

QUALITY CHECKLIST

Criteria for Program Approval

Programs of Study (POS) must meet all of nine quality criteria. If not met at the time of initial application, the criterion must be met no later than Year 3 of the plan with specific strategies to address the criterion in Years 1 and 2. This framework addresses K - 12.

SCHOOL:

PROGRAM:



CRITERIA 1: DEVELOPMENT AND ENGAGEMENT

All POS must be developed through close K-12 and postsecondary collaboration, respond to the analysis and findings of the CLNA, and be informed by external stakeholders, including but not limited to business and industry, local workforce boards, adult education providers, and community-based organizations. POS must have ongoing review and support by a Joint Advisory Committee (which may be for multiple POS within a cluster or cluster grouping level). The Joint Advisory Committee must meet, at minimum, on an annual basis to provide input on current industry practices; identify Priority Occupations within the region; inform competencies and skills relating to those occupations; and participate in the continuous improvement process described in Criterion 9.



CRITERIA 2: EMPLOYER-INFORMED COMPETENCIES AND SKILLS

The POS must incorporate a progression of employer-informed Technical and Essential Employability Competencies leading to readiness for employment or further education for Priority Occupations identified during the engagement process.



CRITERIA 3: ACADEMIC INSTRUCTION AND SUPPORTS

The POS must include Standards-aligned academic instruction and Student Supports and Interventions to facilitate successful student progressions to and through required coursework and avoid remediation to the extent possible.



CRITERIA 4: RECRUITMENT AND ACCESS

Districts and colleges must have a student recruitment and retention plan extending into middle school to address Equity Gaps. POS must ensure access is equitable and all students have support to persist and succeed in CTE courses and opportunities.



CRITERIA 5: INSTRUCTIONAL SEQUENCE

POS must provide a non-duplicative, fully articulated sequence of courses from K-12 through postsecondary (including four-year transitions where appropriate) that has Multiple Entry and Exit Points and incorporates Stackable Credentials. *Middle School and Secondary:* The middle school and secondary POS course sequence must, at minimum:

- Provide guidance and instruction on the concept of career clusters and support for student selection of a cluster of interest prior to a cluster-specific Quality Orientation Course
- Include a Quality Orientation Course providing a broad understanding of a cluster or cluster grouping
- Include an advanced course developing competencies and skills needed for entry-level employment or further postsecondary education
- Incorporate Strategic Early College Credit and/or training for an Industry Credential

**CRITERIA 6: WORK-BASED LEARNING**

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

- Career Exploration
- Team-based Challenges and/or CTSOs
- Career Development Experiences, Youth Apprenticeships, and/or Apprenticeships, with opportunities for such experiences available by Year 3 for a substantial number of POS participants

**CRITERIA 7: INSTRUCTORS**

Instructors within POS are qualified, collaborate with industry professionals, and are provided opportunities for comprehensive professional learning.

**CRITERIA 8: FACILITIES AND EQUIPMENT**

POS are offered in appropriate and accessible facilities using industry standard technology and equipment.

**CRITERIA 9: CONTINUOUS IMPROVEMENT**

The district and college have a CTE Continuous Improvement Process that continuously evaluates and improves the POS in collaboration with those stakeholders and the Joint Advisory Committee described in Criterion 1.