Colorado Secondary Program Self-Evaluation

The following assessment is adapted from the 2018 Association of Career and Technical Education (ACTE) Quality CTE Program of Study Framework.

ACTE has identified 12 key elements of a high quality CTE program. The following criteria will help determine program strengths and opportunities.

Instructions

Assemble the Team

This evaluation is best conducted as part of a collaborative effort among program stakeholders (e.g. administration, CTE teachers, school counselors, advisory committee members, business & industry partners, postsecondary partners, etc.) and a variety of materials should be consulted in order to determine performance in each of the framework elements.

Evaluate Authentically

The 12 elements are split across 92 criteria, randomly organized to support genuine reflection across three areas:
- Evaluating level of agreement
- Evaluating level of frequency
- Evaluating level of likelihood

The results are not to be punitive, but will help you, your school/district, and state teams identify where Colorado CTE can collectively work on opportunities to strengthen Colorado CTE programs. Your authentic feedback is valued in this process.

Reflect & Plan

Once you complete the evaluation, you will have a summarized list of the 12 key elements. Using the space provided, comment on what your program is doing well; this will help Colorado CTE promote your success.

With your assembled team of program stakeholders, strategize and develop goals to improve on the elements showing the most opportunity. This will inform your Advisory Board Program of Work.

Evaluation of Agreement

Take a moment to reflect on these statements in relation to your Career and Technical Education program. Please indicate your _level of agreement_ with each statement from *strongly agree*, *agree*, *undecided*, *disagree*, or *strongly disagree*.

Statement	
Assessments are aligned to the program standards and developmentally appropriate to students' current level of knowledge and skill attainment.	
The demographics of students participating in the program of study are representative of the population of the school.	
The curriculum is developed based on employee and/or employer feedback from careers in which this program prepares students.	
Facilities, equipment, technology and materials meet federal, state and local standards for occupational safety and health in the related industry, as appropriate.	
Processes and supports are in place to ensure the timely and accurate collection and submission of valid data for required reporting.	
CTE administrators ensure that program staff (instructors, counselors, and support staff) have the time, resources and supports to implement each element of a high-quality program of study.	
Formative and summative assessments are integrated throughout the program of study to validate student learning gains.	
Instruction incorporates relevant equipment, technology and materials to support learning.	
Facilities, equipment, technology and materials used in the program reflect current workplace, industry and/or occupational practices and requirements.	
Career development activities are aligned with Postsecondary & Workforce Readiness Standards (PWR).	
The curriculum uses current industry standards.	
The CTSO is an integral, curricular part of the program of study, available to every student throughout the program of study.	
Requirements and procedures for work-based learning experiences that address access, selection, liability, supervision, rights and 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).	
The program of study allows for multiple entry and exit points.	
Work-based learning experiences are supervised by CTE staff with clearly defined roles.	
CTE instructors, administrators, counselors, and additional support staff meet appropriate state, district and/or institution certification and licensing requirements.	
Curriculum, instruction, materials and assessments are diverse and inclusive and offered in a way that ensures each student has the opportunity to achieve success in the program of study, including through accommodations, as appropriate.	

Work-based learning experiences comply with relevant federal, state and local laws and regulations.	
The CTSO projects align with relevant national, state and/or local standards.	
Students demonstrate safe and appropriate use and maintenance of facilities, equipment, technology and materials within the program.	
The program of study includes a sequence of courses and/or competencies across secondary and postsecondary education that incorporates technical, academic and employability knowledge and skills.	
Program of study standards are publicly available and accessible to students, parents/guardians (as appropriate), partners and the public.	
Appropriate actions are taken to eliminate barriers to learning experiences, such as work-based learning, CTSO participation and advanced credit, for each student, including special populations.	
The program of study has a formalized, structured approach to coordinating partnerships, such as an advisory board or sector partnership.	
Facilities, equipment, technology and materials support and align to curriculum standards and program objectives.	
The CTSO is supervised by CTE staff with clearly defined roles.	
Content and standards within the program of study are non-duplicative to prepare students to transition seamlessly to the next level of education.	
The curriculum integrates reading, math, and science.	
Work-based learning experiences are aligned with relevant national, state and/or local standards.	
Assessments measure students' industry-validated technical knowledge and skills.	
Educators have access to relevant, valid and reliable data disaggregated by gender, race and ethnicity, and special population status.	
The program of study starts with broad foundational knowledge and skills and progresses in specificity to build students' depth of knowledge and skills.	
The program of study sequence leads to one or more recognized postsecondary credentials, including industry certifications, licenses, apprenticeship certificates, postsecondary certificates and degrees.	
Assessments measure students' postsecondary and workforce readiness (PWR) knowledge and skills.	
All stakeholders understand why data are collected, how they will be used and their value in supporting student success.	
CTE educators maintain up-to-date knowledge and skills across all aspects of an industry.	
Assessments measure students' academic knowledge and skills.	
The program of study is coordinated with broader career pathways systems, as defined in the Workforce Innovation and Opportunity Act, as appropriate and available.	

Evaluation of Frequency

Take a moment to reflect on these statements in relation to your Career and Technical Education program. Please indicate your _frequency_ with each statement from *always*, *often*, *sometimes*, *rarely*, or *never*.

Statement	
Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on regional occupational trends and outlooks, high-demand and high-wage career opportunities, and the educational pathways that lead to current and projected career opportunities.	
CTE instructors, administrators, counselors, and additional support staff engage in ongoing professional development on a wide range of topics covering each element of a high quality program of study.	
The curriculum is reviewed and revised regularly by all relevant stakeholders.	
Students in the program of study have access to job search information and placement services throughout the program of study.	
The CTSO provides opportunities for students to participate in professional development activities.	
The school/institution provides meaningful opportunities for CTE and non-CTE instructors to collaborate.	
The program of study incorporates performance-based assessment where students must demonstrate the application of their knowledge and skills.	
Partners support the program in tangible ways, such as by investing funds, providing in-kind support and/or helping raise external funds to meet program's goals.	
Partners support students' learning by: • identifying, providing and evaluating work-based learning experiences for students • participating in CTSO activities; for example, by serving as mentors and judges	
Instructors use relevant evidence-based instructional practices in their classrooms.	
CTE instructors, administrators, counselors, and support staff are actively engaged in program specific conversations, within organizations and committees.	
Students engage in reflection and document learning resulting from work-based learning experiences, such as through a portfolio or presentation.	
Partners support teachers' development by offering opportunities, such as externships, for educators to stay current with industry-relevant knowledge and skills	
Career guidance is offered to each potential and current program of study participant in a manner that is inclusive.	
The CTSO provides opportunities for students to practice financial leadership.	
The applications within the curriculum are authentic to what students would experience in industry.	
Data are reviewed periodically to inform program evaluation, identify opportunities for program improvement, and address equity gaps.	

Facilities, equipment, technology and materials are provided in a way that ensures each student has the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements.	
Labor market information is used to inform the program of study decision-making and support program improvement.	
Partners ensure that the program of study meets current and future workforce demand and skill needs by: • identifying, validating and reviewing curriculum • identifying appropriate assessments and recognized postsecondary credentials • evaluating facilities, equipment, technology and materials to ensure consistency with industry standards	
Instructors use authentic scenarios that result in students applying technical, academic and employability skills within context.	
Program improvement goals are supported with data.	
The CTSO provides opportunities for students to participate in relevant community and school service activities.	
Career development professionals have access to professional development 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.	
The program maximizes student access to relevant facilities, equipment, technology and materials through partnerships and outside resources.	
The curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and workplace etiquette.	
Disaggregated data is used to identify opportunities to strengthen access and performance among subpopulations when compared to the general student population.	
Representatives of the program actively conduct outreach to develop partnerships to ensure the program meets employer and community needs.	
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.	
The CTSO provides opportunities for students to participate in relevant competitive events.	
Data is shared in an easy-to-understand format with students, parents/guardians (as appropriate), partners and the public.	
Partners help to evaluate the effectiveness of the program of study in preparing students for further education and careers.	
Processes are defined and resources provided to regularly inspect, update and replace facilities, equipment, technology and materials.	
Partnerships are formed with a diverse range of stakeholders who represent differing perspectives, including employers from small, medium and large businesses; industry representatives; community, workforce and economic development agencies; and other education stakeholders.	

CTE instructors, administrators, counselors, and support staff are actively engaged in conversations with external partners.	
Secondary and postsecondary CTE staff collaborate regularly on course sequencing, vertical alignment and opportunities for credit transfer agreements.	
The CTSO provides opportunities for students to participate in social activities.	
The program of study is promoted to each potential participant and their parents/guardians (as appropriate), in a manner that is inclusive.	
Supportive services, such as tutoring and transportation assistance, are provided to ensure each student has the opportunity to achieve success in the program of study, as appropriate.	
CTE instructors collaborate to develop/revise curriculum, instruction, assessment, and extended learning activities at the school-/district-wide level.	
The CTSO provides opportunities for students to engage in public relations.	
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 participation and articulated credit.	
The CTSO provides opportunities for students to interact with business professionals.	

Evaluation of Likelihood

Take a moment to reflect on these statements in relation to your Career and Technical Education program. Please indicate the _likelihood_ of each statement with *almost always true*, *usually true*, *occasionally true*, *usually not true*, or *almost never true.*

Classroom management builds a culture of learning and respect.	
Students are actively recruited from populations that have been traditionally underrepresented, including by gender, race and ethnicity, and/or special population status.	
Within an academic year, CTE educators are given opportunities to learn relevant evidence-based instructional practices appropriate for their students.	
Each student has the opportunity to participate in work-based learning experiences across the WBL continuum.	
Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on further education and training options, including application procedures, enrollment, and financing.	
CTSO activities develop and reinforce relevant technical, academic and postsecondary and workforce readiness knowledge and skills.	
Work-based learning experiences are intentionally aligned with each student's education and career goals.	
Educators have access to relevant, valid and reliable aggregate data on all students participating in the program of study.	
Each CTE student in the program of study has a personalized, multi-year education and career plan that: • reflects exploration of the student's interests, preferences and abilities; • informs course selection, • informs planning for further education and a career, and • involves extended learning (e.g., work-based learning, CTSO participation and articulated credit, etc.).	
Privacy and security protections that adhere to all federal, state and local privacy laws are in place for data collection, storage, analysis and reporting.	
Instruction is flexible, differentiated and personalized to meet the diverse needs of each student.	
Work-based learning experiences are provided through delivery methods that maximize meaningful interaction with business professionals.	
Students in the program of study have opportunities to earn credit that articulates to the next level of education, such as through dual or concurrent enrollment programs or stackable credentials.	
Partners support the program of study sustainability by advocating for and promoting the program of study.	
Work-based learning experiences develop and reinforce relevant technical, academic and postsecondary & workforce readiness knowledge and skills.	

Results

Program Name: _____

School: _____

Based on the results provided, here are your 12 areas of strength or opportunity.
The higher the score, the higher your program's strengths.

Standards-aligned and Integrated Curriculum		Facilities, Equipment, Technology and Materials	
Sequencing and Articulation		Business and Community Partnerships	
Student Assessment		Student Career Development	
Prepared and Effective Program Staff		Career and Technical Student Organizations (CTSOs)	
Engaging Instruction		Work-based Learning	
Access and Equity		Data and Program Improvement	

Strengths

Based on your evaluation, identify your program's top two areas of strength. For each, please provide a narrative on what your program is doing well to achieve success in these areas.

Program Strength		
Narrative		

Opportunities

Based on your evaluation above, identify your program's three strongest areas of opportunity (lowest scored elements). For each, please create a goal to collectively work on with your team.

Goal (Specific, Measurable, Actionable, Relevant, Timebound)			
How will instruction support this goal?			
How will the administration support this goal?			
How will program support staff support this goal?			
How will industry support this goal?			
How will progress be measured?			