

ISBE Program of Study Approval and Program Quality Review

The Program of Study Approval and Program Quality Review will:

1. After State Fiscal Year 2020, this will replace CTE Program Data Review (PDR) in the Comprehensive Local Needs Assessment process; the following school-level questions will be utilized from the PDR and will be answered one time for each school during the review cycle.
 - a. Professional Learning Opportunities
 - b. CTE Professional Capacity
 - c. Career Guidance for All Students
2. Be in place for existing programs of study
3. Need access levels: School, District, EFE, ISBE
4. Program-Level: 16 Pages total as reflected in the graphic below:



School-Level Sections: Professional Learning Opportunities

<i>For the past three years, indicate any professional learning opportunities that were offered for the following:</i>							
	CTE Teachers	Other Faculty	School Leaders	Administrators	Specialized Instructional Support Personnel	Career Guidance and Academic Counselors	Paraprofessionals
Supporting individualized academic and career and technical education instructional approaches, including integration of academic and career and technical education standards and curricula							
Ensuring labor market information is used to inform the programs, guidance, and advisement offered to students							
Providing opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials							
Managing career and technical education programs in the schools, institutions, or local educational agencies of school leaders or administrators							
Implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs							
Providing opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, if available, evidence-based pedagogical practices							
Training to provide appropriate accommodations for individuals with disabilities							
Training in frameworks to effectively teach students, including a focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral spaces that provide access to tools							
Training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries							

School-Level Sections:

CTE Professional Capacity

CTE Professional Capacity: Identify the number of professionals in each area indicated below that were working with and within your CTE Program(s) over the past three years.

- CTE Teachers
- Other Faculty
- School Leaders
- Administrators
- Specialized Instructional Support Personnel
- Career Guidance and Academic Counselors
- Paraprofessionals

Career Guidance for All Students

Indicate yes or no for the following:

- Does the school provide guidance and instruction on the concept of career clusters and support for student selection of a cluster or interest prior to a cluster-specific Quality Orientation Course? *This could occur at the middle school level.*

Program-Level Page 1: LEA Information

1. Existing Programs are pulled from the Illinois State Course System (ISCS) CIP assignments; each CIP will be reviewed separately.
2. School Name: *(prepopulate based on IWAS access)*
3. RCDT Code: *(prepopulate based on IWAS access)*
4. CTE Career Cluster: *(prepopulate from ISCS based on CIP assignments)*
5. CTE Program of Study (CIP Code): *(prepopulate from ISCS CIP assignments)*
6. Is any part of this program completed outside of the home school? (For example, some course work for this Program of Study occurs at another secondary serving school, area career center, regional program, online program, community college, or other postsecondary.) Yes/No option
 - a. If yes: fill in the blank for the name of the other program course provider(s)
7. Document Prepared by: *(prepopulate based on IWAS access)*
8. E-mail: *(prepopulate based on IWAS access)*
9. Phone number: *(prepopulate based on IWAS access)*

(Will pull from existing ISBE electronic systems where able.)

Program-Level Page 2: Licensure and Course Assignment

Program of Study (CIP Code): *(Prepopulated from page 1; #5)*

1. Assurance of Qualified Instructors: Current guidance criteria will be provided based on teacher license, endorsements, industry credential, or other current licensure criteria.
2. Assigned State CTE Courses: *(prepopulate from ISCS State Course assignments for the selected CIP)*
3. Location each course is taught at: (check box options)
 - a. Home School
 - b. Other Secondary Serving School
 - c. Area Career Center
 - d. Regional Program
 - e. Online Course
 - f. Home School
 - g. Community College
 - h. Other Postsecondary
4. Is each course offered for credit transfer opportunity (e.g., dual credit, articulated credit, dual enrollment)? Yes/No option
5. If this course is offered at the home school, is this course offered to students from other schools inside your district? Yes/No option
 - a. If yes: fill in the blank for other in-district schools.
6. If this course is offered at the home school, is this course offered to students from other schools outside of your district? Yes/No option
 - a. If yes: fill in the blank for other out-of-district schools.

(Will pull from existing ISBE electronic systems where able or the teacher assignment portion might become an assurance until the Teacher Out-of-Field system can be accessed/utilized.) – See example on the next page.

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Example:

CIP: 01.0101 Agriculture Business Management for ABC South High School

Assigned State CTE Course	Location Course is Taught	Course Offered for Credit Transfer	Home School Course Offered to Other In-District Schools	Home School Course Offered to Out-of-District Schools
18003A001: Basic Agriculture Science	Home School <input checked="" type="checkbox"/> Other Sec Serving School <input type="checkbox"/> Area Career Center <input type="checkbox"/> Regional Program <input type="checkbox"/> Online Course <input type="checkbox"/> Community College <input type="checkbox"/> Other Postsecondary <input type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> List Out-of-District School(s): XYZ High School
18203A002: Agricultural Communications and Leadership	Home School <input checked="" type="checkbox"/> Other Sec Serving School <input type="checkbox"/> Area Career Center <input type="checkbox"/> Regional Program <input type="checkbox"/> Online Course <input type="checkbox"/> Community College <input type="checkbox"/> Other Postsecondary <input type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> List In-District School(s): ABC North High School ABC Central High School	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
18201A001: Agriculture Business Management	Home School <input type="checkbox"/> Other Sec Serving School <input type="checkbox"/> Area Career Center <input checked="" type="checkbox"/> Regional Program <input type="checkbox"/> Online Course <input type="checkbox"/> Community College <input type="checkbox"/> Other Postsecondary <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		

Program-Level Page 3: Standards Alignment

1. What standards are your Program of Study (CIP Code) aligned with? (Fill in the blank option)

Program-Level Page 4: Postsecondary Alignment

Program of Study (CIP Code): *(Prepopulated from page 1; #5)*

1. Upload Program of Study Model Matrix – **This is the only upload that is required on this page; could potentially be fillable fields instead of upload.
2. If available, upload any articulation agreements.
3. If available, upload any Transitional Course(s) MOUs here.
4. If available, upload additional agreements here.

Program-Level Page 5.1 – Program Quality Rubric: Standards-Aligned and Integrated Curriculum

Program Quality Rubric: Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each criterion.				
	0- Not at all achieved: No evidence of the criterion in the program of study	1- Minimally achieved: Criterion is minimally implemented in the Program of Study	2- Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete	3- Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study
		<ul style="list-style-type: none"> • implementation is just beginning • implementation is evident infrequently • implementation is evident in a small portion of the program of study • access is limited to a small segment of students 	<ul style="list-style-type: none"> • only part of the criterion is evident • implementation is evident part of the time, but not on a sustained and regular basis • implementation is evident in portions of the program of study • access is available to most, but not all, students 	<ul style="list-style-type: none"> • all parts of the criterion are evident • implementation is evident on a regular and sustained basis • implementation is evident across all portions of the program of study • access is available to all students
Standards-Aligned and Integrated Curriculum	0	1	2	3
a) Curriculum, instruction, materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study, including through accommodations, as appropriate.				
b) The curriculum is based on state adopted, industry-validated technical standards and competencies.				
c) The curriculum incorporates state adopted employability skill standards that help students succeed in the workplace.				

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<p>d) The curriculum is approved annually to prepare students for both further education and in-demand and emerging careers.</p>				
<p>e) The curriculum allows for student application of integrated knowledge and skills in authentic scenarios.</p>				
<p>f) Assessments are aligned to program standards and curriculum and appropriate to students' current level of knowledge and skill attainment.</p>				
<p>g) The program of study prepares students for assessments that lead to recognized postsecondary credentials, as available and appropriate.</p>				

Program-Level Page 5.2 – Program Quality Rubric: Sequencing and Articulation

Program Quality Rubric: Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each criterion.				
	0- Not at all achieved: No evidence of the criterion in the program of study	1- Minimally achieved: Criterion is minimally implemented in the Program of Study	2- Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete	3- Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study
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Sequencing and Articulation	0	1	2	3
a) The program of study is promoted to all potential participants and their parents/guardians (as appropriate), in a manner that is free from bias, inclusive and non-discriminatory.				
b) The program of study starts with broad foundational knowledge and skills and progresses in specificity to build students’ depth of knowledge and skills.				
c) The program of study allows for multiple entry and exit points that incorporate recognized postsecondary credentials.				

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d) Secondary and postsecondary CTE staff collaborate regularly on course sequencing, vertical alignment and opportunities for credit transfer agreements.				
e) The program of study is coordinated with broader career pathways systems, as defined in the Workforce Innovation and Opportunity Act, as appropriate and available.				

Program-Level Page 5.3 – Program Quality Rubric: Effective CTE Staff

Program Quality Rubric: Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each criterion.				
	0- Not at all achieved: No evidence of the criterion in the program of study	1- Minimally achieved: Criterion is minimally implemented in the Program of Study	2- Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete	3- Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study
		<ul style="list-style-type: none"> • implementation is just beginning • implementation is evident infrequently • implementation is evident in a small portion of the program of study • access is limited to a small segment of students 	<ul style="list-style-type: none"> • only part of the criterion is evident • implementation is evident part of the time, but not on a sustained and regular basis • implementation is evident in portions of the program of study • access is available to most, but not all, students 	<ul style="list-style-type: none"> • all parts of the criterion are evident • implementation is evident on a regular and sustained basis • implementation is evident across all portions of the program of study • access is available to all students
Effective CTE Staff	0	1	2	3
a) Teachers, faculty, specialized instructional support personnel and career guidance and academic counselors are actively recruited from populations that have been traditionally underrepresented in such professions.				
b) CTE educators have developed and filed a Professional Learning Plan that addresses content knowledge, pedagogy, and might include pursuit of advanced educator certification.				
c) CTE staff educators and administrators are involved in applicable professional educator and industry organizations.				

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d) Counselors and other program staff participate annually in CTE related or orientated professional learning.				
e) CTE Educators participate in professional learning related to the core content area(s) incorporated in curriculum.				

Program-Level Page 5.4 – Program Quality Rubric: Facilities

Program Quality Rubric: Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each criterion.				
	0- Not at all achieved: No evidence of the criterion in the program of study	1- Minimally achieved: Criterion is minimally implemented in the Program of Study	2- Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete	3- Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study
		<ul style="list-style-type: none"> • implementation is just beginning • implementation is evident infrequently • implementation is evident in a small portion of the program of study • access is limited to a small segment of students 	<ul style="list-style-type: none"> • only part of the criterion is evident • implementation is evident part of the time, but not on a sustained and regular basis • implementation is evident in portions of the program of study • access is available to most, but not all, students 	<ul style="list-style-type: none"> • all parts of the criterion are evident • implementation is evident on a regular and sustained basis • implementation is evident across all portions of the program of study • access is available to all students
Facilities	0	1	2	3
a) Facilities are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements like 504 plans.				
b) Facilities used in the program of study reflect current workplace, industry and/or occupational practices and requirements.				
c) Facilities allow for program objectives to be met.				
d) Facilities meet federal, state and local standards for occupational safety and health in the related industry, as appropriate.				

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e) Students demonstrate safe and appropriate use and maintenance of facilities within the program of study.				
f) Processes are defined, and resources provided to regularly inspect, update and replace facilities.				
g) The program of study maximizes student access to relevant facilities through partnerships and flexible delivery models.				

Program-Level Page 5.5 – Program Quality Rubric: Equipment, Technology and Materials

Program Quality Rubric: Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each criterion.				
	0- Not at all achieved: No evidence of the criterion in the program of study	1- Minimally achieved: Criterion is minimally implemented in the Program of Study	2- Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete	3- Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study
		<ul style="list-style-type: none"> • implementation is just beginning • implementation is evident infrequently • implementation is evident in a small portion of the program of study • access is limited to a small segment of students 	<ul style="list-style-type: none"> • only part of the criterion is evident • implementation is evident part of the time, but not on a sustained and regular basis • implementation is evident in portions of the program of study • access is available to most, but not all, students 	<ul style="list-style-type: none"> • all parts of the criterion are evident • implementation is evident on a regular and sustained basis • implementation is evident across all portions of the program of study • access is available to all students
Equipment, Technology and Materials	0	1	2	3
a) Equipment, technology and materials are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements like 504 plans.				
b) Equipment, technology and materials used in the program of study reflect current workplace, industry and/or occupational practices and requirements.				
c) Equipment, technology and materials support and align to curriculum standards and program objectives.				

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<p>d) Facilities, equipment, technology and materials meet federal, state and local standards for occupational safety and health in the related industry, as appropriate.</p>				
<p>e) Students demonstrate safe and appropriate use and maintenance of equipment, technology and materials within the program of study.</p>				
<p>f) Processes are defined, and resources provided to regularly inspect, update and replace equipment, technology and materials.</p>				
<p>g) The program of study maximizes student access to relevant equipment, technology and materials through partnerships and flexible delivery models.</p>				

Program-Level Page 5.6: Student Career Development (Essential Employability Skills)

Program Quality Rubric: Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each criterion.				
	0- Not at all achieved: No evidence of the criterion in the program of study	1- Minimally achieved: Criterion is minimally implemented in the Program of Study	2- Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete	3- Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study
		<ul style="list-style-type: none"> • implementation is just beginning • implementation is evident infrequently • implementation is evident in a small portion of the program of study • access is limited to a small segment of students 	<ul style="list-style-type: none"> • only part of the criterion is evident • implementation is evident part of the time, but not on a sustained and regular basis • implementation is evident in portions of the program of study • access is available to most, but not all, students 	<ul style="list-style-type: none"> • all parts of the criterion are evident • implementation is evident on a regular and sustained basis • implementation is evident across all portions of the program of study • access is available to all students
Student Career Development (Essential Employability Skills)	0	1	2	3
a) Career guidance is offered to all potential and current program of study participants in a manner that is free from bias, inclusive and non-discriminatory.				
b) Comprehensive career development is coordinated and sequenced to promote and support the career decision-making and planning of all students, including prior to entering the program of study.				
c) Each CTE student in the program of study has a personalized, multi-year education and career plan that reflects exploration of the				

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<p>student's interests, preferences and abilities; and informs course selection, planning for further education and a career, and involvement in extended learning.</p>				
<p>d) Career development activities are aligned with relevant national, state and/or local standards.</p>				
<p>e) Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on extended learning experiences available through the program of study, such as work-based learning, CTSO or team-based challenge participation and articulated credit.</p>				
<p>f) The program of study maximizes student access to relevant equipment, technology and materials through partnerships and flexible delivery models.</p>				
<p>g) Career development professionals have access to professional learning and up-to-date information on extended learning experiences, education and training options, and regional occupational trends to aid students in education and career planning and decision-making.</p>				

Program-Level Page 5.7 – Program Quality Rubric: Career and Technical Student Organizations (CTSOs) or Team-Based Challenges

Program Quality Rubric: <i>Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each criterion.</i>				
	0- Not at all achieved: No evidence of the criterion in the program of study	1- Minimally achieved: Criterion is minimally implemented in the Program of Study	2- Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete	3- Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study
		<ul style="list-style-type: none"> • implementation is just beginning • implementation is evident infrequently • implementation is evident in a small portion of the program of study • access is limited to a small segment of students 	<ul style="list-style-type: none"> • only part of the criterion is evident • implementation is evident part of the time, but not on a sustained and regular basis • implementation is evident in portions of the program of study • access is available to most, but not all, students 	<ul style="list-style-type: none"> • all parts of the criterion are evident • implementation is evident on a regular and sustained basis • implementation is evident across all portions of the program of study • access is available to all students
Career and Technical Student Organizations (CTSOs) or Team-Based Challenges	0	1	2	3
a) Appropriate actions are taken to eliminate barriers to extended learning experiences for all students, including special populations.				
b) The organization or challenge purpose is to serve CTE students and teachers in one or more of the 16 Career Cluster.				
c) The organization or challenge is an integral, intra-curricular part of the program of study, available to every student at some point during the program of study.				

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d) Organization or challenge activities develop and reinforce relevant technical, academic and employability knowledge and skills.				
e) The organization or challenge provides opportunities for students to interact with business professionals.				
f) The organization or challenge provides opportunities for students to participate in relevant competitive events.				
g) The organization or challenge provides opportunities for students to participate in leadership development activities.				

Program-Level Page 5.8 – Program Quality Rubric: Business and Community Partners

Program Quality Rubric: Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each criterion.				
	0- Not at all achieved: No evidence of the criterion in the program of study	1- Minimally achieved: Criterion is minimally implemented in the Program of Study	2- Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete	3- Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study
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Business and Community Partners	0	1	2	3
a) The program of study has a formalized, structured approach to coordinating partnerships, through an advisory committee that meets annually to review the programs of study quality rubric to guide discussion and decisions leading to continuous program improvement.				
b) The Advisory Committee ensures that the program of study meets current and future workforce demand and skill needs by: <ul style="list-style-type: none"> • identifying, validating and reviewing curriculum • identifying appropriate assessments and recognized postsecondary credentials 				

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<ul style="list-style-type: none"> • evaluating facilities, equipment, technology and materials to ensure consistency with industry standards • evaluating the effectiveness of the program of study in preparing students for further education and careers. 				
<p>c) Business and Committees support students' and teachers' extended learning by:</p> <ul style="list-style-type: none"> • identifying, providing and evaluating work-based learning experiences for students • participating in CTSO or team-based challenge activities; for example, by serving as mentors and judges • offering opportunities, such as externships, for educators to stay current with industry-relevant knowledge and skills. 				

Program-Level Page 5.9 – Program Quality Rubric: Work-Based Learning

Program Quality Rubric: Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each criterion.				
	0- Not at all achieved: No evidence of the criterion in the program of study	1- Minimally achieved: Criterion is minimally implemented in the Program of Study	2- Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete	3- Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study
		<ul style="list-style-type: none"> • implementation is just beginning • implementation is evident infrequently • implementation is evident in a small portion of the program of study • access is limited to a small segment of students 	<ul style="list-style-type: none"> • only part of the criterion is evident • implementation is evident part of the time, but not on a sustained and regular basis • implementation is evident in portions of the program of study • access is available to most, but not all, students 	<ul style="list-style-type: none"> • all parts of the criterion are evident • implementation is evident on a regular and sustained basis • implementation is evident across all portions of the program of study • access is available to all students
Work-Based Learning	0	1	2	3
a) A full continuum of work-based learning experiences, progressing in intensity, is accessible to every student at some point during the program of study.				
b) Work-based learning experiences are aligned with relevant national, state and/or local standards.				
c) Work-based learning experiences are intentionally aligned with each student's education and career goals.				
d) Requirements and procedures for work-based learning experiences that address access, selection, liability, supervision, rights and responsibilities, safety, transportation, learning				

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objectives and evaluations are formalized and shared in advance of work-based learning experiences with employers, students and parents/guardians (as appropriate).				
e) Students engage in reflection and document learning resulting from work-based learning experiences, such as through a portfolio or presentation.				
f) Work-based learning included sustained interaction with industry partners.				
g) Work-based learning included real workplace learning experiences; in person or virtual.				

Program-Level Page 5.10 – Program Quality Rubric: Data and Program Improvement

Program Quality Rubric: Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each criterion.				
	0- Not at all achieved: No evidence of the criterion in the program of study	1- Minimally achieved: Criterion is minimally implemented in the Program of Study	2- Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete	3- Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study
		<ul style="list-style-type: none"> • implementation is just beginning • implementation is evident infrequently • implementation is evident in a small portion of the program of study • access is limited to a small segment of students 	<ul style="list-style-type: none"> • only part of the criterion is evident • implementation is evident part of the time, but not on a sustained and regular basis • implementation is evident in portions of the program of study • access is available to most, but not all, students 	<ul style="list-style-type: none"> • all parts of the criterion are evident • implementation is evident on a regular and sustained basis • implementation is evident across all portions of the program of study • access is available to all students
Data and Program Improvement	0	1	2	3
a) Purposes for data collection in supporting student success is communicated to all stakeholders including: administration, counselors, teachers, support staff, parents, students and community members.				
b) Program of study quality rubric is presented to the local Board of Education annually and is used to guide discussion and decisions leading up to continuous program improvement.				
c) Data collected on program concentrators following exit of high school at 1 and 5 years and report information to advisory committee annually.				

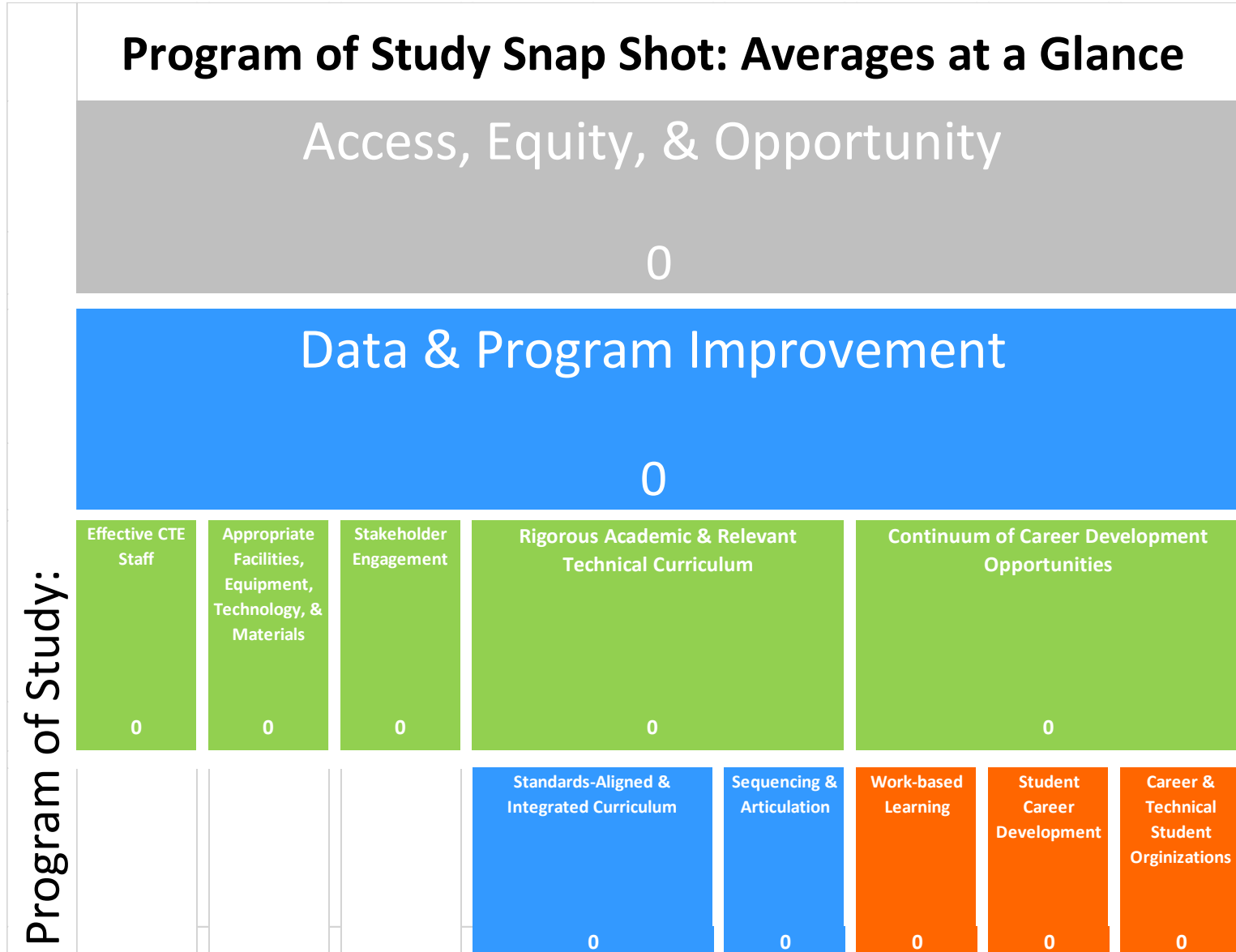
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d) Data is collected from students and employers on work-based learning experiences.				
e) Data is collected on student achievement of: industry credential/certification, apprenticeships and postsecondary degrees.				
f) Academic assessment performance in core content areas for students in program is compiled for use in guiding program improvement decisions.				

Program-Level Page 6: Program Quality Rubric Summary (Average of each rubric section)

Rubric Title	Pull From	Score
Access, Equity and Opportunity	Letter a) from all sections	Average
Data and Program Improvement	Data and Program Improvement: letters b-f	Average
Effective CTE Staff	Effective CTE Staff: letters b-e	Average
Appropriate Facilities, Equipment, Technology and Materials	Facilities: letters b-g Equipment, Technology and Materials: letters b-g	Average both sections
Stakeholder Engagement	Business and Community Partners: letters b-c	Average
Rigorous Academic and Relevant Technical Curriculum	Standards-Aligned and Integrated Curriculum: letters b-g Sequencing and Articulation: letters b-e	Average both sections
Continuum of Career Development Opportunities	Work-Based Learning: letters b-g Student Career Development: letters b-g Career and Technical Student Organizations or Team-Based Challenges: letters b-g	Average all sections
Standards Aligned and Integrated Curriculum	Standards-Aligned and Integrated Curriculum: letters b-g	Average
Sequencing and Articulation	Sequencing and Articulation: letters b-e	Average
Work-Based Learning	Work-Based Learning: letters b-g	Average
Student Career Development	Student Career Development: letters b-g	Average
Career and Technical Student Organizations or Team-Based Challenges	Career and Technical Student Organizations or Team-Based Challenges: letters b-g	Average

Example:



Program-Level Page 6: Program Quality Rubric Summary (Average of each rubric section)

1. If any sections average is less than 2, an improvement plan will be required for those sections:
****Need to create Template / Form for this section**

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The Program of Study Approval and Program Quality Review will:

5. After State Fiscal Year 2020, this will replace CTE Program Data Review (PDR) in the Comprehensive Local Needs Assessment process; the following school-level questions will be utilized from the PDR and will be answered one time for each school during the review cycle.
 - a. Professional Learning Opportunities
 - b. CTE Professional Capacity
 - c. Career Guidance for All Students
6. Be in place for new programs of study that:
 - a. Align to existing state-approved CIPs
 - b. Do not align to existing state-approved CIPs
7. Need access levels: School, District, EFE, ISBE
8. Program-Level: 17 Pages total as reflected in the graphic below:



School-Level Sections: Professional Learning Opportunities

For the past three years, indicate any professional learning opportunities that were offered for the following:

	CTE Teachers	Other Faculty	School Leaders	Administrators	Specialized Instructional Support Personnel	Career Guidance and Academic Counselors	Paraprofessionals
Supporting individualized academic and career and technical education instructional approaches, including integration of academic and career and technical education standards and curricula							
Ensuring labor market information is used to inform the programs, guidance, and advisement offered to students							
Providing opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials							
Managing career and technical education programs in the schools, institutions, or local educational agencies of school leaders or administrators							
Implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs							
Providing opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, if available, evidence-based pedagogical practices							
Training to provide appropriate accommodations for individuals with disabilities							
Training in frameworks to effectively teach students, including a focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral spaces that provide access to tools							
Training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries							

School-Level Sections:

CTE Professional Capacity

CTE Professional Capacity: Identify the number of professionals in each area indicated below that were working with and within your CTE Program(s) over the past three years.

- CTE Teachers
- Other Faculty
- School Leaders
- Administrators
- Specialized Instructional Support Personnel
- Career Guidance and Academic Counselors
- Paraprofessionals

Career Guidance for All Students

Indicate yes or no for the following:

- Does the school provide guidance and instruction on the concept of career clusters and support for student selection of a cluster or interest prior to a cluster-specific Quality Orientation Course? *This could occur at the middle school level.*

Program- Level Page 1: LEA Information

10. Two options for New Programs:
 - a. Assigned to an existing state-approved CIP in the Illinois State Course System (ISCS); automatically pulled in to ISBE Program of Study
 - b. Requesting a federal CIP that is not currently approved by ISBE due to regional or local need (*provide link to Federal CIP list - <https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56> (Browse All Current Federal CIPs) or <https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=56> (Search Federal CIPs)*)
11. School Name: (*prepopulate based on access*)
12. RCDT Code: (*prepopulate based on access*)
13. CTE Career Cluster:
 - a. *If state-approved CIP, prepopulate from ISCS based on CIP assignments*
 - b. *If requesting a federal CIP that is not currently approved by ISBE due to regional or local need, need to discuss how to handle this with ISBE's SIS team.*
14. CTE Program of Study (CIP Code):
 - a. *If state-approved CIP, prepopulate from ISCS based on CIP assignments*
 - b. *If requesting a federal CIP that is not currently approved by ISBE due to regional or local need, provide link to Federal CIP list - <https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56> (Browse All Current Federal CIPs) or <https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=56> (Search Federal CIPs).*
15. Is any part of this program completed outside of the home school? (For example, some course work for this Program of study occurs at another secondary serving school, area career center, regional program, online program, community college, or other postsecondary.)
Yes/No option
 - a. If yes: fill in the blank for the name of the other program course provider(s)
16. Document Prepared by: (*prepopulate based on IWAS access*)
17. E-mail: (*prepopulate based on IWAS access*)
18. Phone number: (*prepopulate based on IWAS access*)

(Will pull from existing ISBE electronic systems where able.)

Program- Level Page 2: Labor Market Need

Program of Study (CIP Code): *(Prepopulated from page 1; #5)*

- If state-approved CIP, this page will be skipped.
- If not a state-approved CIP, will be a text box to justify regional or local need and a required upload for an advisory committee letter of support.

Program- Level Page 3: Licensure

7. Assurance of Qualified Instructors: Current guidance criteria will be provided based on teacher license, endorsements, industry credential, or other current licensure criteria.
8. Assigned State CTE Courses: *(prepopulate from ISCS State Course assignments for the selected CIP)*
9. Location each course is taught at: (check box options)
 - a. Home School
 - b. Other Secondary Serving School
 - c. Area Career Center
 - d. Regional Program
 - e. Online Course
 - f. Home School
 - g. Community College
 - h. Other Postsecondary
10. Is each course offered for credit transfer opportunity (e.g., dual credit, articulated credit, dual enrollment)? Yes/No option
11. If this course is offered at the home school, is this course offered to students from other schools inside your district? Yes/No option
 - a. If yes: fill in the blank for other in-district schools.
12. If this course is offered at the home school, is this course offered to students from other schools outside of your district? Yes/No option
 - a. If yes: fill in the blank for other out-of-district schools.

(Will pull from existing ISBE electronic systems where able or the teacher assignment portion might become an assurance until the Teacher Out-of-Field system can be accessed/utilized.) – See example on the next page.

ISBE Program of Study Approval and Program Quality Review: New Program

Example:

CIP: 01.0101 Agriculture Business Management for ABC South High School

Assigned State CTE Course	Location Course is Taught	Course Offered for Credit Transfer	Home School Course Offered to Other In-District Schools	Home School Course Offered to Out-of-District Schools
18003A001: Basic Agriculture Science	Home School <input checked="" type="checkbox"/> Other Sec Serving School <input type="checkbox"/> Area Career Center <input type="checkbox"/> Regional Program <input type="checkbox"/> Online Course <input type="checkbox"/> Community College <input type="checkbox"/> Other Postsecondary <input type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> List Out-of-District School(s): XYZ High School
18203A002: Agricultural Communications and Leadership	Home School <input checked="" type="checkbox"/> Other Sec Serving School <input type="checkbox"/> Area Career Center <input type="checkbox"/> Regional Program <input type="checkbox"/> Online Course <input type="checkbox"/> Community College <input type="checkbox"/> Other Postsecondary <input type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> List In-District School(s): ABC North High School ABC Central High School	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
18201A001: Agriculture Business Management	Home School <input type="checkbox"/> Other Sec Serving School <input type="checkbox"/> Area Career Center <input checked="" type="checkbox"/> Regional Program <input type="checkbox"/> Online Course <input type="checkbox"/> Community College <input type="checkbox"/> Other Postsecondary <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		

Program- Level Page 4: Standards Alignment

2. What standards are your Program of Study (CIP Code) aligned with? (Fill in the blank option)

Program- Level Page 5: Postsecondary Alignment

Program of Study (CIP Code): *(Prepopulated from page 1; #5)*

5. Upload Program of Study Model Matrix – ** This is the only upload that is required on this page.
6. If available, upload any articulation agreements.
7. If available, upload any Transitional Course(s) MOUs here.
8. If available, upload additional agreements here.

Program- Level Page 6.1 – Program Quality Rubric: Standards-Aligned and Integrated Curriculum

Program Quality Rubric: <i>Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each criterion.</i>				
	4- Not at all achieved: No evidence of the criterion in the program of study	5- Minimally achieved: Criterion is minimally implemented in the Program of Study	6- Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete	7- Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study
		<ul style="list-style-type: none"> • implementation is just beginning • implementation is evident infrequently • implementation is evident in a small portion of the program of study • access is limited to a small segment of students 	<ul style="list-style-type: none"> • only part of the criterion is evident • implementation is evident part of the time, but not on a sustained and regular basis • implementation is evident in portions of the program of study • access is available to most, but not all, students 	<ul style="list-style-type: none"> • all parts of the criterion are evident • implementation is evident on a regular and sustained basis • implementation is evident across all portions of the program of study • access is available to all students
Standards-Aligned and Integrated Curriculum	0	1	2	3
a) Curriculum, instruction, materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study, including through accommodations, as appropriate.				
b) The curriculum is based on state adopted, industry-validated technical standards and competencies.				
c) The curriculum incorporates state adopted employability skill standards that help students succeed in the workplace.				

ISBE Program of Study Approval and Program Quality Review: New Program

<p>d) The curriculum is approved annually to prepare students for both further education and in-demand and emerging careers.</p>				
<p>e) The curriculum allows for student application of integrated knowledge and skills in authentic scenarios.</p>				
<p>f) Assessments are aligned to program standards and curriculum and appropriate to students' current level of knowledge and skill attainment.</p>				
<p>g) The program of study prepares students for assessments that lead to recognized postsecondary credentials, as available and appropriate.</p>				

Program- Level Page 6.2 – Program Quality Rubric: Sequencing and Articulation

Program Quality Rubric: Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each criterion.				
	4- Not at all achieved: No evidence of the criterion in the program of study	5- Minimally achieved: Criterion is minimally implemented in the Program of Study	6- Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete	7- Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study
		<ul style="list-style-type: none"> • implementation is just beginning • implementation is evident infrequently • implementation is evident in a small portion of the program of study • access is limited to a small segment of students 	<ul style="list-style-type: none"> • only part of the criterion is evident • implementation is evident part of the time, but not on a sustained and regular basis • implementation is evident in portions of the program of study • access is available to most, but not all, students 	<ul style="list-style-type: none"> • all parts of the criterion are evident • implementation is evident on a regular and sustained basis • implementation is evident across all portions of the program of study • access is available to all students
Sequencing and Articulation	0	1	2	3
a) The program of study is promoted to all potential participants and their parents/guardians (as appropriate), in a manner that is free from bias, inclusive and non-discriminatory.				
b) The program of study starts with broad foundational knowledge and skills and progresses in specificity to build students’ depth of knowledge and skills.				
c) The program of study allows for multiple entry and exit points that incorporate recognized postsecondary credentials.				

ISBE Program of Study Approval and Program Quality Review: New Program

d) Secondary and postsecondary CTE staff collaborate regularly on course sequencing, vertical alignment and opportunities for credit transfer agreements.				
e) The program of study is coordinated with broader career pathways systems, as defined in the Workforce Innovation and Opportunity Act, as appropriate and available.				

Program- Level Page 6.3 – Program Quality Rubric: Effective CTE Staff

Program Quality Rubric: <i>Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each criterion.</i>				
	4- Not at all achieved: No evidence of the criterion in the program of study	5- Minimally achieved: Criterion is minimally implemented in the Program of Study	6- Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete	7- Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study
		<ul style="list-style-type: none"> • implementation is just beginning • implementation is evident infrequently • implementation is evident in a small portion of the program of study • access is limited to a small segment of students 	<ul style="list-style-type: none"> • only part of the criterion is evident • implementation is evident part of the time, but not on a sustained and regular basis • implementation is evident in portions of the program of study • access is available to most, but not all, students 	<ul style="list-style-type: none"> • all parts of the criterion are evident • implementation is evident on a regular and sustained basis • implementation is evident across all portions of the program of study • access is available to all students
Effective CTE Staff	0	1	2	3
a) Teachers, faculty, specialized instructional support personnel and career guidance and academic counselors are actively recruited from populations that have been traditionally underrepresented in such professions.				
b) CTE educators have developed and filed a Professional Learning Plan that addresses content knowledge, pedagogy, and might include pursuit of advanced educator certification.				
c) CTE staff educators and administrators are involved in applicable professional educator and industry organizations.				

ISBE Program of Study Approval and Program Quality Review: New Program

d) Counselors and other program staff participate annually in CTE related or orientated professional learning.				
e) CTE Educators participate in professional learning related to the core content area(s) incorporated in curriculum.				

Program- Level Page 6.4 – Program Quality Rubric: Facilities

Program Quality Rubric: <i>Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each criterion.</i>				
	4- Not at all achieved: No evidence of the criterion in the program of study	5- Minimally achieved: Criterion is minimally implemented in the Program of Study	6- Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete	7- Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study
		<ul style="list-style-type: none"> • implementation is just beginning • implementation is evident infrequently • implementation is evident in a small portion of the program of study • access is limited to a small segment of students 	<ul style="list-style-type: none"> • only part of the criterion is evident • implementation is evident part of the time, but not on a sustained and regular basis • implementation is evident in portions of the program of study • access is available to most, but not all, students 	<ul style="list-style-type: none"> • all parts of the criterion are evident • implementation is evident on a regular and sustained basis • implementation is evident across all portions of the program of study • access is available to all students
Facilities	0	1	2	3
a) Facilities are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements like 504 plans.				
b) Facilities used in the program of study reflect current workplace, industry and/or occupational practices and requirements.				
c) Facilities allow for program objectives to be met.				
d) Facilities meet federal, state and local standards for occupational safety and health in the related industry, as appropriate.				

ISBE Program of Study Approval and Program Quality Review: New Program

e) Students demonstrate safe and appropriate use and maintenance of facilities within the program of study.				
f) Processes are defined, and resources provided to regularly inspect, update and replace facilities.				
g) The program of study maximizes student access to relevant facilities through partnerships and flexible delivery models.				

Program- Level Page 6.5 – Program Quality Rubric: Equipment, Technology and Materials

Program Quality Rubric: <i>Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each criterion.</i>				
	4- Not at all achieved: No evidence of the criterion in the program of study	5- Minimally achieved: Criterion is minimally implemented in the Program of Study	6- Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete	7- Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study
		<ul style="list-style-type: none"> • implementation is just beginning • implementation is evident infrequently • implementation is evident in a small portion of the program of study • access is limited to a small segment of students 	<ul style="list-style-type: none"> • only part of the criterion is evident • implementation is evident part of the time, but not on a sustained and regular basis • implementation is evident in portions of the program of study • access is available to most, but not all, students 	<ul style="list-style-type: none"> • all parts of the criterion are evident • implementation is evident on a regular and sustained basis • implementation is evident across all portions of the program of study • access is available to all students
Equipment, Technology and Materials	0	1	2	3
a) Equipment, technology and materials are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements like 504 plans.				
b) Equipment, technology and materials used in the program of study reflect current workplace, industry and/or occupational practices and requirements.				
c) Equipment, technology and materials support and align to curriculum standards and program objectives.				

ISBE Program of Study Approval and Program Quality Review: New Program

<p>d) Facilities, equipment, technology and materials meet federal, state and local standards for occupational safety and health in the related industry, as appropriate.</p>				
<p>e) Students demonstrate safe and appropriate use and maintenance of equipment, technology and materials within the program of study.</p>				
<p>f) Processes are defined, and resources provided to regularly inspect, update and replace equipment, technology and materials.</p>				
<p>g) The program of study maximizes student access to relevant equipment, technology and materials through partnerships and flexible delivery models.</p>				

Program- Level Page 6.6 – Program Quality Rubric: Student Career Development (Essential Employability Skills)

Program Quality Rubric: <i>Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each criterion.</i>				
	4- Not at all achieved: No evidence of the criterion in the program of study	5- Minimally achieved: Criterion is minimally implemented in the Program of Study	6- Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete	7- Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study
		<ul style="list-style-type: none"> • implementation is just beginning • implementation is evident infrequently • implementation is evident in a small portion of the program of study • access is limited to a small segment of students 	<ul style="list-style-type: none"> • only part of the criterion is evident • implementation is evident part of the time, but not on a sustained and regular basis • implementation is evident in portions of the program of study • access is available to most, but not all, students 	<ul style="list-style-type: none"> • all parts of the criterion are evident • implementation is evident on a regular and sustained basis • implementation is evident across all portions of the program of study • access is available to all students
Student Career Development (Essential Employability Skills)	0	1	2	3
a) Career guidance is offered to all potential and current program of study participants in a manner that is free from bias, inclusive and non-discriminatory.				
b) Comprehensive career development is coordinated and sequenced to promote and support the career decision-making and planning of all students, including prior to entering the program of study.				
c) Each CTE student in the program of study has a personalized, multi-year education and career plan that reflects exploration of the				

ISBE Program of Study Approval and Program Quality Review: New Program

<p>student's interests, preferences and abilities; and informs course selection, planning for further education and a career, and involvement in extended learning.</p>				
<p>d) Career development activities are aligned with relevant national, state and/or local standards.</p>				
<p>e) Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on extended learning experiences available through the program of study, such as work-based learning, CTSO or team-based challenge participation and articulated credit.</p>				
<p>f) The program of study maximizes student access to relevant equipment, technology and materials through partnerships and flexible delivery models.</p>				
<p>g) Career development professionals have access to professional learning and up-to-date information on extended learning experiences, education and training options, and regional occupational trends to aid students in education and career planning and decision-making.</p>				

Program- Level Page 6.7: Career and Technical Student Organizations (CTSOs) or Team-Based Challenges

Program Quality Rubric: <i>Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each criterion.</i>				
	4- Not at all achieved: No evidence of the criterion in the program of study	5- Minimally achieved: Criterion is minimally implemented in the Program of Study	6- Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete	7- Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study
		<ul style="list-style-type: none"> • implementation is just beginning • implementation is evident infrequently • implementation is evident in a small portion of the program of study • access is limited to a small segment of students 	<ul style="list-style-type: none"> • only part of the criterion is evident • implementation is evident part of the time, but not on a sustained and regular basis • implementation is evident in portions of the program of study • access is available to most, but not all, students 	<ul style="list-style-type: none"> • all parts of the criterion are evident • implementation is evident on a regular and sustained basis • implementation is evident across all portions of the program of study • access is available to all students
Career and Technical Student Organizations (CTSOs) or Team-Based Challenges	0	1	2	3
a) Appropriate actions are taken to eliminate barriers to extended learning experiences for all students, including special populations.				
b) The organization or challenge purpose is to serve CTE students and teachers in one or more of the 16 Career Cluster.				
c) The organization or challenge is an integral, intra-curricular part of the program of study, available to every student at some point during the program of study.				

ISBE Program of Study Approval and Program Quality Review: New Program

d) Organization or challenge activities develop and reinforce relevant technical, academic and employability knowledge and skills.				
e) The organization or challenge provides opportunities for students to interact with business professionals.				
f) The organization or challenge provides opportunities for students to participate in relevant competitive events.				
g) The organization or challenge provides opportunities for students to participate in leadership development activities.				

Program- Level Page 6.8 – Program Quality Rubric: Business and Community Partners

Program Quality Rubric: <i>Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each criterion.</i>				
	4- Not at all achieved: No evidence of the criterion in the program of study	5- Minimally achieved: Criterion is minimally implemented in the Program of Study	6- Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete	7- Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study
		<ul style="list-style-type: none"> • implementation is just beginning • implementation is evident infrequently • implementation is evident in a small portion of the program of study • access is limited to a small segment of students 	<ul style="list-style-type: none"> • only part of the criterion is evident • implementation is evident part of the time, but not on a sustained and regular basis • implementation is evident in portions of the program of study • access is available to most, but not all, students 	<ul style="list-style-type: none"> • all parts of the criterion are evident • implementation is evident on a regular and sustained basis • implementation is evident across all portions of the program of study • access is available to all students
Business and Community Partners	0	1	2	3
a) The program of study has a formalized, structured approach to coordinating partnerships, through an advisory committee that meets annually to review the programs of study quality rubric to guide discussion and decisions leading to continuous program improvement.				
b) The Advisory Committee ensures that the program of study meets current and future workforce demand and skill needs by: <ul style="list-style-type: none"> • identifying, validating and reviewing curriculum • identifying appropriate assessments and recognized postsecondary credentials 				

ISBE Program of Study Approval and Program Quality Review: New Program

<ul style="list-style-type: none"> • evaluating facilities, equipment, technology and materials to ensure consistency with industry standards • evaluating the effectiveness of the program of study in preparing students for further education and careers. 				
<p>c) Business and Committees support students' and teachers' extended learning by:</p> <ul style="list-style-type: none"> • identifying, providing and evaluating work-based learning experiences for students • participating in CTSO or team-based challenge activities; for example, by serving as mentors and judges • offering opportunities, such as externships, for educators to stay current with industry-relevant knowledge and skills. 				

Program- Level Page 6.9 – Program Quality Rubric: Work-Based Learning

Program Quality Rubric: <i>Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each criterion.</i>				
	4- Not at all achieved: No evidence of the criterion in the program of study	5- Minimally achieved: Criterion is minimally implemented in the Program of Study	6- Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete	7- Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study
		<ul style="list-style-type: none"> • implementation is just beginning • implementation is evident infrequently • implementation is evident in a small portion of the program of study • access is limited to a small segment of students 	<ul style="list-style-type: none"> • only part of the criterion is evident • implementation is evident part of the time, but not on a sustained and regular basis • implementation is evident in portions of the program of study • access is available to most, but not all, students 	<ul style="list-style-type: none"> • all parts of the criterion are evident • implementation is evident on a regular and sustained basis • implementation is evident across all portions of the program of study • access is available to all students
Work-Based Learning	0	1	2	3
a) A full continuum of work-based learning experiences, progressing in intensity, is accessible to every student at some point during the program of study.				
b) Work-based learning experiences are aligned with relevant national, state and/or local standards.				
c) Work-based learning experiences are intentionally aligned with each student’s education and career goals.				
d) Requirements and procedures for work-based learning experiences that address access, selection, liability, supervision, rights and responsibilities, safety, transportation, learning				

ISBE Program of Study Approval and Program Quality Review: New Program

<p>objectives and evaluations are formalized and shared in advance of work-based learning experiences with employers, students and parents/guardians (as appropriate).</p>				
<p>e) Students engage in reflection and document learning resulting from work-based learning experiences, such as through a portfolio or presentation.</p>				
<p>f) Work-based learning included sustained interaction with industry partners.</p>				
<p>g) Work-based learning included real workplace learning experiences; in person or virtual.</p>				

Program- Level Page 6.10 – Program Quality Rubric: Data and Program Improvement

Program Quality Rubric: <i>Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each criterion.</i>				
	4- Not at all achieved: No evidence of the criterion in the program of study	5- Minimally achieved: Criterion is minimally implemented in the Program of Study	6- Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete	7- Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study
		<ul style="list-style-type: none"> • implementation is just beginning • implementation is evident infrequently • implementation is evident in a small portion of the program of study • access is limited to a small segment of students 	<ul style="list-style-type: none"> • only part of the criterion is evident • implementation is evident part of the time, but not on a sustained and regular basis • implementation is evident in portions of the program of study • access is available to most, but not all, students 	<ul style="list-style-type: none"> • all parts of the criterion are evident • implementation is evident on a regular and sustained basis • implementation is evident across all portions of the program of study • access is available to all students
Data and Program Improvement	0	1	2	3
a) Purposes for data collection in supporting student success is communicated to all stakeholders including: administration, counselors, teachers, support staff, parents, students and community members.				
b) Program of study quality rubric is presented to the local Board of Education annually and is used to guide discussion and decisions leading up to continuous program improvement.				
c) Data collected on program concentrators following exit of high school at 1 and 5 years and report information to advisory committee annually.				

ISBE Program of Study Approval and Program Quality Review: New Program

d) Data is collected from students and employers on work-based learning experiences.				
e) Data is collected on student achievement of: industry credential/certification, apprenticeships and postsecondary degrees.				
f) Academic assessment performance in core content areas for students in program is compiled for use in guiding program improvement decisions.				

Program- Level Page 7: Program Quality Rubric Summary (Average of each rubric section)

Rubric Title	Pull From	Score
Access, Equity and Opportunity	Letter a) from all sections	Average
Data and Program Improvement	Data and Program Improvement: letters b-f	Average
Effective CTE Staff	Effective CTE Staff: letters b-e	Average
Appropriate Facilities, Equipment, Technology and Materials	Facilities: letters b-g Equipment, Technology and Materials: letters b-g	Average both sections
Stakeholder Engagement	Business and Community Partners: letters b-c	Average
Rigorous Academic and Relevant Technical Curriculum	Standards-Aligned and Integrated Curriculum: letters b-g Sequencing and Articulation: letters b-e	Average both sections
Continuum of Career Development Opportunities	Work-Based Learning: letters b-g Student Career Development: letters b-g Career and Technical Student Organizations or Team-Based Challenges: letters b-g	Average all sections
Standards Aligned and Integrated Curriculum	Standards-Aligned and Integrated Curriculum: letters b-g	Average
Sequencing and Articulation	Sequencing and Articulation: letters b-e	Average
Work Based Learning	Work Based Learning letters: b-g	Average
Student Career Development	Student Career Development: letters b-g	Average
Career and Technical Student Organizations or Team-Based Challenges	Career and Technical Student Organizations or Team-Based Challenges: letters b-g	Average

Example:

Program of Study:	Program of Study Snap Shot: Averages at a Glance						
	Access, Equity, & Opportunity						
	0						
	Data & Program Improvement						
	0						
	Effective CTE Staff	Appropriate Facilities, Equipment, Technology, & Materials	Stakeholder Engagement	Rigorous Academic & Relevant Technical Curriculum	Continuum of Career Development Opportunities		
	0	0	0	0	0		
			Standards-Aligned & Integrated Curriculum	Sequencing & Articulation	Work-based Learning	Student Career Development	Career & Technical Student Organizations
			0	0	0	0	0

Program- Level Page 8: Program Quality Rubric Summary (Average of each rubric section)

2. If any sections average is less than 2, an improvement plan will be required for those sections:
****Need to create Template / Form for this section**