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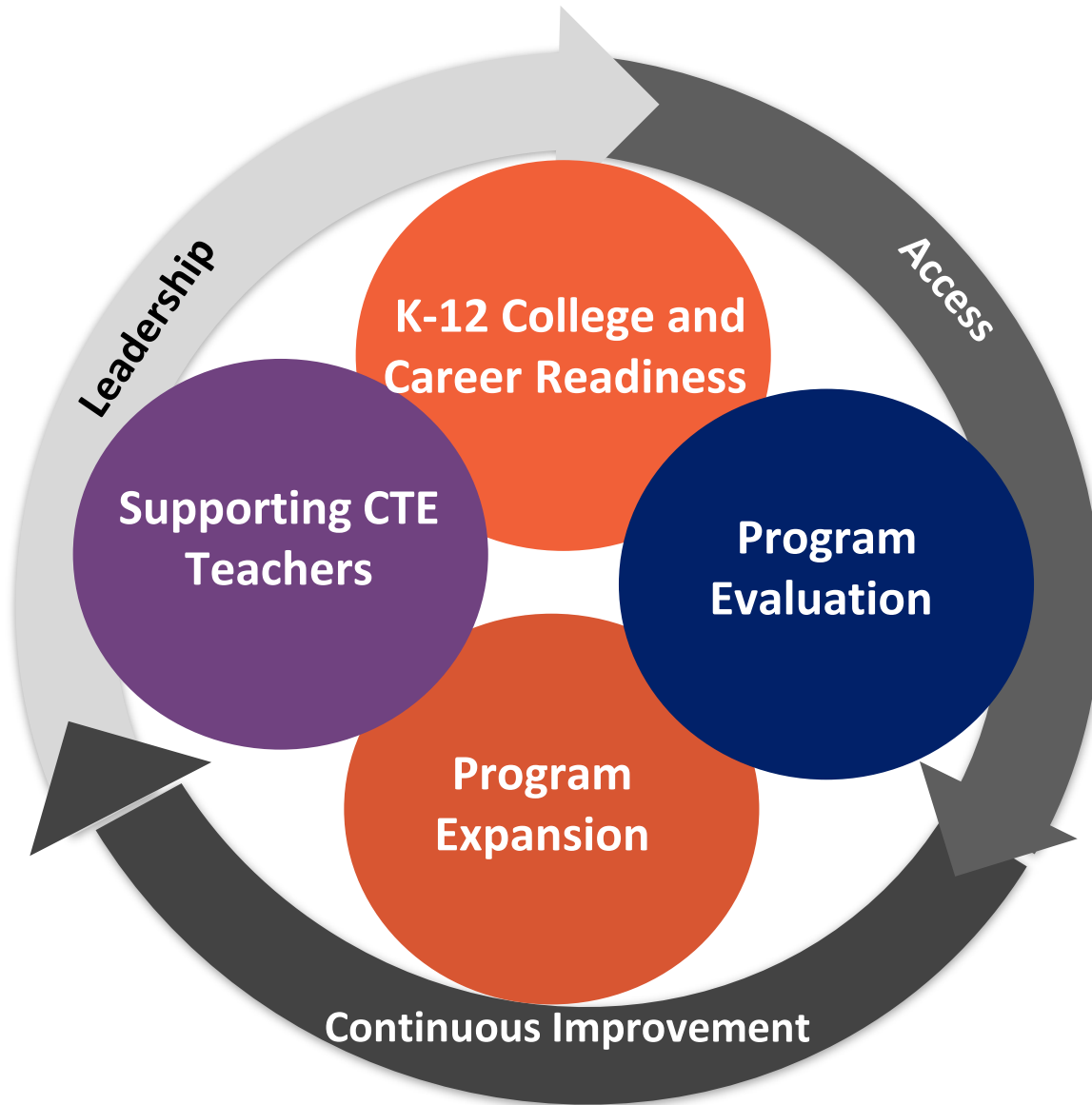
The following content is designed for participants of TEA CTE Training for Administrators- Deep Dive: Program Evaluation.

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Deep Dive: Program Evaluation

Career and Technical Education (CTE) Professional Learning Series



Deep Dive Modules:

Planning for Comprehensive K-12
College and Career Readiness

Program Evaluation

Program Expansion

Supporting CTE Teachers

CTE Program Evaluation: Agenda

Section	Slides	Timing
Setting the Stage: Introduction	5-9	15 min
What is CTE Program Evaluation?	10-17	50 min
Break	18	15 min
The CTE Program Evaluation Process (Criteria 1-9)	19-45	50 min
Lunch	46	60 min
The CTE Program Evaluation Process (Criteria 10-16)	47-58	50 min
Long-Term Planning Activity	59-61	20 min
The CTE Program Evaluation Process Ratings	62-64	6 min
Break	65	15 min
CTE Program Evaluation Practice	66-75	50 min
Next Steps: What to Do After the CTE Program Evaluation?	76-82	25 min
Total Time	1-83	6 hours

Setting the Stage

Introduction

CTE Professional Learning Mindsets

01	POSITIVE EXPECTATIONS	<ul style="list-style-type: none">• Enter this professional learning enthusiastically• Contribute positively to the discussion• Stay focused on and committed to outcomes
02	RESPONSIBILITY FOR LEARNING	<ul style="list-style-type: none">• Apply the learning to your own background and context• Learn from different points of view• Know that success depends on what you make of the learning process
03	RESPECT AND HUMILITY	<ul style="list-style-type: none">• Actively listen to others• Be patient with others• Understand that we don't have all the answers
04	SELF-IMPROVEMENT	<ul style="list-style-type: none">• Seek effectiveness in your role• Be ready to receive constructive feedback• Apply what you have learned to close your own gaps

Ice Breaker: Five of Anything, CTE Edition

Take three minutes to think about five CTE priority items for this school year.

Examples of CTE Priority Items:

- Programs of study at your local education agency (LEA)
- Data disaggregation to identify areas to increase students' CCMR
- Integration of core academic standards into CTE coursework to increase student achievement in end-of-course (EOC), technical reading and writing, and IBC attainment
- Student access to programs
- Career advising for students

Share out.

Take two minutes to write down your five CTE priority items.

Write down your five CTE priority items individually. Discuss with your group.

What is your greatest CTE priority item for this school year? Why?



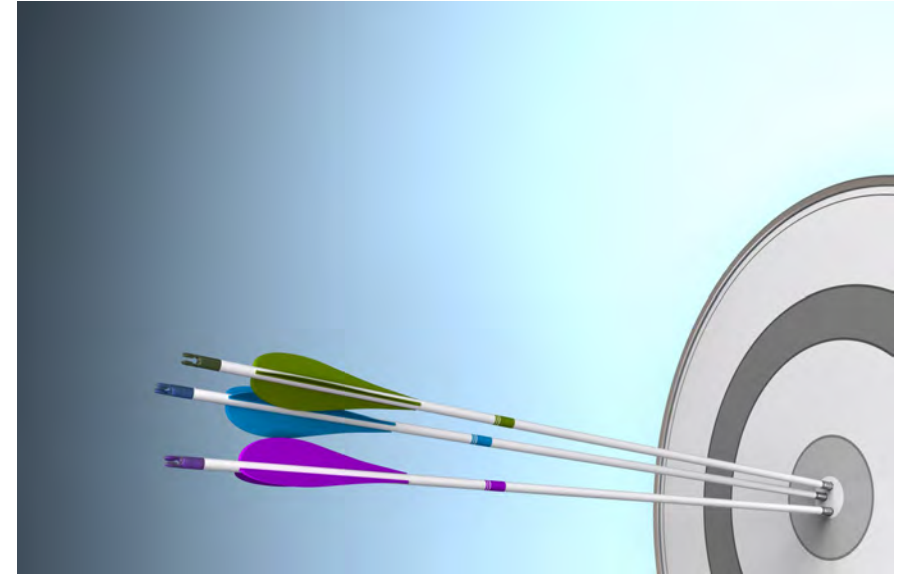
Framing Professional Learning

Content Objective:

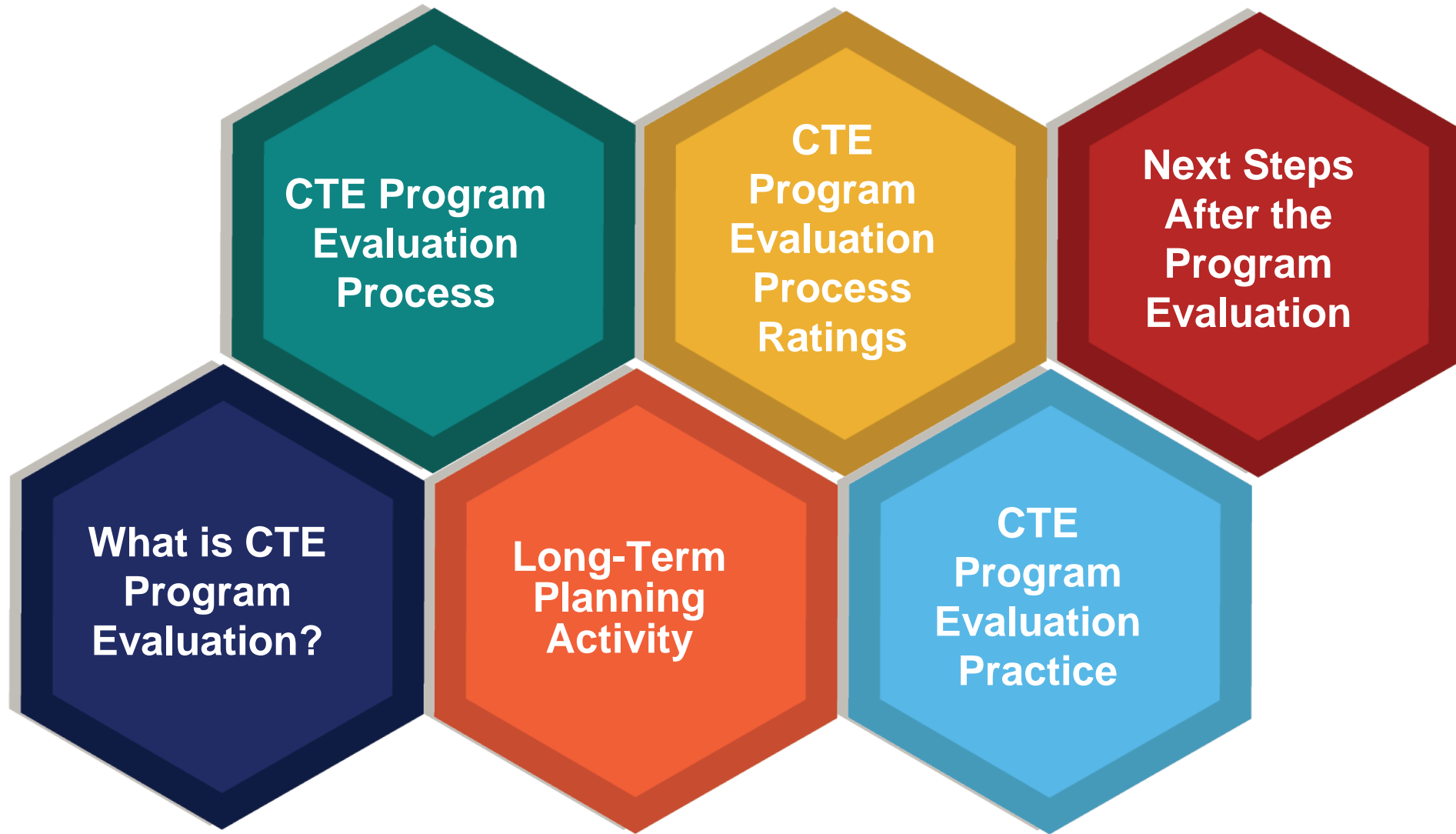
- We will **examine** the importance of program evaluation and best practices on how to engage CTE leaders and stakeholders in this process.

Language Objective:

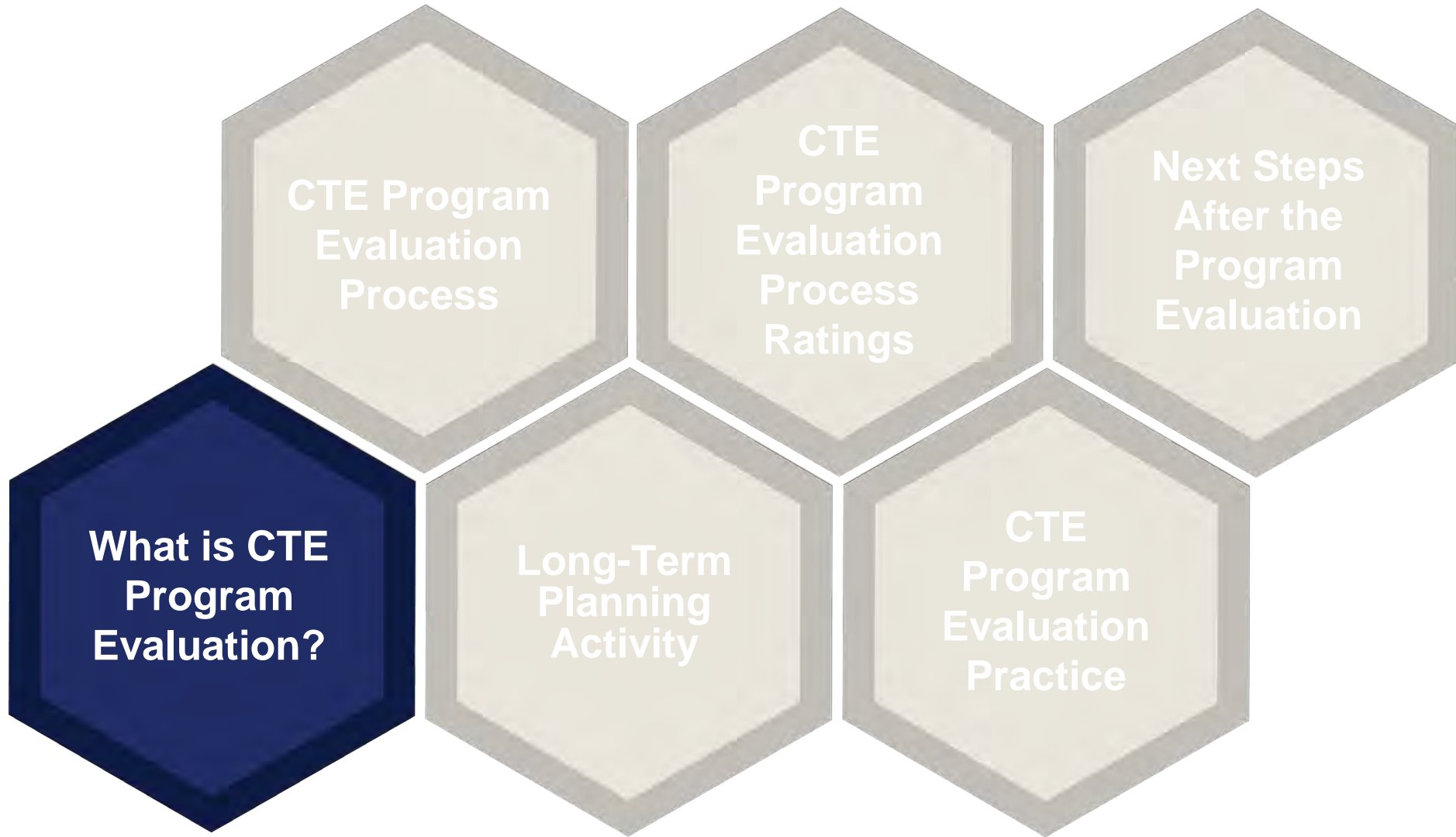
- I will **share** my progress in understanding the process of a CTE program evaluation, **reflecting** on the desired outcomes for my CTE program.



Presentation Components



Presentation Components



Program Evaluation

“The systematic collection of information about the activities, characteristics, and outcomes of programs, for use by people to reduce uncertainties, improve effectiveness, and make decisions.” (Patton, 2008)

Program Evaluation

- Includes the goals, concerns, and perspectives of program stakeholders and increases a program’s capacity
- Identifies program priorities, success indicators, and data sources that could answer questions about the acceptability, participation levels, and short- and long-term impact of proposed and existing programs

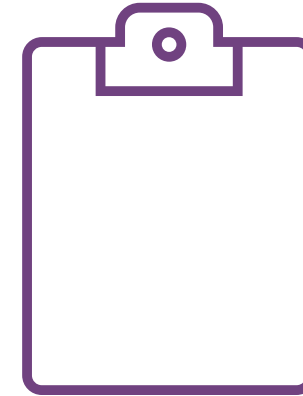
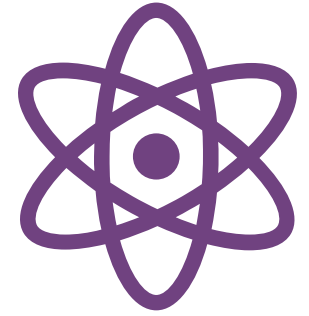


Table Discussion

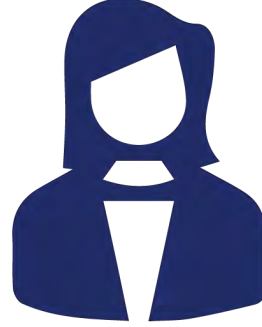
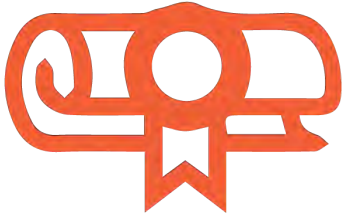
Why are program evaluations important?

- Write down one response per person and be ready for the table to share.
- Why is CTE program evaluation important to you in your role?
- How might it contribute to overall student success?

Take three minutes to discuss why CTE program evaluation is essential to you in your role.



Why Conduct CTE Program Evaluations?



- Ensure program relevance
- Improve educational outcomes
- Optimize resource allocation
- Meet accountability requirements
- Maintain compliance with Perkins V federal guidelines
- Support continuous improvement
- Enhance stakeholder engagement

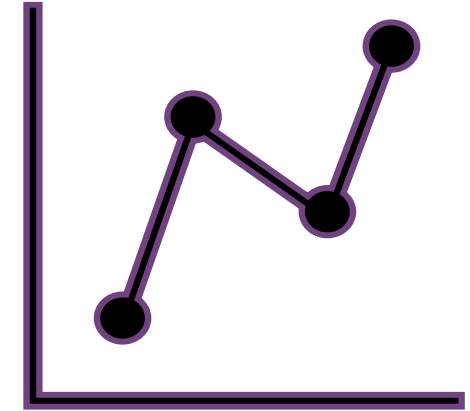
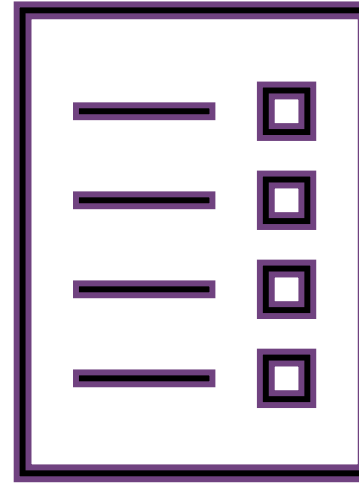
The Process: Set Priorities

Prioritize strategies with the committee based on the six required uses of Perkins V funds:

1. Provide career exploration and career development activities to include the middle grades
2. Provide professional development for teachers, school leaders, administration, counselors, and instructional support personnel
3. Provide students with the skills necessary to pursue careers in high-skill, high-wage, and in-demand industry sectors or occupations
4. Integrate academic skills into CTE programs and programs of study
5. Support the implementation of CTE programs and programs of study to increase student achievement at the local level
6. Develop and implement evaluations of the activities carried out with funds, including the CLNA

Comprehensive Local Needs Assessment (CLNA)

- Introduced in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V)
- Required once every two years
- Required for the comprehensive local needs assessment (CLNA) in Sec. 134(c)(2)(B)(i): “A description of how CTE programs offered by the eligible recipient are— **sufficient in size, scope, and quality** to meet the needs of all students served by the eligible recipient;”
- Required for Local Uses of Funds in Sec. 135(b): “Requirements for Uses of Funds. Funds made available to eligible recipients under this part shall be used to support CTE programs that are of **sufficient size, scope, and quality** to be effective...”



Why Is the CLNA Process Important?

The CLNA process is one of the critical pieces of the CTE program evaluation as it ensures that the programs being offered are aligned with local workforce needs, fostering relevance and effectiveness in preparing students for future careers.



The CLNA process:

- Provides the foundation of Perkins V implementation at the local level and drives funding allocation decisions
- Ensures CTE programs align with state and local priorities
- Serves to identify areas of improvement
- Engages stakeholders in building a shared understanding of CTE programming
 - Advisory committees build community buy-in to programs of study when they assist in reviewing the data and making recommendations.

CTE Program Evaluation as a Catalyst for Continuous Program Improvement

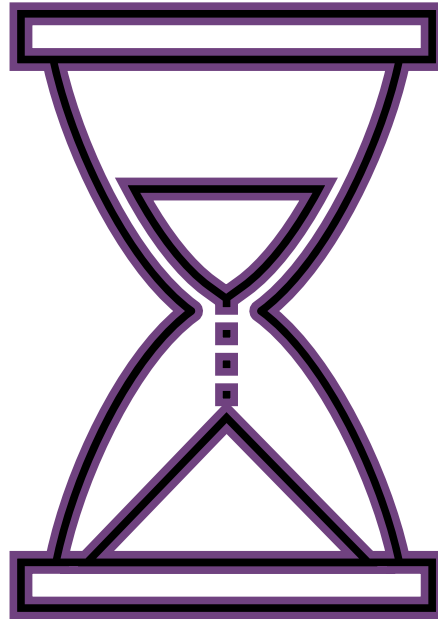
Foundation for Program Evaluation

Key Guidelines

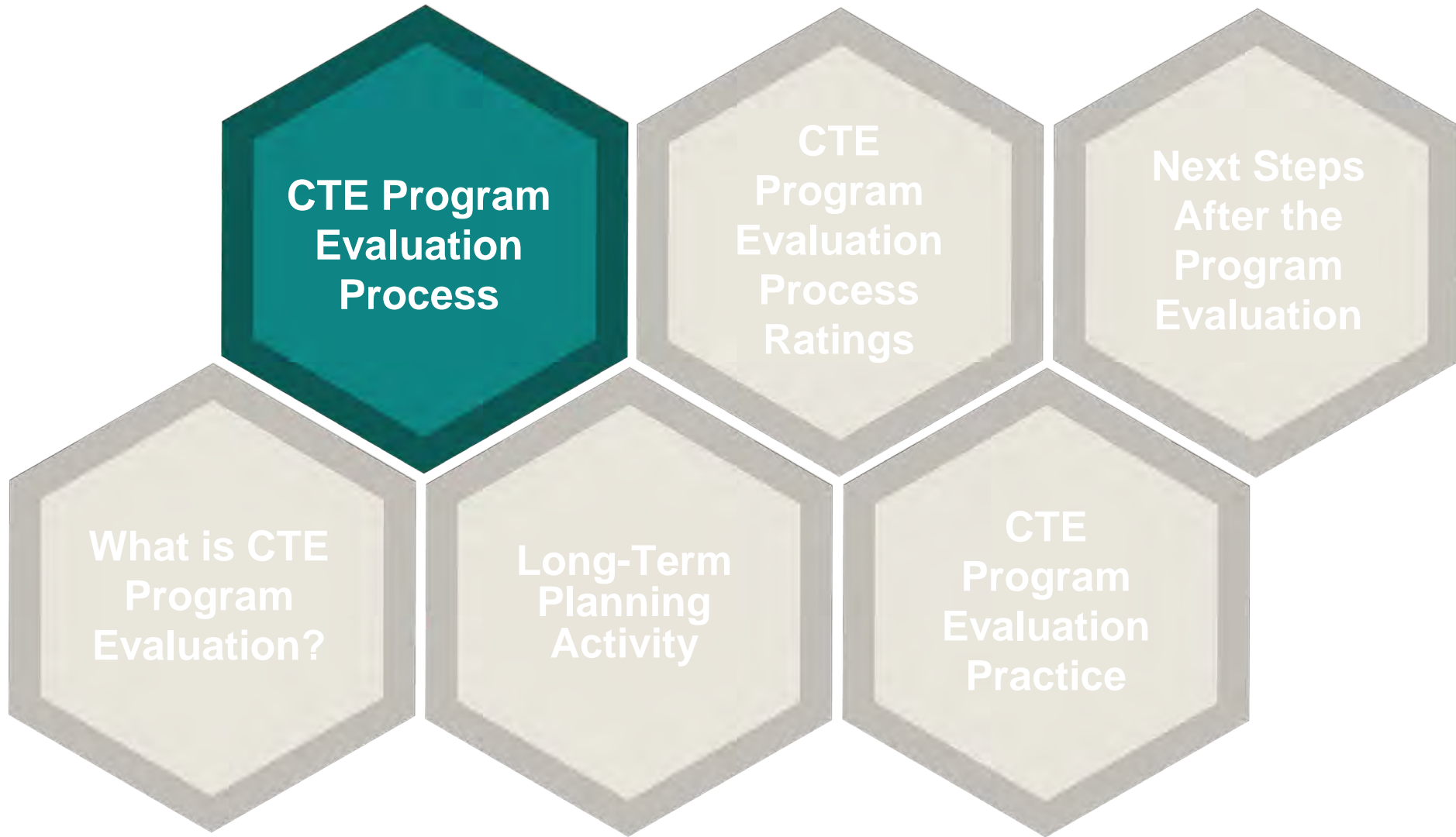
- Engage stakeholders to ensure that **all partners invested** are involved early in the evaluation process
- Describe the program to **clearly identify its goals and objectives**, needs, expected outcomes, activities, resources, stage of development, context, and logic model
- Design an evaluation that is **useful, feasible, ethical, and accurate**
- Gather **credible evidence** that strengthens the results of the evaluation and its recommendations
- **Justify conclusions** that are linked to the results and judged against the standards or values of the stakeholders
- Deliberately **ensure the use of the evaluation** and share lessons learned from it



Break



Presentation Components



Elements of the CTE Program Evaluations



Planning

Spending

Accountability

Question: What of these three elements do you think would be most important in a CTE program evaluation?

The CTE Program Evaluation Process

1. Curriculum, Instruction, and Assessment

2. Academic Integration

3. Instructional Materials

4. College and Career Advising

5. Special Populations and Access

6. Programs of Study

7. Work-Based Learning (WBL)

8. Industry-Based Certifications (IBCs)

9. Leadership and Employability Skills

10. Educator Certification, Credentialing, and Licensing

11. Professional Development

12. Safe Practices

13. Facilities

14. Accountability

15. Advisory Committees

16. Long-Term Planning

16 Criteria

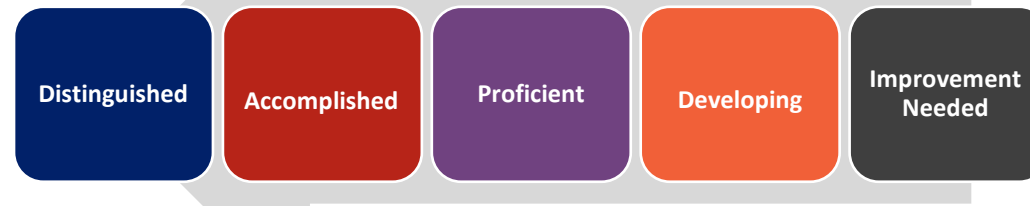
The CTE Program Evaluation Process Ratings



Evidence and/or Artifact

The CTE Program Evaluation Process Ratings

The 16 criteria of CTE program evaluation are demonstrated through T-TESS or T-PESS in the following examples:



- **Curriculum, Instruction, and Assessment:**

Evaluators review how educators design and deliver curriculum, teach students, and use assessments to enhance learning.

Example: In a Nursing Science program, evaluators observe a lesson on patient care techniques, observe the teacher conducting formative assessments such as checking vital signs, and see the students using teacher-created materials to ensure they are using occupationally specific vocabulary to discuss their learning.

- **Academic Integration:** Evaluators assess how educators connect academic content with real-world applications and career relevance.
Example: In a Culinary Arts program, evaluators observe how students use math skills in recipe scaling and budgeting for menu planning, demonstrating the integration math skills into practical culinary tasks.

- **Instructional Materials:** Evaluators check the quality and appropriateness of materials used for teaching.
Example: In a Welding program, evaluators review the condition of welding equipment and safety manuals to ensure they are up-to-date and effective for hands-on training.

- **College and Career Advising:** Evaluators review how educators guide students in making informed decisions about college and career paths.
Example: In a Programming and Software Development program, evaluators observe teachers providing guidance to students on the differences between a computer science degree and various IT certifications, with particular interest based on career goals.

The CTE Program Evaluation Process Ratings

- **Special Populations and Access:** Evaluators assess how well educators meet the needs of diverse student groups, including those with disabilities or language barriers.
Example: In a Graphic Design and Interactive Media program, evaluators review how instructional materials are adapted for students with visual impairments, ensuring equitable access to learning resources.
- **Programs of Study:** Evaluators examine the structure and relevance of educational programs to ensure they align with industry standards.
Example: In an Automotive Technology program, evaluators review the curriculum to ensure it includes current diagnostic tools and techniques used in the automotive industry.
- **WBL:** Evaluators review the effectiveness of opportunities for students to gain real-world work experience.
Example: In a Construction Management and Inspection program, evaluators assess the quality of internships where students work on actual construction sites and apply project management skills learned in class.
- **(IBCs):** Evaluators assess how well programs prepare students to earn industry-based certifications.
Example: In a Diagnostics and Therapeutic Services program, evaluators review the preparation provided for students to obtain the Certified Nursing Assistant (CNA) and how well the program supports students in passing the certification exam.
- **Leadership and Employability Skills:** Evaluators review how educators incorporate skills such as leadership and job readiness into their teaching.
Example: In a Business Management program, evaluators observe students participating in group projects that develop leadership skills and in activities such as resume writing and interview preparation sessions.
- **Educator Certification, Credentialing, and Licensing:** Evaluators assess whether educators hold the necessary credentials to teach effectively.
Example: In a Cosmetology and Personal Care program, evaluators verify that instructors hold valid cosmetology licenses industry practices.
- **Professional Development:** Evaluators review the effectiveness of training and development opportunities for educators.
Example: In an Animal Science program, evaluators assess how a workshop teachers attended on the latest veterinary procedures has been implemented into the curriculum to demonstrate current industry practices.
- **Safe Practices:** Evaluators assess the implementation of safety protocols to ensure a secure learning environment.
Example: In a Manufacturing Technology program, evaluators observe safety protocols and procedures, previously taught by the teacher and practiced by students to ensure they meet industry standards.

The CTE Program Evaluation Process Ratings

- **Facilities:** Evaluators review the condition and suitability of physical spaces for teaching and learning.
Example: In a Digital Communications program, evaluators inspect equipment in the recording studios to ensure they are equipped with modern tools and provide a safe, functional workspace.
- **Accountability:** Evaluators examine how educators within programs are held accountable for meeting standards and achieving student outcomes.
Example: In a Marketing and Sales program, evaluators review student performance data and program completion rates to ensure that the program prepares students for their academic and career goals.
- **Advisory Committees:** Evaluators review the role and impact of advisory committees in guiding program development and improvement.
Example: In a Cybersecurity program, evaluators assess how feedback from the CTE advisory committee has influenced curriculum updates, software and hardware purchases to meet industry standards, and industry partnerships.
- **Long-Term Planning:** Evaluators assess strategic planning efforts to ensure CTE programs are sustainable and responsive to future trends.
Example: In a Renewable Energy program, evaluators review a multi-year plan that includes updates to the Renewable Energy's lab and partnerships with renewable energy companies to keep the program relevant and forward-looking.

The examples for the 16 criteria for CTE program evaluation reflect daily CTE program activities, and the T-TESS and T-P ESS rubrics evaluate how well educators and administrators perform these tasks, ensuring alignment with their everyday responsibilities.

Sample Evaluation Rubric

Instructional Materials			
CRITERION 3: Appropriate instructional materials are available to achieve the goals and objectives of the program.			
Quality Indicators	Rating: Distinguished, Accomplished, Proficient, Developing, Improvement Needed	Evidence / Artifact	Additional Information and/or Comments
3.1 Instructional materials support state-approved CTE TEKS, courses, and a program of study.			
3.2 Instructional materials are available and provided for students to pursue industry-based certification (IBCs) and CTE dual credit courses aligned with postsecondary coursework.			
3.3 Adequate instructional materials are available for all students in all courses.			
Suggestions for Improvement			
Alignment to Campus and/or District Improvement Plans			

Sample Evaluation Rubric

Instructional Materials			
CRITERION 3: Appropriate instructional materials are available to achieve the goals and objectives of the program.			
Quality Indicators	Rating: Distinguished, Accomplished, Proficient, Developing, Improvement Needed	Evidence / Artifact	Additional Information and/or Comments
3.4 Instruction is enriched with appropriate instructional technology and related resources such as computers and software, access to the internet, and audiovisual aids.			
3.5 Instructional materials utilized in the department are five years old or less and are on the purchasing rotation schedule for district and campus improvement.			
3.6 Materials are available in classrooms and on campus for students to become aware of a broad range of careers, continued education, and/or training.			
Suggestions for Improvement			
Alignment to Campus and/or District Improvement Plans			

Curriculum, Instruction, and Assessment

CRITERION 1: Curriculum, instruction, and assessment are based on the Texas Essential Knowledge and Skills (TEKS). Teachers should have access to scope and sequence documents or time to collaboratively develop them and resources for each course. Instruction is a balance of occupationally specific classroom and laboratory instruction prescribed by the TEKS, synthesis of rigorous academic skills, and employability skills.

Quality Indicators

- Courses offered are aligned with an approved statewide or regional CTE program of study and use TEKS or student expectations if an innovative course.
- Each course is identified via the appropriate Public Education Information Management System (PEIMS) course code (previously known as 'service ID').
- The curriculum is based on the TEKS with industry advisory committees offering guidance on industry standards and trends.

Curriculum, Instruction and Assessment

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Quality Indicators

- Courses reflect state or regional occupational opportunities and prepare students for postsecondary opportunities or entry into high-skill, high-wage, and in-demand occupations.
- The program of study offers dual credit and WBL opportunities and/or leads to apprenticeships.
 - Written agreements (e.g., dual credit, job shadowing, internships) are developed, implemented, and updated regularly, allowing students expanded learning opportunities.

Curriculum, Instruction, and Assessment

CRITERION 1: Curriculum, instruction, and assessment are based on the Texas Essential Knowledge and Skills (TEKS). Teachers should have access to scope and sequence documents or time to collaboratively develop them and resources for each course. Instruction is a balance of occupationally specific classroom and laboratory instruction prescribed by the TEKS, synthesis of rigorous academic skills, and employability skills.

Quality Indicators

- The program prepares students for current and future workforce entry, state- or nationally-approved apprenticeships, or postsecondary education in a related field.
- Curriculum and resources are reviewed annually and revised as necessary to reflect changes occurring in industry, student needs, and advances in instructional technology.

How do you ensure the CTE curriculum provides all students with opportunities to develop postsecondary and career readiness?



Academic Integration

CRITERION 2: The CTE program fosters the integration of rigorous academics with occupation-specific skills to enhance understanding and demonstrated skills.

Quality Indicators

- Each course integrates coherent and rigorous content to ensure success in core academic and CTE courses.
- Each course demonstrates the application of core academic and CTE TEKS in preparing future-ready students.

How do you ensure that your CTE programs are challenging and closely integrated with core academics?

Academic Integration

CRITERION 2: The CTE program fosters the integration of rigorous academics with occupation-specific skills to enhance understanding and demonstrated skills.

Quality Indicators

- Courses integrate current industry standards as evidenced in course scope and sequence and/or pacing guides influenced by the CTE advisory committee with industry-specific representatives.
- CTE course TEKS are taught to the rigorous depth and breadth outlined and students are encouraged to use the skills learned in other core courses to apply critical thinking and solve problems.

How do you ensure current industry standards are embedded within the curriculum?

Instructional Materials

CRITERION 3: Appropriate instructional materials are available to achieve the goals and objectives of the program.

Quality Indicators

- Instructional materials support CTE courses and their TEKS, including those for dual credit.
- Instructional materials are available and provided for students to successfully earn industry-based certifications (IBCs).
- Adequate instructional materials are available for all students in all courses.
- Instruction is enriched with appropriate instructional technology such as computers and software, access to the internet, and audiovisual aids.
- Access for students to practicum sites
- Opportunities for industry professionals to visit with students

Instructional Materials

CRITERION 3: Appropriate instructional materials are available to achieve the goals and objectives of the program.

Quality Indicators

- Instructional materials used in the department are five years old or less (or are still relevant if older) and are on the purchasing rotation schedule.
- Materials are available in classrooms and on campus for students to explore a broad range of careers, continued education, and/or training.

What is your selection process for appropriate instructional materials?

What do you consider appropriate materials to achieve the goals of the curriculum?

College and Career Advising

CRITERION 4: College and Career Advising follows the requirements established by the TEA. The Effective Advising Framework is an additional resource available to support students' decision making and planning for postsecondary education and careers.

Quality Indicators

- All students will be empowered to make informed decisions regarding their postsecondary plan and will graduate prepared to enter postsecondary education or the workforce.
- LEAs provide a clear vision for planning, implementing, and evaluating an effective advising program in the context of a comprehensive school counseling program to support students' academic and career development in grades K-12.
- Representatives from education, workforce, military, and community-based organizations approach college and career advising as a collaborative statewide effort.

College and Career Advising

CRITERION 4: College and Career Advising follows the requirements established by the TEA. The Effective Advising Framework is an additional resource available to support students' decision making and planning for postsecondary education and careers.

Quality Indicators

- LEAs show evidence of college and career planning, career development, and transition to employment and/or postsecondary education for all students.
- LEAs provide access to information for students regarding college and career awareness and planning with respect to an individual's occupational and academic goals.
- College and career guidance and academic counseling is provided to students and includes information about postsecondary education and training options, industry-based certifications, and employment.
- Alignment exists from K-12 to postsecondary and includes early advising.

<https://tea.texas.gov/academics/college-career-and-military-prep/advising>

Special Populations and Access

CRITERION 5: Access is provided to all students, including nontraditional students and special populations.

Quality Indicators

- Strategies are used to increase enrollment of males and females in programs of study that are considered nontraditional for their gender.
- Practices exist that address the needs of a student's IEP, 504, language proficiency goals, etc. to facilitate academic achievement.
- Purposeful non-discrimination strategies are in place to overcome barriers that lower access to CTE programs for students.
- Facilities, including buildings, classrooms, labs, and changing rooms are free of barriers that would limit students' physical access.
- Eliminating barriers to CTE programming and participation includes transportation, scheduling, and dues for CTSO participation.

Special Populations and Student Access

CRITERION 5: Access is provided to all students, including nontraditional students and special populations.

Quality Indicators

- CTE programs are accessible to all student populations.
 - How do you recruit special populations into your CTE programs?
 - To what extent do the CTE programs' promotional materials represent all students?
 - How do you ensure published materials are accessible in all languages spoken within the community?
- Programs are accessible to all students, and support is provided to ensure student success in achieving program of study completer status.
- Opportunities are provided to prepare all students for high-skill, high-wage, and in-demand occupations and postsecondary education, leading to self-sufficiency.

Programs of Study

CRITERION 6: Each program of study follows state-defined course sequences that integrate rigorous academics and CTE content, guiding students to earn industry-based certifications, postsecondary degrees, or other qualifications that prepare them for career advancement.

Quality Indicators

- Programs of study are based on state-defined course sequences that build depth of knowledge of occupationally specific skills while integrating core academics.
- Programs of study provide opportunities for students to have hands-on, real-world experiences.
- Career exploration, work-based learning, and employability skills are included in the CTE program.
- Programs of study contain opportunities for students to advance their knowledge of industry standards and competencies through dual credit, work-based learning, and CTSOs.

Work-Based Learning (WBL)

CRITERION 7: WBL provides students with experiences and a deeper understanding of all aspects of the industry they are entering.

Quality Indicators

WBL opportunities for students are grounded in the Tri-Agency Work-Based Learning Continuum:

Learning About Work

- Worksite tours
- Job shadowing
- Simulations
- Informational interviews with employers

Learning Through Work

- Pre-apprenticeships
- Internships
- Cooperative education

Learning At Work

- Apprenticeships and other on-the-job training (OJT) experiences.
- Transitional Jobs

WBL

CRITERION 7: WBL provides students with experiences and a deeper understanding of all aspects of the industry they are entering.

Quality Indicators

- WBL provides opportunities for students to
 - Apply academic and technical knowledge and skills learned in the classroom in a realistic setting
 - Engage with business and industry professionals
 - Explore and experience potential career options
 - Develop and practice essential employability skills
- Three interconnected elements of WBL contribute to a skilled talent pool for the workforce:
 - Technical skills
 - Academic knowledge
 - Employability skills



Industry-Based Certifications (IBCs)

CRITERION 8: Program of study completion culminates in an industry-based certification.

Quality Indicators

- Alignment with Perkins V: Programs of study include state-defined course sequences that culminate in a capstone industry-recognized postsecondary credential or an aligned IBC.
- Skill development: Preparation for professional certifications equip students with occupational skills and knowledge aligned with industry standards.
- Certification: Student attainment of IBCs validates their knowledge and demonstrated skill, enhancing employability.
- Career readiness: Certifications provide a competitive edge in the job market and open pathways to advanced career opportunities.

Benefits

- Industry recognition: IBCs are widely recognized by employers, boosting students' job prospects.
- Higher earning potential: Certified individuals often qualify for higher-paying positions.
- Seamless transition: IBCs may facilitate a smooth transition from education to the workforce or continued education.

The Four C's to 21st Century Skills

CRITERION 9: Ample opportunities for development of leadership and employability skills aligned to the 4 C's of 21st century learning for students. Students need these specific skills to fully participate in today's global community: communication, collaboration, critical thinking, and creativity.

Communication

Students share their thoughts, questions, ideas, and solutions.

Collaboration

Students work together to reach a goal while putting their knowledge and skills into action.

Critical Thinking

Students look at problems in new ways and link learning across subject areas.

Creativity

Students try new approaches to accomplish their goals, leading to innovation and invention.



Leadership and Employability Skills

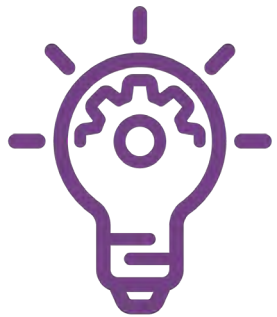
CRITERION 9: Ample opportunities for development of leadership and employability skills aligned to the 4 C's of 21st century learning for students.

Quality Indicators

- LEAs provide opportunities for students to develop leadership and employability through communication, collaboration, critical thinking, and creativity.
- LEAs integrate leadership and employability skills into the curriculum, assess, and document them.
- Students develop and practice leadership skills at the highest level through aligned state-recognized CTE student organizations (CTSOs) and LEAs make reasonable accommodations for advisors to participate in leadership activities.
- Students demonstrate leadership and employability skills via real-world applications.
- Students participate in service-learning activities to develop leadership and employability skills.

The CTE Program Evaluation Process

1. Curriculum, Instruction, and Assessment
2. Academic Integration
3. Instructional Materials
4. College and Career Advising
5. Special Populations and Access
6. Programs of Study
7. Work-Based Learning (WBL)
8. Industry-Based Certifications (IBCs)
9. Leadership and Employability Skills



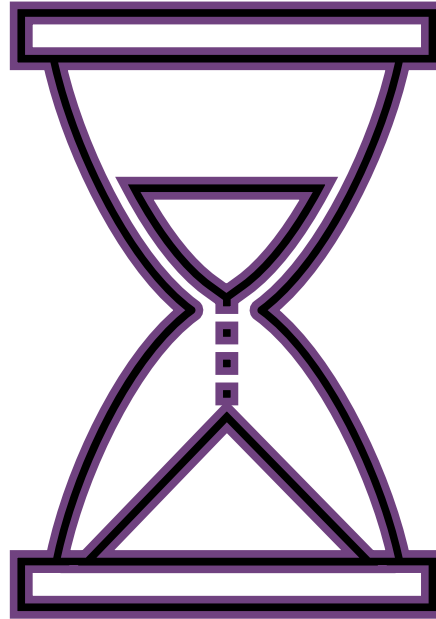
Reflection:

Which criteria do you think are most important to deal with in your own LEA? Which criterion do you think is a top priority?

Source: CTE Research Network, 2021



Lunch



The CTE Program Evaluation Process

1. Curriculum, Instruction, and Assessment

2. Academic Integration

3. Instructional Materials

4. College and Career Advising

5. Special Populations and Access

6. Programs of study

7. Work-Based Learning (WBL)

8. Industry-Based Certifications (IBCs)

9. Leadership and Employability Skills

10. Educator Certification, Credentialing, and Licensing

11. Professional Development

12. Safe Practices

13. Facilities

14. Accountability

15. Advisory Committees

16. Long-Term Planning

Educator Certification, Credentialing, and Licensing

CRITERION 10: All instructors have the appropriate teaching certification, credential, and/or license to teach the courses within their assigned program of study.

Quality Indicators

- The instructor holds a valid Texas teaching certificate for the course(s) assigned.
- The instructor is on track for certification renewal.
- The instructor has certifications/license required by the industry.
- The instructor has completed the safety, science, mathematics, and/or WBL professional development module if teaching a CTE science or CTE mathematics course that counts toward foundation high school graduation credit or a WBL course.

Educator Certification, Credentialing, and Licensing

CRITERION 10: All instructors have the appropriate teaching certification, credential, and/or license to teach the courses within their assigned program of study.

Considerations

- **District of Innovation (DOI)**
 - HB 1842 (84th Texas Legislature Session) in part amended Chapter 12 of the Texas Education Code (TEC) to create Districts of Innovation. The designation enables a district to be exempt from certain sections of the TEC that inhibit its goals as outlined in a locally adopted innovation plan. The term of the designation as a district of innovation may not exceed five years.
 - The DOI plan may include an exemption from the requirement that all teachers be certified in accordance with rules adopted by the State Board for Educator Certification (SBEC) (TEC §21.003).
 - The plan may exempt hard-to-fill assignments or allow certified educators to teach one or two courses outside their original certification area.
 - Certain teacher assignments that prepare students for licensure, such as Cosmetology or Health Science, may require a current industry license, which is regulated outside of TEA.

Educator Certification, Credentialing, and Licensing

CRITERION 10: All instructors have the appropriate teaching certification, credential, and/or license to teach the courses within their assigned program of study.

Considerations

- **School District Teaching Permits**
 - Allow an LEA to employ an individual the district deems qualified to serve as a teacher but does not hold a teaching certificate.
 - Valid only within the issuing-LEA and remain valid unless the LEA revokes it for cause.
 - Note: A teacher serving on a school district teaching permit is not certified by SBEC and does not qualify to teach CTE courses that count toward foundation high school graduation credits.
- **Certification Waivers**
 - Allow an LEA to employ a person without the necessary certification requirements for a limited time.
 - Valid for 1-3 years only in the LEA where they were approved.

<https://tea.texas.gov/texas-educators/certification/school-district-teaching-permits>

Professional Development

CRITERION 11: Instructors participate in appropriate professional associations and professional development activities.

Quality Indicators

- Instructors maintain memberships in relevant state and national professional organizations.
- Instructors strive to upgrade their skills and knowledge by participating in conferences, college courses, in-service staff development, job shadowing, externships, and industry site visits.
- Instructors participate in required training and complete approved preparation and yearly in-service requirements, if applicable, for programs such as advanced placement (AP) and dual credit.
- Instructors use research and data to improve instruction.
- Instructors involve and engage parents and the community.

Safe Practices

CRITERION 12: Safe practices are integrated into the curriculum and implemented.

Quality Indicators

- Federal, state, industry, Occupational Safety and Health Administration (OSHA), and LEA health and safety precautions, policies, and practices are clearly understood and used.
- Instructors have the appropriate training in the use and maintenance of equipment.
- A safety evaluation of the LEA's facility and equipment is conducted on an annual basis.
- Facilities and equipment meet or exceed federal, state, and county safety standards.
- Material safety data sheets (MSDS) are properly displayed and easily located when applicable.

Link to Safety Guide: <https://www.cdc.gov/niosh/docs/2004-101/pdfs/safe.pdf>

Link to NIOSH resources: <https://www.cdc.gov/niosh/>

Link to TEA Texas Safety Standards: <https://tea.texas.gov/sites/default/files/TEA%20Texas%20Safety%20Standards.pdf>

Activity: Pre-Planning for Safety in CTE Lab Settings

1. Identify gaps between best practices and a CTE classroom or lab setting in your LEA that you may be concerned about.
2. Identify what can be done at your LEA to improve safety gaps.
 - List two strategies you could use to implement recommendations from the document.
 - How will these strategies help ensure a safe CTE learning environment for your students?
3. [Link to activity](#)



Take eight minutes to read and discuss with your group.



Facilities

CRITERION 13: Classrooms, laboratories, and storage areas provide both quality and safe learning environments to meet program objectives.

Quality Indicators

- Facilities align with industry standards and program standards and objectives.
- Labs and equipment support TEKS while meeting industry and safety standards.
- Sufficiently equipped workstations ensure safe supervision, effective instruction, and skill development.
- Up-to-date technology is integrated for instruction, evaluation, and testing.
- A plan exists for technology upgrades and software purchases that align with industry standards.

How does your facilities improvement plan align with the needs of your CTE programs?

How are you assessing the need for technology upgrades?

Accountability

CRITERION 14: A process is employed to evaluate and continuously improve program performance.

Quality Indicators

- Data is used to analyze student progress toward course TEKS.
- Data is used to monitor and provide remediation and acceleration toward meeting/exceeding Perkins indicators reflected in the CLNA.
- Strategies are identified to close achievement gaps. Disparities in the performance of student populations are identified and targeted strategies are used to close the gaps.
- Stakeholders engage in data-driven decision making for improving CTE programs.
- Data from surveys is used to improve courses/programs.

What are some ideas on how you would engage stakeholders in this process?

Advisory Committee

CRITERION 15: Under Perkins V, LEAs facilitate CTE advisory committees to engage with industry, align curricula, guide program updates, evaluate effectiveness, foster collaboration, and drive continuous improvement and long-term planning.

Quality Indicators

- **Active Engagement:** CTE advisory committees include industry representatives who provide ongoing, relevant input on program content and structure.
- **Industry Alignment:** CTE advisory committees ensure CTE programs meet current industry standards and workforce needs, fostering alignment with high-skill, high-wage, in-demand careers.
- **Curriculum Guidance:** CTE advisory committees recommend curriculum updates, ensuring programs remain relevant and effective in preparing students for the workforce.
- **Program Evaluation:** CTE advisory committees regularly review program performance and provide feedback to enhance program quality and effectiveness.
- **Collaboration:** CTE advisory committees facilitate partnerships between educational institutions and industry, supporting WBL opportunities and industry certifications.
- **Continuous Improvement and Long-Term Planning:** CTE advisory committees contribute to strategic planning and continuous improvement efforts to maintain program excellence and responsiveness to industry changes.

Long-Term Planning

CRITERION 16: A five-year written plan exists that provides program direction and improvement.

Quality Indicators

- LEAs annually evaluate CTE programs using the program evaluation resources and materials, such as those provided in this training.
- A team of administrators, instructors, and industry advisory committee members develop a five-year strategic plan that includes
 - Strategies for articulation with institutions of higher education (IHEs)
 - Plans for establishing and maintaining industry and educational partnerships
 - Strategies for increasing student attainment of IBCs and credentials
 - Timelines for repairing, replacing, and purchasing equipment
 - Procedures for recruiting new students and mentoring existing students to program completion
- Various stakeholders provide recommendations, guidance, and feedback in developing and revising the plan.

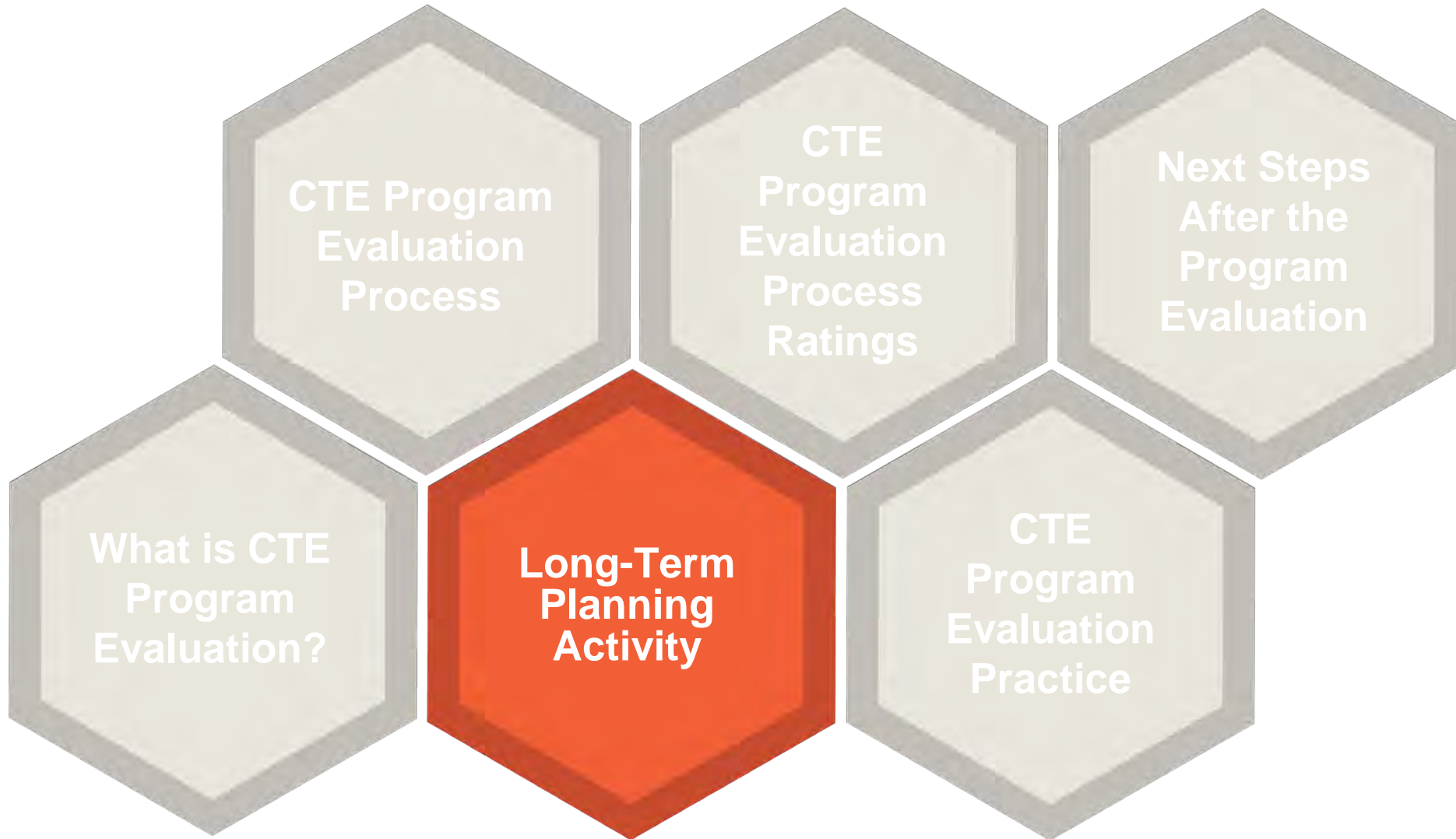
CTE Program Evaluation as a Catalyst for Continuous Program Improvement

Foundation for Program Evaluation

Key Guidelines/Steps

- Engage stakeholders to ensure that **all partners invested** are involved early in the evaluation process.
- **Describe the program to clearly identify its goals and objectives.** This description should include the program's needs, expected outcomes, activities, resources, stage of development, context, and logic model.
- Design an evaluation that is **useful, feasible, ethical, and accurate.**
- Gather **credible evidence** that strengthens the results of the evaluation and its recommendations.
- **Justify conclusions** that are linked to the results and judged against standards or values of the stakeholders.
- Deliberately **ensure use of the evaluation** and share lessons learned from it.

Presentation Components



Activity: Long-Term Planning Alignment to District and Campus Improvement Plans

1. Identify gaps between your District and/or Campus Improvement Plans and CTE program evaluation process
2. Identify what can be done at your LEA to improve gaps:
 - List two strategies
 - Look at all 16 criteria



Take eight minutes to discuss with your group.

Activity: Long-Term Planning Alignment to District and Campus Improvement Plans

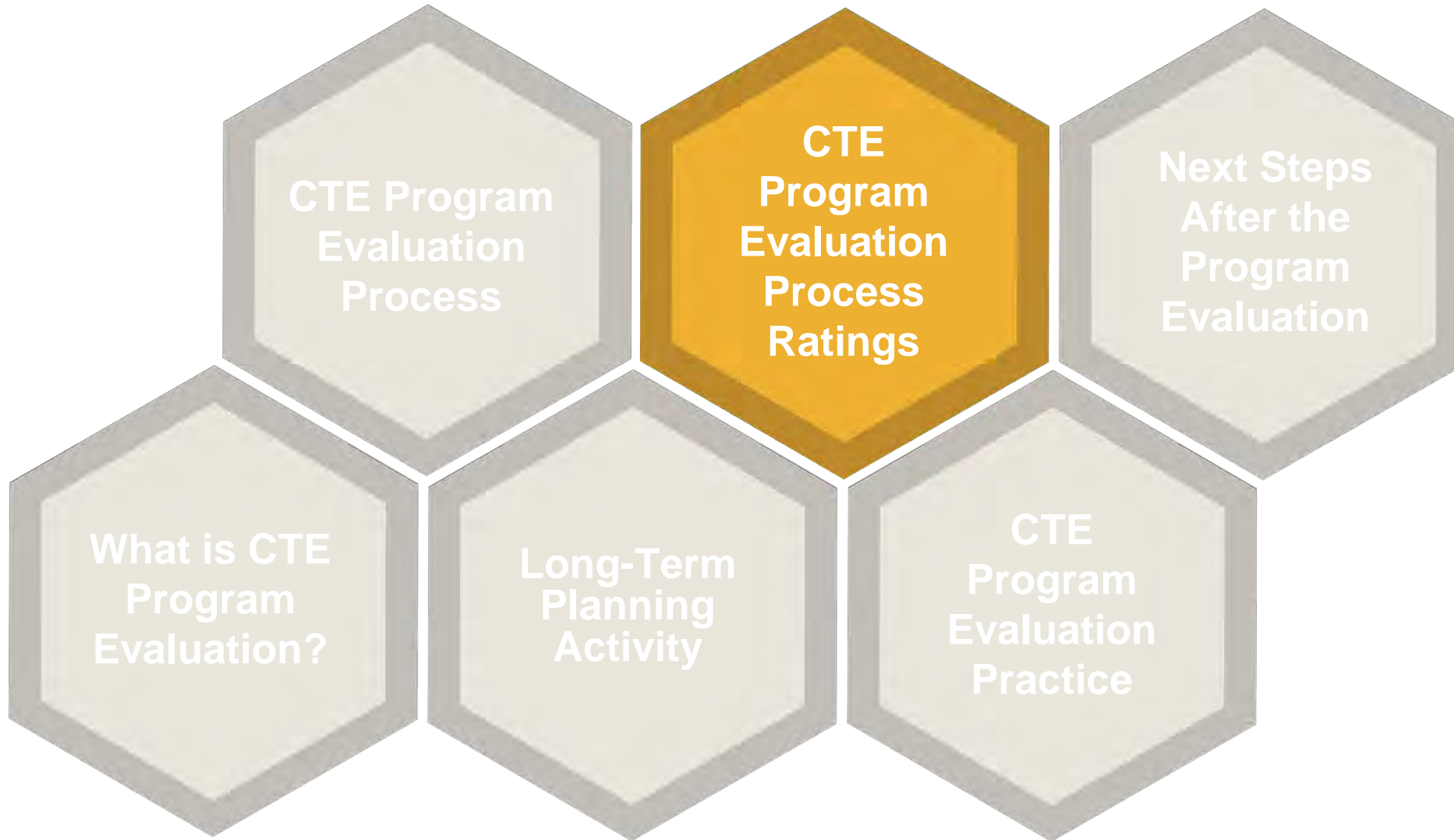
How do your District and/or Campus Improvement Plans address

- CTE learners vs. non-CTE learners?
 - Information located within the Perkins V Summary and Supplemental Reports
- CTE instructional materials?
- Specific needs of CTE instructors?
- Facilities and technology-related improvements for CTE classrooms and labs?



Take eight minutes to discuss with your group.

Presentation Components



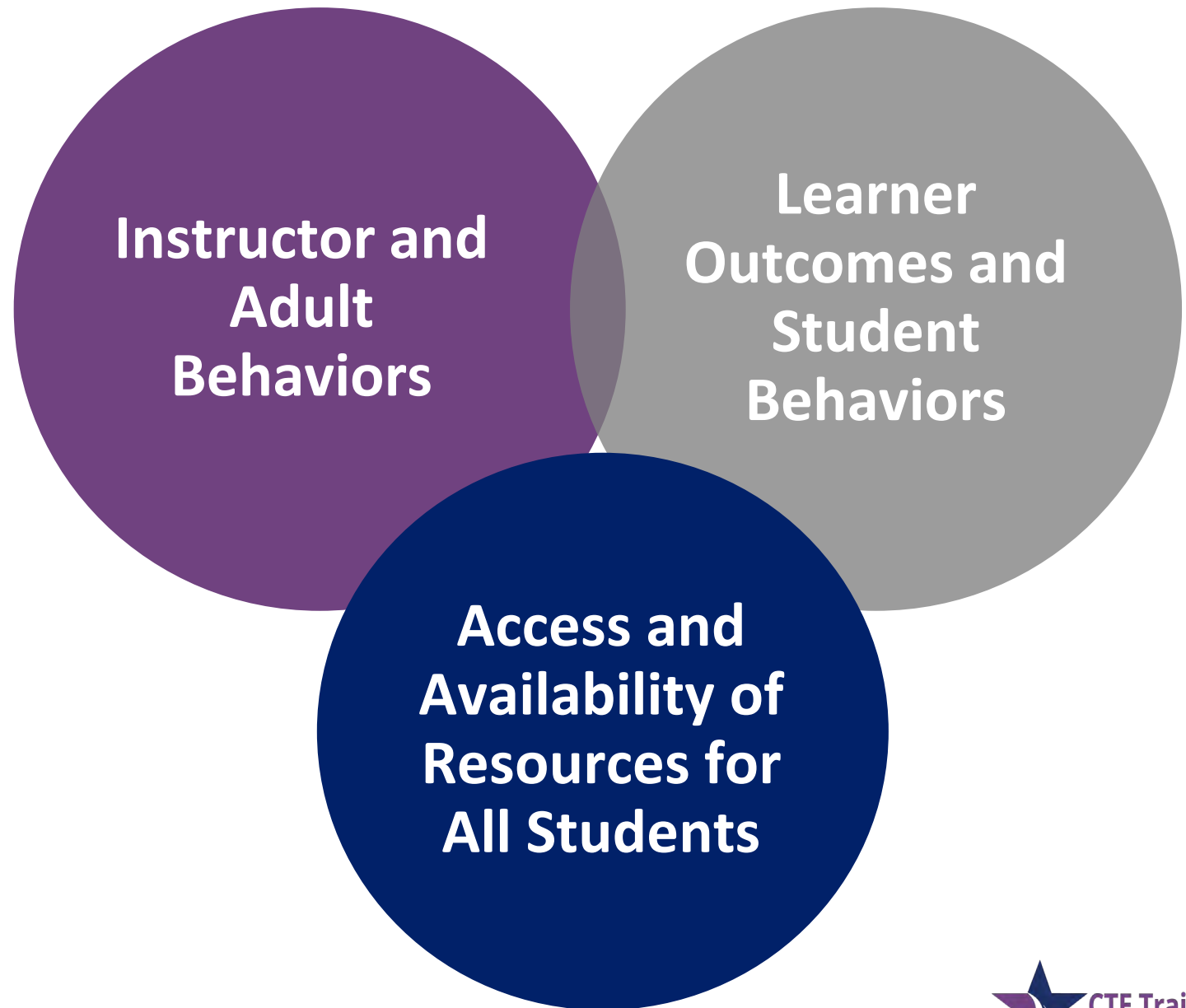
The CTE Program Evaluation Process Ratings

Ratings Anchored to T-TESS



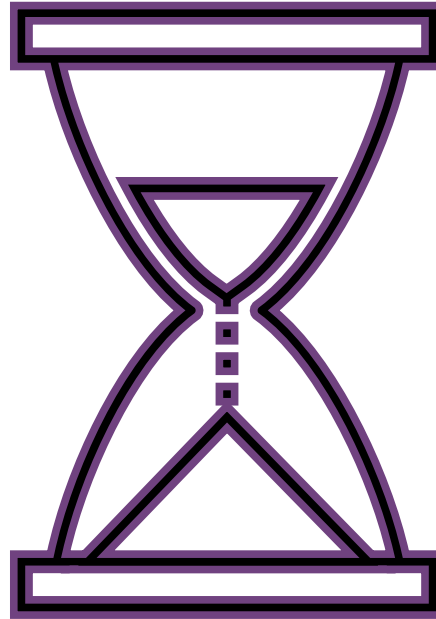
Evidence and/or Artifact

Evaluation Focus

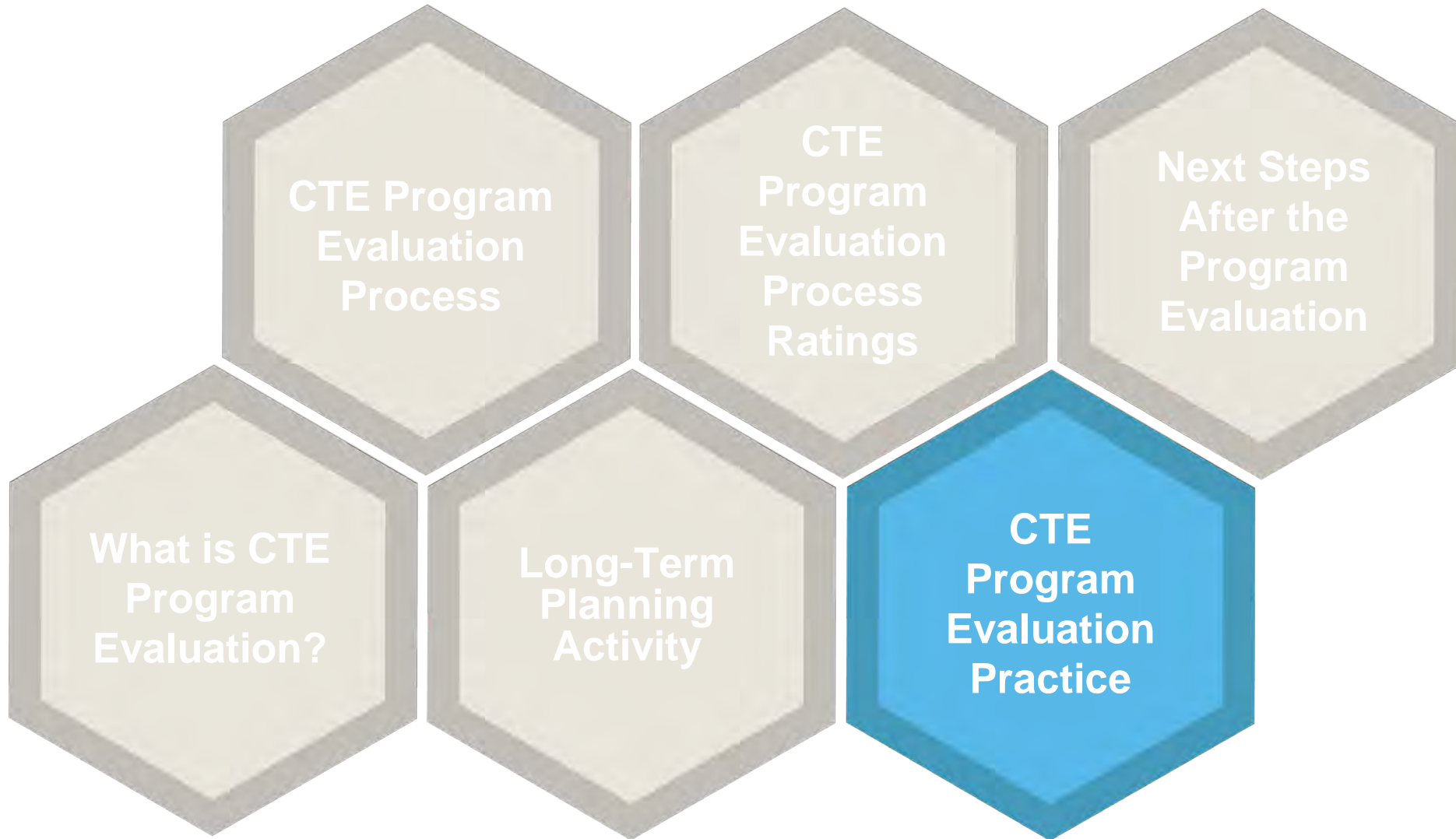




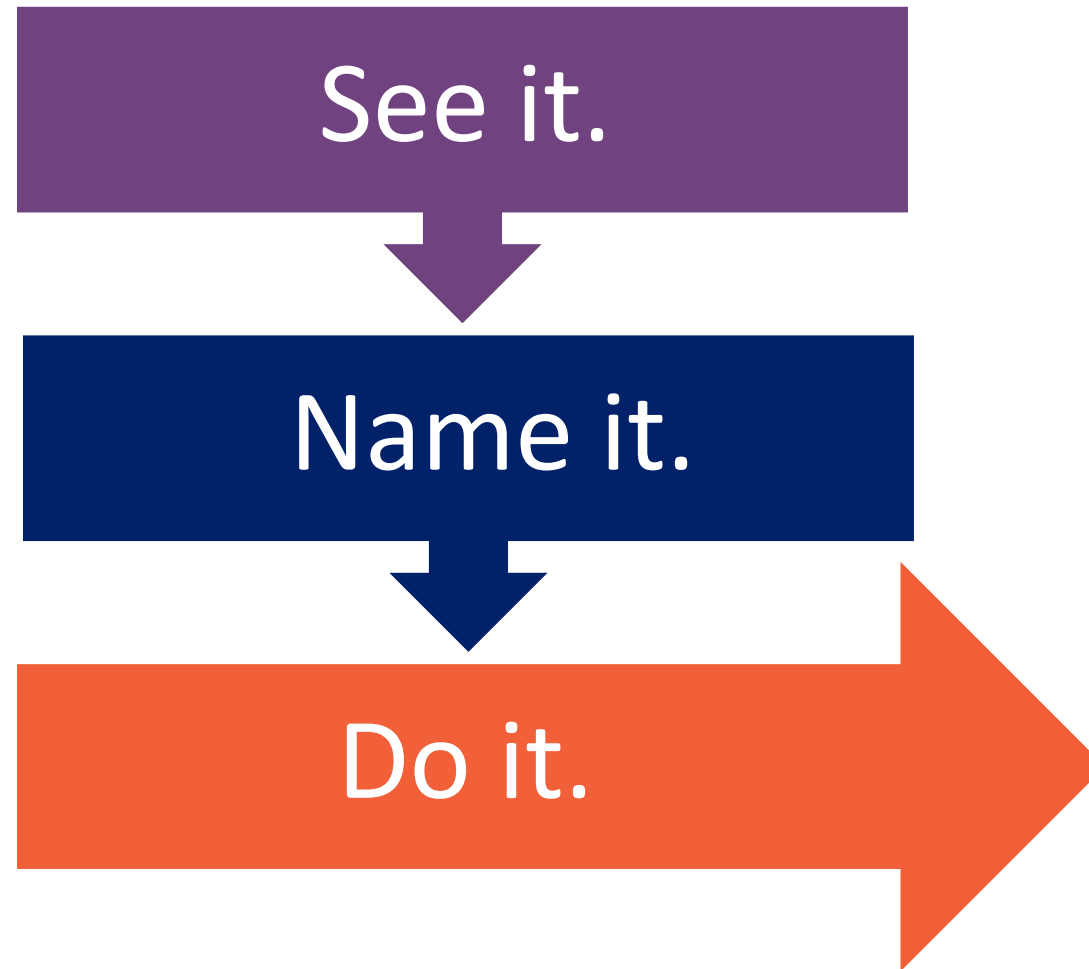
Break



Presentation Components



Our Framework for Learning and Practice



LEA Sample Information

See it.

Career ISD is an LEA in Technical, Texas.

- As of the 2023-2024 school year, it had 8,999 students.
- 30% of students were considered at risk of dropping out of school.
- 3% of students were enrolled in emergent bilingual programs.
- The high school received an accountability rating of A for the previous school year.
- In the Class of 2022, 96.4% of students received their high school diplomas on time or earlier.
- The dropout rate for students in grades 9-12 was 0.4% during the 2022-2023 school year.
- The average SAT score at Career ISD was 1131 for 2022-2023 graduates.
- The average ACT score was 23.3.
- As of the 2023-2024 school year, an average teacher's salary was \$58,010, which is \$919 more than the state average.
- On average, teachers had 13.8 years of experience.

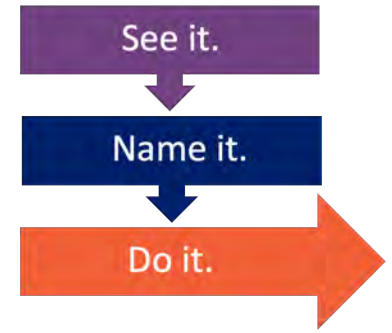
See it.

Name it.

Do it.

LEA Sample CTE Scenario

Name it.



According to the **2023 College, Career, and Military Readiness Report (CCMR indicator)**, **9.0%** of graduates earned an industry-based certification from the approved list and were considered program of study completers. The state average was **33.2%**. About **90%** of Career ISD CTE programs of study provide students the opportunity to obtain an IBC. **100%** of programs deliver technical skills, academic knowledge, and employability skills. **100%** of programs of study at Career ISD use curriculum aligned with the TEKS and support IBC attainment. About **75%** of Career ISD CTE programs of study lead to a stackable credential. Campus and District Improvement Plans do not mention IBCs at all.

1. Which CTE program evaluation process criterion does this scenario best represent?
2. How would you rate Career ISD's performance?
3. What recommendations for program improvement would you make?

Sample Evaluation Rubric

Name it.

Title			
CRITERION?			
Quality Indicators	Rating: Distinguished, Accomplished, Proficient, Developing, Improvement Needed	Evidence / Artifact	Additional Information and/or Comments
Suggestions for Improvement			
Alignment to Campus and/or District Improvement Plans			

Sample Evaluation Rubric

Name it.

Industry-Based Certifications (IBCs)

CRITERION 8: Assessment of student competency of knowledge and skills as determined by industry-defined standards.

Quality Indicators	Rating: Distinguished, Accomplished, Proficient, Developing, Improvement Needed	Evidence / Artifact	Additional Information and/or Comments
8.1 Programs of study lead to a. certificate or credential that is state or nationally recognized by a trade, industry, or other association as for employment or advancement.	Developing	According to the 2023 College, Career, and Military Readiness Report (CCMR indicator), 9.0% of graduates earned an IBC from the approved list and were program of study completers. The state average was approximately 33.2%. About 90% of Career ISD CTE programs of study give students the opportunity to obtain an IBC.	The CCMR % of graduates with an IBC is well below the state average. All CTE programs of study should give students the opportunity to obtain an IBC.
8.2 IBCs are offered within an LEA's coursework and program of study. Further coursework that is aligned with IHE leads to postsecondary stackable credentials and a pipeline to apprenticeships and careers. <ul style="list-style-type: none">Level I and II certificatesAssociate's degreeBachelor's degree	Improvement Needed	About 75% of Career ISD CTE programs of study lead to a stackable credential.	All CTE programs should lead to stackable credentials as per Perkins V.
8.3 Instruction leads to state- or nationally-recognized industry assessment or certification necessary for employment or job advancement in the field and/or articulated college credit leading to postsecondary education.	Proficient	100% of programs of study at Career ISD use curriculum aligned with TEKS in support of IBC attainment.	Need more information for advanced ratings
8.4 Three interconnected elements of work-based learning contribute to a skilled talent pool for the workforce: <ul style="list-style-type: none">Technical skillsAcademic knowledgeEmployability skills	Proficient	100% of programs of study deliver technical skills, academic knowledge, WBL, and employability skills.	Need more information for advanced ratings

Suggestions for Improvement In order to continue growth in this domain, the LEA should continue funding the cost of students earning industry-based certification from the approved list. CTE staff need to develop strategic plans for incorporating industry-based certifications (IBC's) into all programs of study offered. A few program areas provide numerous opportunities for IBC attainment, but these opportunities are inconsistent across career cluster areas. These plans should be presented to campus and district level CTE administration.

Alignment to Campus and/or District Improvement Plans Alignment does not exist. SMART IBC metrics should be included.

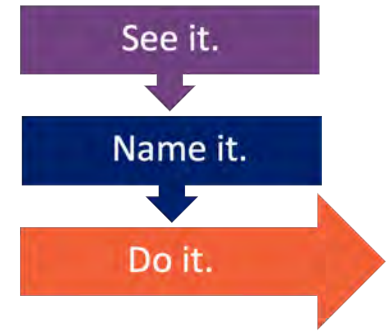


LEA Sample CTE Scenario

Do it.

According to Student Information System (SIS) data, only **25%** of middle school students are taking a Career and College Exploration class or have the TEKS embedded in other courses. Enrollment in CTE programs at high school is about **30%**. State average enrollment in CTE programs at the high school is about **62%**. Counselor full-time equivalent (FTEs) are **100%** funded out of the Foundation School Program (FSP) (not CTE state funding and/or Perkins).

- Although secondary counselors are receiving training on CTE updates on an ongoing basis, counselors are not evaluated based on CTE goals or progress metrics for students.
- Secondary counselors meet on a regular basis with elementary counselors for WBL and vertical alignment. Students at the middle school use software for college and career exploration. This software is only used in middle school CTE courses and not used in high school CTE courses nor other core curriculum courses.



1. Which CTE program evaluation process criterion does this scenario best represent?
2. How would you rate Career ISD's performance?
3. What recommendations for program improvement would you make?

Sample Evaluation Rubric

Do it.

College and Career Advising

CRITERION 4: College and Career Advising follows the Effective Advising Framework to support students' decision making and planning for college and career after high school.

Quality Indicators	Rating: Distinguished, Accomplished, Proficient, Developing, Improvement Needed	Evidence / Artifact	Additional Information and/or Comments
4.1 All students will be empowered to make informed decisions regarding their postsecondary plan and will graduate prepared to enter college and career, including careers in the military.	Improvement Needed	According to their SIS data, only 25% of their middle school students are taking a career and college exploration CTE class or have the TEKS embedded within one of their current classes. Their enrollment in CTE programs at the high school is about 30%.	The state average enrollment in CTE programs at the high school is about 62%. Data from TSIA/SAT/ACT, military enlistment documents, college enrollment, earned IBCs, and aligned program of study completer data will provide additional information on students' CCMR status.
4.2 There is a clear vision for planning, implementing, and evaluating an effective advising program in the context of a comprehensive school counseling program to support students' academic and career development in grades K-12.	Improvement Needed	Counselor FTEs are 100% funded out of FSP (not CTE state funding and/or Perkins). Although secondary counselors receive ongoing training on CTE updates, they are not evaluated based on any CTE goals and progress metrics for students.	CTE is not the primary focus of counselor duties.
4.3 College and career advising is approached as a collaborative statewide effort by representatives from education, workforce, military, and community-based organizations.	Improvement Needed	Secondary counselors receive ongoing training on CTE updates at the ESC and in-district, which is verifiable through professional development sign-in sheets. Secondary counselors also meet regularly with elementary counselors for WBL and vertical alignment. School counselors participate in field experiences with business and industry partners and attend and document business partner guest speaker events.	Although elementary and secondary counselors meet for vertical alignment, more information is needed regarding relationships with external stakeholders.
4.4 Knowledge of college and career options is evident within the related career cluster, program of study, and/or pathway and integrated into the curriculum.	Developing	Counselor FTEs are 100% funded out of FSP (not CTE state funding and/or Perkins). Although secondary counselors receive ongoing training on CTE updates, they are not evaluated based on any CTE goals and progress metrics for students.	How are counselors demonstrating and implementing this knowledge after receiving training?

Sample Evaluation Rubric

Do it.

College and Career Advising

CRITERION 4: College and Career Advising follows the Effective Advising Framework to support students’ decision making and planning for college and career after high school.

Quality Indicators	Rating: Distinguished, Accomplished, Proficient, Developing, Improvement Needed	Evidence / Artifact	Additional Information and/or Comments
4.5 College and career planning, career development, and/or transition to employment and postsecondary is evident for all students.	Developing	According to their SIS data, only 25% of middle school students are taking a career and college exploration CTE class or have the TEKS embedded into one of their other classes. Their enrollment in CTE programs at the high school is about 30%. State average enrollment in CTE programs at the high school is about 62%.	Students in middle school are not being exposed to knowledge of CTE programs at their LEA. More information is needed on student transition after graduation.
4.6 Students have access to information regarding college and career awareness and planning regarding an individual’s occupation and academic future.	Improvement Needed	Students at the middle school use college and career readiness software for college and career exploration. This software is only used in middle school CTE courses, not in high school CTE courses or other core curriculum courses.	College and career readiness software should be used beyond CTE courses.
4.7 College and career guidance and academic counseling is provided to students to include information about postsecondary education and training options, industry certification, and employment.	Improvement Needed	Students at the middle school use college and career readiness software for college and career exploration. This software is only used in middle school CTE courses and not used in high school CTE courses or other core curriculum courses. Counselor FTEs are 100% funded out of FSP (not CTE state funding and/or Perkins).	More information is needed on student transition after graduation.

Sample Evaluation Rubric

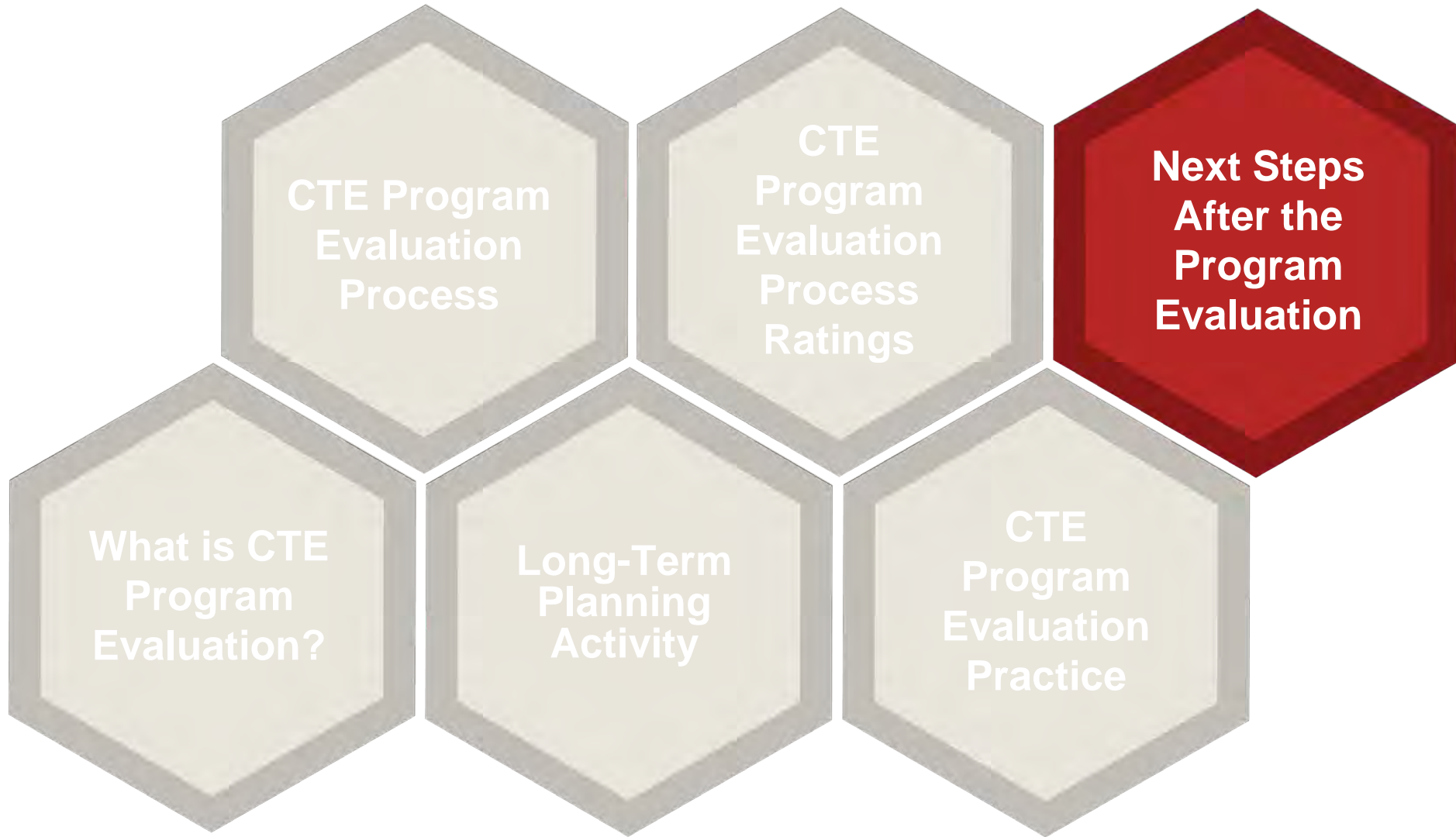
Do it.

College and Career Advising

CRITERION 4: College and Career Advising follows the Effective Advising Framework to support students’ decision making and planning for college and career after high school.

Quality Indicators	Rating: Distinguished, Accomplished, Proficient, Developing, Improvement Needed	Evidence / Artifact	Additional Information and/or Comments
4.8 Alignment exists from K-12 to postsecondary to include early advising.	Proficient	Secondary counselors meet regularly with elementary counselors for WBL and vertical alignment. Middle school students use college and career readiness software for college and career exploration. This software is only used in middle school CTE courses, not in high school CTE courses or other core curriculum courses.	Elementary and secondary counselors meet for WBL and vertical alignment.
Suggestions for Improvement To continue growth in this domain, the LEA should use CTE funding for a portion of counselors' salaries if they can prove that the percentage of their salary corresponds to the percentage of time they spend on CTE, integrating counselors into CTE best practices for all students. Counselors should be evaluated based on CTE metrics and goals. These plans should be presented to campus- and district-level CTE administration.			
Alignment to Campus and/or District Improvement Plans Alignment does not exist. SMART CTE metrics related to student transition from middle to high school should be included. Additionally, more information is needed on postsecondary transition for all students.			

Presentation Components



From Program Evaluation to Program Improvement and Expansion

A rigorous CTE program evaluation process will help you deeply understand how the program is performing in your school environment and is key to the continuous improvement and expansion of school offerings for all students. After the evaluation has been conducted, consider the following next steps:

- Present findings to the CTE advisory committee, LEA administration, CLNA committees, parent engagement meetings, and CTE instructors
- Solicit feedback via surveys from those audiences
- Use long-term planning, the CLNA, and campus/district improvement plans to create actionable items for program improvement
- Create goals, objectives, and benchmarks toward actionable items derived from the CTE program evaluation
- Create a detailed report of the above items to present to the principal, superintendent, and/or school board to solicit their support in program improvement and program expansion



CTE Program Evaluation as a Catalyst for Continuous Program Improvement

Foundation for Program Evaluation



Key Guidelines/Steps

- Engage stakeholders to ensure that all partners invested are involved early in the evaluation process
- Describe the program to clearly identify its goals and objectives. This description should include the program's needs, expected outcomes, activities, resources, stage of development, context, and logic model.
- Design an evaluation that is useful, feasible, ethical, and accurate
- Gather credible evidence that strengthens the results of the evaluation and its recommendations
- Justify conclusions that are linked to the results and judged against standards or values of the stakeholders
- Deliberately ensure the use of the evaluation and share lessons learned from it

CTE Program Evaluation: Morning Highlights

Section

Setting the Stage: Introduction

What is CTE Program Evaluation?

Why CTE Program Evaluation?

Elements of the CTE Program Evaluation

The CTE Program Evaluation Process (Criteria 1-9)

CTE Program Evaluation: Afternoon Highlights

Section

The CTE Program Evaluation Process (Criteria 10-16)

Long-Term Planning Activity

The CTE Program Evaluation Process Ratings

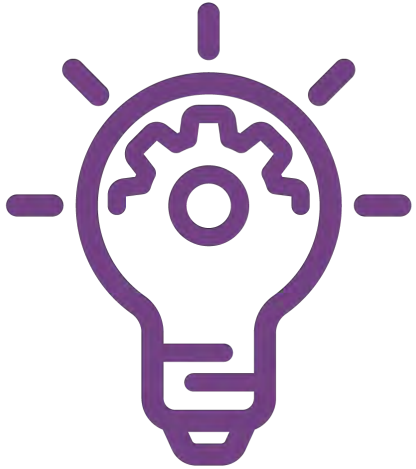
Sample Evaluation Rubric

CTE Program Evaluation Practice

Next Steps: What to Do After the CTE Program Evaluation?

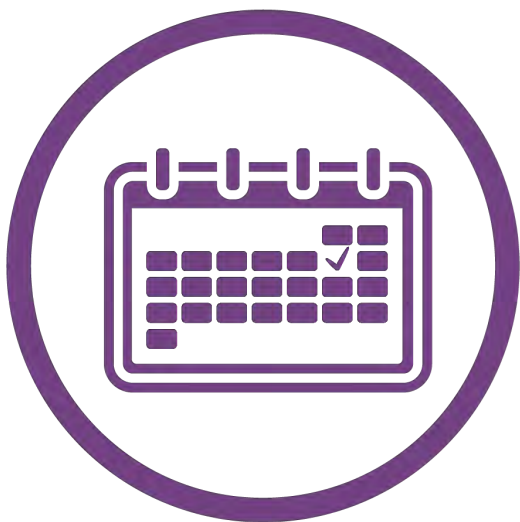
Reflection and Conclusion

Reflection



What are your biggest takeaways for leading CTE stakeholders in effective program evaluation?

Thank You



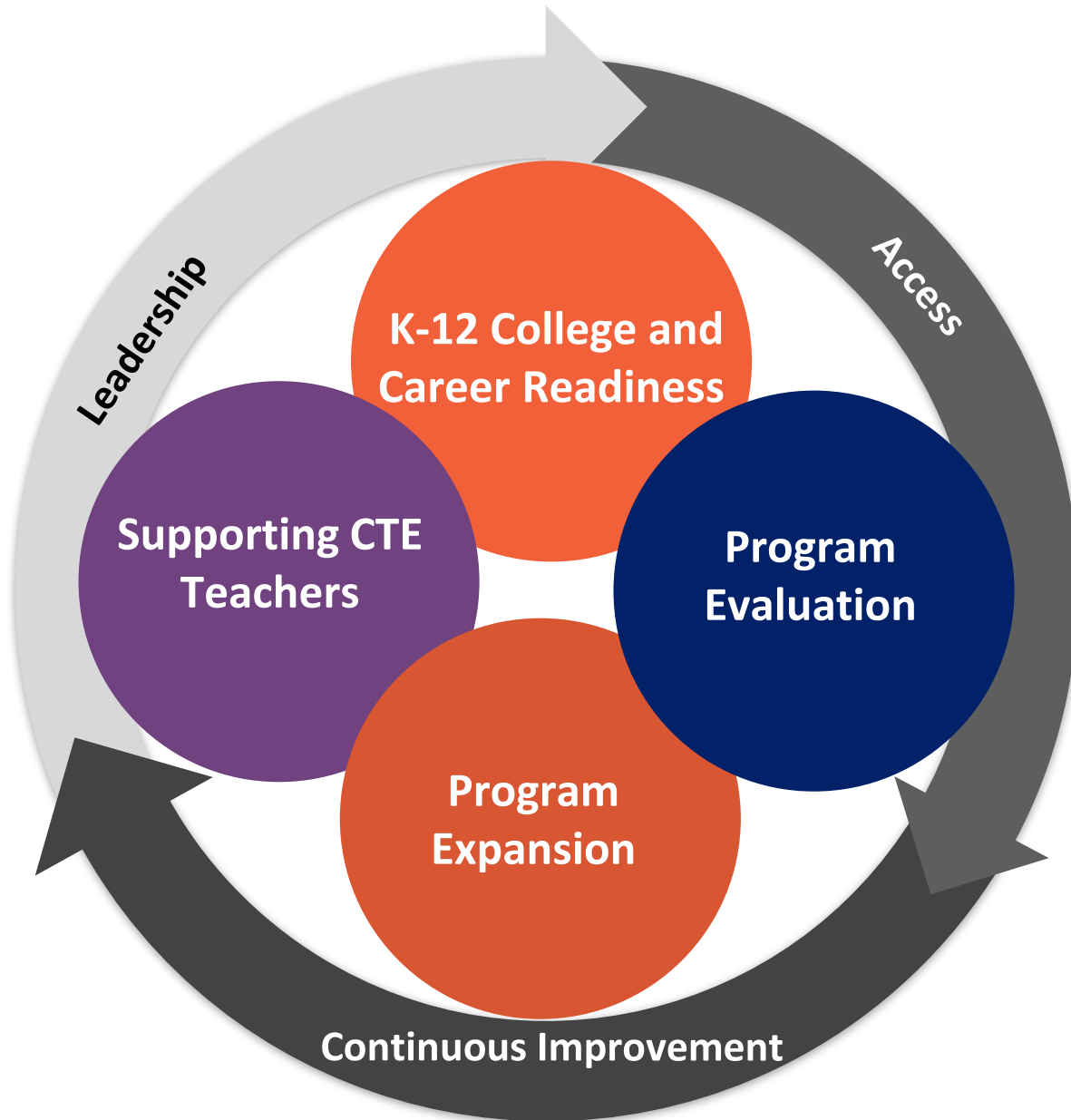
Session Survey



***Register for the other three modules
in this series.***

[Insert presenter name and contact information.]

Additional Professional Learning Opportunities for CTE Administrators



Deep Dive Modules:

Planning for Comprehensive K-12
College and Career Readiness

Program Evaluation

Program Expansion

Supporting CTE Teachers