



Illinois Secondary CTE Program Quality Review – Template

Purpose:

During FY 2021 and FY 2022, ISBE will pilot the secondary CTE Program Quality Review (PQR) using an online format. The purpose of this pilot is to provide feedback to ISBE on necessary revisions to the secondary CTE PQR IWAS application. This process will ensure programs of study meet the minimum [size, scope, and quality](#) definitions as required by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) and outlined in [Illinois' State Plan for Perkins V \(FY 2021-2024\)](#). The initial pilot, including training, will run from November 2020 through April 2021.

References: [Pilot Overview and Expectations](#)

Enter the CTE PQR Pilot site at (Redacted – Only available to pilot participants)

Questions and functionality issues should be emailed to ctepqr@isbe.net

- Provide continuous feedback on online form access and functionality through ctepqr@isbe.net, as well as the program review guidance document content and clarity
- At the end of the pilot, ISBE will collect the following data points from pilot participants:
 - Hours to complete individual program reviews
 - Identification of the number and role of staff members on your team
 - Description of business/industry and postsecondary education support
 - Recommendation for the best time of the year for completion
 - Reflection on barriers to completion
 - Reflection on successes
 - Any additional data points identified by the mid-point check-in (January 2021)
 - Additional data points the pilot participants feel are valuable for future program review teams



SCHOOL-LEVEL LEA INFORMATION SECTION

Only completed once by the school

Unless otherwise noted, all answers automatically save when you click the answer

1. Select your School, Area Career Center (ACC), or Education for Employment (EFE) Region Center (hereafter, School):
 - a. Click the dropdown arrow and scroll or
 - b. Type your School name as listed in IWAS
 - c. Your District and EFE automatically populates
2. Click “Save” once the correct School is selected

SCHOOL-LEVEL LEA INFORMATION:

School Information:

District Information:

Education for Employment (EFE) System Information:

3. **Professional Learning Opportunities** – For the past three years, indicate any professional learning opportunities that were offered for the following educators (for each question, check all that apply):

- a. Must select a response for each of the 9-professional learning opportunities
- b. If the professional learning opportunity has not been offered in the last 3 years, select “Not Offered”
- c. Once all questions are answered, the red toolbar will turn blue

1. Supporting individualized academic and career and technical education instructional approaches, including integration of academic and career and technical education standards and curricula

- | | |
|---|--|
| <input checked="" type="checkbox"/> CTE Teachers | <input checked="" type="checkbox"/> Other Faculty |
| <input type="checkbox"/> School Leaders | <input type="checkbox"/> Administrators |
| <input checked="" type="checkbox"/> Specialized Instructional Support Personnel | <input type="checkbox"/> Career Guidance and Academic Counselors |
| <input type="checkbox"/> Paraprofessionals | <input type="checkbox"/> Not Offered |

2. Ensuring labor Market information is used to inform the programs, guidance, and advisement offered to students

- | | |
|--|--|
| <input type="checkbox"/> CTE Teachers | <input type="checkbox"/> Other Faculty |
| <input type="checkbox"/> School Leaders | <input type="checkbox"/> Administrators |
| <input type="checkbox"/> Specialized Instructional Support Personnel | <input type="checkbox"/> Career Guidance and Academic Counselors |
| <input type="checkbox"/> Paraprofessionals | <input checked="" type="checkbox"/> Not Offered |



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							



4. **CTE Professional Capacity** – Identify the number of professionals in each area indicated below that were working with and within your CTE Program(s) for the school year 2019-2020 (SFY 2020) and school year 2020-2021 (SFY 2021).
 - a. Must enter a number into at least one cell in the SFY 2020 and SFY 2021 columns
 - b. Once the minimum numbers are entered, the red toolbar will turn blue

▼
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) for the school year 2019-2020 (SFY 2020) and school year 2020-2021 (SFY 2021).

Professional Type	SFY 2020 Number of Professionals	SFY 2021 Number of Professionals
CTE Teachers	<input type="text" value="10"/>	<input type="text" value="12"/>
Other Faculty	<input type="text" value="0"/>	<input style="border: 2px solid #007bff;" type="text" value="1"/>
School Leaders	<input type="text" value="2"/>	<input type="text" value="2"/>
Administrators	<input type="text" value="4"/>	<input type="text" value="4"/>
Specialized Instructional Support Personnel	<input type="text" value="1"/>	<input type="text" value="2"/>
Career Guidance and Academic Counselors	<input type="text" value="2"/>	<input type="text" value="2"/>
Paraprofessionals	<input type="text" value="3"/>	<input type="text" value="5"/>

5. **Career Guidance for All Students:**
 - a. Indicate “Yes” or “No” for all 4 questions
 - b. Once all questions are answered, the red toolbar will turn blue

▼
Career Guidance for All Students

Indicate **Yes** or **No** for the following:

1. 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.
 Yes No
2. Does the school work with students to develop individualized career plans, which reflect the student's interest, includes the appropriate coursework, and outlines multiple options within the career cluster(s)?
 Yes No
3. Are students and their parents/guardians (as appropriate) provided accurate, timely, and culturally appropriate information on extended learning experiences available through the program of study, such as work-based learning, CTSO or team-based challenge participation and dual or articulated credit?
 Yes No
4. Do career guidance professionals and/or school counselors 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?
 Yes No



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.*
- Does the school work with students to develop individualized career plans, which reflect the student's interest, includes the appropriate coursework, and outlines multiple options within the career cluster(s)?
- Are students and their parents/guardians (as appropriate) provided accurate, timely, and culturally appropriate information on extended learning experiences available through the program of study, such as work-based learning, CTSO or team-based challenge participation and dual or articulated credit?
- Do career guidance professionals and/or school counselors 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?

6. Once all 3 parts of the School-Level section are complete:

- You can click the box next to “I verify that I have completed the School-Level LEA information and would like it locked from further modifications.”
- If you click “Save,” this will lock the School-Level section from changes.
- If you need the section unlocked, please email ctepqr@isbe.net. Include your school’s name and RCDT in the email.

I verify that I have completed the School-Level LEA information and would like it locked from further modifications.

Save

Please email ctepqr@isbe.net to request the School-Level section be unlocked. Include your school's name and RCDT in the email.

I verify that I have completed the School-Level LEA information and would like it locked from further modifications.

Save



PROGRAM OF STUDY INFORMATION SECTION

Complete for each CTE program of study reviewed

Complete the CTE program review for at least 5 programs or all programs if fewer than 5

Special Considerations:

- Consider using FY 2020 Program Data Review (PDR) statistics to focus on programs with the most need for quality improvement
- Identify a team of staff members from the School, Area Career Center, or EFE Region Center to complete the reviews
- As able, engage business/industry and postsecondary partners as part of your team to provide input during the CTE program reviews

Unless otherwise noted, all answers automatically save when you click the answer

1. Schools will utilize information from the assigned Classification of Instructional Programs (CIPs) in the Illinois State Course System (ISCS) to complete this information. Please contact your EFE System for more information on which CIPs are assigned to your school.
2. Click “Add New Program of Study”



3. Use the dropdown arrows to choose the CTE Program of Study’s Endorsement Area, CTE Federal Cluster Name, or CIP Code
 - a. When you select an option, it auto populates appropriate related options
 - b. If you choose the wrong option, click “Reset Options” to refresh the CTE Program of Study selection options
 - c. Once you have the correct CTE program of study, complete the program’s Point of Contact Name, E-mail, and Phone Number
 - d. Click “Save Program of Study”

The Endorsement Area, CTE Cluster Name, and CIP Code options below will be limited as you select a value. If you select something incorrectly, click the "Reset Options" button to start over.



Endorsement Area:

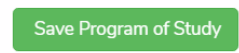
CTE Cluster Name:

CTE Program of Study (CIP Code):

Point of Contact (POC) Name:

POC E-mail:

POC Phone number:





4. You can delete Programs of Study by clicking the “Delete” button
 - a. **CAUTION:** This will delete all information entered under that Program of Study

[Add New Program of Study](#)

LIST OF ADDED CTE CLUSTERS

To edit the cluster, click the links below.

1. [Education and Training](#) Delete

Endorsement Area: Human Services	CTE Cluster Name: Education and Training	CTE Program of Study (CIP Code): CIP: 13.0101 – Education, General
Point of Contact (POC) Name: Sally Educator	POC E-mail: seducator@altonhs.net	POC Phone number: (618) 525-5544

5. **Program of Study Quality Components:** Email CTEPQR@isbe.net a document outlining or provide a hyperlink to the full CTE Program of Study that includes, or is working to include, the following quality components:
 - a. A non-duplicative, fully articulated sequence of courses from K-12 through postsecondary (including four-year transitions, where appropriate);
 - b. Guidance and instruction on the concept of career clusters and support for student selection of a cluster of interest prior to a cluster-specific orientation course with related career awareness activities;
 - c. An orientation course providing a broad understanding of the specific cluster or cluster grouping that applies to the program of study in which the student is enrolled, and that includes career exploration;
 - d. An advanced course developing competencies and skills needed for entry-level employment or further postsecondary education;
 - e. Credit transfer opportunities (e.g., dual credit, articulation agreement) and/or training for an industry-recognized credential;
 - f. Instruction and evaluation in safety as appropriate within the curriculum;
 - g. Stackable credentials, if available at a secondary level; and
 - h. Work-based learning and related authentic learning experiences that includes, at minimum, each of the following:
 - i. Team-based challenges and/or CTSOs; and
 - ii. One of more of the following as defined in the [Illinois Career Pathways Dictionary](#): internships, career-related service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, apprenticeships (i.e., youth, pre-, registered, non-registered, research), student-led enterprise, remote work for a client/employer, school-based enterprise, cooperative work agreement or clinical experience.



6. Check the box, verifying that the appropriate program of study documentation has been emailed
7. **Program Quality Rubric:** Use the following performance criteria definitions as you work through the program quality rubric in the application toolbars.

Not at all achieved: No evidence of the criterion in the program of study

Minimally achieved: Criterion is minimally implemented in the Program of Study

- 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

Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete

- 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

Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study

- 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

8. If desired, use the rubric templates on pages 11-30 of this document to collect information before entering the answers into the online form
9. If you do not complete the Program Quality Rubric in 1 session, re-enter the pilot application:
 - a. Choose your School
 - b. Click on the Program of Study hyperlink that you need to complete

LIST OF ADDED CTE CLUSTERS

To edit the cluster, click the links below.

1. [Education and Training](#)  Delete



10. Must complete all questions in each of the 9 quality areas (toolbars) to turn them from red to blue

Development and Engagement	▼
Employer-Informed Competencies and Skills	▼
Academic Instruction and Supports	▼
Recruitment and Access	▼
Instructional Sequence	▼
Work-Based Learning	▼
Instructors	▼
Facilities and Equipment	▼
Continuous Improvement	▼

11. Once you have verified that the Program of Study documentation was emailed and completed all quality component questions:

- You can click the box next to “I verify that I have completed the Program of Study and would like it locked from further modifications.”
- If you click “Save,” this will lock that Program of Study from changes.
- If you need the Program of Study unlocked, please email ctepqr@isbe.net. Include the name of the Program of Study, as well as your school’s name and RCDT, in the email.



I verify that I have completed the above Program of Study and would like it locked from further modifications.

Save

LIST OF ADDED CTE CLUSTERS

To edit the cluster, click the links below.

1. [Education and Training](#) (locked)  Delete

Please email ctepqr@isbe.net to request this Program of Study be unlocked. Include the name of the Program of Study, as well as your school's name and RCDT, in the email.

I verify that I have completed the above Program of Study and would like it locked from further modifications.

Save

12. Once you have completed all Program of Study reviews:

- a. You can click the box next to “I verify that I have completed ALL information and would like EVERYTHING locked from further modifications.”
- b. If you click “Save,” this will lock the School’s entire application.
- c. If you need the application unlocked, please email ctepqr@isbe.net. Include your school’s name and RCDT in the email.

I verify that I have completed **ALL** information and would like **EVERYTHING** locked from further modifications.

Save

Please email ctepqr@isbe.net to request this application be unlocked. Include your school's name and RCDT in the email.

I verify that I have completed **ALL** information and would like **EVERYTHING** locked from further modifications.

Save



Program Quality Rubric: Development and Engagement

All programs of study must be developed through close K-12 and postsecondary collaboration, respond to the analysis and findings of the CLNA, and be informed by external stakeholders, including, but not limited to, business and industry, local workforce boards, adult education providers, and community-based organizations. An advisory committee must meet at least annually to review and support programs of study (and/or to consider multiple programs of study within a cluster or related cluster grouping). The advisory committee must review labor market information; provide input on current industry practices; identify high-skill, high-wage, and in-demand occupations and related competencies within the region; consider long-term industry trends and future of work; and participate in the continuous improvement process described in Continuous Improvement section.

Program Quality Rubric: Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each quality criterion.				
	Not at all achieved: No evidence of the criterion in the program of study	Minimally achieved: Criterion is minimally implemented in the Program of Study	Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete	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
Development and Engagement				
1) The program of study has a formalized, structured approach to coordinating partnerships, through an advisory committee that meets annually to review the program of study quality rubric to guide discussion and decisions leading to continuous program improvement.				



<p>2) The Advisory Committee ensures that the program of study meets current and future workforce demand and skill needs by:</p> <ul style="list-style-type: none">• identifying, validating and reviewing curriculum• identifying appropriate assessments and industry-recognized credentials• 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>3) Business and Community Partners 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 Quality Rubric: Employer-Informed Competencies and Skills

The program of study must align instruction and experiences to a progression of employer-informed [technical and essential employability competencies](#) that lead to readiness for employment or further education for high-skill, high-wage, and in-demand occupations identified during the engagement process.

Program Quality Rubric: Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each quality criterion.				
	Not at all achieved: No evidence of the criterion in the program of study	Minimally achieved: Criterion is minimally implemented in the Program of Study	Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete	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
Employer-Informed Competencies and Skills				
1) The program of study is aligned to local or state labor market demand identified through the local needs assessment process.				
2) The curriculum is aligned to industry-validated technical competencies and skills identified by the advisory committee.				
3) The instructors and relevant staff are aware and knowledgeable of the appropriate industry-related competencies and skills.				
4) The curriculum incorporates industry-validated employability skills identified by the advisory committee				



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that help students succeed in the workplace.				
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Program Quality Rubric: Academic Instruction and Supports

The program of study must include challenging academic instruction and student supports and interventions to facilitate successful student progressions into and through required coursework and avoid remediation to the extent possible. The program of study instruction must be by a qualified teacher as defined by ISBE, or for dual credit coursework, instructors must meet requirements as described in the [Dual Credit Quality Act](#) and be in accordance with [ICCB administrative rules](#).

Program Quality Rubric: Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each quality criterion.				
	Not at all achieved: No evidence of the criterion in the program of study	Minimally achieved: Criterion is minimally implemented in the Program of Study	Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete	Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study
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Academic Instruction and Supports				
1) The curriculum is based on industry-validated technical standards and competencies.				
2) The curriculum and instruction seamlessly integrate academic content standards in collaboration with core academic teachers, as appropriate.				
3) The curriculum is reviewed annually to prepare students for both further education and in-demand and emerging careers.				
4) The curriculum allows for student application of integrated				



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knowledge and skills in authentic scenarios.				
5) Assessments are aligned to national or state program standards and curriculum and appropriate to students' current level of knowledge and skill attainment.				
6) The program of study prepares students for assessments that lead to industry-recognized credentials, as available and appropriate.				
7) School counselors/career guidance professionals and other program staff participate annually in CTE related professional learning.				



Program Quality Rubric: Recruitment and Access

Districts and colleges had to develop a student recruitment and retention plan through the CLNA beginning in SFY 2021 to address equity gaps that are evident as early as middle school, including gaps in program of study access, participation, persistence, and completion. Programs of study must ensure access is equitable and all students are able to receive support to persist and succeed in CTE courses and opportunities.

Program Quality Rubric: Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each quality criterion.				
	Not at all achieved: No evidence of the criterion in the program of study	Minimally achieved: Criterion is minimally implemented in the Program of Study	Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete	Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study
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Recruitment and Access				
1) Recruitment materials and strategies are free from bias, inclusive and non-discriminatory, and offered in a way that encourages all students to enroll and persist in the program.				
2) Appropriate supports and accommodations are provided to students as necessary to facilitate successful student progression to and through required coursework.				
3) Advisory Committee is made up of a diverse and representative range of				



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<p>stakeholders including employers from small, medium and large businesses; industry representatives; community, workforce and economic development agencies; and other relevant education stakeholders.</p>				
<p>4) 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 and differentiation, as appropriate.</p>				
<p>5) Career guidance and program of study awareness materials are offered to all potential and current program of study participants and their parents/guardians, in an appropriate language and in a manner that is free from bias, inclusive and non-discriminatory.</p>				
<p>6) A full continuum of work-based learning experiences, progressing in intensity, is accessible to every student at some point during the program of study.</p>				
<p>7) Appropriate actions are taken to eliminate barriers for all students, including special</p>				



populations, to extended learning experiences, such as CTSOs and team-based challenges.				
8) 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.				
9) 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.				
10) 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.				
11) Purposes for data collection in supporting student success is communicated to all stakeholders including: administration, counselors, teachers, support staff,				



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parents, students and community members.				
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Program Quality Rubric: Instructional Sequence

Programs of study must provide a non-duplicative, fully articulated sequence of courses from K-12 through postsecondary (including four-year transitions, where appropriate). There must be multiple entry and exit points and stackable credentials must be incorporated.

Middle School and Secondary: The middle school and secondary program of study course sequence must, at minimum:

- Provide guidance and instruction on the concept of career clusters and support for student selection of a cluster of interest prior to a cluster-specific orientation course with related career awareness activities;
- Include an orientation course providing a broad understanding of the specific cluster or cluster grouping that applies to the program of study in which the student is enrolled, and that includes career exploration;
- Include an advanced course developing competencies and skills needed for entry-level employment or further postsecondary education;
- Incorporate credit transfer opportunities (e.g., dual credit, articulation agreement) and/or training for an industry-recognized credential; and
- Include instruction and evaluation in safety as appropriate within the curriculum.

Program Quality Rubric: Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each quality criterion.				
	Not at all achieved: No evidence of the criterion in the program of study	Minimally achieved: Criterion is minimally implemented in the Program of Study	Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete	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
Instructional Sequence				
1) The program of study starts with broad foundational knowledge and skills and progresses in specificity to build students' depth of knowledge and skills.				



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2) The program of study allows for multiple entry and exit points that incorporate industry-recognized credentials.				
3) Secondary and postsecondary CTE staff collaborate regularly on course sequencing, vertical alignment and opportunities for credit transfer agreements.				
4) The program of study is coordinated with broader career pathways systems, as defined in the Workforce Innovation and Opportunity Act, as appropriate and available.				
5) Students receive training on safe and appropriate use and maintenance of equipment, technology, and materials within the program of study.				
6) Students receive training on safe and appropriate use and maintenance of facilities within the program of study.				



Program Quality Rubric: Work-Based Learning

Programs of study must include a secondary to postsecondary continuum of work-based learning and related authentic learning experiences that includes, at minimum, each of the following:

- Team-based challenges and/or CTSOs; and
- One of more of the following as defined in the [Illinois Career Pathways Dictionary](#): internships, career-related service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, apprenticeships (i.e., youth, pre-, registered, non-registered, research), student-led enterprise, remote work for a client/employer, school-based enterprise, cooperative work agreement or clinical experience.

Program Quality Rubric: Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each quality criterion.				
	Not at all achieved: No evidence of the criterion in the program of study	Minimally achieved: Criterion is minimally implemented in the Program of Study	Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete	Substantially Achieved: Criterion has been fully implemented throughout the entire Program of Study
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Work-based Learning				
1) Work-based learning experiences are aligned with relevant national, state and/or local standards.				
2) Work-based learning experiences are intentionally aligned with each student's education and career goals.				
3) Requirements and procedures for work-based learning experiences that address access, selection, liability, supervision, rights and				



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responsibilities, safety, transportation, learning objectives and evaluations are formalized and shared in advance of work-based learning experiences with employers, students and parents/guardians (as appropriate).				
4) Students engage in reflection and document learning resulting from work-based learning experiences, such as through a portfolio or presentation.				
5) Work-based learning includes sustained interaction with industry partners.				
6) Work-based learning includes real workplace learning experiences; in person or virtual.				
7) Work-based learning instructors and teacher coordinators complete State-required training and receive appropriate WBL professional learning opportunities.				
8) A Career and Technical Student Organization (CTSO) or Team-based Challenge (hereafter, referred to as challenge) is available to serve CTE students and teachers in the cluster relevant to the program.				
9) The CTSO or challenge is an integral, intra-curricular part of				



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the program of study, available to every student at some point during the program of study.				
10) CTSO or challenge activities develop and reinforce relevant technical, academic and employability knowledge and skills.				
11) The CTSO or challenge provides opportunities for students to interact with business professionals.				
12) The CTSO or challenge provides opportunities for students to participate in relevant competitive events.				
13) The CTSO or challenge provides opportunities for students to participate in leadership development activities.				



Program Quality Rubric: Instructors

Instructors within programs of study are qualified, collaborate with industry professionals, and engage in applicable professional learning.

Program Quality Rubric: Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each quality criterion.				
	Not at all achieved: No evidence of the criterion in the program of study	Minimally achieved: Criterion is minimally implemented in the Program of Study	Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete	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
Instructors				
1) CTE educators have developed and filed a Professional Learning Plan that addresses content knowledge, pedagogy, and might include the pursuit of advanced educator certification.				
2) CTE staff educators and administrators are involved in applicable professional educator and industry organizations.				
3) CTE Educators participate in professional learning related to the core content area(s) incorporated in curriculum.				



Program Quality Rubric: Facilities and Equipment

Programs of study are offered in appropriate and accessible facilities that use industry standard technology and equipment.

Program Quality Rubric: Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each quality criterion.				
	Not at all achieved: No evidence of the criterion in the program of study	Minimally achieved: Criterion is minimally implemented in the Program of Study	Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete	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 and Equipment				
1) Facilities used in the program of study reflect current workplace, industry and/or occupational practices and requirements.				
2) Facilities allow for program objectives to be met.				
3) Facilities meet federal, state and local standards for occupational safety and health in the related industry, as appropriate.				
4) Processes are defined, and resources provided to regularly inspect, update and replace facilities.				
5) The program of study maximizes student access to relevant facilities through				



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partnerships and flexible delivery models.				
6) Equipment, technology and materials used in the program of study reflect current workplace, industry and/or occupational practices and requirements.				
7) Equipment, technology and materials support and align to curriculum standards and program objectives.				
8) Equipment, technology and materials meet federal, state and local standards for occupational safety and health in the related industry, as appropriate.				
9) Processes are defined, and resources provided to regularly inspect, update and replace equipment, technology and materials.				
10) The program of study maximizes student access to relevant equipment, technology and materials through partnerships and flexible delivery models.				



Program Quality Rubric: Continuous Improvement

The district uses a continuous improvement process that evaluates and improves the program of study in collaboration with postsecondary, other stakeholders and the local or joint advisory committee.

Program Quality Rubric: Use these descriptors to help you choose which ratings best describe your Program of Study in relation to each quality criterion.				
	Not at all achieved: No evidence of the criterion in the program of study	Minimally achieved: Criterion is minimally implemented in the Program of Study	Moderately Achieved: Criterion is evident in the Program of Study, but implementation is uneven or incomplete	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
Continuous Improvement				
1) 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.				
2) Data collected on program concentrators following exit of high school at 1-year report information to advisory committee annually and incorporated into a continuous program improvement plan.				
3) Data collected on program concentrators following exit of high school at 5-year report information to advisory committee				



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annually and incorporated into a continuous program improvement plan.				
4) Data is collected from students and employers on work-based learning experiences and incorporated into a continuous program improvement plan.				
5) Data is collected on student achievement of: industry credential/certification, apprenticeships and postsecondary degrees. This data is incorporated into a continuous program improvement plan.				
6) Academic assessment performance in core content areas for students in program is compiled for use in guiding program improvement decisions.				