

# Oregon CTE Program of Study Quality Rubric

The High Quality Program of Study (HQPOS) Rubric is a tool to be used by educators and administrators to assess existing CTE Programs of Study in order to create goals for continuous program improvement. The intent is that this tool will be used for the CTE Program of Study Renewal as well as to inform the Local and Regional Needs Assessment sections dealing with CTE Program Quality. The rubric is focused on the five required elements of a high quality program of study, and performance levels are aligned with the Oregon Equity Lens; Program Size, Scope, and Quality; and the Work-Based Learning Rubric.

## Access and Equity

Provides all students and their families with appropriate knowledge and experiences to help make informed education and career decisions.

Element	Level 1 - Does not Meet the Requirements	Level 2 - Minimally Meets	Level 3 - Meets Requirements	Level 4 - Exceeds Requirements
<b>Access &amp; Equity Criteria #1</b>	Access to a program of study is limited.	A program of study is available to all students.	A program of study has identified potential access and equity barriers and is designed for all students to succeed.	Programs of study are a central part of school or district equity strategy. Every student is able to fulfill their potential.
<b>Access &amp; Equity Criteria #2</b>	Students in CTE class(es) are not representative of students in the school or district.	Students in a program of study are somewhat representative of students in the school or district.	Students in a program of study are representative of students in the school or district.	Students exiting a program of study and entering the workforce positively impact the diversity and representation of local industry.
<b>WBL Rubric- Equity Considerations</b> <i>Students at the center of the experience.</i>	WBL experience is not guided by equity considerations such as transportation, alternative and flexible scheduling, review of application and selection processes, opportunities for student voice and feedback, and regular analysis of who is and isn't participating in WBL	WBL experience is guided by some, but not all equity considerations such as transportation, alternative and flexible scheduling, review of application and selection processes, opportunities for student voice and feedback, and regular analysis of who is and isn't participating in WBL	WBL experience is guided by all of these equity considerations— transportation, alternative and flexible scheduling, review of application and selection processes, opportunities for student voice and feedback, and regular analysis of who is and isn't participating in WBL	WBL experience is guided by all of these equity considerations— transportation, alternative and flexible scheduling, review of application and selection processes, opportunities for student voice and feedback, and regular analysis of who is and isn't participating in WBL

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	disaggregated by special populations.	disaggregated by special populations.	disaggregated by special populations.	disaggregated by special populations. WBL experiences are guided by additional equity considerations developed through this analysis. Equity drives regular and systematic process improvements for WBL experiences.
<p><b><i>WBL Rubric—A variety of experiences take place whether in a real, virtual, or simulated workplace setting.</i></b>  <i>Students able to access variety of WBL settings; there is NO requirement for students to access all three settings.</i></p>	Students do not have access to WBL experiences offered in multiple settings.	Students have access to WBL experiences that take place in simulated, virtual, OR in-person settings and have limited choices between these options.	Students have access to, and participate in, WBL experiences that take place in simulated, virtual, OR in-person settings and have choices between these options.	Students have access to, and participate in, a variety of WBL experiences that take place in simulated, virtual, OR in-person settings and have many choices between these options. Program employs evaluation and continuous improvement methods to ensure that students benefit equally from simulated, virtual, and in-person workplace experiences.

## Standards and Content

### *Rigorous Integrated Content*

Appropriately licensed secondary teachers, and postsecondary instructors meeting institution requirements integrate rigorous technical and academic content.\*

Element	Level 1 - Does not Meet the Requirements	Level 2 - Minimally Meets	Level 3 - Meets Requirements	Level 4 - Exceeds Requirements
<b><i>Rigorous Integrated Content Criteria #1</i></b>	Students in CTE classes do not have the opportunity to complete rigorous core academic coursework that is applicable to career interests.	Students in CTE classes have limited opportunities to complete rigorous core academic coursework that is applicable to career interests.	Students in CTE classes have numerous opportunities to complete rigorous core academic coursework that is applicable to career interests.	Students in CTE classes continuously complete rigorous core academic coursework that is applicable to career interests.
<b><i>Rigorous Integrated Content Criteria #2</i></b>	Secondary component of the program does not have a minimum of 3 credits nor aligns to a community college certificate or degree. The community college certificate or degree is not at least 36 credits.	Secondary component of the program has either a minimum of 3 credits OR aligns to a community college certificate or degree but not both. The community college certificate or degree is at least 36 credits.	Secondary component of the program has a minimum of 3 credits and aligns to a community college certificate or degree. The community college certificate or degree is at least 36 credits.	Secondary component of the program has a minimum of 3 credits and aligns or articulates to a community college certificate or degree. The community college certificate or degree is 36 credits or more.
<b><i>Rigorous Integrated Content Criteria #3</i></b>	Decisions made about technical and academic content do not consider access to the coursework and create barriers that limit student opportunity.	Decisions made about technical and academic content occasionally consider access to the coursework and barriers that limit student opportunity.	Decisions made about technical and academic content improve access to the coursework and eliminate barriers that limit student opportunity.	Decisions and actions made to eliminate barriers and improve access lead to improved and demonstrably successful student opportunities and outcomes.
<b><i>Rigorous Integrated Content Criteria #4</i></b>	A CTE teacher does not integrate core academic content into CTE courses as a natural part of the curriculum.	A CTE teacher occasionally integrates core academic content into CTE courses as a natural part of the curriculum.	A CTE teacher often integrates core academic content into CTE courses as a natural part of the curriculum.	CTE and core academic content teachers integrate core academic content into CTE courses through collaboration as a natural part of the curriculum of both core courses and CTE courses.

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<p><b><i>WBL Rubric- Aligned with curriculum and instruction.</i></b>  <i>Student learning outcomes.</i></p>	<p>The WBL experience does not have measurable student learning outcomes aligned with the student's program of study that are academic, technical, and/or professional.</p>	<p>The WBL experience has measurable student learning outcomes aligned with the student's program of study that are academic, technical, and/or professional but outcomes may lack clarity or rigor.</p>	<p>The WBL experience has clear and rigorous measurable student learning outcomes aligned with the student's program of study that are academic, technical, and/or professional and students are assessed on achievement of learning outcomes.</p>	<p>The WBL experience has clear and rigorous measurable student learning outcomes aligned with the student's program of study that are academic, technical, and/or professional, and provides students with regular opportunities for feedback from site supervisor and educator on progress toward meeting learning outcomes.</p>

## Engaged Learning

Engages students through instructional strategies that are relevant, authentic, and meet the needs and interests of all students.

Element	Level 1 - Does not Meet the Requirements	Level 2 - Minimally Meets	Level 3 - Meets Requirements	Level 4 - Exceeds Requirements
<b>Engaged Learning Criteria #1</b>	Instruction is teacher-centered where students generate answers to teacher questions.	Instruction uses a project-based approach with projects designed by the teacher.	Instruction uses a project-based approach with projects designed by teachers using input from students.	Instruction uses a project-based approach with projects defined by student career interests and student/community needs.
<b>Engaged Learning Criteria #2</b>	Student learning is not connected to aspects of school and community resources.	Student learning is occasionally connected to aspects of school and community resources outside the school building.	Student learning is frequently connected to aspects of school that are representative of industry and community resources with onsite opportunities for participation.	Student learning in CTE dissolves boundaries between school and community.
<b>Engaged Learning Criteria #3 (Secondary)</b>	Students are not provided adequate opportunities to participate in Student Leadership Organizations.	Students are provided limited opportunities to participate in Student Leadership Organizations.	Students are provided the opportunity to participate in Student Leadership Organizations.	Students are provided varied opportunities to participate in Student Leadership Organizations.
<b>Engaged Learning Criteria #3 (Post-Secondary)</b>	Students are not part of the industry advisory process.	Students can observe industry advisory groups or are updated on the results of their meetings.	Students have the opportunity to participate in industry advisory groups or provide other program-related input.	Students are a regular part of program advisory evaluation and input process, and are consulted about program-related topics.
<b>Engaged Learning Criteria #4</b>	Assessments are not connected to important industry-based standards.	Assessments address important industry-based standards.	Assessments address important industry-based standards and provide feedback to students and teachers resulting in improved practice.	Assessments are tailored to student interest and address important industry-based standards providing feedback to students and teachers resulting in improved practice.
<b>Engaged Learning Criteria #5</b>	All students lack opportunities for engaged learning based on	All students occasionally have opportunities for engaged	All students have multiple opportunities for engaged	All students have many opportunities for engaged

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	their individual needs and interests.	learning based on their individual needs and interests.	learning based on their individual needs and interests.	learning based on their individual needs and interests.

### *Coherent Curriculum*

Aligns to industry-identified standards and sequences to prepare students for their next steps.\*

Element	Level 1 - Does not Meet the Requirements	Level 2 - Minimally Meets	Level 3 - Meets Requirements	Level 4 - Exceeds Requirements
<b>Coherent Curriculum Criteria #1</b>	One or more courses are offered that potentially align with industry-identified standards and prepare students for their next education and career steps.	Program is working toward a full sequence of curriculum that is aligned with industry-identified standards. Courses are partially sequenced to prepare students for their next education and career steps.	Full implementation of curriculum aligned to industry-identified standards and taught in sequenced courses to prepare students for a postsecondary credential and career.	Curriculum aligned to industry recognized standards and taught in sequenced courses to prepare students for a postsecondary credential and career is fully implemented and an institutionalized, integral part of the school's CTE offerings.
<b>Coherent Curriculum Criteria #2</b>	The program offers only one level of course work for students to participate in.	The program includes multiple courses that are not in a sequence that progresses from introductory to intermediate to advanced content.	*The program includes a sequence of courses that progresses from introductory to advanced content in multiple focus areas within the cluster, providing students with the opportunity to become secondary and/or postsecondary concentrators. (Defn Scope)	The program includes multiple course sequence options that progress from introductory to intermediate to advanced content, including postsecondary programming and credentialing, providing students with the opportunity to become secondary and/or postsecondary concentrators.
<b>Coherent Curriculum Criteria #3</b>	Curriculum and sequenced courses result in disproportionate outcomes for students.	Some curricula and sequenced courses result in proportionate outcomes for students.	Many curriculum and sequenced courses result in proportionate outcomes for all students.	All curriculum and sequenced courses result in proportionate outcomes for all students.
<b>Coherent Curriculum Criteria #4</b>	Courses are not consistently offered and there is no plan to	A minimum of 1 high school credit is consistently offered	A minimum of 2 high school credits are offered in an	A minimum of 3 high school credits are offered in an

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<i>(Secondary)</i>	work toward a CTE Program of Study.	with a plan to work toward a CTE Program of Study.	approved CTE Program of Study. Courses include at least one intermediate course.  (NOTE: By 2024, the number of required credits for the secondary component will increase to three.)	approved CTE Program of Study. Includes an opportunity for an advanced CTE course.
<b>Coherent Curriculum Criteria #4 (Post-Secondary)</b>	A college program that aligns with the career cluster and/or industry field is not available and currently the college has no plans to start one.	A certificate of 12 or more credits is available and there are plans to add programs with more credits to qualify as a CTE Program of Study.	A minimum of 36 college credits are offered in an approved CTE Program of Study that leads to an industry recognized certificate.	Where applicable, an approved CTE Program of Study will lead to an Associate of Applied Science (AAS) degree, and may transfer to a university.
<b>Coherent Curriculum Criteria #5 (Secondary)</b>	No connection to related postsecondary education.	Program has identified possible postsecondary alignment.	Program is aligned to postsecondary opportunities through collaboration.	High schools and colleges work together to transition students smoothly from program entrance through to completion and employment.
<b>Coherent Curriculum Criteria #5 (Post-Secondary)</b>	No connection to secondary education.	Program has identified possible secondary alignment.	Program is aligned to secondary opportunities through collaboration.	High schools and colleges work along with industry to transition students smoothly from program entrance through to degree or certificate and into employment in their field.

\* Indicates elements contained in the definition for size, scope, and quality of a CTE Program of Study.

## Alignment and Articulation

### *Partnerships*

Actively engages employer and educator partners to develop, enhance, and support the CTE program in a manner that is sustainable.

Element	Level 1 - Does not Meet the Requirements	Level 2 - Minimally Meets	Level 3 - Meets Requirements	Level 4 - Exceeds Requirements
<b><i>Partnerships Criteria #1</i></b>	Partnerships not established.	Partnerships are informal, with partners involved in program design and development.	Partnerships are somewhat formalized, with partners involved in program design, development, and implementation.	Partnerships are formalized with written agreements and with partners involved in program design, development, implementation, evaluation, and continuous improvement.
<b><i>Partnerships Criteria #2</i></b>	Program does not support partners.	Program supports partners by helping students become aware of career pathways associated with the partners.	Program supports partners by opening opportunities for partners to provide career-related activities such as Career Related Learning Experiences, job shadows, mentorships, etc.	Program supports partners through participation in partner activities such as community college advisory committees and local Workforce Investment Board meetings.
<b><i>Partnerships Criteria #3</i></b>	Program planning and improvement efforts ignore community partners that are representative of the community and students served, including currently and historically marginalized populations.	Program planning and improvement efforts inform community partners that are representative of the community and students served, including currently and historically marginalized populations.	Program planning and improvement efforts involve community partners that are representative of the community and students served, including currently and historically marginalized populations.	Program planning and improvement efforts involve active collaboration with community partners that are representative of the community and students served, including currently and historically marginalized.
<b><i>WBL Rubric- Sustained interaction with business, industry, or community professionals.</i></b>	WBL experience is a one-day, stand-alone experience that provides minimal student and industry interaction, does not provide first-hand engagement with tasks in a given career field, and students gain little	WBL experience provides some feedback from industry partner to students as they progress through the experience, and offers limited opportunities for first-hand engagement with tasks in a	WBL experience provides continuous feedback from industry partner to students as they progress through the experience, offers regular first-hand engagement with tasks in a given career field, and	WBL experience involves students independently communicating directly with industry partner each week, and offers regular, ongoing, and sustained first-hand engagement with tasks in a



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<i>"..a prolonged or extended period—not a stand-alone or one-day. Happen during a school term, summer term, or short term-intensive."</i>	knowledge from the industry partners' involvement. Industry engagement is limited to communication between the teacher and partner only.	given career field. The conversation between industry and students is often prompted by the teacher.	involves some ongoing independent communication between students and industry partners.	given career field. Students partake in individualized dialogue that leads to career growth. The communication creates strong relationships between the student and industry partner that will link the student to their next career step.

### ***Credentials***

Links instruction to meaningful college credit or industry credentials that can lead to high skill, high wage, and in-demand occupations.

Element	Level 1 - Does not Meet the Requirements	Level 2 - Minimally Meets	Level 3 - Meets Requirements	Level 4 - Exceeds Requirements
<b><i>Credentials Criteria #1</i></b>	Program is in the process of researching appropriate and available certifications.	An appropriate industry credential is identified and available to program completers in both secondary and postsecondary.	Some program completers earn an industry credential, or combination of credentials, that are approved by ODE and HECC.	A high percentage of program completers earn ODE and HECC approved industry recognized credentials, or a combination of credentials, that increase their employability in that industry.
<b><i>Credentials Criteria #2</i></b>	Historically and currently marginalized students earn industry credentials, or combinations of credentials, at a much lower rate when compared to all students.	Historically and currently marginalized students earn industry credentials, or combinations of credentials, at a lower rate compared to all students.	Historically and currently marginalized students earn industry credentials, or combinations of credentials, at the same rate as all students.	Historically and currently marginalized students earn industry credentials, or combinations of credentials, at the same rate as all students, and concrete plans are in place to keep rates proportional.

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<p><b>WBL Rubric- Earning of credit or outcome verification.</b></p> <p><i>Outcome/evidence of work-based learning experience (tangible/intangible).</i></p>	<p>There is no evidence that work-based learning occurred.</p> <p>Students are unable to provide tangible or intangible evidence supporting the completion of a WBL experience.</p>	<p>Students produce limited evidence for teacher evaluation that work-based learning occurred, including but not limited to work portfolios highlighting completed work, academic, technical and/or professional skills assessment, completed projects and assignments, attendance records, or any other specific type of evidence that documents achievement of measurable student learning outcomes.</p> <p>Students can provide minimal tangible or intangible evidence supporting the completion of a WBL experience.</p>	<p>Students produce evidence for teacher evaluation that work-based learning occurred, including but not limited to work portfolios highlighting completed work, academic, technical and/or professional skills assessment, completed projects and assignments, attendance records, or any other specific type of evidence that documents achievement of measurable student learning outcomes.</p> <p>Students are able to document and record specific skills from the WBL experience on their resume.</p>	<p>Students produce robust evidence for teacher evaluation that work-based learning occurred, including but not limited to work portfolios highlighting completed work, academic, technical and/or professional skills assessment, completed projects and assignments, attendance records, or any other specific type of evidence that documents achievement of measurable student learning outcomes.</p> <p>Students are able to document and record specific skills from the WBL experience on their resume.</p>

### **Facilities and Equipment**

Provides students with safe access to facilities and equipment that are appropriate to the type of instruction and reflect workforce needs.

Element	Level 1 - Does not Meet the Requirements	Level 2 - Minimally Meets	Level 3 - Meets Requirements	Level 4 - Exceeds Requirements
<p><b>Facilities and Equipment Criteria #1</b></p>	<p>The school system provides basic facilities and equipment for elective coursework.</p>	<p>The school system provides basic facilities and equipment needs while planning to upgrade to industry standards that are appropriate for workforce needs.</p>	<p>The school system provides industry standard facilities and equipment that are appropriate for workforce needs.</p>	<p>Provides and maintains specialized equipment used to meet industry standard certification and/or local workforce needs.</p>

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<b>Facilities and Equipment Criteria #2</b>	Facilities, equipment, and environment are not provided equitably to historically and currently marginalized students. There is no plan to address the disparity.	Facilities, equipment, and environment are not provided equitably to historically and currently marginalized students. Plans have been made to address the disparity.	Facilities, equipment, and environment are provided equitably to advance opportunities for historically and currently marginalized students.	Facilities, equipment, and environment are provided equitably to advance opportunities for historically and currently marginalized students and the program could be considered as a model in providing equitable services for all students.
<b>Facilities and Equipment Criteria #3</b>	The basic safety and cleanliness standards for a non-CTE classroom are being met.	The basic safety and cleanliness standards that are appropriate for a CTE learning environment are being met and include implementing industry recommended guidelines.	The CTE learning environment adheres to industry expectations/guidelines concerning safety and cleanliness and the programs work collaboratively with business and industry partners.	The CTE learning environment adheres to industry expectations/guidelines concerning safety and cleanliness and could be used as a model instruction and/or production space for education or industry purposes.

## Accountability and Evaluation

### *Continuous Improvement*

Revises the program of study based on student performance, economic demand, and employer requirements.

Element	Level 1 - Does not Meet the Requirements	Level 2 - Minimally Meets	Level 3 - Meets Requirements	Level 4 - Exceeds Requirements
<b><i>Continuous Improvement Criteria #1</i></b>	Local/Regional Institution data are available. CTE-specific data are not available.	CTE-specific data are collected and submitted.	CTE-specific data are collected, validated, and reviewed before submission.	CTE-specific data are collected, validated, and reviewed before submission. This data is used in program evaluation and continuous improvement.
<b><i>Continuous Improvement Criteria #2</i></b>	Program goals and professional development are not linked to local and regional needs assessments that include labor market information and the voice of historically and currently marginalized populations within the community.	Program goals and professional development are sometimes linked to local and regional needs assessments that include labor market information and the voice of historically and currently marginalized populations within the community.	*Program goals and professional development are linked to local and regional needs assessments that include labor market information and the voice of historically and currently marginalized populations within the community. (Defn of Quality)	Program goals and professional development are closely linked to local and regional needs assessments that include labor market information and collaboration with historically and currently marginalized populations within the community.
<b><i>Continuous Improvement Criteria #3</i></b>	The program never uses disaggregated data to inform continuous improvement.	The program rarely uses disaggregated data to inform continuous improvement and does not focus on student retention and completion, particularly for historically and currently marginalized populations.	*The program uses disaggregated data to inform continuous improvement, including a focus on student retention and completion, particularly for historically and currently marginalized populations. (Defn of Quality)	The program uses disaggregated data to inform continuous improvement, including a focus on student retention and completion, particularly for historically and currently marginalized populations. No programmatic decisions are made without consulting data.

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<b><i>Continuous Improvement Criteria #4</i></b>	Data on the outcomes of historically and currently marginalized populations are never used.	Data on the outcomes of historically and currently marginalized populations are available. Resource allocations are made regardless of available data.	Data are used to inform resource allocation, particularly data regarding the outcomes of historically and currently marginalized populations.	Data are frequently used to inform resource allocation, particularly data regarding the outcomes of historically and currently marginalized populations.
<b><i>WBL Rubric- Continuous Improvement of WBL experience.</i></b>	WBL experience does not have a process in place to gather feedback from students and industry partners that informs planning, evaluation, and decision-making.	WBL experience has a process in place that gathers limited student, industry, and community partner feedback and program makes decisions to improve WBL experiences based on this information.	WBL experience has a process in place that gathers regular feedback from students, industry, and community partners throughout the experience and program makes decisions to improve WBL experiences based on this information.	WBL experience has a process in place that gathers feedback continuously and systematically from all partners and in a variety of methods, is reviewed regularly by the program, is shared with partners, and is a driver for improving WBL experiences.

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## Student Support Services

### *Career Connected Learning*

Provides quality, accurate, and timely information and support that will help students identify, pursue, transition, and complete pathways to future careers. Career Connected Learning should include activities and opportunities within the four domains of Awareness, Exploration, Preparation and Training. (Work-Based Learning occurs in the Preparation and Training domains of Career Connected Learning.)\*

Element	Level 1 - Does not Meet the Requirements	Level 2 - Minimally Meets	Level 3 - Meets Requirements	Level 4 - Exceeds Requirements
<b><i>Career Connected Learning Criteria #1</i></b>	Few CTE students have a personalized education and career plan that identifies a CTE secondary pathway. Some career development tools and activities are used.	Some CTE students have a personalized education and career plan. Career development tools and activities are used regularly.	Most CTE students in the program of study have a personalized education and career plan that is updated yearly and informed by career development tools and activities that reflect student interests, preferences, and abilities, and informs course selection and planning for further education and careers.	All CTE students in the program of study engage fully and reflect upon their personalized education and career plan that has been updated yearly and is informed by career development tools and activities that focus on student interests, preferences, and abilities. The students review and revise their plans for further education and careers based on their engagement in courses of study and career awareness and exploration activities. Additionally, their plan is utilized for planning and documenting experiences and skills developed through WBL.
<b><i>Career Connected Learning Criteria #2</i></b>	No information is being provided to students on CTE programs and activities, post-high school application procedures, and related career opportunities.	Limited information is being provided to students on CTE programs and activities, post-high school application procedures, and related career opportunities.	Easily accessible and quality information is provided and readily available to most students on CTE programs and activities, postsecondary options, application processes and procedures, and related career opportunities.	High quality, accurate, and timely information is provided to all students and their parents/guardians, as appropriate, on CTE programs and activities, at secondary and postsecondary levels, application processes and

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				procedures, and related career preparation and training opportunities.
<b><i>Career Connected Learning Criteria #3</i></b>	Limited to no career connected learning activities available to support students in their awareness and exploration of career options and opportunities.	Occasional and somewhat aligned career connected learning activities are available to support students in their awareness and exploration of career options and opportunities.	Comprehensive and robust system of career connected learning that is coordinated and sequenced that promotes and supports participation in WBL, and facilitates the career decision-making process and planning of all students both prior to entering and during the program of study.  (WBL Rubric level 3)	Frequent and consistently aligned career connected learning activities are available and coordinated to support student participation in courses and WBL opportunities that prepare and train them for career options and pathways.  (WBL Rubric level 4)
<b><i>Career Connected Learning Criteria #4</i></b>	No communication or collaboration between CTE teachers and guidance, counseling, and advisement professionals within the secondary setting.	Limited communication or collaboration between CTE teachers and guidance, counseling, and advisement professionals from secondary and postsecondary institutions for providing information to students about CTE programming.	Regular communication and collaboration between CTE teachers and guidance, counseling, and advisement professionals from secondary and postsecondary institutions ensure access to current CTE program information and training, regional occupation trends, and current career information resources in order to assist students in education, career planning, and decision-making.	Comprehensive and aligned communication and collaboration in place between CTE teachers and guidance, counseling, and advisement professionals from secondary and postsecondary institutions for students to use current CTE program information and training, regional occupation trends, and current career information resources in order to support their decision-making and chosen career pathway.

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<b><i>Career Connected Learning Criteria #5 (Secondary)</i></b>	Students are unaware of and/or are not engaging in the career services and academic advising of postsecondary institutions that offer CTE Programs of Study.	Students are aware of and introduced to the navigation of career services and academic advising of postsecondary institutions that relate to their secondary program of study.	Students are engaged in and beginning to use the career services and academic advising of postsecondary institutions that align to their secondary program of study.	Students are fully engaged and interacting with career services and academic advising of postsecondary institutions that align and articulate with their chosen career pathway.
<b><i>Career Connected Learning Criteria #5 (Post-Secondary)</i></b>	Students are unaware of career services and academic advising at their college.	Students are aware of and introduced to career services, academic advising, and other job search tools.	Students are using career services, academic advising, and other career building tools to plan their career.	Students are fully engaged in planning their post-college career, including use of career services, advising, job boards, professional organizations, and plans for future training for career advancement.
<b><i>Career Connected Learning Criteria #6</i></b>	Historically and currently marginalized populations do not have equitable access to career pathways, and no plans have been made to improve access.	Historically and currently marginalized populations do not have equitable access to career pathways, but plans have been made to improve access.	Historically and currently marginalized populations have equitable access to career pathways.	Historically and currently marginalized populations have equitable access to career pathways and plans have been made to retain equitable access.

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## Professional Development

Promotes instructor professional growth that aligns with long term program goals.

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<b><i>Professional Development Criteria #1</i></b>	No evidence that professional development is linked to teaching practices in CTE courses.	Limited evidence that professional development is linked to teaching practices in CTE courses.	Regular evidence that professional development is linked to improvement of teaching practices in the CTE program.	Clear evidence that professional development is linked to recommendations from business and industry partners that promotes innovation and development of quality teaching practices in the CTE program.
<b><i>Professional Development Criteria #2</i></b>	No information is being provided to students on CTE programs and activities, post-high school application procedures, and related career opportunities.	Limited information is being provided to students on CTE programs and activities, post-high school application procedures, and related career opportunities.	Easily accessible and quality information is provided and readily available to most students on CTE programs and activities, postsecondary options, application processes and procedures, and related career opportunities.	High quality, accurate, and timely information is provided to all students and their parents/guardians, as appropriate, on CTE programs and activities, at secondary and postsecondary levels, application processes and procedures, and related career preparation and training opportunities.
<b><i>Professional Development Criteria #3</i></b>	Professional development goals, plans, and participation are loosely tied to CTE.	Professional development goals, plans, and participation are loosely tied to documented CTE program goals.	Professional development goals, plans, and participation are somewhat aligned to documented CTE program goals.	Professional development goals, plans, and participation are clearly aligned to documented CTE program local needs assessment and include business and industry input.

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<b>Professional Development Criteria #4</b>	Professional development includes no training in culturally responsive instruction.	Professional development includes little training in culturally responsive instruction.	Professional development includes regular training in culturally responsive instruction.	Professional development includes continuous training in culturally responsive instruction.

## Helpful Links:

- [Oregon Equity Lens](#)
- [Oregon CTE Policy Guidebook](#)
- [Work-Based Learning Rubric \(oregon.gov\)](#)
- [Evidence Program Size, Scope and Quality](#)