#EachChildOurFuture

Quality Program Review 2022 Workshops

OFFICE OF CAREER-TECHNICAL EDUCATION

Ohio Department of Education

Time	Proposed General Agenda	
8:30 - 9:00	Registration/Sign In	
9:00 – 9:15	Welcome and Purpose of QPR	
9:15 – 10:15	QPR Overview	
10:15 – 10:30	Networking Break	
10:30 – 11:30	Data Literacy Skills Review	
11:30 – 12:00	Action Plan Development	
12:00 – 1:00	Lunch	
1:00 – 2:00	Rotating Breakout Sessions (15 mins) Technical Skill Attainment Work-Based Learning	Post Program Placement Equitable Supports
2:00 – 3:00	Action Plan Work Session	

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Quality Program Review 101

CTE Quality Program Review Workshop

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Quality Program Review (QPR)

- Overview
- Definitions
- Measures
- Timeline and Horizons

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QPR Overview

- The intent of the Career-Technical Education Quality Program Review is to maximize the use of resources improving the quality of career-technical education programs.
- The Career-Technical Education Program Review is a one to five-year process. The district conducts a self-review and creates and implements identified improvement strategies for non-compliance areas identified in the compliance system.
- **This work is completed in collaboration with the Career-Technical Planning District and the Ohio Department of Education.**

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QPR Accountability

Measure	Performance Levels and Component				
	QPR 2021 Data	QPR 2022 Data	QPR 2023 Data	QPR 2024 Data	QPR 2025 Data
Technical Skill Attainment	2020-21 Concentrator	2021-22 Concentrator	2022-23 Concentrator	2023-24 Concentrator	2024-25 Concentrator
Work-Based Learning	2020 Graduation Cohort Graduates	2021 Graduation Cohort Graduates	2022 Graduation Cohort Graduates	2023 Graduation Cohort Graduates	2024 Graduation Cohort Graduates
Post-Program Placement	Concentrators who left Secondary Education Academic Year 2019-2020	Concentrators who left Secondary Education Academic Year 2020-2021	Concentrators who left Secondary Education Academic Year 2021-2022	Concentrators who left Secondary Education Academic Year 2022-2023	Concentrators who left Secondary Education Academic Year 2023-2024

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QPR Horizon/Reset

Step	Action Item	Survey	Required Attendees
1	Workshop (recommended) Action Plan 1 (AP1)	Quality Program Standards	Teacher/ Administrator
2	Workshop – Review/Revise AP1 and write Action Plan 2 (AP2)	TBD	Teacher/ Administrator
3	Workshop – Review/Revise AP1 & AP2 and write Action Plan 3 (AP3)	TBD	Team
4	Workshop – Review/Revise Action Plans 1-3	Provide Supporting Data	Team
5	On-site Evaluation	Quality Program Standards and Supporting Data	Team

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Concentrator Definition

"At the secondary school level, a student served by an eligible recipient who has completed at least two courses in a single approved career-technical education program or program of study."

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Completion Definition

For a student to have completed a course, the student;

- Must have been enrolled for at least 90 percent of the scheduled hours and/or;
- Earned full or partial credit in a workforce development course (curriculum element VT, VP, VN (JTC),VC, PS), including job training programs.

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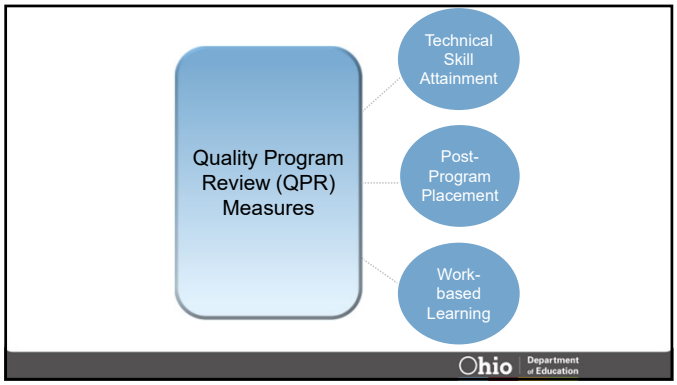

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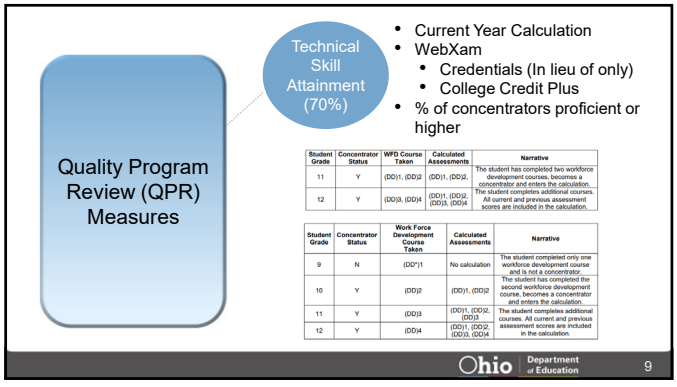

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Quality Program Review (QPR) Measures

Post-Program Placement (84%)

What your concentrators are doing 6 months after leaving school

- Job
- Post-Secondary
- Military
- Service Program

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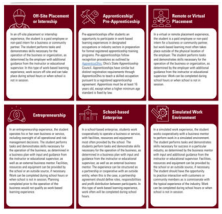
Quality Program Review (QPR) Measures



Work-based Learning (TBD)

- 250 hours (grades 9-12)
- Must occur at a work site
- Co-supervision
- Must have learning agreement
- Hold Harmless

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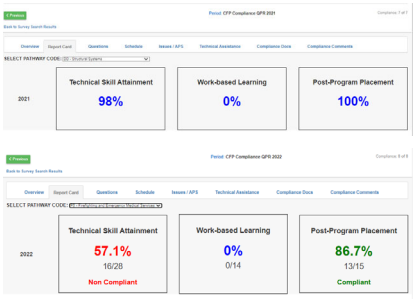
QPR Measures



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QPR Timeline

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Submission Timeline

FY2023 Quality Program Review Submission & Approval Timeline	
November 1, 2022	QPR 2022 Pathway Data Available
March 3, 2023	QPR 2022 Self-Assessments Due
March 17, 2023	Action Plans Due
April 14, 2023	ODE Action Plan Review Completed/Delivered
May 19, 2023	Final Action Plan Revisions Due

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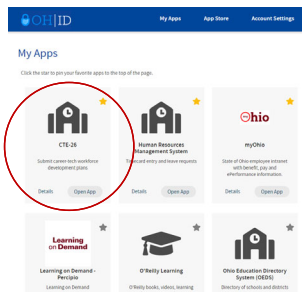
District Process



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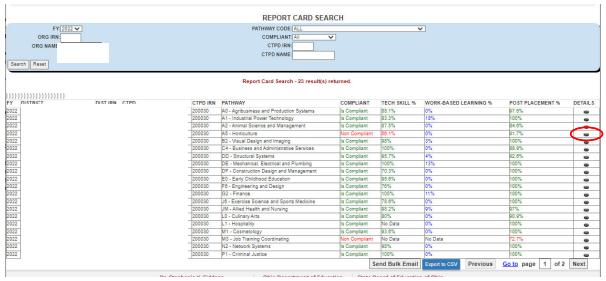
District Process



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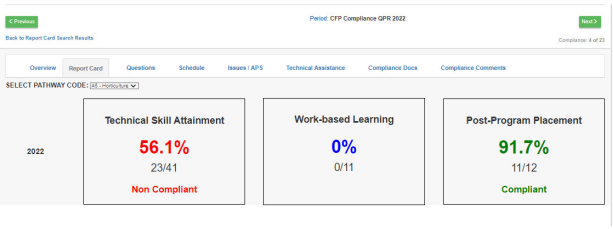
District Process



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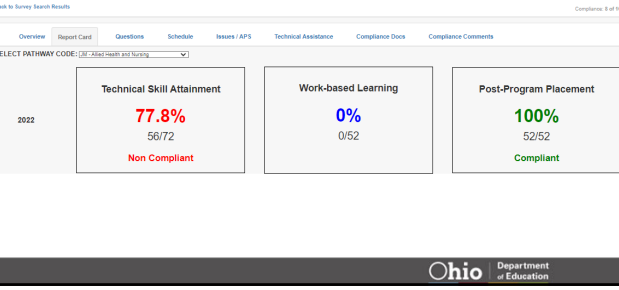

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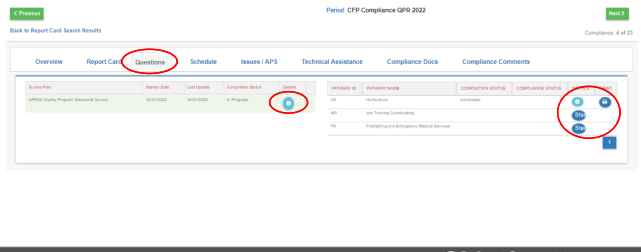
District Process



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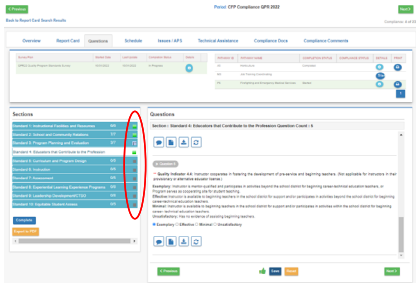
District Process



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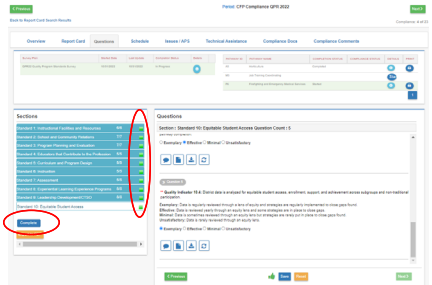
District Process



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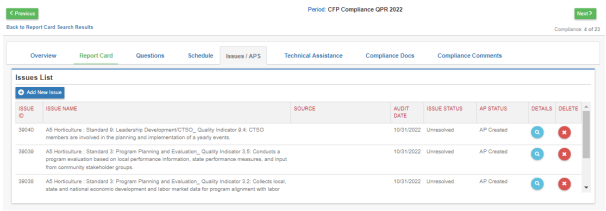
District Process



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QPR Resources

CTE Program Review

The intent of the Career-Technical Education Quality Program Review is to maximize the use of resources improving the quality of career-technical education programs. The Career-Technical Education Program Review is a one to five-year process. The district conducts a self-review and creates and implements identified improvement strategies for non-compliance areas identified in the compliance system. This work is completed in collaboration with the Career-Technical Planning District and the Ohio Department of Education.

The indicators for the FY2021 Pathway Data and beyond will align to the **Strengthening Career and Technical Education for the 21st Century Act (Perkins V),** the **Career-Technical Planning District Report Card** and will be **Technical Skill Attainment, Work-based Learning and Post-Program Placement.**

Quality Program Review Performance Levels and Component Chart

1. Technical Skill Attainment
Technical Skill Attainment measures the percentage of career-technical education concentrators who, in the reporting year, achieve the cumulative passing rate for the state-recognized technical skill assessment aligned with their programs of concentration.

2. Work-based Learning
Work-based Learning measures the percentage of career-technical education concentrators in the graduation cohort having participated in a minimum of 250 hours of work-based learning.

3. Post-Program Placement
Post-Program Placement measures the percentage of career-technical education concentrators who, in the second quarter after exiting secondary education, are in postsecondary education or advanced training; are in a military service or service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C 12511 et seq.); are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C 2504(a)); or are employed.

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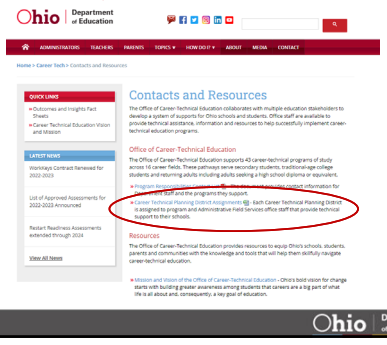
QPR Resources



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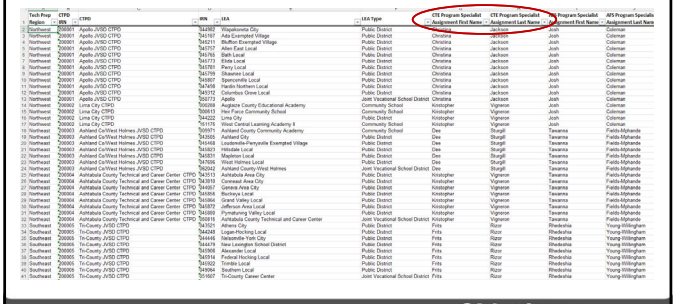
QPR Resources



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Contact Information

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2022-23 QPR Data Literacy Skills Review

Date – Region

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Data Literacy Skills Review

#CareerTechOhio
Ready for careers. Ready for college. Skills for a lifetime.

- Quantitative & Qualitative QPR Data
- Data-Driven Decision Making
- Scenarios

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Qualitative & Quantitative QPR Data

Both Quantitative & Qualitative Data are needed to identify root causes to focus strategies for improvement.

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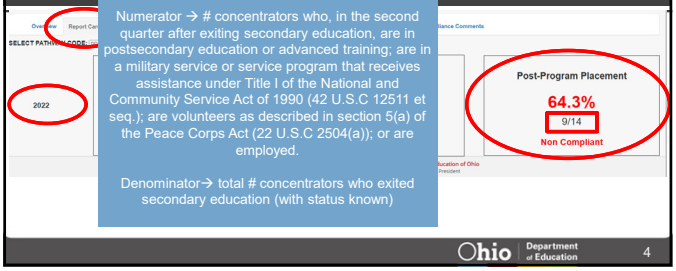
Quantitative QPR Data: Post-Program Placement

Post-Program Placement

Numerator → # concentrators who, in the second quarter after exiting secondary education, are in postsecondary education or advanced training; are in a military service or service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C 12511 et seq.); are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C 2504(a)); or are employed.

Denominator→ total # concentrators who exited secondary education (with status known)



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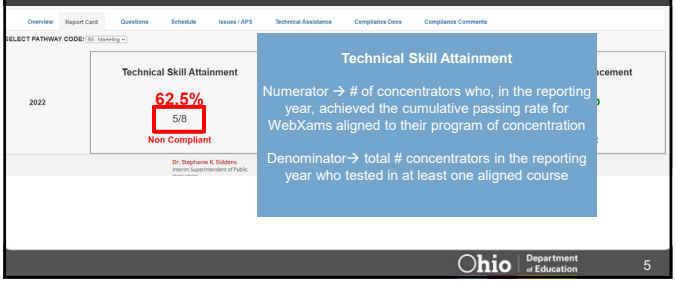
Quantitative QPR Data: Technical Skill Attainment

Technical Skill Attainment

Numerator → # of concentrators who, in the reporting year, achieved the cumulative passing rate for WebXams aligned to their program of concentration

Denominator→ total # concentrators in the reporting year who tested in at least one aligned course



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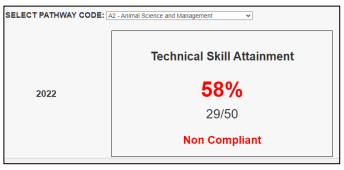
Quantitative QPR Data: Secure Data Center Reports

Technical Skill Attainment → Current Year Concentrator Report



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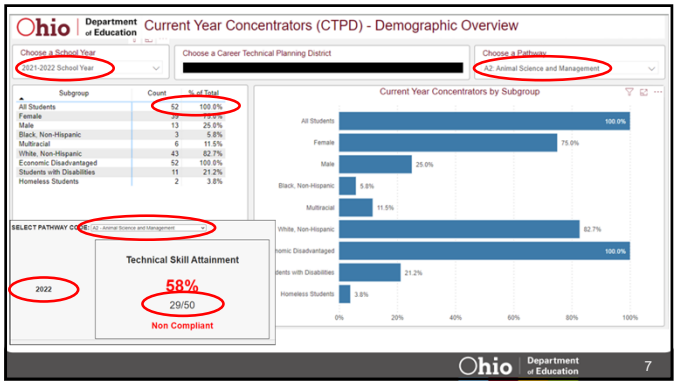
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Current Year Concentrators (CTPD) - Demographic Overview
Choose a School Year
2021-2022 School Year
Choose a Career Technical Planning District
Choose a Pathway
A2: Animal Science and Management
Current Year Concentrators by Subgroup
SELECT PATHWAY CODE: A2 - Animal Science and Management
2022
Technical Skill Attainment
58%
29/50
Non Compliant
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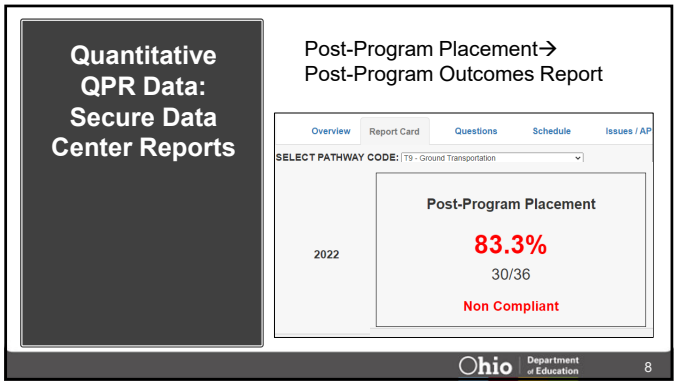
Quantitative QPR Data: Secure Data Center Reports
Post-Program Placement→
Post-Program Outcomes Report
Overview
Report Card
Questions
Schedule
Issues / AP
SELECT PATHWAY CODE: T9 - Ground Transportation
2022
Post-Program Placement
83.3%
30/36
Non Compliant
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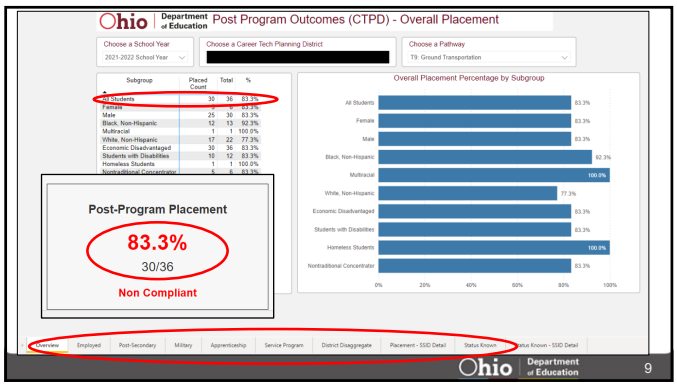
Ohio Department of Education
Post Program Outcomes (CTPD) - Overall Placement
Choose a School Year
2021-2022 School Year
Choose a Career Tech Planning District
Choose a Pathway
T9: Ground Transportation
Overall Placement Percentage by Subgroup
Post-Program Placement
83.3%
30/36
Non Compliant
Overview
Employed
Post-Secondary
Military
Apprenticeship
Service Program
District Disaggregate
Placement - SSID Detail
Status Known
Status Known - SSID Detail
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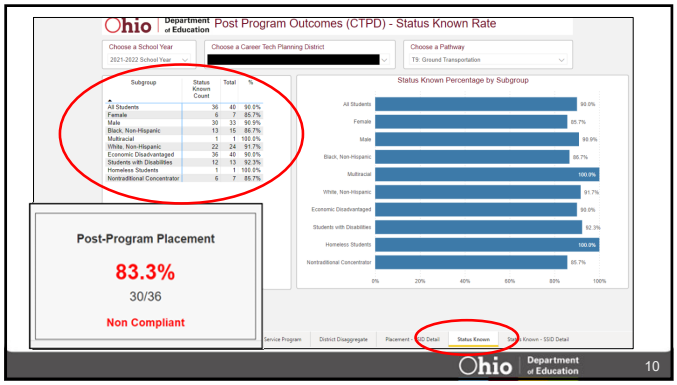
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Post Program Outcomes (CTPD) - Status Known Rate
Choose a School Year
2021-2022 School Year
Choose a Career Tech Planning District
Choose a Pathway
T9: Ground Transportation
Subgroup
Status Known Count
Total
%
All Students 36 40 90.0%
Female 6 7 85.7%
Male 30 33 90.9%
Black, Non-Hispanic 13 15 86.7%
Multiracial 1 1 100.0%
White, Non-Hispanic 22 24 91.7%
Economic Disadvantaged 36 40 90.0%
Students with Disabilities 12 13 92.3%
Homeless Students 1 1 100.0%
Nontraditional Concentrator 6 7 85.7%
Status Known Percentage by Subgroup
All Students
Female
Male
Black, Non-Hispanic
Multiracial
White, Non-Hispanic
Economic Disadvantaged
Students with Disabilities
Homeless Students
Nontraditional Concentrator
0%
20%
40%
60%
80%
100%
Post-Program Placement
83.3%
30/36
Non Compliant
Service Program
District Disaggregate
Placement - SSID Detail
Status Known
Status Known - SSID Detail
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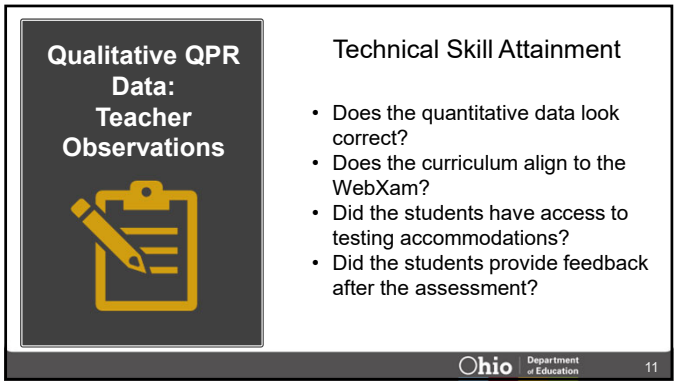
Qualitative QPR Data: Teacher Observations
Technical Skill Attainment
• Does the quantitative data look correct?
• Does the curriculum align to the WebXam?
• Did the students have access to testing accommodations?
• Did the students provide feedback after the assessment?
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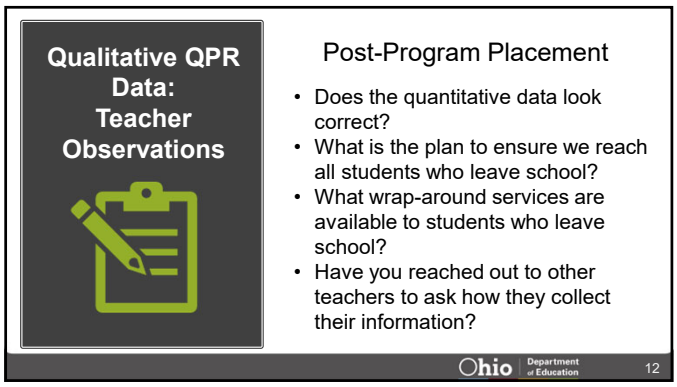
Qualitative QPR Data: Teacher Observations
Post-Program Placement
• Does the quantitative data look correct?
• What is the plan to ensure we reach all students who leave school?
• What wrap-around services are available to students who leave school?
• Have you reached out to other teachers to ask how they collect their information?
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Team Discussion: 5-10 minutes

- Who has access to the Secure Data Center reports?
- Who can pull the WebXam data?
- What other quantitative or qualitative data does your team have?
- When will your team plan to brainstorm the root cause for improving the noncompliant score(s)?

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Data-Driven Decision Making

How can I use qualitative and quantitative data to build my action plan?

Three Strategies:

1. Establish baselines for performance.
2. Define meaningful progress.
3. Set reasonable goals.

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Establishing a Baseline

A method for observing trends in data and recognizing outliers.

- Establish a range between highest and lowest performance or percentages.
- Determine an average within this range.
- Look for outliers or performance outside of the range for further inquiry.

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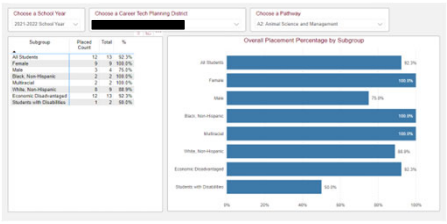
Establishing a Baseline

Using the ***Post Program Outcomes SDC Report…***

You can determine the lowest performance score, highest performance score and an average performance score within a given year for various populations OR over multiple years for the pathway.



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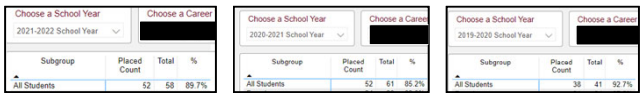
Establishing a Baseline



Lowest	Highest	Average
85.2%	92.7%	89.2%

Typical performance range is **85.2-92.7%** with an average performance of **89.2%.** Performance (for pathway or subgroups) outside of this range may be considered an outlier.

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Establishing a Baseline

Using the ***WebXam Testing Report…***

You can determine the lowest proficiency score, highest proficiency score and an average proficiency score for an assessment/course within a given year (or multiple years).

Class Size: 33 Students
Proficient Score for Assessment: 75%
# of Proficient Scores: 18
Percentage of Proficient Students: 55%

Technical Skill Attainment		
Lowest Score	Highest Score	Average
35%	83%	63%

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Establishing a Baseline

The "baseline" range of performance then becomes **35-83%** with a typical average performance of **63%.**

In the data set there were several assessment scores within the range of our lowest score, **35%.** But if the next highest score had been **58%,** we might recognize **35%** as an outlier.

Baselines will adjust over time; smaller ranges will require greater scrutiny.

We'll revisit this data in a moment…

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Define Meaningful Progress

"Technical skill attainment will increase by 10%."

Pathway A	Pathway B
• 39 of 66 students are proficient; 59%. • 10% increase to 69% = 45.54 • Round up to 46; An impact for 7 students.	• 2 of 9 students are proficient; 22%. • 10% increase to 32% = 2.88 • Round up to 3; An impact for 1 student.

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Defining Meaningful Progress

While an impact for 1 student is still a positive outcome, it may not reflect a systemic or universal change.

Students may continue to have barriers to increased performance.

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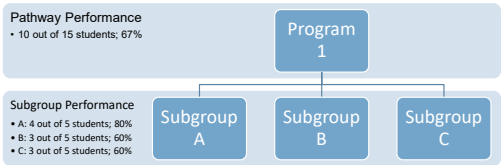
Defining Meaningful Progress

Alternatively, when comparing small groups, a difference of 1 can offer a "quick win".



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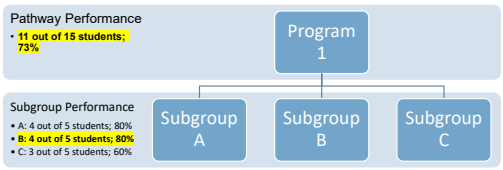
Defining Meaningful Progress

Alternatively, when comparing small groups, a difference of 1 can offer a "quick win".



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Defining Meaningful Progress

Think Big, Start Small, Scale Fast

- Changes should aim to make a universal impact;
- But recognize that progress is often incremental;
- Success should be celebrated and replicated as often as possible.

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Set Reasonable Goals

Let's revisit our baseline data…

Class Size: 33 Students
Proficient Score for Assessment: 75%
# of Proficient Scores: 18
Percentage of Proficient Students: 55%

Compliant TSA Proficiency		Current TSA Proficiency		Gap of
70%	−	**55%**	=	**15%**

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Set Reasonable Goals

If the gap seems large…Start by reducing the gap by half:

"We will increase our rate of proficiency by 8%."

Remember: Consider the student impact of this percentage. Is it reasonable?

- 8% of 33 students = **~3 students**
- 3 students out of 15 currently non-proficient = **20%**

(Is your goal strategy realistically capable of making this amount of impact in this amount of time? Does this goal demonstrate meaningful progress?)

Adjust as necessary or use quartiles: *"We will increase our rate of proficiency by 4%/12%."*

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Set Reasonable Goals

You can follow the same process to set other types of goals…

Proficiency Cut Score		Average Proficiency Score		Gap of
75%	−	**63%**	=	**12%**

"We will improve our average proficiency by 12% by 2024."

(How many students are currently below 63%? How many are below 75%? Will your goal strategy support this outcome? Is this meaningful progress?)

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GROUP WORK
5-10 minutes

With your team, determine the gap between the pathway's current performance percentage and a compliant performance percentage.

- How many students does this percentage represent?
- What would a reasonable goal for reducing this gap look like?
- Begin to brainstorm potential root causes for further discussion.

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Scenario #1: Post-Program Placement

Crance Community School has an IT pathway non-compliant in Post-Program Placement with a current performance percentage of 61%. After attending the QPR workshop, the team gathered to plan for improvement.

What kind of data could the team use to find the root cause of their noncompliance?

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Scenario #1: Post-Program Placement

The team looks at the Post-Program Outcomes report in the Secure Data Center. The report shows that there were many students with status unknown. The report also shows that all females in this pathway that left school in school year 2022 were not placed but all had a known status.

When speaking with the teachers, they reported that all the female students were hired at the same organization upon leaving school, but all left shortly after.

The team determines that they need diverse business partnerships for placing students and to use a new strategy for communicating with students after they leave school.

What strategies could they implement to assist in becoming compliant in this indicator?

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Scenario #1: Post-Program Placement

Working with other CTE teachers, the teachers in the IT pathway will develop a communication plan for students who leave school.

The school will also develop new business partnerships for work-based learning opportunities for all students and establish wrap-around services for students leaving school.

What is a meaningful SMART goal that they could use for their plan?

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Crance Community School Action Plan

SMART Goal By December 2024, the Post-Program Placement score will be 84%
Strategy Develop a communication plan for students who leave school, develop new partnerships for WBL and wrap-around services for students leaving school.

Ohio Department of Education 32

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Scenario #2: Technical Skill Attainment

Bartlett High School has an approved CTE pathway. They offer 2 introduction courses that students can take and use towards enrollment at the Career Center. These courses use Project Lead The Way (PLTW) curriculum. The 22 students in the courses all passed the PLTW final test.

Technical Skill Attainment (TSA) is 31% (5/16) with a 72% participation rate.

What kind of data could the team use to help identify the root cause of their noncompliance?

Ohio Department of Education 33

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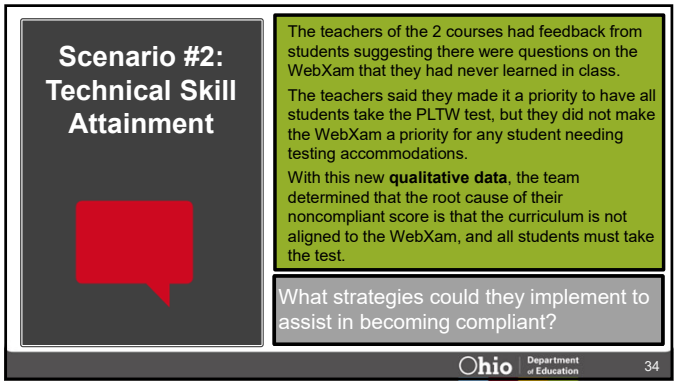
Scenario #2: Technical Skill Attainment
The teachers of the 2 courses had feedback from students suggesting there were questions on the WebXam that they had never learned in class.
The teachers said they made it a priority to have all students take the PLTW test, but they did not make the WebXam a priority for any student needing testing accommodations.
With this new qualitative data, the team determined that the root cause of their noncompliant score is that the curriculum is not aligned to the WebXam, and all students must take the test.
What strategies could they implement to assist in becoming compliant?
Ohio Department of Education
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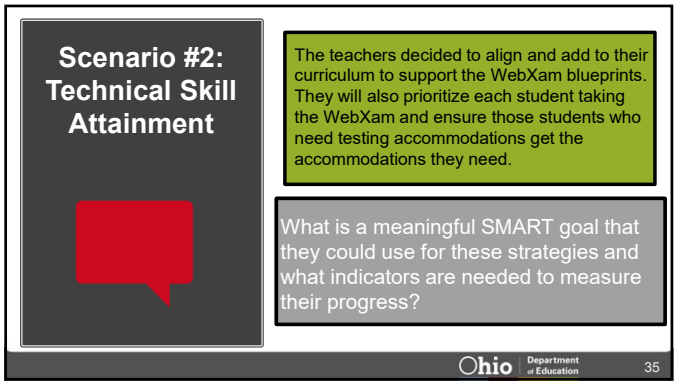
Scenario #2: Technical Skill Attainment
The teachers decided to align and add to their curriculum to support the WebXam blueprints. They will also prioritize each student taking the WebXam and ensure those students who need testing accommodations get the accommodations they need.
What is a meaningful SMART goal that they could use for these strategies and what indicators are needed to measure their progress?
Ohio Department of Education
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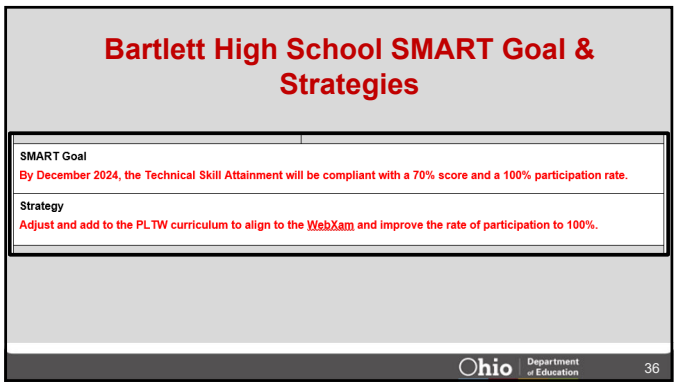
Bartlett High School SMART Goal & Strategies
SMART Goal
By December 2024, the Technical Skill Attainment will be compliant with a 70% score and a 100% participation rate.
Strategy
Adjust and add to the PLTW curriculum to align to the WebXam and improve the rate of participation to 100%.
Ohio Department of Education
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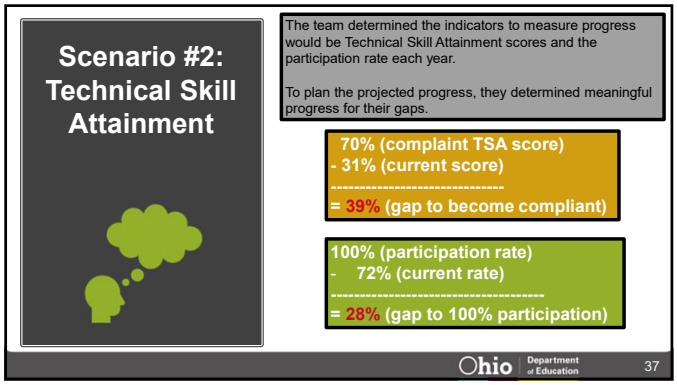
Scenario #2: Technical Skill Attainment
The team determined the indicators to measure progress would be Technical Skill Attainment scores and the participation rate each year.
To plan the projected progress, they determined meaningful progress for their gaps.
70% (complaint TSA score)
- 31% (current score)
= 39% (gap to become compliant)
100% (participation rate)
- 72% (current rate)
= 28% (gap to 100% participation)
Ohio Department of Education
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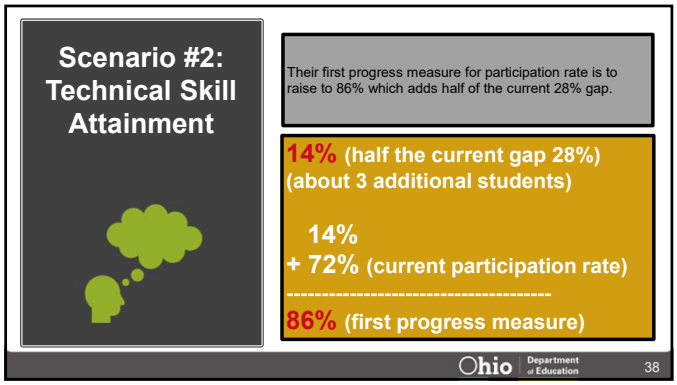
Scenario #2: Technical Skill Attainment
Their first progress measure for participation rate is to raise to 86% which adds half of the current 28% gap.
14% (half the current gap 28%)
(about 3 additional students)
14%
+ 72% (current participation rate)
86% (first progress measure)
Ohio Department of Education
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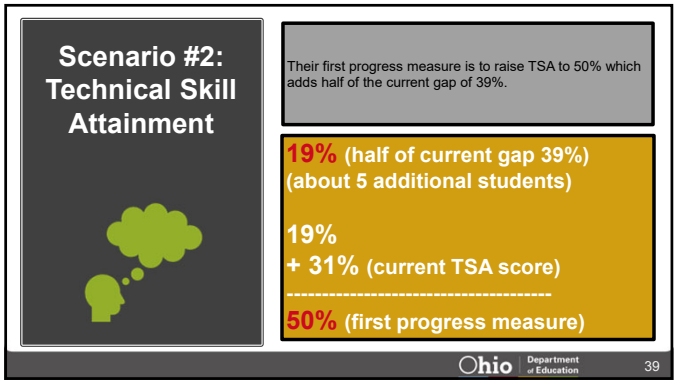
Scenario #2: Technical Skill Attainment
Their first progress measure is to raise TSA to 50% which adds half of the current gap of 39%.
19% (half of current gap 39%)
(about 5 additional students)
19%
+ 31% (current TSA score)
50% (first progress measure)
Ohio Department of Education
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Bartlett High School Action Plan

SMART Goal

By December 2024, the Technical Skill Attainment will be compliant with a 70% score and a 100% participation rate.

Strategy

Adjust and add to the PLTW curriculum to align to the WebXam and improve the rate of participation to 100%.

STRATEGY INDICATORS

Indicator	Baseline	Progress Measure 1 – Dec 2023		Progress Measure 2 – Dec 2024		Progress Measure 3 – (Date)	
	Current	Projected	Actual	Projected	Actual	Projected	Actual
Technical Skill Attainment	31%	51%	%	70%	%		%
Participation Rate	72%	86%	%	100%	%		%

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BONUS QUESTION…

Standard #5: Curriculum and Program Design

Standard #7: Assessment

score and a 100% participation rate.

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Questions?

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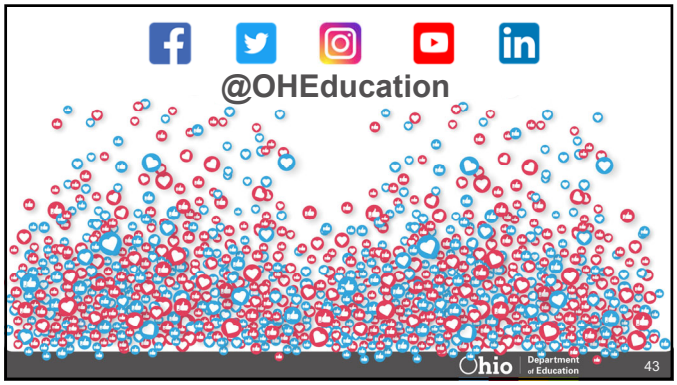

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#EachChildOurFuture

Quality Program Review

Action Plans
QPR 2022

Ohio Department of Education

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Action Plans

- Overview
- Action Plan
- Resources

Ohio Department of Education

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Action Plan Overview

ACTION PLAN				Date			
District				School			
Pathway				Standard			
SMART Goal							
Strategy							
STRATEGY INDICATORS							
Indicator	Baseline	Progress Measure 1 – (Date)		Progress Measure 2 – (Date)		Progress Measure 3 – (Date)	
	Current	Projected	Actual	Projected	Actual	Projected	Actual
			%		%		%
			%		%		%
			%		%		%
IMPLEMENTATION DETAILS							
	Action Steps	Data Source		Responsible Designee		Implementation Check	
1							
2							
3							
4							

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Quality Program Standards

ACTION PLAN		Date					
District		School					
Pathway		Standard					
SMART Goal							
Strategy							
STRATEGY INDICATORS							
Indicator	Baseline	Progress Measure 1 – (Date)		Progress Measure 2 – (Date)		Progress Measure 3 – (Date)	
	Current	Projected	Actual	Projected	Actual	Projected	Actual
			%		%		%
			%		%		%
			%		%		%
IMPLEMENTATION DETAILS							
	Action Steps	Data Source	Responsible Designee	Implementation Check			
1							
2							
3							
4							

The Action Plan should be aligned to a relevant standard and indicator from the Quality Program Standards

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Smart Goal

Specific – Focused on key priorities
Measurable – Includes measures to determine progress
Achievable – Set realistic goals
Relevant – Related to the opportunity
Time-bound – Tied to specific dates and time frames

- **Increase Technical Skill Attainment to 70% by May 30, 2023**
- **Achieve Post-program Placement of 84% by August 2023**

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Smart Goal

Insert the previously written **SMART Goal** here

ACTION PLAN		Date					
District		School					
Pathway		Standard					
SMART Goal							
Strategy							
STRATEGY INDICATORS							
Indicator	Baseline	Progress Measure 1 – (Date)		Progress Measure 2 – (Date)		Progress Measure 3 – (Date)	
	Current	Projected	Actual	Projected	Actual	Projected	Actual
			%		%		%
			%		%		%
			%		%		%
IMPLEMENTATION DETAILS							
	Action Steps	Data Source	Responsible Designee	Implementation Check			
1							
2							
3							
4							

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Strategy

Strategy is the action the district will take to achieve the goal in the timeline.

ACTION PLAN				Date			
District				School			
Pathway				Standard			
SMART Goal							
Strategy							
STRATEGY INDICATORS							
Indicator	Baseline	Progress Measure 1 – (Date)		Progress Measure 2 – (Date)		Progress Measure 3 – (Date)	
	Current	Projected	Actual	Projected	Actual	Projected	Actual
			%		%		%
			%		%		%
			%		%		%
IMPLEMENTATION DETAILS							
	Action Steps	Data Source		Responsible Designee		Implementation Check	
1							
2							
3							
4							

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Strategy Indicators

Strategy indicators are data measures to track how successfully the strategy is being implemented.

ACTION PLAN				Date			
District				School			
Pathway				Standard			
SMART Goal							
Strategy							
STRATEGY INDICATORS							
Indicator	Baseline	Progress Measure 1 – (Date)		Progress Measure 2 – (Date)		Progress Measure 3 – (Date)	
	Current	Projected	Actual	Projected	Actual	Projected	Actual
			%		%		%
			%		%		%
			%		%		%
IMPLEMENTATION DETAILS							
	Action Steps	Data Source		Responsible Designee		Implementation Check	
1							
2							
3							
4							

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Progress Measures

Progress measures are incremental check-ins for the strategy indicators. Set dates and projected data points to measure the data indicators.

ACTION PLAN				Date			
District				School			
Pathway				Standard			
SMART Goal							
Strategy							
STRATEGY INDICATORS							
Indicator	Baseline	Progress Measure 1 – (Date)		Progress Measure 2 – (Date)		Progress Measure 3 – (Date)	
	Current	Projected	Actual	Projected	Actual	Projected	Actual
			%		%		%
			%		%		%
			%		%		%
IMPLEMENTATION DETAILS							
	Action Steps	Data Source		Responsible Designee		Implementation Check	
1							
2							
3							
4							

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Action Steps

ACTION PLAN	Date
District	School
Pathway	Standard
SMART Goal	

Action Steps break the strategy into tasks. Assign a responsible party and align to data sources from data indicators.

	Progress Measure 1 – (Date)		Progress Measure 2 – (Date)		Progress Measure 3 – (Date)	
	Current	Projected	Actual	Projected	Actual	Projected	Actual
			%		%		%
			%		%		%
			%		%		%

IMPLEMENTATION DETAILS

	Action Steps	Data Source	Responsible Designee	Implementation Check
1				
2				
3				
4				

Ohio Department of Education

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QPR Resources

CTE Program Review

The intent of the Career-Technical Education Quality Program Review is to maximize the use of resources improving the quality of career-technical education programs. The Career-Technical Education Program Review is a one to five-year process. The district conducts a self-review and creates and implements identified improvement strategies for non-compliance areas identified in the compliance system. This work is completed in collaboration with the Career-Technical Planning District and the Ohio Department of Education.

The indicators for the FY2021 Pathway Data and beyond will align to the **Strengthening Career and Technical Education for the 21st Century Act (Perkins V),** the **Career-Technical Planning District Report Card** and will be **Technical Skill Attainment, Work-based Learning and Post-Program Placement.**

Quality Program Review Performance Levels and Component Chart

1. Technical Skill Attainment
Technical Skill Attainment measures the percentage of career-technical education concentrators who, in the reporting year, achieve the cumulative passing rate for the state-recognized technical skill assessment aligned with their programs of concentration.

2. Work-based Learning
Work-based Learning measures the percentage of career-technical education concentrators in the graduation cohort having participated in a minimum of 250 hours of work-based learning.

3. Post-Program Placement
Post-Program Placement measures the percentage of career-technical education concentrators who, in the second quarter after exiting secondary education, are in postsecondary education or advanced training; are in a military service or service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C 12511 et seq.); are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C 2504(a)); or are employed.

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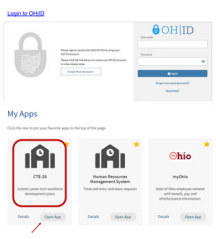
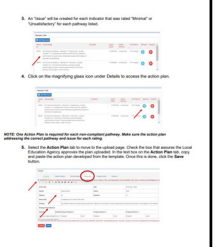
QPR Technical Manual





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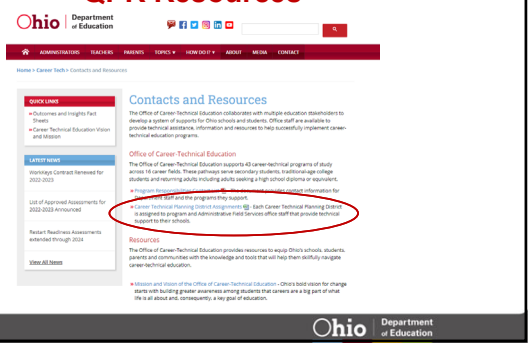
QPR Resources



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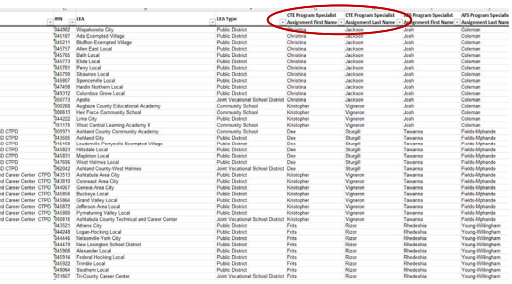
QPR Resources



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Contact Information

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Frits Rizor, Program Specialist
Frits.Rizor@education.ohio.gov

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Quality Program Standards Rubric

Standard 1: Instructional Facilities and Resources

Standard Statement: The facility supports implementation of the career-technical program and provides students with opportunities for the development and application of technical knowledge and skills.

Standard Definition: Instructional facilities and resources support the instructional and design needs of the program. Facilities are conducive to student learning and needs through the incorporation of state of the art technology, supporting career development and simulating the workplace. Instructional facility and resources support advising activities, career planning and parent engagement. Sufficient resources are in place to support instructional and curriculum needs of the program.

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY
1. Facility size, layout and labs facilitate delivery of the courses in the career-technical program.	Size and design exceeds OSFC minimum standards of serving curricular and emerging technology needs.	Size and design meets OSFC standards and current instructional needs.	Size and design meets minimum standard, but instructor(s) needs to adjust to meet current instructional needs.	Size and design is not conducive to instructional needs.
2. Facility is organized, maintained, compliant and conducive to learning.	Well maintained, and compliant with instructional materials logically organized.	Is maintained and compliant.	Needs some maintenance and organization but is compliant.	Poorly maintained and organized.
3. Classroom and laboratory inventory is developed annually with a plan for purchases and replacement current to technology used in workplace.	A long-term (five-year) plan exists for equipment. Purchases and replacement plans reflect emerging technology. Inventory is current.	A plan for annual purchase and replacement exists and reflects current technology. Inventory is current.	A plan for new purchases and replacement exists without reflection on current or emerging technology. Inventory exists by may not be current.	No plan for the purchase and replacement of equipment exists.
4. Equipment is maintained and inspected.	A documented safety and maintenance inspection has occurred on equipment. Defective items were removed, repaired or replaced.	A structured safety and maintenance inspection has occurred on equipment. Defective items were removed, repaired or replaced.	A thorough but infrequent safety and maintenance inspection has occurred on equipment. Defective items were removed repaired, or replaced.	No recent safety and maintenance inspection is documented as having occurred on equipment.

5. Non-classroom instructional spaces are conducive to learning and are maintained and inspected.	Non-classroom instructional spaces are optimized for learning and are regularly inspected.	Non-classroom instructional spaces are conducive to learning and have been inspected.	Non-classroom instructional spaces are compliant.	Non-classroom instructional spaces are non-compliant and are not conducive to learning.

Standard 2: School and Community Relations

Standard Statement: School, community, and industry partners are engaged in developing and supporting the career-technical education program.

Standard Definition: Quality programs are those with actively involved stakeholders from both the school and community and have an active, industry-driven partners. Quality programs have community and school partnerships that benefit students and community stakeholders. Quality programs use various modes of communication to promote both community and industry activities and partnerships.

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY
1. Identify stakeholders and organize their support of the program. Evidence: (e.g., roster, minutes, assignments, schedules)	Stakeholders are organized into committees to help improve instructional activities and support the program with a regular schedule of meetings and events.	Stakeholders are organized and have a role in supporting the program. There is a schedule of regular meetings and events.	No formal organization or structure for stakeholders, but still some involvement.	Stakeholders are not organized or involved.
2. Stakeholders advocate for the Career-Technical Program. Evidence: (e.g., marketing products, communications, documentation)	Stakeholders are working with local, state and national career-technical education organizations on a regular basis. Stakeholders regularly share successes of CTE programs with the community	Stakeholders are involved in special events that solicit support. Stakeholders share successes of CTE programs with the community.	Program reminds partners of the need for support and encourages involvement.	School and community stakeholders do not know about program accomplishments.
3. Stakeholders are recognized annually for their support of the program. Evidence: (e.g., documentation at recognition ceremonies, communications, media)	Program regularly thanks and recognizes stakeholders for their support of the program, both personally and publicly.	Program thanks and/or recognizes stakeholders annually for their support of the program.	Program thanks and/or recognizes stakeholders occasionally for their support of the program.	No stakeholder recognition program exists.
4. Parents or guardians receive information about student learning in the career technical education program. Evidence: (e.g., examples of material, media, website, pamphlets, communications)	Instructor communicates the connections to careers, credentials and postsecondary opportunities and involves parents in the program.	Instructor communicates frequently the technical knowledge and skills student has attained in the career-technical education program.	Instructor communicates infrequently the technical knowledge and skills student has attained.	No communication occurs with parents or guardians.

5. District has an established business advisory council, authorized by the local board of education, with established criteria for membership that meets regularly. Evidence: (e.g., membership names and titles, criteria, minutes, business advisory council report)	Local board of education-approved business advisory council with membership criteria meets regularly with documented minutes.	Local board of education-approved business advisory council meets twice per year.	Local board of education-approved business advisory council meets once per year.	There is no local board of education-approved business advisory council.
6. Pathway advisory committee assists with program initiatives including evaluation, promotion, planning and instruction. Evidence: (e.g., minutes, program evaluation tool, program evaluation procedures, committee feedback)	Pathway advisory committee meets regularly with documented minutes. It assists in the program with evaluation, promotion, planning and instruction by providing feedback and engagement in program functions.	Pathway advisory committee meets regularly to provide feedback on most program operations.	Pathway advisory committee meets annually to review general program operations.	No pathway advisory committee exists.

Standard 3: Program Planning and Evaluation

Standard Statement: A results-driven needs assessment and evaluation exists for continual program development, improvement, and alignment with labor market needs.

Standard Definition: Program has and uses a data-driven, continuous improvement process. Sources of data for evaluation include state and federal performance measures, local performance data and community data. Program planning and evaluation involves advisory input from students, district and community. Program selection

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY
1. Collects local, state and/or national performance data for program improvement. Evidence: (e.g., local student evaluations, placement rates, industry credential passage rate, technical attainment participation and passage rates)	Collects, analyzes and applies performance data for program improvement.	Collects and analyzes all recommended performance data.	Collects some performance data.	Does not collect data.
2. Collects local, state and national economic development and labor market data for program alignment with labor market needs. Evidence: (e.g., Ohio Means Jobs, Occupational Outlook Handbook, and Bureau of Labor Statistics)	Collects, analyzes and applies all recommended labor market data data for program alignment with labor market needs.	Collects and analyzes all recommended labor market data.	Collects some labor market data.	Does not collect data.

3. Collects local, state and national economic development and career outlook data for program improvement. Evidence: (e.g., Ohio Means Jobs, Occupational Outlook Handbook, and Bureau of Labor Statistics)	Collects, analyzes and applies data for program improvement.	Collects and analyzes all recommended performance data.	Collects some performance data.	Does not collect data.

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY
4. A plan and system for flow, organization, and reporting of data is established and communicated to all necessary parties. Evidence: (e.g., data plan, communications)	Plan and system is in place and all necessary parties are completing their necessary roles, resulting in few or no data reporting errors.	Plan and system is in place and all necessary parties are completing their necessary roles, but resulting in many data errors.	Plan and system is in place but is not effective in preventing data errors.	No plan or system in place.
5. Conducts a program evaluation based on local performance information, state performance measures, and input from community stakeholder groups. Evidence: (e.g., procedures, examples, WebXam data analysis)	Conducts a program evaluation annually and develops a continuous improvement plan.	Conducts a program evaluation annually, but does not develop a continuous improvement plan.	Conducts a program evaluation on irregular basis and informally documented.	Does not evaluate the program.
6. Administrators, counselors, and teachers clearly communicate all program opportunities to students. Student graduation plans are reflective of their informed decisions.	All students are informed of program opportunities and all students are knowledgeable of their graduation plan on file.	Students are informed of program opportunities and all students have graduation plans on file.	Students are informed of most program opportunities and some have graduation plans on file.	Students are not informed and few have graduation plans on file.

Standard 4: Educators that Contribute to the Profession

Standard Statement: Career-Technical educators continuously develop as professionals and support the growth of the profession they serve.

Standard Definition: Quality Programs require high quality educators who are committed to the education profession. High quality educators are involved in a process of continual development and professional growth dedicated to the improvement of the program. High quality educators contribute to the profession through workshop/conference participation, working towards advanced degrees, and achieving and maintaining professional licensure.

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY
1. Instructor continues professional growth through college credit courses, attendance at workshops, and/or other sources of training. Evidence: (e.g., individual professional development plans, proof of attendance, certificates, transcripts)	Takes coursework leading to an advanced degree or industry credential and/or participates in workshops and other sources of technical training.	Attends workshops or classes related to teaching area that are beyond what is required by the local institution.	Attends workshops required at the local institution.	Has no evidence of participation in professional growth and development activities.
2. Instructor engages in professional development focused on improving equitable outcomes for students in their classroom. Evidence: (e.g., culturally responsive pedagogy, implicit bias, stereotype threat training)	Instructor regularly engages in professional development focused on equity and improves results for students in their classroom.	Instructor regularly engages in professional development focused on equity.	Instructor engages in professional development focused on equity.	Has no evidence of participation in professional growth and development activities focused on equity.
3. Instructor is active in related local, state and national professional education/industry associations. Evidence: (e.g., membership,	Applies, holds or participates in state leadership functions and/or committee in the last three years.	Applies, holds or has held leadership position serving local, county or district needs. Holds membership and participates in annual district, state or national	Holds membership in local, district, state or national professional education/industry associations.	Holds no membership or active participation.

letters, communications)		functions.		
4. Instructor cooperates in fostering the development of pre-service and beginning teachers. (Not applicable for instructors in their provisionary or alternative educator license.)	Instructor is mentor-qualified and participates in activities beyond the school district for beginning career-technical education teachers. Or Program serves as cooperating site for student teaching.	Instructor is available to beginning teachers in the school district for support and/or participates in activities beyond the school district for beginning career-technical education teachers.	Instructor is available to beginning teachers in the school district for support and/or participates in activities within the school district for beginning career-technical education teachers.	Has no evidence of assisting beginning teachers.

Standard 5: Curriculum and Program Design

Standard Statement: The career-technical education program includes foundational and specialized courses designed to prepare each student for lifelong learning within a career pathway.

Standard Definition: Quality curriculum and program design reflects standards that are relevant, rigorous, and industry-validated and aligned with state and national technical content standards. Curriculum and program design focuses on career readiness and postsecondary educational options. The curriculum and program design includes career-planning activities for each student, student leadership opportunities, and a program of study that supports individualized student achievement across all identified subgroups.

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY
1. An approved course of study is current and based on industry validated technical content standards.	The local board of education approved course of study is based on the state career field technical content standards, local needs, and industry certification when applicable.	The local board of education approved course of study is based on the state career-field technical content standards and local needs.	The local board of education approved course of study is based on the state career field technical contents standards.	There is no locally approved course of study.
2. The program is logically organized, including course descriptions and sequences, industry validated technical content standards, prerequisites and staffing assignments.	Program is logically and sequentially organized, including course descriptions, course sequences, industry validated technical content standards, and prerequisites.	Program course curriculum content is organized, includes industry validated technical content standards, includes course prerequisites and staff assignments.	Program description includes course listings.	No program description exists.
3. Technical content is aligned with academic content standards. Evidence: (e.g., lesson plans, course of study, cross walk, Standards By Design alignment documents)	Technical content is aligned with two or more of Ohio's Learning Standards.	Technical content is aligned with one of Ohio's Learning Standards.	Ohio's Learning Standards are recognized in the program of study.	No effort to align with or include learning standards.
4. Program Has approved CTE26, which includes curriculum, post secondary articulation, industry recognized credential options, experiential learning opportunities and	Program has approved CTE26 with all opportunities included in standard definition.	Program has approved CTE26 with all but one of opportunities included in standard definition.	Program has approved CTE26 but only includes curriculum and post secondary articulation.	Program has approved CTE26.

CTSO affiliation.				

Standard #6: Instruction

Standard Statement: Career-Technical Education programs promote high academic achievement, technical knowledge and skill development of all students.

Standard Definition: Educators develop differentiated instructional plans that are rigorous and relevant, and represent real-work knowledge and skills. The rigor of instruction represents current industry needs and prepares each student for workplace and post-secondary options. Instruction incorporates core academic requirements and promotes academic and technical skill attainment. Instruction is designed and delivered with each student in mind, meeting the needs of the individuals in the classroom.

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY
1. Instruction balances between inquiry-based classroom and laboratory instruction, experiential learning, and engagement in the Career Technical Student Organization.	A documented balance exists between inquiry-based classroom and laboratory instruction, experiential learning and engagement in the student organization.	There is an attempt to balance inquiry-based classroom and laboratory instruction, experiential learning, and engagement in the student organization, but two of the three components dominate the instruction.	One component of the curriculum clearly is dominating the instruction. The instructor(s) has a plan to bring deficient areas into balance.	None of these components are apparent in the instruction.
2. Instructional activities provide equitable opportunities for each to demonstrate technical skills and develop critical higher- order thinking. Evidence: (e.g., lesson plans, activity descriptions)	Instructional activities promote the transfer of technical knowledge and skill to different situations and applications, and to students of all backgrounds and abilities.	Instructional activities require each student to apply higher order technical skills.	Instructional activities require students to demonstrate knowledge and application-based technical skills.	Students are not provided opportunities to master technical skills.
3. Instruction reinforces the application of relevant and rigorous career-technical learning standards. Evidence: (e.g., lesson plans)	Instruction consistently incorporates related career-technical learning standards.	Instruction focuses on academic skills and connects with career-technical learning standards.	Instruction focuses on academic skills.	Instruction does not address academic skills.
4. Instructional program uses current and culturally responsive materials and resources. Evidence: (e.g., textbooks, online content)	Curriculum materials align with current business/industry practices and are culturally responsive to students in the class.	Curriculum materials are current and culturally responsive, but not aligned with business/industry practices.	Curriculum material upgrades are in progress.	Curriculum materials are outdated.

Standard #7: Assessment

Standard Statement: Career-Technical education programs use authentic and performance-based assessments to measure student learning and skill attainment of Ohio's Career Field Technical content standards.

Standard Definition: A quality assessment process is critical for measuring student growth and achievement. A systematic assessment process involves ongoing short cycle/formative and end-of-course/summative assessments that measure student knowledge and skill attainment. Quality assessments prepare students for successful passage of industry certifications and/or credential assessments. Assessment design reflects current educational research and practice and is .

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY
1. Program has a grading system in place that measures mastery-level completion and incorporates all phases of the instructional program. Evidence: (e.g., grading system, procedures, administrative approval)	Shares a locally approved grading system that includes all phases of instruction with students, parents and stakeholders.	Grading system meets local guidelines and approved by administration.	Grading system developed, but not approved.	No grading system exists.
2. Program instructor(s) use both summative and formative assessments to inform instruction and adapt classroom to needs of students.	Instructor(s) delivers regular summative and at least weekly formative assessments and uses data to inform curriculum and instructional decisions.	Instructor(s) delivers summative and formative assessments and reviews data for instructional choices.	Instructor(s) delivers summative assessments.	Students are rarely assessed beyond summative assessment e.g., WebXam.
3. Assessments measure technical and academic performance through locally developed assessments based on identified competencies. Evidence: (e.g., assessments)	Assessments measure complex application of technical knowledge and skills, solving authentic industry problems related to the career field technical content standards.	Assessments measure technical knowledge and skills specified in the career field technical content standards.	Assessments measure technical knowledge.	Assessments are not locally developed.

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY
4. State Board of Education approved technical assessments, industry certification, and/or licensure examinations measure student performance.	100 percent of students enrolled in the career tech program test with 90 percent passing or above at the benchmark level on State Board of Education approved technical assessments. 75 percent or more of students attain an industry credential where applicable.	100 percent of students enrolled in the career tech program test with 70 percent of students scoring at the benchmark level on their State Board of Education approved technical assessments or attains industry credentials.	Students participate in State Board of Education approved technical assessments and/or industry certification and licensure examinations.	Students do not participate in State Board of Education approved technical assessments industry certification and/or licensure examinations.

Standard #8: Experiential Learning Experience Programs

Standard Statement: All students participate in an experiential learning program that connects the technical knowledge and skills learned in both classroom and laboratory to the work place.

Standard Definition: Experiential learning is focused on the application of academic and technical skills within a student's program of study. Experiential learning includes lab-based activities, co-ops, simulated workplace, mentorships, internships, pre-apprenticeships and apprenticeships. Lab-based experiential learning should simulate real-work worksites and expectations. Students participating in experiences on actual worksites should receive regular supervision and follow-up that is documented. Experiential learning should be driven by industry expectations.

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY
1. Students have experiential learning programs based on career pathways and Ohio's Career Field Technical Content Standards.	100% of students enrolled in the career-technical program have a documented and comprehensive experiential learning program aligned to students' career pathway.	At least 75% of the students enrolled in the program have a documented experiential learning program aligned to students' career pathway.	At least 50% of the students enrolled in the program have an experiential learning program aligned to students' career pathway.	Fewer than 50% of the students enrolled in the program have an experiential learning program aligned to students' career pathway.
2. Experiential Learning programs are planned, developed, and managed by the student with assistance from their instructor, guardian, and/or employer. Evidence: (e.g., records, portfolios, training agreements, placement)	100% of students enrolled in the career-technical program can plan, develop, and manage their experiential learning program with assistance of their instructor, guardian, and/or employer.	At least 75% of students enrolled in the career-technical program can plan, develop, and manage their experiential learning program with assistance of their instructor, guardian, and/or employer.	At least 50% of students enrolled in the career-technical program can plan an experiential learning program with guidance.	Fewer than 50% or greater of students enrolled in the career-technical program can plan an experiential learning program with guidance.
3. Continuous direct instruction and supervision of students' experiential learning programs are provided and documented by the instructor.	Scheduled continuous direct instruction and supervision is conducted and documented by the instructor.	Frequent direct instruction and supervision is conducted and documented by the instructor.	Infrequent direct instruction and supervision is conducted and documented by the instructor.	No scheduled continuous direct instruction and supervision is conducted.

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY
4. Student maintains up-to-date and accurate experiential learning program records to independently analyze and evaluate program data. Evidence: (e.g., records, portfolios, training agreements, placement, data charts, data procedures, growth measures)	100% of students maintain up-to-date and accurate experiential learning program records and independently analyze and evaluate program data.	At least 75% of students maintain up-to-date and accurate experiential learning program records and independently analyze and evaluate program data.	At least 50% students maintain up- to-date and accurate experiential learning program records.	Fewer than 50% of all students maintain up-to-date and accurate experiential learning program records.
5. Students have comprehensive experiential learning programs that show evidence of growth through annual summative data to administrators and stakeholders. Evidence: (e.g., summary records, data charts, growth measures)	Annual summary data is shared to administrators and stakeholders showing evidence of growth in 100% of students completing experiential learning programs.	Annual summary data is shared to administrators and stakeholders showing evidence of growth in at least 75% of students completing experiential learning programs.	Annual summary data is shared to administrators and stakeholders showing evidence of growth in at least 50% of students completing experiential learning programs.	Annual summary data is shared to administrators and stakeholders showing evidence of growth in fewer than 50% of students completing experiential learning programs.
6. Student's experiential learning programs are evaluated and assessed for technical knowledge, skill and growth. Evidence: (e.g., lesson plans, training plans, employer evaluations)	Evaluation of experiential learning programs measures attainment of career-technical content standards.	Evaluation of experiential learning programs measures attainment of knowledge and skill.	Evaluation of experiential learning programs measures accuracy of records and regular assessments.	There is no evidence of student experiential learning programs evaluation.
7. Students have access to Work-Based Learning experiences within the program and are participating fully in those opportunities.	10% of students complete a 250 hour Work-Based Learning experience over the course of their program experience.	8% of students complete a 250 hour Work-Based Learning experience over the course of their program experience.	Some students complete a 250 hour Work-Based Learning experience over the course of their program experience.	Students are not completing 250 hour Work-Based Learning experiences.

Standard #9: Leadership Development/CTSO

Standard Statement: Students participate in intra-curricular Career-Technical Student Organization (CTSO) that promotes cognitive knowledge and skill and leadership development.

Standard Definition: A variety of leadership development opportunities should exist for all students participating in a career-technical program. Leadership development activities include CTSO participation, conventions, camps, conferences, and knowledge/skill competitions.

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY
1. Career-Technical instructors provide direct supervision of students in CTSO related activities at the local level.	100% Career-Technical instructors provide direct supervision of students in CTSO related activities at the local level.	At least 75% of Career-Technical instructors provide direct supervision of students in CTSO related activities at the local level.	At least 50% of Career-Technical instructors provide direct supervision of students in CTSO related activities at the local level.	Fewer than 50% of Career-Technical instructors provide direct supervision of students in CTSO related activities at the local level.
2. Students enrolled in the career-technical program have access to the CTSO and participate in local, regional, state and/or national activities.	100% of students are CTSO members and participate in local, regional, state and/or national activities.	At least 75% of students are CTSO members and participate in local, regional, state and/or national activities.	Students have access to an established chapter at the local level.	Students do not have access to the CTSO.
3. Access to CTSO participation and leadership is equitable across all subgroups.	CTSO membership accurately reflects the demographics of the district.	CTSO membership mostly reflects the demographics of the district and efforts are in place to remove barriers to subgroup participation.	CTSO membership somewhat reflects the demographics of the district and barriers to subgroup participation are being examined.	CTSO membership is not reflective of the district.
4. CTSO members are involved in the planning and implementation of a yearly events.	Students plan and implement activities that develop leadership skills, personal development, social awareness and technical skills above the local level.	Teacher guide students to plan and implement activities that develop leadership skills, personal development, social awareness and technical skills.	Techers guide students to plan and implement activities.	No evidence that the CTSO members have planned any activities.
5. The CTSO chapter plans and conducts award and recognition programs.	CTSO planned award and recognition program includes parents, school staff, administration, and community.	CTSO planned award and recognition program includes parents, school staff and administration.	CTSO planned award and recognition program attended by students only.	No evidence of a CTSO Chapter planned award and recognition programs.

6. Elected officers participate in CTSO leadership activities.	CTSO officers participate in leadership development activities above the chapter level.	CTSO officers participate in leadership development activities at the chapter level.	Officers elected annually by the chapter membership.	No evidence that chapter officers exist.
7. Students perform technical skills in competitive career skills events of the student organization.	Students apply technical skills in multiple career skills events aligned to their career-technical approved program.	Students participate in a competitive event at the local, regional or state level.	Students have access to CTSO Competitive events.	No student participates in career skills events.

Standard #10: Equitable Student Access

Standard Statement: Career-technical education programs serve each student interested in preparing for a career in any of Ohio's 16 Career Fields and are reflective of the school's student population. Capacity should permit students to schedule first choices of career area.

Standard Definitions: Student access should be the least restrictive possible, allowing for maximum admission and participation in the program. Quality programs should always be evaluating student retention and community needs in conjunction with program capacity and enrollment. Equitable access for all students should support the belief that all students are capable of high levels of growth and achievement.

QUALITY INDICATOR	EXEMPLARY	EFFECTIVE	MINIMAL	UNSATISFACTORY
1. Activities to recruit students from diverse backgrounds and across subgroups are being implemented. Evidence: (e.g., examples, pamphlets, communication, website, media, videos)	Instructor's work with stakeholders to guide students to career-technical programs. Parents are invited to view programs available to their child.	Instructor's work with stakeholders to guide students to career-technical programs. Promotional materials are distributed to students and parents.	The program conducts annual promotional activities targeted to potential enrollees.	No recruiting efforts conducted.
2. School counselors are informed on the career-technical program options and provide equitable guidance and information to students.	School counselors are knowledgeable about career-technical pathways and readily assist in the recruitment of students for the program. Counselors open doors to students across subgroups.	School counselors readily assist in the recruitment of students for the program and inform students of all options available across the district.	School counselors acknowledge career-technical pathways.	School counselors do not actively acknowledge or recruit students to career-technical programs.
3. Scheduling supports student concentration in and completion of career-technical programs that align with their career interests.	Administration and School counselors support career-technical education program of study in scheduling students for pathway concentration and completion.	Not Applicable	Not Applicable	No evidence of administration and School counselors supporting the career-technical education program of study in scheduling students for pathway completion.
4. District data is analyzed for equitable student access, enrollment, support, and achievement across subgroups and non-traditional participation.	Data is regularly reviewed through a lens of equity and strategies are regularly implemented to close gaps found.	Data is reviewed yearly through an equity lens and some strategies are in place to close gaps.	Data is sometimes reviewed through an equity lens but strategies are rarely put in place to close gaps found.	Data is rarely reviewed through an equity lens.