Program Quality Indicator (PQI) Audit Questions & Data Sources

This document is a supporting resource from ExcelinEd's playbook <u>Auditing a State Career and Technical Education Program for Quality</u>.

For each established state Career and Technical Education program quality indicator, the audit team will need to develop a set of audit questions that will guide the subsequent data collection and analyses. A strong set of questions is one that fully exposes the program's current level of quality for that specific program quality indicator (PQI).

There is no predetermined number of audit questions necessary for each PQI. Based on each indicator's definition, the audit team should identify what is most important based on the audit's established purpose and priorities. The audit team should prioritize the quality of questioning and whether each question will help ascertain the overall quality of the state's CTE program as defined by its PQIs. If a drafted question does not add value, it should be removed. In the end, there should exist a manageable set of probing questions for each program quality indicator.

This customizable sample template of audit questions and data sources can be used to guide the compilation of data and subsequent PQI rubric scoring. The questions directly reflect the state CTE program quality indicators and definitions listed in the playbook CTE audit playbook.

This third playbook outlines key design components of a purposeful state CTE program audit, a three-phase process for establishing and conducting such an audit, a customizable framework for CTE program quality indicators and a rubric for evaluating overall CTE program quality.

Program Quality Indicator Audit Questions & Data Sources

Program Quality Indicator	Audit Questions	Validating Data	Data Source
"College and Career Ready" Programs of Study	1. Are the courses in each state-promoted CTE program of study sequenced correctly to progress student learning accordingly?	1. Student course enrollment and course pass rates	1. State K-12 student information system
	2. Are the course standards in the state-promoted CTE courses content- and skills-appropriate for their program of study's field of occupation?	1. Participating employer 2. National industry standards	1. Administered survey 2. National associations 3. State industry councils
	3. How do state-promoted CTE programs of study provide student access to early postsecondary courses or exams? Is access to these opportunities equitable? How is this reflected in student credit attainment for those students concentrating in a program of study?	1. Student course enrollment and course pass rates	1. State K-12 student information system 2. State longitudinal data system
	4. How do state-promoted CTE programs of study provide student access to industry-valued certifications? How is this reflected in student certification attainment for those students concentrating in a program of study? Are these opportunities available to all students?	1. Number of exam-qualified students 2. Student exam participation rate 3. Student exam pass rate	1. State K-12 student information system 2. State longitudinal data system 3. Vendor data
	5. Are the courses in each state-promoted CTE program of study being offered/taught to students sequentially by local school districts? Are some schools and districts more or less likely to offer these courses?	1. Student course enrollment	1. State K-12 student information system
	6. Do current CTE course standards promote integrated academic and technical learning reflective of state student achievement and accountability priorities?	1. LEA teacher 2. K-12 state agency curriculum specialists (academic and CTE)	1. Administered survey 2. Focus group
	7. How many students who start a state-promoted CTE program of study earn CTE concentrator status? Which student subgroups earn this status more or less than others?	1. Student course enrollment	1. State K-12 student information system
	8. How many students who concentrate in a CTE program of study matriculate to a credentialed program at a postsecondary institution? Which student subgroups are more or less likely to matriculate? Of those who do, how many enter a program that is aligned to their CTE program of study?	1. K-12 student course enrollment 2. Student postsecondary admittance and enrollment	1. State K-12 student information system 2. State postsecondary information system 3. State longitudinal data system

	9. How many students, who concentrate in a CTE program of study and matriculate to a postsecondary institution, earn a credential (i.e., a degree or long-term certificate)? Which student subgroups are more or less likely to attain a credential?	1. Student postsecondary graduation information	1. State postsecondary information system 2. State longitudinal data system
Education and Industry/Labor Alignment	1. Are current state-promoted programs of study fully aligned with state and regional (a) labor and workforce needs and (b) economic projections?	1. State labor/workforce 2. State employer relocation 3. State workforce and economic development projection reports	1. State agency data systems 2. State longitudinal data system 3. State agency research/analyses and reports
	2. Do course standards in current state-promoted programs of study accurately reflect and capture the academic, technical and employability skills necessary for identified programs of study occupations?	1. Participating employer 2. State agency postsecondary curriculum specialists and workforce specialists	1. Administered survey 2. Focus group 3. State industry councils
	3. How is the value of each state-promoted industry certification confirmed by industry?	1. Participating employer 2. State and national research 3. Employer-promoted hiring qualifications/practices	1. Administered survey 2. Focus group 3. State agency and NGO reports
	4. How does the state promote the selection of state-promoted CTE programs of study by local school districts? How are selection misalignments identified?	1. Student course enrollment 2. LEA programs of study submission 3. State and regional economic and workforce	1. State K-12 student information systems 2. Perkins data repository 3. Perkins LEA local plan 4. State agency data systems
	5. Are state economic and workforce agency priorities cross-aligned with the state education agency's priority?	1. State agency priorities and strategic plans	1. Administered survey 2. State agency reports
	6. How many students (both total and disaggregated by subgroups) who concentrate in a CTE program of study immediately enter into the workforce in an occupation reflective of their CTE program of study?	1. State labor/workforce 2. Graduating student	1. State agency data systems 2. Administered survey
Postsecondary and Secondary Program Systems Alignment	1. Are all state-promoted CTE programs of study vertically aligned with state-promoted postsecondary credentialed programs?	1. State postsecondary and K-12 program administrators 2. State agency CTE curriculum and course specialists	1. Focus group 2. State agency data systems
	2. Do course standards in current state-promoted CTE courses accurately reflect and capture the academic and technical learning necessary for student matriculation (to an aligned postsecondary program) without instructional gaps?	1. State postsecondary and K-12 program administrators 2. State agency CTE curriculum and course specialists 3. Student postsecondary admittance and enrollment 4. K-12 and postsecondary student remediation	1. Focus group 2. State agency data systems

	3. How many courses in state-promoted CTE programs of study are recognized and awarded credit by state postsecondary institutions/systems in the aligned postsecondary program (i.e., awarded program-required course credit not elective course credit)?	1. Prior Learning awarded credit by course/content 2. Early postsecondary course credit acceptance rates by course/content	1. State agency data systems 2. State longitudinal data system
Career Transition Experiences and Skills Development	1. How many local school districts actively promote career awareness and career-related experiences that are progressive and span K-12? How many of the identified promoted experiences are intentionally integrated into course curricula? Are certain subgroups of students more or less likely to have access to these services?	LEA: 1. CTE director 2. school-based administrator 3. school counselor 4. teacher	1. Administered survey 2. State K-12 student information system
	2. How many secondary students (a) participate in and (b) complete a state-promoted work-based learning internship or pre-apprenticeship experience? Are certain student subgroups more or less likely to participate and complete these experiences?	1. Student course enrollment and course pass rates	1. State K-12 student information system
	3. Is a student's work-based learning experience fully aligned with, and relevant to, the student's state-promoted CTE program of study?	1. Enrolled student 2. Participating employer	1. Administered pre- and post-WBL experience student survey 2. Administered employer survey
Educator "Lifecycle" Professional Development	1. In a given 12-month cycle, how frequently are state-promoted PD and trainings offered to CTE teachers?During this time period, for each offering, what percentage of CTE teachers by LEA partake?	1. CTE teacher PD/training enrollment and completion rates	1. State agency educator participant tracker 2. LEA educator participant tracker
	2. What is the frequency of training for teachers on: (a) state-promoted curriculum/standards, (b) classroom management, (c) industry/technical skills and (d) project-based learning specific to content expertise?	1. State and LEA CTE teacher PD/training content catalogue 2. CTE teacher PD/training enrollment and completion rates	1. State agency educator participant tracker 2. LEA educator participant tracker
	3. What state measures are used to affirm strong instructional practice by CTE teachers in the classroom?	1. K-12 state teacher evaluation measures	1. State agency educator data system
	4. What state measures are used to affirm CTE teachers are teaching appropriately from state-promoted courses/course standards?	1. K-12 state teacher evaluation measures 2. Student course enrollment and pass rates	1. State agency educator data system 2. State K-12 student information system

Leveraged Funding to Drive Policy and Program	1. How is the state using federal Perkins funding to drive state CTE program priorities?	1. Perkins grant awards 2. State CTE program quality indicators 3. K-12 state teacher evaluation measures 4. State labor/workforce	1. State agency Perkins budget 2. Perkins LEA local plan 3. State agency data systems
	2. Are LEA local plan CTE program quality indicators reflective of state CTE program quality indicators?	1. Random sampling – LEA local plans	1. Perkins LEA local plan 2. State CTE program quality indicators
	3. Are federal, state and local funding leveraged to encourage appropriate classroom/lab equipment purchases and teacher recruitment necessary to expand LEA offerings of CTE programs of study in high-growth, high-demand, high-skill occupations in the state?	1. State agency CTE program priorities 2. State and local Perkins funding 3. LEA CTE teacher population composition	1. Administered survey 2. State agency Perkins budget 3. Perkins LEA local plan 4. State agency educator data system
	4. Are various state and federal funding sources leveraged across state agencies to promote shared state interests and priorities pertaining to state CTE-related programs of study and support programs (e.g., work-based learning) offerings?	1. State agency priorities and strategic plans 2. Cross-state agency funding initiatives 3. State agency federal state plans (where applicable)	1. Administered survey 2. State agency plans and reports 3. State agency grant awards