technology Education; and/or an authorization with some industry experience.</li> <li>Some CTE pathway teachers are in the beginning phases of credentialing and/or hold a temporary permit or preliminary.</li> <li>Some CTE teachers participate in CTE professional development relevant to their pathway.</li> </ul>
<p><b>Quality Practice (2 points)</b></p>	<ul style="list-style-type: none"> <li>All CTE pathway teachers have the correct preliminary or clear CTE Designated Subjects credential or one of the five appropriate Single Subject credentials including Agriculture, Business, Home Economics, Industrial Arts, Industrial Technology Education; and/or an authorization with some industry experience.</li> <li>Most CTE teachers have completed some CTE professional development relevant to their pathway during the past three years.</li> </ul>
<p><b>Exemplary Practice (3 points)</b></p>	<ul style="list-style-type: none"> <li>All CTE pathway teachers have the correct clear CTE Designated Subjects credential or one of the five appropriate Single Subject credentials including Agriculture, Business, Home Economics, Industrial Arts, Industrial Technology Education; and/or an authorization with significant industry experience.</li> <li>All CTE teachers have completed specific CTE professional development relevant to their pathway during each of the past three years.</li> </ul>
<p><b>Potential Tools/ Examples of Evidence</b></p>	<ul style="list-style-type: none"> <li>List of CTE teachers and faculty including the credentials/minimum qualifications and the type and date(s) of industry experience for each, and any professional development that was completed during the past three years.</li> </ul>
<p><b>Evidence on File at LEA</b> <i>(max. 1100 characters)</i></p>	
<p><b>LEA Comments</b> <i>(max. 1100 characters)</i></p>	<ul style="list-style-type: none"> <li>Elaborate on programs/pathways that have changed.</li> </ul>

**Minimum Eligibility Standard 9.A.** CTE courses are staffed by skilled teachers or faculty.

**Essential Element:** Skilled Instruction and Educational Leadership, informed by Professional Learning.

**Areas of Strength** (*max. 1500 characters*). Identify what programs and/or systems that are successful.

**Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet**

**(Attachment II)** (*max. 1500 characters*). Identify what programs and/or systems that need to be improved and correlate them to the budget narrative to implement improvement.

**Minimum Eligibility Standard 9.B.** Dedicates resources for professional development for CTE teachers, including educator externships with industry.

**Essential Element:** Skilled Instruction and Educational Leadership, informed by Professional Learning.

<p><b>Not Yet in Practice (0 points)</b></p>	<ul style="list-style-type: none"> <li>Resources are rarely provided for professional development of CTE pathway teachers.</li> <li>Few CTE teachers attend specific CTE conferences and workshops annually.</li> <li>Externships are rarely pursued or supported.</li> <li>Few CTE teachers participate in teacher externships.</li> <li>Few CTE teachers maintain and update their knowledge of their career focus and of current trends and developments in education that affect their CTE pathway.</li> </ul>
<p><b>Emerging Practice (1 Point)</b></p>	<ul style="list-style-type: none"> <li>Some resources are provided for professional development of CTE teachers.</li> <li>Some CTE teachers attend specific CTE conferences and workshops annually.</li> <li>Externships are pursued and supported upon request.</li> <li>Some CTE teachers participate in teacher externships.</li> <li>Some CTE teachers maintain and update their knowledge of their career focus and of current trends and developments in education that affect their CTE pathway.</li> </ul>
<p><b>Quality Practice (2 points)</b></p>	<ul style="list-style-type: none"> <li>Many resources are provided for professional development of CTE teachers.</li> <li>Most CTE teachers attend specific CTE conferences and workshops annually.</li> <li>Externships are offered to CTE teachers annually; externships are pursued and supported.</li> <li>Most CTE teachers participate in teacher externships.</li> <li>Most CTE teachers maintain and update their knowledge of their career focus and of current trends and developments in education that affect their CTE pathway.</li> </ul>
<p><b>Exemplary Practice (3 points)</b></p>	<ul style="list-style-type: none"> <li>All necessary resources are provided for professional development of CTE teachers.</li> <li>All CTE teachers attend sector-specific CTE conferences and workshops annually.</li> <li>Externships are offered to CTE teachers annually, individualized to meet specific needs; externships pursued and supported.</li> <li>All CTE teachers participate in teacher externships.</li> <li>All CTE teachers maintain and update their knowledge of their career focus and of current trends and developments in education that affect their CTE pathway.</li> </ul>
<p><b>Potential Tools/ Examples of Evidence</b></p>	<ul style="list-style-type: none"> <li>Professional development needs assessment for CTE teachers.</li> <li>List of events, classes, and workshops that CTE teachers accessed, and the number of CTE teachers that attended.</li> <li>List of curricular or instructional products or changes that resulted from CTE professional development.</li> <li>List of teacher externships and outcomes.</li> </ul>
<p><b>Evidence on File at LEA</b> <i>(max. 1100 characters)</i></p>	
<p><b>LEA Comments</b> <i>(max. 1100 characters)</i></p>	<ul style="list-style-type: none"> <li>Elaborate on programs/pathways that have changed.</li> </ul>

**Minimum Eligibility Standard 9.B.** Dedicates resources for professional development for CTE teachers, including educator externships with industry.

**Essential Element:** Skilled Instruction and Educational Leadership, informed by Professional Learning.

**Areas of Strength** (*max. 1500 characters*). Identify what programs and/or systems that are successful.

**Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet**

**(Attachment II)** (*max. 1500 characters*). Identify what programs and/or systems that need to be improved and correlate them to the budget narrative to implement improvement.

**Minimum Eligibility Standard 10.** Provides opportunities for pupils who are individuals with exceptional needs to participate in all programs.

**Essential Element:** Equity and Access.

<p><b>Not Yet in Practice (0 points)</b></p>	<ul style="list-style-type: none"> <li>• The LEA has policies in place to ensure the learning environment is accessible to all students, but nothing specific to special populations in CTE programs.</li> <li>• Special populations have access to few CTE pathways.</li> <li>• The LEA does not provide resources designed to recruit, retain, and support special populations in CTE programs.</li> <li>• Promotional materials are unavailable, and need to be developed to highlight supports for special populations.</li> </ul>
<p><b>Emerging Practice (1 Point)</b></p>	<ul style="list-style-type: none"> <li>• The LEA has policies in place to ensure the learning environment is accessible to all students, and some CTE pathways ensure accessibility through reasonable accommodations and modifications.</li> <li>• Special populations have access to some CTE pathways.</li> <li>• The LEA provides resources designed to recruit, retain, and support special populations for some CTE programs.</li> <li>• Promotional materials for some pathways are available, but need to be developed to highlight supports for special populations.</li> </ul>
<p><b>Quality Practice (2 points)</b></p>	<ul style="list-style-type: none"> <li>• The LEA has policies in place to ensure the learning environment is accessible to all students, and most CTE pathways ensure accessibility through reasonable accommodations and modifications and differentiation.</li> <li>• Special populations have access to most CTE pathways.</li> <li>• The LEA provides resources designed to recruit, retain, and support special populations for most CTE programs.</li> <li>• Promotional materials for most pathways are available, present a broad range of career options, and highlight supports for special populations across pathways.</li> </ul>
<p><b>Exemplary Practice (3 points)</b></p>	<ul style="list-style-type: none"> <li>• The LEA has policies in place to ensure the learning environment is accessible to all students, and all CTE pathways ensure accessibility through individualized accommodations, modifications, and differentiation.</li> <li>• Special populations have access to all CTE pathways, and LEA works with families and staff to recruit, retain, and support special populations in CTE programs.</li> <li>• LEA resources are designed to recruit, retain, and support special populations in all CTE programs.</li> <li>• Promotional materials for all pathways are available, present a broad range of career options, are multilingual and highlight supports for special populations across pathways.</li> </ul>
<p><b>Potential Tools/ Examples of Evidence</b></p>	<ul style="list-style-type: none"> <li>• School and program equity and access policies.</li> <li>• Promotional materials.</li> <li>• Accommodations and modifications in place for special populations students.</li> <li>• Strategies and supports provided that promote recruitment, retention, and success of special population students.</li> </ul>
<p><b>Evidence on File at LEA</b> <i>(max. 1100 characters)</i></p>	
<p><b>LEA Comments</b> <i>(max. 1100 characters)</i></p>	<ul style="list-style-type: none"> <li>• Elaborate on programs/pathways that have changed.</li> </ul>

**Minimum Eligibility Standard 10.** Provides opportunities for pupils who are individuals with exceptional needs to participate in all programs.

**Essential Element:** Equity and Access.

**Areas of Strength** (*max. 1500 characters*). Identify what programs and/or systems that are successful.

**Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II)** (*max. 1500 characters*). Identify what programs and/or systems that need to be improved and correlate them to the budget narrative to implement improvement.

**11. Unique Conditions:** Identify situation(s) and/or conditions that affect your LEA on an ongoing basis.  
(max. 1500 characters)