



**Nevada Program Quality Criteria  
Site-Based CTE Program  
Assessment Instrument**

## Overview

The Program Quality Criteria include ten components designed to help validate a comprehensive career and technical education (CTE) program. Upon a self review or third party review, any program may use this instrument to determine how the program has made progress in its development. The review instrument is not designed as an evaluation tool, whereby a program with low rating scores may be determined as “inadequate.” Rather, the instrument and review process are designed to help focus program improvement. However, it would be expected that any program that has not, for example, aligned the local curriculum with state skill standards would do so as soon as reasonably possible.

The Program Review Instrument is to be used for program-improvement purposes. Each of the ten quality criterion are defined by finer, more measurable criteria to determine their status:

- **Exemplary**
- **Adequate**
- **Improving**
- **Inadequate**
- **Non-Existent**

At the end of the document, the results of the review in the instrument are repeated in tables that are more condensed; this way, a quick snap shot of how a program was rated in curriculum development, for example, could easily be noted.

### **Post-Program Review Steps:**

After the program review, strategic planning may be employed to develop an improvement plan. The improvement plan should be developed as part of the school-wide improvement plan. Expectations would include prioritizing areas for improvement; development of a concrete action plan, using any available state and federal grant resources as needed; and a clear focusing on program improvement based

## 1. STANDARDS AND INSTRUCTION

### Quality Criteria

**1.0 The CTE Program has been organized and sequenced around career paths with clear performance standards leading students to entry-level employment, job advancement, entrepreneurship, advanced education and training, and personal use. Instruction is performance-based and integrates academic knowledge and skills, which reflect current and emerging technologies and practices in business, industry, and the home environment.**

*1.1 The curriculum includes: course description, goals, objectives, and outlines, course program duration, description of major instructional methodologies/strategies, performance standards for program completers, and student evaluation procedures.*

		Status
<b>Exemplary</b>	The curriculum includes all 5 quality indicator components and is completely aligned with state skill standards.	
<b>Adequate</b>	The curriculum includes 4 of the 5 quality indicator components and is mostly aligned with state skill standards.	
<b>Improving</b>	The curriculum includes 3 of the 5 quality indicator components and is partially aligned with state skill standards.	
<b>Inadequate</b>	The curriculum includes 2 of the 5 quality indicator components. Minimum alignment with state skill standards is evident.	
<b>Poor</b>	The curriculum includes 1 of the 5 quality indicator components.	

*1.2 The curriculum content is aligned with and based on the appropriate state skill standards.*

		Status
<b>Exemplary</b>	The curriculum is completely aligned with state skill standards.	
<b>Adequate</b>	The curriculum is mostly aligned with state skill standards.	
<b>Improving</b>	The curriculum is partially aligned with state skill standards.	
<b>Inadequate</b>	Plans are evident to align the curriculum with state skill standards.	
<b>Non-Existent</b>	There is no evidence of efforts to align the curriculum with state skill standards.	

*1.3 The curriculum is sequenced and includes career exploration, integrates work-based learning, and is designed around career clusters.*

		Status
<b>Exemplary</b>	The curriculum is fully sequenced from introductory to advanced levels and includes career exploration, work-based learning, and is designed around career clusters.	
<b>Adequate</b>	The curriculum is fully sequenced and includes career exploration.	
<b>Improving</b>	The curriculum is partially sequenced and includes career exploration.	
<b>Inadequate</b>	The curriculum is not properly sequenced and includes little career exploration.	
<b>Non-Existent</b>	A sequenced curriculum with career exploration does not exist.	

**1.5 The curriculum is articulated with post-secondary institutions.**

		<b>Status</b>
<b>Exemplary</b>	The curriculum is articulated with one or more postsecondary institutions including curriculum alignment, instructional support, formal written articulation agreements, and post-secondary dual credit.	
<b>Adequate</b>	The curriculum is articulated with postsecondary institutions including curriculum alignment, instructional support, and formal written articulation agreements.	
<b>Improving</b>	The curriculum is articulated with postsecondary institutions including curriculum alignment and instructional support.	
<b>Inadequate</b>	The curriculum is articulated with postsecondary institutions including curriculum alignment.	
<b>Non-Existent</b>	The curriculum is not articulated with postsecondary institutions.	

Evidence/Comments/Recommendations:

**2. LEADERSHIP AND CITIZENSHIP DEVELOPMENT**

**Quality Criteria**

**2.0 Students develop leadership, citizenship, interpersonal, and employment skills by participating in community service projects and cooperative, individualized, and competitive instructional activities through involvement in the career and technical Student organizations. (DECA, FBLA, FCCLA, FFA, HOSA, SkillsUSA)**

**2.1 The CTE program has an established CTSO chapter.**

		<b>Status</b>
<b>Exemplary</b>	The chapter has active student membership, an approved local constitution and is affiliated to the respective state and national organizations.	
<b>Adequate</b>	The chapter has active student enrollment and is affiliated to the respective state and national organizations.	
<b>Improving</b>	The chapter is actively recruiting student members and is recognized by the high school administration.	
<b>Inadequate</b>	The program has plans to implement a CTSO chapter.	
<b>Non-Existent</b>	There is no evidence of plans to implement a CTSO chapter.	

**2.2 Students enrolled in the CTE program are members of a related CTSO.**

		Status
<b>Exemplary</b>	75% or more of the students are CTSO members.	
<b>Adequate</b>	At least 50% or greater of students are CTSO members.	
<b>Improving</b>	At least 25% or greater of students are CTSO members.	
<b>Inadequate</b>	Less than 10% of students are CTSO members.	
<b>Non-Existent</b>	The CTE program does not have a chartered CTSO chapter.	

**2.3 All students have a progressive plan for leadership and personal development.**

		Status
<b>Exemplary</b>	100% of the students have a progressive written plan for leadership and personal development.	
<b>Adequate</b>	90% or greater of students have a progressive written plan for leadership and personal development	
<b>Improving</b>	85% or greater of students have a progressive written plan for leadership and personal development	
<b>Inadequate</b>	A format is in place for students to develop a plan but less than 85% of the students have documented plans in place.	
<b>Non-Existent</b>	No format is in place for students to develop a plan for leadership and personal development.	

Evidence/Comments/Recommendations:

### 3. PRACTICAL APPLICATION OF OCCUPATIONAL SKILLS

#### Quality Criteria

**3.0 Practical application of occupational skills is accomplished through classroom simulation and/or work-based experiences. These experiences are directly related to, and coordinated and evaluated with regular classroom instruction through involvement in a supervised work-based learning experience.**

*3.1 All students have access to experiential work-based learning opportunities.*

		<b>Status</b>
<b>Exemplary</b>	All students in the program demonstrate practical application of occupational skills through classroom simulation and/or work-based learning.	
<b>Adequate</b>	75% of all students in the program demonstrate practical application of occupational skills through classroom simulation and/or work-based learning.	
<b>Improving</b>	50% of all students in the program demonstrate practical application of occupational skills through classroom simulation and/or work-based learning.	
<b>Inadequate</b>	Less than 50% of all students in the program demonstrate practical application of occupational skills through classroom simulation and/or work-based learning.	
<b>Non-Existent</b>	No formal structure is in place for students to demonstrate the practical application of occupational skills.	

*3.2 All students engage in on-site, work-based learning, minimally achieved through job shadowing or industry tours.*

		<b>Status</b>
<b>Exemplary</b>	100% of students enrolled in the program have the opportunity to engage in on-site learning.	
<b>Adequate</b>	75% of students enrolled in the program have the opportunity to engage in on-site learning.	
<b>Improving</b>	50% of students enrolled in the program have the opportunity to engage in on-site learning.	
<b>Inadequate</b>	Less than 50% of students enrolled in the program have the opportunity to engage in on-site learning.	
<b>Non-Existent</b>	There is no evidence of a structured on-site, work-based learning program.	

*3.3 The program/school provides instruction in a common core set of employability skills in an organized manner, where all students must demonstrate proficiency.*

		<b>Status</b>
<b>Exemplary</b>	100% of the employability skills in the state skill standards are taught to all students through a coordinated effort among academic and CTE programs.	
<b>Adequate</b>	75% of the employability skills in the state skill standards are taught to all students through a coordinated effort among academic and CTE programs.	
<b>Improving</b>	50 % of the employability skills in the state skill standards are taught to all students through a coordinated effort among academic and CTE programs, with plans to increase the percentage to 75% or higher.	
<b>Inadequate</b>	Less than 50% of the employability skills in the state skill standards are taught to students.	
<b>Non-Existent</b>	There is no evidence of a systematic plan to teach students the employment skills identified in the state skill standards.	

Evidence/Comments/Recommendations:

#### 4. QUALIFIED AND COMPETENT PERSONNEL

##### Quality Criteria

**4.0 All CTE education teachers are competent and qualified with the appropriate occupational proficiency. In addition, instructors, administrators, guidance/counseling staff, and instructional support staff are involved in an ongoing program for professional development designed to enhance the quality of instruction.**

*4.1 Each teacher is state certified to teach within the program they are assigned.*

		Status
<b>Exemplary</b>	Teacher(s) has a secondary occupational or business and industry teacher endorsement from the Department of Education in the program area they are teaching.	
<b>Adequate</b>	Teacher is not credentialed for the program area and has taught in this program less than one year and is actively seeking credentials in the program area.	
<b>Improving</b>	Teacher is not credentialed for the program area and has taught in this program for one year or less. Teacher is working with administration to correct the situation.	
<b>Inadequate</b>	Teacher is not credentialed for the program area and has taught in this program for no more than two years.	
<b>Non-Existent</b>	Teacher is not credentialed for the program area and has taught for two years or more without out the proper license.	

*4.2 All teachers within the program have a professional development plan.*

		Status
<b>Exemplary</b>	The teacher has an approved professional development plan to support improved teaching methods directly related to the content area.	
<b>Adequate</b>	The teacher has an approved professional development plan to support improved teaching methods	
<b>Improving</b>	The teacher has a written professional growth plan on file.	
<b>Inadequate</b>	The teacher does not have a formal professional growth plan.	
<b>Non-Existent</b>	There is no evidence of a teacher's professional growth plan.	

**4.3 The teacher is an active member in related state and/or national professional associations.**

		<b>Status</b>
<b>Exemplary</b>	Is an active member and serves at a committee level or higher for one or more state/national professional organizations related to the teaching discipline.	
<b>Adequate</b>	Is an active member of one or more state/national professional organizations related to the teaching discipline.	
<b>Improving</b>	Demonstrates active membership with at least one professional organization.	
<b>Inadequate</b>	Receives related trade journals/professional periodicals but does not actively participate.	
<b>Non-Existent</b>	No affiliation with a related professional organization.	

**4.5 Teacher participates in professional development workshops or conferences specific to their program area.**

		<b>Status</b>
<b>Exemplary</b>	Within the last year, the teacher has attended two or more professional development workshops or conferences, at least one of which was sponsored by a state or national organization.	
<b>Adequate</b>	Within the fiscal year, the teacher has attended at least one workshop or conference specific to their program area.	
<b>Improving</b>	Teacher participated in required school-based trainings or workshops, departmental meetings and at least one district or state sponsored training per year.	
<b>Inadequate</b>	Teachers participated in required school-based trainings or workshops only.	
<b>Non-Existent</b>	No participation in any program specific workshops or conferences.	

Evidence/Comments/Recommendations:

## 5. FACILITIES, EQUIPMENT AND MATERIALS

### Quality Criteria

**5.0 Facilities, equipment, instructional materials and supplies comply with health and safety standards, reflect and/or simulate current and emerging technologies and applications, and are of sufficient quantity and quality to meet the instructional objectives and individual needs of all students.**

*5.1 Facility size, layout, and labs provide for effective delivery of the program course of study and meet the needs of the students enrolled.*

		Status
<b>Exemplary</b>	Size and design of facilities exceed the minimum standards to serve the curricular needs of students and accommodate emerging instructional needs.	
<b>Adequate</b>	Size and design of facilities meets the minimum standards to serve the curricular needs of students.	
<b>Improving</b>	Size and design of facilities fail to meet the minimum standards but plans are evident to rectify the situation.	
<b>Inadequate</b>	Size does not meet state standards and design is not conducive to instructional activities.	
<b>Non-Existent</b>	No adequate facility exists.	

*5.2 Facility is clean, organized, and maintained. A safety inspection conducted on all tools and equipment, with defective items removed, repaired, or replaced to provide an environment conducive to learning.*

		Status
<b>Exemplary</b>	Facility, tools and equipment are fully maintained and instructional materials are safe and logically organized. There is evidence of regularly scheduled safety/maintenance inspections, where needed.	
<b>Adequate</b>	Facility, tools and equipment are mostly maintained and instructional materials are safe and logically organized.	
<b>Improving</b>	Facilities, tools, and equipment are organized and safe, but only partially maintained.	
<b>Inadequate</b>	Facility, tools and equipment are clean but need organization and maintenance.	
<b>Poor</b>	Facility, tools and equipment are unclean, unsafe, and poorly organized with significant maintenance and repair required.	

*5.3 Facilities, tools and equipment are free of barriers that would result in the denial of access due to gender or handicap.*

		Status
<b>Exemplary</b>	Facilities, tools and equipment are 100% accommodating to all students.	
<b>Adequate</b>	Facilities, tools and equipment are accessible and accommodating, needs minor improvements to achieve 100% access.	
<b>Improving</b>	Barriers are evident; a plan is in place for eliminating accessibility problems.	
<b>Inadequate</b>	Barriers are evident; a plan for eliminating accessibility problems is being developed.	
<b>Non-Existent</b>	Barriers are evident with no plan under development.	

*5.4 Adequate and secure storage space is provided for materials, supplies, records, and equipment.*

		Status
<b>Exemplary</b>	There is an abundance of secure storage space to satisfy current and future needs.	
<b>Adequate</b>	There is adequate secure storage space for current needs.	
<b>Improving</b>	There is minimal secure storage space for current needs.	
<b>Inadequate</b>	There is inadequate secure storage space for current needs.	
<b>Non-Existent</b>	No storage space.	

**5.5 Current technology is available to deliver instruction and manage the program.**

		Status
<b>Exemplary</b>	Current technology is available to all students in sufficient quantities and fully incorporated into the instructional program.	
<b>Adequate</b>	Current technology is available in sufficient quantities, but is not fully incorporated into the instructional program.	
<b>Improving</b>	Technology is not available in sufficient quantities but is incorporated into student instruction to the extent possible.	
<b>Inadequate</b>	Technology is not available in sufficient quantities nor is properly incorporated into student instruction.	
<b>Non-Existent</b>	Appropriate technology is not available.	

**5.6 The inventory of tools and equipment is based on the largest number of students using the facility in a given class period.**

		Status
<b>Exemplary</b>	Safe, adequate tools and equipment meets the needs of all classes.	
<b>Adequate</b>	Tools and equipment meet the needs of all classes or instructional strategies accommodate all students with positive results.	
<b>Improving</b>	Tools and equipment needs have been budgeted to meet the needs of all classes or instructional strategies accommodate all students with positive results.	
<b>Inadequate</b>	Tools and equipment needs have not been met for all classes nor have instructional strategies been put in place to accommodate all students.	
<b>Poor</b>	Tools and equipment are insufficient to meet the instructional needs.	

Evidence/Comments/Recommendations:

## 6. COMMUNITY, BUSINESS AND INDUSTRY INVOLVEMENT

### Quality Criteria

**6.0 Individuals who represent the community, business, industry, students, parents, districts, staff, postsecondary agencies, and labor, serve on a subject-area advisory committee to provide guidance. Staff uses the advice of the advisory committee in the design, development, operation, evaluation, and support of each program area.**

*6.1 The advisory committee membership includes, but is not limited to, representatives from the community, special populations, business, industry, students, parents, community agencies, staff, postsecondary agencies, labor, and other individuals having skills in and knowledge of the occupation(s) for which instruction is provided.*

		Status
<b>Exemplary</b>	The program has a highly structured advisory committee that consists of the appropriate community, industry, and professional membership.	
<b>Adequate</b>	The program has an advisory committee with defined membership and operational structure	
<b>Improving</b>	The program has an advisory committee but lacks protocol and a defined membership.	
<b>Inadequate</b>	A committee exists but lacks protocol, a defined membership and there is no evidence of recent meetings.	
<b>Non-Existent</b>	There is no active advisory committee.	

*6.2 The advisory committee provides input related to: instructional content, budgets, program promotion, program access, facilities, equipment and materials, articulation, job placement/careers, class size, and proficiency standards.*

		Status
<b>Exemplary</b>	The advisory committee meets at least three times per year, is fully informed of program offerings through site visits, provides concrete recommendations that are implemented to the extent possible. Documentation exists for all key advisory committee decisions and meetings.	
<b>Adequate</b>	The advisory committee meets regularly and provides feedback relative to most program operations with all agendas, minutes, and other meeting outcomes documented and provided to the school site administration.	
<b>Improving</b>	The advisory committee meets regularly, and discusses general program operations with agenda and minutes documented.	
<b>Inadequate</b>	The advisory committee exists, but there is no evidence of participation in program operations.	
<b>Non-Existent</b>	No advisory committee exists or is currently not active.	

Evidence/Comments/Recommendations:

## 7. CAREER GUIDANCE

### Quality Criteria

**7.0 Career and technical education staff, guidance counselors, and other resource personnel provide career guidance services to ensure that students enroll in CTE courses/programs that are consistent with their aptitudes, interests, abilities, and career-path goals.**

*7.1 Ongoing individual assessments, counseling, career planning, and support services are initiated no later than the 9<sup>th</sup> grade for all students.*

		Status
<b>Exemplary</b>	The teacher is working with the counseling office to provide resources that assist in the development of career and education planning through the use of the program of study. All 9 <sup>th</sup> graders have on file a program of study.	
<b>Adequate</b>	Career planning materials are available to students in the career center or counseling office and all students at the 9 <sup>th</sup> grade have a completed program of study.	
<b>Improving</b>	Teacher presents career information during instructional time. Counselors are developing a process to implement 9th grade program of study.	
<b>Inadequate</b>	Teacher presents career information during instructional time.	
<b>Non-Existent</b>	No career counseling or program of study documents exist.	

*7.2 CTE instruction includes career planning, employability skills, and articulation options and provides students with information relevant to their career-path goals.*

		Status
<b>Exemplary</b>	Instructor includes career planning information during instructional time, helps student prepare a career program plan of study, includes employability skills in curriculum, and identifies the student's current career-path goal.	
<b>Adequate</b>	Instructor includes career exploration in curriculum and provides students an opportunity to research careers within their program area.	
<b>Improving</b>	Instructor includes career exploration in curriculum and presents information on employability skills.	
<b>Inadequate</b>	Instructor includes career exploration in their curriculum.	
<b>Non-Existent</b>	No career guidance activities are currently performed by instructors.	

*7.3 With the assistance of their instructor, students annually review their career development plan, and refine their occupational choice.*

		Status
<b>Exemplary</b>	Instructor(s) review each student's career plan of study annually with the students and refine their plan each year based on career research and/or work related experiences. Parents are included in the process.	
<b>Adequate</b>	Time is devoted to reviewing the career plan of study each year with some discussion. Individual guidance is not available but parent review/signature is required.	
<b>Improving</b>	Student(s) may access their initial career plan of study for modification upon request. Career plans are mentioned in class but time is not allotted to review or update them.	
<b>Inadequate</b>	Students create a plan of study but no guidance is provided and there is no follow-up from year to year.	
<b>Non-Existent</b>	Students do not have a career plan of study.	

Evidence/Comments/Recommendations:

## 8. PROGRAM PROMOTION

### Quality Criteria

**8.0** There is a systematic plan of program promotion to inform students, parents, counselors, other subject-matter teachers, administrators, board members, community members, and business and industry representatives of options, advantages, quality, accountability, and availability of CTE education programs.

*8.1 There is a plan for program promotion and recruitment throughout the school year.*

		Status
<b>Exemplary</b>	A written plan is developed and is followed annually to increase communications with the school and community with evidence of success.	
<b>Adequate</b>	A written plan is developed and is followed annually to increase communications with the school and community.	
<b>Improving</b>	A plan is developed to increase communications with the school and community.	
<b>Inadequate</b>	Information is provided to the school and community upon request.	
<b>Non-Existent</b>	No evidence of communication related to program accomplishments.	

*8.2 Program promotion activities are planned and conducted during the year to inform students, parents, counselors, and community members about the achievements of the CTE students and merits of CTE program.*

		Status
<b>Exemplary</b>	The teacher(s) collects and reports relevant program data/information to key stakeholders with evidence of news articles, meeting agendas, web sites, and annual community banquets.	
<b>Adequate</b>	The teacher(s) collects and reports relevant program data/information to key stakeholders.	
<b>Improving</b>	The teacher(s) shares program data/information with community advisory members.	
<b>Inadequate</b>	The teacher(s) have data/information available for community members.	
<b>Non-Existent</b>	No evidence of communication related to program data/information is available.	

**8.3 Promotional strategies, to include materials such brochures and websites, have been developed to publicize the CTE program.**

		Status
<b>Exemplary</b>	The teacher(s) uses promotional materials such as brochures and websites that are part of an ongoing, coordinated promotional plan.	
<b>Adequate</b>	Promotional plans and recruitment activities are coordinated and occur at least twice a year. Students are involved in promotional activities.	
<b>Improving</b>	The teacher(s) have developed promotional materials, but do not have a real plan to market the program. Recruitment is done by word of mouth by both students and teacher.	
<b>Inadequate</b>	Recruitment or program promotion is done on a limited basis by the teacher once a year.	
<b>Non-Existent</b>	There is no evidence of a promotional program.	

Evidence/Comments/Recommendations:
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## 9. PROGRAM ACCOUNTABILITY AND PLANNING

### Quality Criteria

**9.0 There is an annual program assessment using input from instructors, administrators, students, other staff, and advisory committee members which ensures that the program scope, design, content, instruction, and administration is meeting the program objectives. The annual assessment process is used to develop a program improvement plan for the short- and long-range administration and operation of the program.**

**9.1 A performance-based assessment system is used to measure students' performance in the application of career, technical, and academic skills and knowledge of occupational tasks.**

		Status
<b>Exemplary</b>	Students demonstrate their performance of technical competencies through statewide authentic assessments with identified mastery levels.	
<b>Adequate</b>	Students demonstrate their performance of technical competencies through local authentic assessments with identified mastery levels.	
<b>Improving</b>	Students demonstrate their performance of technical competencies through local authentic assessments.	
<b>Inadequate</b>	Students demonstrate their performance through local assessments.	
<b>Non-Existent</b>	No evidence exists of authentic student assessment.	

**9.2 There is a systematic program assessment, including review of the Program Improvement Plan, using input from advisory technical skills committee based on Program Quality Criteria.**

		Status
<b>Exemplary</b>	Well planned meetings and events are held to enhance the awareness of parents and key decision makers of the opportunities for students to acquire academic rigor in a relevant setting while preparing for post secondary education and career opportunities.	
<b>Adequate</b>	Program update is disseminated on a regular basis to advisory technical skills committee to keep them well informed of goals, objectives, activities, accomplishments, future plans and how they can be involved.	
<b>Improving</b>	Advisory Technical Skills committee is invited to annual award functions where the accomplishments and activities of the program are highlighted. Regular supervisory visits with students are parents to highlight the successes, opportunities and future plans the program has to offer the student.	
<b>Inadequate</b>	Communication with school staff and administration takes place when requested. Interaction with parents is during parent/teacher conferences and in high need situations.	
<b>Non-Existent</b>	Regular communication with parents, school and community partners to inform them of the progress of the programs and student s is nonexistent.	

**9.3 Funding sources for programs/courses are clearly identified and guidelines for use of these funds are provided to the instructional staff for program budget development and for monitoring expenditures.**

		Status
<b>Exemplary</b>	Teacher(s) are familiar with the processes of developing local and state CTE budgets. Budgets submitted to district have been prepared correctly.	
<b>Adequate</b>	A funding plan is developed for the program area. The plan is sometimes used when budgets are created.	
<b>Improving</b>	Teachers(s) are familiar with the processes of developing local and state CTE budgets.	
<b>Inadequate</b>	Teacher is new and familiarizing himself with the budgeting process.	
<b>Non-Existent</b>	No evidence exists of the budgeting process.	

Evidence/Comments/Recommendations:
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## 10. STUDENT-TEACHER RATIO

### Quality Criteria

**10.0 High quality instruction in CTE is dependent upon maintaining a student-teacher ratio that ensures effective instruction and safe working conditions. CTE education courses are action-oriented and include applied-learning activities. Under these conditions, lower class size must be maintained.**

*10.1 CTE courses maintain a student-teacher ratio that ensures effective instruction and safe working conditions.*

		Status
<b>Exemplary</b>	Enrollments in courses are 25 students or less per class. Instruction is structured so that no more than 20 students are in the laboratory setting at one time and there is sufficient access to work stations and supervision for all students.	
<b>Adequate</b>	Enrollments in courses meet the size of facility and safe work stations are available for all students. Additional instructional assistance is available to the teacher.	
<b>Improving</b>	Enrollments in courses exceed the recommended numbers for classroom and /or lab facilities but by alternating activities, students can use work stations safely with supervision. Not all students are in the lab at one time.	
<b>Inadequate</b>	Enrollments in courses are more than the number of available work stations but classroom space is adequate for instruction. Safety and supervision is a concern because of location and/or inadequate lab/shop facilities.	
<b>Poor</b>	Enrollments in courses exceed classroom and lab/shop facilities to the extent that safety is a concern when using the lab and instruction of the curriculum is limited by facilities.	

Evidence/Comments/Recommendations:

## Summary Status Report, Comments, and Recommendations

### Criteria 1: Standards and Instruction

	Exemplary	Adequate	Improving	Inadequate	Non Existent
1.1 Curriculum developed					
1.2 Curriculum alignment					
1.3 Curriculum sequencing					
1.4 Curriculum articulation					

### Criteria 2: Leadership and Citizenship Development

	Exemplary	Adequate	Improving	Inadequate	Non Existent
2.1 CTSO chapter established					
2.2 CTSO student enrollment					
2.3 Leadership development plans					

### Criteria 3: Practical Application of Occupational Skills

	Exemplary	Adequate	Improving	Inadequate	Non Existent
3.1 Participation in experiential learning					
3.2 Participation in on-site learning					

### Criteria 4: Qualified and Competent Personnel

	Exemplary	Adequate	Improving	Inadequate	Non Existent
4.1 Teachers are state certified					
4.2 Professional development plan					
4.3 Professional affiliations					
4.4 Professional development trainings					

### Criteria 5: Facilities, Equipment and Materials

	Exemplary	Adequate	Improving	Inadequate	Non Existent
5.1 Facility size and layout					
5.2 Facility cleanliness and maintenance					
5.3 Accommodations for all students					
5.4 Adequate storage space					
5.5 Availability and use of technology					
5.6 Availability of tools and equipment					

**Criteria 6: Community, Business and Industry Involvement**

	Exemplary	Adequate	Improving	Inadequate	Non Existent
6.1 Advisory committee membership					
6.2 Advisory committee input					

**Criteria 7: Career Guidance**

	Exemplary	Adequate	Improving	Inadequate	Non Existent
7.1 Initiation of guidance services					
7.2 Integration of career development					
7.3 Annual review of career plans					

**Criteria 8: Program Promotion**

	Exemplary	Adequate	Improving	Inadequate	Non Existent
8.1 Program promotion plans					
8.2 Collecting and reporting of data					
8.3 Promotional strategies and materials					

**Criteria 9: Program Accountability and Planning**

	Exemplary	Adequate	Improving	Inadequate	Non Existent
9.1 Performance based assessments					
9.2 Systematic program assessments					
9.3 Completion and submittal of reports					
9.4 Financing and budgeting					

**Criteria 10: Student-Teacher Ratio**

	Exemplary	Adequate	Improving	Inadequate	Non Existent
10.1 Student-teacher class ratios					

**Summary Comments and Recommendations:**