

Section 4. Consider the CTE Program Evaluation Policy Criteria

Once you have examined your state’s CTE program approval policies and thought through the implementation of any changes, you should begin to think about CTE program evaluation and reapproval. The criteria listed below may be used in an evaluation policy to ensure that approved CTE programs continue to provide high-quality instruction and opportunities for learners. Read through the items below, categorized by core element, and compare them to current reapproval requirements in your state. Then answer the questions in the table provided to think about how to update your reapproval and evaluation policies. For a more in-depth list of potential evaluation criteria, check out [ACTE’s Quality CTE Program of Study Framework](#).

| Evaluation Core Elements | Potential Evaluation Criteria |
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| 1) Rigorous Course Standards and Progressive, Sequenced Courses | <ul style="list-style-type: none"> Learners experience positive outcomes, as seen in evidence of program completion and credential attainment Program standards and/or curricula have been updated since the last review to reflect the latest knowledge from the field, as validated by industry partners and representatives from both secondary and postsecondary Learners’ course-taking patterns indicate an appropriate and deliberate sequence of instruction CTE participation at the school and institution levels reflects the school’s overall population |
| 2) Secondary and Postsecondary Alignment and Early Postsecondary Offerings | <ul style="list-style-type: none"> Statewide credit transfer agreements are embedded within CTE programs, and CTE programs have evidence that learners are able to smoothly complete transitions between secondary and postsecondary and between postsecondary institutions, as well as earn nonelective postsecondary credit Learners obtain at least one relevant credential of value upon completion of the CTE program Learners have access to high-quality advising systems to help guide them through their chosen pathway and transition from secondary to postsecondary to workforce |
| 3) Industry Involvement | <ul style="list-style-type: none"> The industry advisory committee meets on a consistent timeline, and each meeting is structured to allow for meaningful engagement and input from members Industry advisory committee members represent a diverse group of stakeholders and remain engaged over time The industry advisory committee regularly reviews CTE program standards and curriculum and provides insights on how to better align them to industry needs CTE program administrators and the industry advisory committee regularly examine labor market information and make CTE program changes as needed to ensure alignment with industry needs Multiple industry partners provide meaningful opportunities for learners and instructors to benefit from their expertise both on site at a workplace and in the classroom |

| Evaluation Core Elements | Potential Evaluation Criteria |
|-----------------------------|---|
| 4) Labor Market Demand | <ul style="list-style-type: none"> • Instructors and counselors have access to labor market information and use it to help advise learners on career and education plans • Statewide or regional labor market information still shows that the industry in question is in demand — or the CTE program can adequately demonstrate local need • Learners are able to access and participate in CTE programs, and enrollment and recruitment have not declined • Learners complete the CTE programs in high numbers and successfully move into related careers or further education and training |
| 5) High-Quality Instruction | <ul style="list-style-type: none"> • All instructors are appropriately certified for the content they are teaching • Instructors have participated in ongoing professional learning related to pedagogy and classroom instruction, as well as course content • Instructors regularly participate in professional learning related to recent developments in their industry and use it to inform instruction • Learners feel adequately informed, supported and prepared by their instructors |
| 6) Experiential Learning | <ul style="list-style-type: none"> • A majority of learners participate in meaningful work-based learning experiences • Participants in work-based learning gain meaningful skills and competencies from their experiences • A significant percentage of learners in the CTE program participate in high-quality, approved CTSO activities, as available • Advisers and/or work-based learning coordinators make all learners aware of available experiential learning opportunities and guide their participation |

| CTE Program Evaluation Logistics <i>In addition to setting up rigorous front-end validation of CTE programs, states must also institute effective processes for CTE program evaluation and reapproval. Use the questions below to begin thinking through what this means for your state.</i> | |
|--|---------------------|
| Logistics Prompts | Logistics Responses |
| How often will each program undergo evaluation? | |
| Will all evaluations involve in-person site visits? If not, how will you gather meaningful information and data on program quality? | |
| If a program does not meet all requirements in its evaluation, what are the steps the state will take to help the program either improve or be phased out? | |
| What data is currently available to you related to labor market demand, learner outcomes, and learner participation in programs and/or experiential learning? | |
| If data is currently unavailable to help you evaluate programs, are you able to design a process to collect it? | |
| What data could you collect as a proxy for unavailable information? (For example, if you cannot get data on placement after completion or credential attainment, how else can you approximate learner success?) | |