



INDIANA COMMISSION *for*
HIGHER EDUCATION

Next Level Programs of Study

Size, Scope, and Quality Evaluation Rubric

June 2025



CTE Programs Size, Scope, and Quality Evaluation Rubric

In the spring of 2024 Indiana submitted a new four-year state Perkins plan covering fiscal year 2024-2027. The plan, approved by the U.S. Department of Education in July 2024, determines goals and policies for Indiana CTE programming under the Strengthening Career and Technical Education for the 21st Century (Perkins V) Act. The state plan outlines several goals and areas of focus for Career and Technical Education in the state of Indiana, one of the most significant being clarified definitions for size, scope, and quality for CTE programming.

The following rubric supports the use of the [Indiana definition of size, scope, and quality](#) in local program self-evaluation in conjunction with elements of the [ACTE 2018 Quality Framework](#). The program self-evaluation is best conducted as part of a collaborative effort among program stakeholders, and a variety of materials should be consulted to demonstrate performance in each of the framework elements. All criteria have equal weight.

The self-evaluation rubric can be used as part of the Comprehensive Local Needs Assessment (CLNA) but can also be a helpful tool for ongoing internal discussions and evaluations of CTE programming.

To complete the evaluation, use the following simple 0-3 rubric to rate your program of study on each of the criteria. You can use the boxes marked “Evidence” to record the sources of information and key components of your program that you considered to determine your ratings. After rating yourself on each criterion within a particular element, total the points your program earned for that element. Calculate your percentage score by dividing the points your program earned by the total points possible for that element (each element’s total possible points are included in the ratings tables below).

Scoring	
Use the descriptions below to determine the best score for your CTE program of study for each provided criterion.	
0	Not at all achieved. No evidence of the specific criterion in the program of study.
1	Minimally achieved. For example, implementation is just beginning, evidence of criterion is inconsistent, etc.
2	Moderately achieved. For example, only part of the criterion is evident, access is available to most but not all, criterion is achieved in parts but not the entire program of study.
3	Substantially achieved. The specified criterion has been fully implemented throughout the program of study.

CTE Program of Study Size

This section of the rubric addresses the element of Size as it relates to Career and Technical Education (CTE) programs of study. Perkins eligible recipients are required to offer a sufficient number of CTE programs of study to ensure that a significant percentage of students have the opportunity to participate in CTE programs of study that align with the demands of the local labor market.

1. Size				
Secondary	0 = Not at all achieved	1 = Minimally achieved	2 = Moderately achieved	3 = Substantially achieved
1a. If the district serves over 3,000 students (9-12), it provides at least 10 programs of study that meet the minimum requirements for scope and quality in at least 6 of the 14 career clusters.				
1b. If the district serves fewer than 3,000 students (9-12), it provides at least 8 programs of study that meet the minimum requirements for scope and quality in at least 5 of the 14 career clusters.				
Postsecondary	0 = Not at all achieved	1 = Minimally achieved	2 = Moderately achieved	3 = Substantially achieved
1a. If the campus serves more than 3,000 students (total enrollment), it provides at least 10 programs of study that meet the minimum requirements for scope and quality in at least 6 of the 14 career clusters.				
1b. If the campus serves fewer than 3,000 students (total enrollment), it provides at least 8 programs of study that meet the minimum requirements for scope and quality in at least 5 of the 14 career clusters.				
Total Points Earned				
Total Points Possible				3
Percentage Score (points earned/points possible)				

Evidence:

CTE Program of Study Scope

This section of the rubric addresses the element of Scope as it relates to Career and Technical Education (CTE) programs of study. Programs of study must be aligned to high wage, high skill, and in-demand occupations, and should be articulated to postsecondary credentials (certificates > 15 credit hours and degrees) where available.

2. Scope				
Secondary	0 = Not at all achieved	1 = Minimally achieved	2 = Moderately achieved	3 = Substantially achieved
2a. Program of study is high value on the CTE course funding memo				
2b. Program of study offers students the opportunity to go beyond concentrator status by offering at least two credits of a capstone experience				
2c. Program of study allows students to earn a 15 credit hour postsecondary credential (CT or CPC) through a combination of dual credit and dual enrollment				
Postsecondary	0 = Not at all achieved	1 = Minimally achieved	2 = Moderately achieved	3 = Substantially achieved
2a. Program of study is aligned to a high wage, high skill, and in-demand occupations per statewide data				
2b. Program of study is aligned to a 15 credit hour postsecondary credential (CT or CPC)				
2c. Program of study is aligned to an industry certification that requires at least 240 hours of instruction or training, and industry certification is validated by a third-party vendor				
Total Points Earned				
Total Points Possible				9
Percentage Score (points earned/points possible)				

Evidence:

CTE Program of Study Quality

This section of the rubric deals with the element of Quality with regard to CTE programs of study. Programs of study must meet a minimum programming threshold to count toward Size and Scope measurements.

3. Quality - Enrollment				
Secondary	0 = Not at all achieved	1 = Minimally achieved	2 = Moderately achieved	3 = Substantially achieved
3. Student enrollments are at least 50% of student capacity				
Total Points Earned				
Total Points Possible				3
Percentage Score (points earned/points possible)				

Evidence:

CTE Programs Size, Scope, and Quality Evaluation Rubric



4. Quality - Instructors				
Secondary	0 = Not at all achieved	1 = Minimally achieved	2 = Moderately achieved	3 = Substantially achieved
4a. Program of study courses are taught by a qualified instructor who meets appropriate state and/or district certification and licensing requirements				
4b. Program of study instructor(s) meets dual credit certification requirements for at least one postsecondary partner				
4c. Instructor(s) maintains up-to-date knowledge and skills across all aspects of an industry, including updating relevant industry certifications				
4d. CTE instructor(s) engages in ongoing, rigorous professional development on a wide range of topics from special education to industry knowledge and pedagogy				
4e. CTE and academic staff collaborate regularly and frequently to coordinate curriculum, instruction, assessment, and extended learning activities				
Total Points Earned				
Total Points Possible				15
Percentage Score (points earned/points possible)				

Evidence:

5. Quality – Facilities, Equipment, Technology, and Materials				
Secondary	0 = Not at all achieved	1 = Minimally achieved	2 = Moderately achieved	3 = Substantially achieved
5a. Meet the minimum facility and equipment requirements for a minimum of 10 students				
5b. Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry, and/or occupational practices and requirements				
5c. Facilities, equipment, technology, and materials support and align to curriculum standards and program objectives				
5d. Facilities, equipment, technology, and materials meet postsecondary partner guidelines and requirements for programs offered for dual credit				
5e. Facilities, equipment, technology, and materials meet federal, state, and local standards for occupational safety and health in the related industry, as appropriate				
5f. Processes are defined and resources provided to regularly inspect, update, and replace facilities, equipment, technology, and materials				
5g. Program of study maximizes student access to relevant facilities, equipment, technology, and materials through partnerships and flexible delivery models				
Total Points Earned				
Total Points Possible				21
Percentage Score (points earned/points possible)				

Evidence:

6. Quality – Standards and Competencies				
Secondary	0 = Not at all achieved	1 = Minimally achieved	2 = Moderately achieved	3 = Substantially achieved
6a. Program of study courses cover the standards and competencies associated with each state-approved course and adhere to course requirements in terms of sequence and length				
6b. The utilized curriculum is based on industry-validated technical standards				
6c. The curriculum is aligned with relevant content and standards for core subjects such as reading, math, and science, including federal, state, and/or local standards, as appropriate				
6d. The curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications, and workplace etiquette				
6e. The program of study curriculum is developed with employer input to prepare students for both further education and in-demand careers				
6f. The curriculum allows for student application of integrated knowledge and skills in authentic scenarios				
6g. The curriculum is reviewed regularly by all relevant stakeholders and revised as necessary to reflect the latest advances in the industry				
Total Points Earned				
Total Points Possible				21
Percentage Score (points earned/points possible)				

Evidence:

CTE Programs Size, Scope, and Quality Evaluation Rubric



7. Quality – Career Coaching and Navigation				
Secondary	0 = Not at all achieved	1 = Minimally achieved	2 = Moderately achieved	3 = Substantially achieved
7a. Program provides career coaching and navigation guidance to help students best prepare for college and career opportunities				
7b. Comprehensive career development is coordinated and sequenced to promote and support career decision-making and planning for all students, including prior to entering the program of study				
7c. Each CTE student in the program of study has a personalized, multi-year education and career plan that reflects exploration of the student's interests, preferences, and abilities; and informs course selection and planning for further education and career				
7d. Career development activities are aligned with relevant national, state, and/or local standards				
7e. Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on extended learning experiences available through the program of study, such as work-based learning, CTSO participation and articulated credit				
7f. Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on regional occupational trends and outlooks, high-demand and high-wage career opportunities, and the educational pathways that lead to current and projected career opportunities				
7g. Students in the program of study have access to job search information and placement services as they near completion of the program of study				
7h. Career development professionals have access to professional development and up-to-date information on extended learning experiences, education and training options, and regional occupational trends to aid students in education and career planning and decision-making				
Total Points Earned				
Total Points Possible				24
Percentage Score (points earned/points possible)				



Evidence:

8. Quality – Employability and Leadership Skills

Secondary	0 = Not at all achieved	1 = Minimally achieved	2 = Moderately achieved	3 = Substantially achieved
8a. Program of study helps students develop employability and leadership skills through a wide range of embedded and stand-alone work-based learning opportunities				
8b. The relevant CTSO for the program of study is an integral, intra-curricular part of the program, available to every student at some point during the program of study				
8c. CTSO participation provides opportunities for students to interact with business professionals				
8d. CTSO participation provides opportunities for students to participate in relevant competitive events				
8e. CTSO participation provides opportunities for students to participate in relevant community and school service activities				
8f. CTSO participation provides opportunities for students to participate in leadership development activities				
8g. Students engage in reflection and document learning resulting from work-based learning experiences, such as through a portfolio or presentation				
Total Points Earned				
Total Points Possible				21
Percentage Score (points earned/points possible)				

Evidence:

9. Quality – Industry Partnerships				
Secondary	0 = Not at all achieved	1 = Minimally achieved	2 = Moderately achieved	3 = Substantially achieved
9a. Maintain on-going relationships among education, business, and other community stakeholders through advisory boards				
9b. The program utilizes sector partnerships to help validate and keep current technical and workforce readiness skills				
9c. Representatives of the program of study actively conduct outreach activities to develop partnerships to ensure the program of study is informed by employer and community needs				
9d. Partnerships are formed with a diverse range of stakeholders who represent differing perspectives, including employers from small, medium and large businesses; industry representatives; community, workforce and economic development agencies; and other education stakeholders				
9e. Partners support the program of study in tangible ways, such as by investing funds, providing in-kind support and/or helping raise external funds to meet the program of study goals				
9f. Partners support program of study sustainability by advocating for and promoting the program of study				
9g. Partners help to evaluate the effectiveness of the program of study in preparing students for further education and careers				
Total Points Earned				
Total Points Possible				21
Percentage Score (points earned/points possible)				

Evidence:

10. Quality – Program Outcomes				
Secondary	0 = Not at all achieved	1 = Minimally achieved	2 = Moderately achieved	3 = Substantially achieved
10a. Program of study courses are taught by a dual credit credentialed instructor				
10b. Program of study courses are taught by an instructor who holds and maintains relevant industry certification(s)				
10c. Students are able to earn an industry certification that meets graduation pathway requirements within the program of study				
10d. Work-based learning experiences are aligned with relevant national, state and/or local standards				
10e. Work-based learning experiences are provided through delivery methods that maximize meaningful interaction with business professionals				
Total Points Earned				
Total Points Possible				15
Percentage Score (points earned/points possible)				

Evidence:

CTE Programs Size, Scope, and Quality Evaluation Rubric



Secondary	Points Earned
1. Size	
2. Scope	
3. Quality – Enrollment	
4. Quality – Instructors	
5. Quality – Facilities, Equipment, Technology, and Materials	
6. Quality – Standards and Competencies	
7. Quality – Career Coaching and Navigation	
8. Quality – Employability and Leadership Skills	
9. Quality – Industry Partnerships	
10. Quality – Program Outcomes	
Total Points Earned	
Total Points Possible	153
Percentage Score (points earned/points possible)	

Postsecondary CTE Program of Study Size

This section of the rubric addresses the element of Size as it relates to Career and Technical Education (CTE) programs of study. Perkins eligible recipients are required to offer a sufficient number of CTE programs of study to ensure that a significant percentage of students have the opportunity to participate in CTE programs of study that align with the demands of the local labor market.

1. Size				
Secondary	0 = Not at all achieved	1 = Minimally achieved	2 = Moderately achieved	3 = Substantially achieved
1a. If the district serves over 3,000 students (9-12), it provides at least 10 programs of study that meet the minimum requirements for scope and quality in at least 6 of the 14 career clusters.				
1b. If the district serves fewer than 3,000 students (9-12), it provides at least 8 programs of study that meet the minimum requirements for scope and quality in at least 5 of the 14 career clusters.				
Postsecondary	0 = Not at all achieved	1 = Minimally achieved	2 = Moderately achieved	3 = Substantially achieved
1a. If the campus serves more than 3,000 students (total enrollment), it provides at least 10 programs of study that meet the minimum requirements for scope and quality in at least 6 of the 14 career clusters.				
1b. If the campus serves fewer than 3,000 students (total enrollment), it provides at least 8 programs of study that meet the minimum requirements for scope and quality in at least 5 of the 14 career clusters.				
Total Points Earned				
Total Points Possible				3
Percentage Score (points earned/points possible)				

Evidence:

Postsecondary CTE Program of Study Scope

This section of the rubric addresses the element of Scope as it relates to Career and Technical Education (CTE) programs of study. Programs of study must be aligned to high wage, high skill, and in-demand occupations, and should be articulated to postsecondary credentials (certificates > 15 credit hours and degrees) where available.

2. Scope				
Secondary	0 = Not at all achieved	1 = Minimally achieved	2 = Moderately achieved	3 = Substantially achieved
2a. Program of study is high value on the CTE course funding memo				
2b. Program of study offers students the opportunity to go beyond concentrator status by offering at least two credits of a capstone experience				
2c. Program of study allows students to earn a 15 credit hour postsecondary credential (CT or CPC) through a combination of dual credit and dual enrollment				
Postsecondary	0 = Not at all achieved	1 = Minimally achieved	2 = Moderately achieved	3 = Substantially achieved
2a. Program of study is aligned to a high wage, high skill, and in-demand occupations per statewide data				
2b. Program of study is aligned to a 15 credit hour postsecondary credential (CT or CPC)				
2c. Program of study is aligned to an industry certification that requires at least 240 hours of instruction or training, and industry certification is validated by a third-party vendor				
Total Points Earned				
Total Points Possible				9
Percentage Score (points earned/points possible)				

Evidence:

Postsecondary CTE Program of Study Quality

This section of the rubric addresses the element of quality with regard to CTE programs of study. Programs of study must meet a minimum programming threshold to count toward size and scope measurements.

3. Quality – Commission Approval				
Postsecondary	0 = Not at all achieved	1 = Minimally achieved	2 = Moderately achieved	3 = Substantially achieved
3. Program is approved through the Commission or for the Workforce Ready Grant program				
Total Points Earned				
Total Points Possible				3
Percentage Score (points earned/points possible)				

Evidence:

4. Quality – Postsecondary CTE Concentrator

Postsecondary	0 = Not at all achieved	1 = Minimally achieved	2 = Moderately achieved	3 = Substantially achieved
4a. Students can earn at least 12 credits or complete a program (earn CT, TC, AAS, AS)				
4b. The utilized curriculum is based on industry-validated technical standards				
4c. The curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications, and workplace etiquette				
4d. The program of study curriculum is developed with employer input to prepare students for both further education and in-demand careers				
4e. The curriculum allows for student application of integrated knowledge and skills in authentic scenarios				
4f. The curriculum is reviewed regularly by all relevant stakeholders and revised as necessary to reflect the latest advances in the industry				
Total Points Earned				
Total Points Possible				18
Percentage Score (points earned/points possible)				

Evidence:

5. Quality – Faculty				
Postsecondary	0 = Not at all achieved	1 = Minimally achieved	2 = Moderately achieved	3 = Substantially achieved
5a. Faculty meet Higher Learning Commission standards				
5b. Instructor(s) maintains up-to-date knowledge and skills across all aspects of an industry, including updating relevant industry certifications				
5c. Instructor(s) engages in ongoing, rigorous professional development on a wide range of topics from student support services to industry knowledge and pedagogy/andragogy				
Total Points Earned				
Total Points Possible				9
Percentage Score (points earned/points possible)				

Evidence:

6. Quality – Program Accreditation				
Postsecondary	0 = Not at all achieved	1 = Minimally achieved	2 = Moderately achieved	3 = Substantially achieved
6a. Program (or institution) holds accreditation by an accrediting body recognized by the USDOE, if available				
Total Points Earned				
Total Points Possible				3
Percentage Score (points earned/points possible)				

Evidence:

7. Quality – Employability and Leadership Skills

Postsecondary	0 = Not at all achieved	1 = Minimally achieved	2 = Moderately achieved	3 = Substantially achieved
7a. Program of study helps students develop employability and leadership skills through a wide range of embedded and stand-alone work-based learning opportunities				
7b. Work-based learning experiences are aligned with relevant national, state and/or local standards				
7c. Work-based learning experiences are provided through delivery methods that maximize meaningful interaction with business professionals				
7d. Students engage in reflection and document learning resulting from work-based learning experiences, such as through a portfolio or presentation				
Total Points Earned				
Total Points Possible				12
Percentage Score (points earned/points possible)				

Evidence:

8. Quality – Industry Partnerships				
Postsecondary	0 = Not at all achieved	1 = Minimally achieved	2 = Moderately achieved	3 = Substantially achieved
8a. Maintain on-going relationships among education, business, and other community stakeholders through advisory boards				
8b. The program utilizes sector partnerships to help validate and keep current technical and workforce readiness skills				
8c. Representatives of the program of study actively conduct outreach activities to develop partnerships to ensure the program of study is informed by employer and community needs				
8d. Partnerships are formed with a diverse range of stakeholders who represent differing perspectives, including employers from small, medium and large businesses; industry representatives; community, workforce and economic development agencies; and other education stakeholders				
8e. Partners support the program of study in tangible ways, such as by investing funds, providing in-kind support and/or helping raise external funds to meet the program of study goals				
8f. Partners support program of study sustainability by advocating for and promoting the program of study				
8g. Partners help to evaluate the effectiveness of the program of study in preparing students for further education and careers				
Total Points Earned				
Total Points Possible				21
Percentage Score (points earned/points possible)				

Evidence:

9. Quality – Alignment and Articulation				
Postsecondary	0 = Not at all achieved	1 = Minimally achieved	2 = Moderately achieved	3 = Substantially achieved
9a. Program of study courses are eligible for dual credit at least through secondary CTE concentrator sequence (at least 5 postsecondary courses)				
9b. Programs of study articulate with secondary programs by allowing students to seamlessly continue toward stackable credentials upon high school graduation				
9c. Students who complete an industry certification in their secondary program for which the institution gives course credit are able to obtain the credit toward completing a postsecondary credential				
9d. Campus maintains operational agreements with area high schools and/or career centers for dual credits				
Total Points Earned				
Total Points Possible				12
Percentage Score (points earned/points possible)				

Evidence:

CTE Programs Size, Scope, and Quality Evaluation Rubric



Postsecondary	Points Earned
1. Size	
2. Scope	
3. Quality – Commission Approval	
4. Quality – Postsecondary CTE Concentrator	
5. Quality – Faculty	
6. Quality – Program Accreditation	
7. Quality – Employability and Leadership Skills	
8. Quality – Industry Partnerships	
9. Quality – Alignment and Articulation	
Total Points Earned	
Total Points Possible	90
Percentage Score (points earned/points possible)	