



Quality Program Standards Self-Assessment Tool – Administrator

The Nevada Career and Technical Education (CTE) Quality Program Standards (QPS) include nine components designed to validate CTE programs in public and charter schools. The program standards identified in this document are listed as a model for the local district to design, implement, assess, and improve their CTE programs. They represent rigorous and relevant expectations for program organization and delivery. The standards illustrate the common responsibilities of the student, teacher, guidance counselor, and school administration needed to have a highly effective CTE program.

The self-assessment tool is intended for use by the school and local school districts for program improvement. Each *quality performance standard* includes quality indicators that are used to further define the standard (highlighted performance standards are designated as required triggers for Recognition). Each *quality indicator* is defined by finer, more measurable criteria to determine their rating. The quality indicators are divided into four performance ratings:

RATING	DEFINITIONS
Highly Effective	<ul style="list-style-type: none"> • Ensures extremely effective program performance. • Significantly above criteria for a successful program. • Surpasses the expectation.
Meets Standard	<ul style="list-style-type: none"> • Adequate for effective program performance. • Meets criteria relative to quality and quantity of behavior required for a successful program. • Is the expectation.
Needs Improvement	<ul style="list-style-type: none"> • Insufficient for performance requirements. • Does not meet criteria relative to quality and quantity of behavior required for a successful program. • Is below the expectation.
Not Applicable	<ul style="list-style-type: none"> • No criterion is obtainable for effective performance.

Examples of evidence are given as a reference to help the user provide a rationale for their determination of the indicator’s performance rating. **Evidence is required to be submitted for schools with scheduled Quality Program Review visits only.** Evidence with Personally Identifiable Information (PII), such as Student ID Numbers, Student Birthdates, etc., must be submitted via each district’s Bighorn Portal.

QPS Self-Assessment – Administrator

School Information

School District:

High School:

School Year:

Self-Assessment Date:

Number of CTE Program(s):

Guidance Counselor(s):

Administrator(s):

Comments:

QPS Self-Assessment – Administrator

Quality Program Standard 1.0: Career Development

Career development is a set of supports that enable students to make informed academic and career decisions. School counselors and teachers, along with other resource personnel, provide career development services to help students gain career knowledge and engage in education and career planning and decision-making. This includes career counseling, career assessments, curricula to help students learn about careers, information about educational opportunities, workforce trends, and job search information.

1.3: Collaboration of Stakeholders

- Collaboration with stakeholders (CTE teachers, academic teachers, special education teachers, transition specialists, counselors, administrators, and parents/guardians) to assist the student in making informed choices that align their high school academic and career plan with their career goals.
- Provide accurate and timely information on further education and training options, including application procedures, enrollment, financial aid and scholarships, and their projected educational, employment, and earnings outcomes to students and their parents/guardians.
- Provide 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 to students in the program of study and their parents/guardians.
- Provide accurate and timely information on extended learning experiences available through the program of study, such as WBL, Career and Technical Student Organization (CTSO) participation, and articulated credit to the students in the program of study and their parents/guardians.

- Highly Effective** Collaboration occurs between all appropriate individuals in making informed choices regarding high school academic and career plans/goals covering all topics listed above.
- Meets Standard** Collaboration between the student and two other stakeholders listed above, which includes discussion on topics listed above.
- Needs Improvement** There is minimal, if any, collaboration between stakeholders.

Examples of Evidence: Lesson Plan for Career Planning Activities with Counselor Involvement, Schedule/agenda for Collaboration Meeting Between Stakeholders

Note evidence used to support indicator.

Provide accessible link(s) for site-visit years only. Evidence that is not accessible will not be reviewed.

QPS Self-Assessment – Administrator

Quality Program Standard 2.0: Program and Instruction

Each CTE program must be developed according to a comprehensive program of study that provides access to all students and follows State standards that guide students to program completion. A variety of instructional methods are used to integrate academic knowledge, technical skills, and leadership development.

2.2: CTE Program Course Sequence

- The CTE courses are appropriately sequenced to create an approved CTE program of study and guide students to program completion.

- Highly Effective** Advanced Studies courses are offered, and courses are fully sequenced to create an approved CTE program of study and guide students to program completion.
- Meets Standard** The courses are fully sequenced to create an approved CTE program of study and guide students to program completion.
- Needs Improvement** The courses are not appropriately sequenced to create an approved CTE program of study.
- N/A** This is not a complete program of study.

Examples of Evidence: Program Enrollment Data by Course (without PII), Master Schedule Showing Program Sequence Offered

Note evidence used to support indicator.

Provide accessible link(s) for site-visit years only. Evidence that is not accessible will not be reviewed.

2.3: Student Enrollment

- Demonstrate effective instruction and safe learning and work conditions based on the current student-teacher ratio maintained in the classroom.

- Meets Standard** Enrollments in CTE courses meet the size of the facility and safe workstations are available for all students.
- Needs Improvement** Enrollments in CTE courses are more than the number of available workstations and safety and/or supervision is a concern because of location and/or inadequate lab/shop facilities.

Examples of Evidence: Class Rosters (without PII), Enrollment Numbers from Data

Note evidence used to support indicator.

Provide accessible link(s) for site-visit years only. Evidence that is not accessible will not be reviewed.

QPS Self-Assessment – Administrator

Quality Program Standard 3.0: Postsecondary Readiness

The CTE programs of study are created, including opportunities for development of employability skills, access to work-based learning (WBL) opportunities, appropriate industry-recognized certifications, postsecondary credit, and work experience credit.

3.5: Student Follow-up

- Administer a follow-up system to determine student placement and the effectiveness of the CTE programs.

- Highly Effective** The student follow-up results are utilized as part of the program evaluation system to ensure program effectiveness.
- Meets Standard** Student follow-up results are utilized to determine student placement and effectiveness of the CTE programs.
- Needs Improvement** No evidence of a student follow-up system exists, or inadequate responses do not allow for validation of the CTE program quality.

Examples of Evidence: Example of Student Follow-up Method of Collection, Student Follow-up Data (without PII)

Note evidence used to support indicator.

*Provide accessible link(s) for **site-visit years only**. Evidence that is not accessible will not be reviewed.*

QPS Self-Assessment – Administrator

Quality Program Standard 5.0: Educational Personnel

All CTE educators are qualified with the appropriate degree and/or industry experience and participate in ongoing professional development.

5.3: Professional Development Participation

- Establish goals and participate in professional development for educators based on needs in their program and/or related to the Comprehensive Local Needs Assessment (CLNA) priorities. Professional development should be specific to career and technical education, program areas, and/or strategies aligned with the district CLNA in support of these goals.

Meets Standard Within the last year, the educator has attended at least one professional development workshop or conference specific to their program area to improve instruction. This includes CTE related professional development activities or state sponsored CTE training either via in-service or CANVAS course participation.

Needs Improvement Within the last year, the educator has not attended any professional development workshops or conferences specific to their program area.

Examples of Evidence: In-service Certificates (dated within one year), Conference Registrations or Agendas (dated within one year), Canvas Course Completion Certificate (dated within one year), PLG Documentation with Professional Development Activities Identified for Current School Year

Note evidence used to support indicator.

Provide accessible link(s) for site-visit years only. Evidence that is not accessible will not be reviewed.

5.4: Professional Memberships

- Participate as a member of a professional or volunteer organization(s) related to career and technical education and/or their discipline.

Highly Effective The educator is an active member and serves on a committee or held/holds a leadership position for one or more professional organizations related to the teaching discipline.

Meets Standard The educator is a member of one or more professional organizations related to the teaching discipline.

Needs Improvement The educator has no affiliation with a related professional organization.

Examples of Evidence: Current Professional Membership Card or Receipt, Organization Meeting Minutes, Current Screenshot of Website Showing Office Held

Note evidence used to support indicator.

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QPS Self-Assessment – Administrator

Quality Program Standard 6.0: Program Planning and Promotion

There is a systematic plan for program planning and management to ensure sustainability. Program promotion informs students, parents/legal guardians, counselors, other subject-matter teachers, administrators, board members, community members, and business and industry representatives of the availability, advantages, and accomplishments of CTE programs.

6.1: Budgeting

- Develop an annual program budget collaboratively with the teacher and school/district administration to provide adequate funding for professional development, career and technical student organization activities, equipment, maintenance, supplies, and materials.

- Highly Effective** An annual program budget is collaboratively developed by the teachers and administration to provide adequate funding for the following: professional development, career and technical student organization activities, equipment, maintenance, supplies, and materials.
- Meets Standard** The program budget reflects collaborative development by the teacher and administration.
- Needs Improvement** The program budget does not reflect the collaborative development by the teachers and administration, or no budget exists.

Examples of Evidence: Describe the Process for Local Site CTE Budget, Documents Provided from District for Budget Purposes, Documentation for Site CTE Budgeting

Note evidence used to support indicator.

*Provide accessible link(s) for **site-visit years only**. Evidence that is not accessible will not be reviewed.*

6.2: Program and Equipment Enhancement

- Provide a local plan, formal or informal, for program and equipment enhancement and/or expansion.

- Meets Standard** A local plan is in place for program and equipment enhancement.
- Needs Improvement** A local plan is not in place for program and equipment enhancement.

Examples of Evidence: Local Replacement Plan, Replacement Policy

Note evidence used to support indicator.

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QPS Self-Assessment – Administrator

6.4: Student Recruitment and Sustainability

- Develop, implement, and update a student recruitment and program sustainability/retention plan and update it annually for prospective and current students, including special populations, non-traditional students, and middle school students in collaboration with CTE teachers, counselors, and administrators.

- Highly Effective** An annual recruitment and sustainability plan is developed and implemented for all prospective and current students with evidence of sustainable enrollment and retention.
- Meets Standard** Annual recruitment activities are developed and implemented for all prospective and current students to include the recruitment of special populations and middle school students.
- Needs Improvement** No recruitment and/or sustainability plan for prospective and current students exists.

Examples of Evidence: Recruitment Plan/Activities, Sustainability Plan/Activities, Program Specific Marketing Materials, Recruiting Data

Note evidence used to support indicator.

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QPS Self-Assessment – Administrator

Quality Program Standard 7.0: Facilities, Equipment, Instructional Materials, and Classroom Supplies

Facilities, equipment, instructional materials, and classroom 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 individual instructional needs of all students.

7.1: Accessibility

- Provide an accessible facility to meet the needs of all students.

- Highly Effective** The facility, or technology, is accessible to all students and a district corrective action plan is utilized if non-compliant items are found.
- Meets Standard** The facility is accessible to all students and an annual review process is in place.
- Needs Improvement** The facility has not been properly evaluated or inspected within the past twelve months.

Examples of Evidence: Current Fire Inspection Report (does not include a fire sprinkler inspection), District Facility Site Inspection (within two years), QPR Facility Tour (if no other documentation is available)
For Virtual Programs: Technology Plan to Meet Needs of Students (including internet options), Picture of Lab Facilities (if provided)

Note evidence used to support indicator.

Provide accessible link(s) for site-visit years only. Evidence that is not accessible will not be reviewed.

7.2: Safety

- Ensure effective delivery of program curriculum by having safe, organized, and clean classroom and lab areas.

- Highly Effective** The classroom and lab areas are safe, organized, and clean and students show high levels of competence in the performance of safety skills required by industry.
- Meets Standard** The classroom and lab areas are safe, organized, and clean to ensure the effective delivery of program curriculum.
- Needs Improvement** The classroom and lab areas safety, organization, or cleanliness are inadequate to ensure the effective delivery of program curriculum.

Examples of Evidence: Student Safety Test Results, Pictures of Classroom and Lab Area (maximum of four each), Digital Citizenship and/or Safety Policy

Note evidence used to support indicator.

Provide accessible link(s) for site-visit years only. Evidence that is not accessible will not be reviewed.

QPS Self-Assessment – Administrator

7.4: Inspection and Maintenance

- Inspect and maintain the facility, tools, technology, and equipment to provide a safe learning environment.

- Highly Effective** The facility, tools, and equipment have regularly scheduled documented safety inspections with defective items removed, repaired, or replaced to ensure a safe learning environment.
- Meets Standard** The facility, tools, and equipment are safe, organized, and maintained to provide a safe learning environment.
- Needs Improvement** The facility, tools, and equipment are unsafe, or no inspection has recently occurred.
- N/A** No equipment or facilities have inspection requirements.

Examples of Evidence: Inspection Checklists with Date of Inspection

Note evidence used to support indicator.

*Provide accessible link(s) for **site-visit years only**. Evidence that is not accessible will not be reviewed.*

7.5: Storage Space

- Provide adequate and secure storage space for materials, supplies, equipment, and essential files.

- Meets Standard** Storage space is adequate and secure; items are organized and labeled appropriately.
- Needs Improvement** The storage space is inadequate, unsecured, or unorganized.

Examples of Evidence: Photo(s) of Storage Space (maximum of four)

Note evidence used to support indicator.

*Provide accessible link(s) for **site-visit years only**. Evidence that is not accessible will not be reviewed.*

QPS Self-Assessment – Administrator

7.6: Inventory

- Maintain an inventory of equipment and instructional tools on file and updated annually. Inventory should include location of equipment by date obtained, program of study, room location, and purchasing designation (state or federal funding).
- Identify with appropriate stickers, based on funding source, technology items valued at \$1,000 or more, as well as cameras, computers, and other items that are removable/walkable.

- Highly Effective** Teacher and district or school keep manual and electronic versions of the inventory, are backed up and updated annually. Items are properly tagged.
- Meets Standard** Manual and/or electronic versions of the inventory are on file, updated annually, and backed up.
- Needs Improvement** Outdated or no inventory is on file.
- N/A** No equipment has been provided by CTE funding

Examples of Evidence: Inventory Lists Including Appropriate Serial Numbers, Location of Equipment, Funding Source (Perkins or State)

Note evidence used to support indicator.

*Provide accessible link(s) for **site-visit years only**. Evidence that is not accessible will not be reviewed.*

QPS Self-Assessment – Administrator

Quality Program Standard 8.0: Community and Business and Industry Partnerships

Community members and local business and industry representatives serve on advisory committees to provide support and guidance in the development, operation, and evaluation of the CTE programs.

8.1: Program-Level Industry Committees

- Receive input and support from a program-level industry committee.

- Highly Effective** The local (school) program has a structured program-level industry committee (PLIC) that provides input for the program. Documentation exists for all committee meetings and recommendations.
- Meets Standard** The local program has a program-level industry committee that provides input and support for the program.
- N/A** The local program does not have a program-level industry committee.

Examples of Evidence: PLIC Membership List, PLIC Minutes/Agenda(s)

Note evidence used to support indicator.

Provide accessible link(s) for site-visit years only. Evidence that is not accessible will not be reviewed.

8.2: Business and Industry Partnerships

- Provide active engagement with business and industry partners in the program or school activities.

- Highly Effective** The CTE program has at least two individual business and industry partners that actively engage in program activities, projects, and work-based learning experiences.
- Meets Standard** The CTE program is linked to at least one business and industry partner that actively engages in program activities, projects, and work-based learning experiences
- Needs Improvement** The CTE programs have a business and industry partner or no business and industry partnerships exist.

Examples of Evidence: Documentation of Partnership(s), Dated Picture(s)/Notes from Activities (completed within the last year)

Note evidence used to support indicator.

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QPS Self-Assessment – Administrator

Quality Program Standard 9.0: Evaluation Systems and Accountability

There is a systematic means of evaluation that ensures the program’s overall scope, instructional content, and organization meet the instructional objectives and goals. The evaluation process and accountability measures are used to develop short- and long-range improvement plans.

9.1: Program Evaluation

- Use an annual program evaluation that includes input from key stakeholders and student performance reports to ensure the program’s overall scope, design, instructional content, and organization meet the instructional objectives and goals.

- Highly Effective** Program evaluation results are compiled and utilized for program improvement and dissemination to stakeholders.
- Meets Standard** An annual program evaluation occurs to ensure instructional objectives and goals are being met.
- Needs Improvement** No annual program evaluation exists.

Examples of Evidence: Documentation of Program Evaluation Plan, Program Evaluation Data, QPS Program Specific Self-Assessment and/or Annual Report

Note evidence used to support indicator.

Provide accessible link(s) for site-visit years only. Evidence that is not accessible will not be reviewed.

9.2: Student Feedback

- Collect student feedback regarding the program scope, content, and student experience within the program of study. Use this information in CTE programs of study to guide planning, evaluation, and improvement.

- Highly Effective** A structured student feedback system is utilized to plan, evaluate, and improve the CTE programs.
- Meets Standard** Student feedback is annually collected and reviewed.
- Needs Improvement** No evidence of student feedback exists, or feedback is not used for program improvement.

Examples of Evidence: Student Feedback Data (without PII), Example of Student Feedback Collection Method

Note evidence used to support indicator.

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QPS Self-Assessment – Administrator

For programs not yet offering a completing level/not at concentrator level 9.3-9.10 are N/A

9.3: Retention and Completion (I)

- Ensure students complete a program of study in the appropriate sequence.

- Highly Effective** Percentage of CTE concentrators enrolled in a 2-year program of study that continue the pathway via two or more methods or enrolled in 3-year programs of study who become completers has increased over the past two years.
- Meets Standard** Percentage of CTE concentrators enrolled in a 2-year program of study that continue the pathway via two or more methods or enrolled in 3-year programs of study who become completers has risen over the past year.
- Needs Improvement** Percentage of CTE concentrators enrolled in a 2-year program of study that continue the pathway via two or more methods or enrolled in 3-year programs of study who become completers has declined over the past year, or the program does not offer the full program in sequence.

Examples of Evidence: Concentrator Data, Completer Data, Provided by NDE CTE

9.4: Workplace Readiness Skills Assessment Participation Rate (I)

- Verify completion level students take the workplace readiness skills assessment to measure their proficiency in employability skills knowledge.

- Highly Effective** 100% of the eligible completion level students took the workplace readiness skills assessment.
- Meets Standard** Less than 100% of the eligible completion level students took the workplace readiness skills assessment, however, the appropriate documentation exists to explain missing student participation.
- Needs Improvement** Less than 100% of the eligible completion level students took the workplace readiness skills assessment.

Examples of Evidence: Student Enrollment Data (without PII), Student Assessment Data (without PII), Provided by NDE CTE

9.5: Workplace Readiness Skills Assessment Pass Rate (I)

- Ensure completion level students pass the workplace readiness skills assessment.

- Highly Effective** 90% or more of the students passed the workplace readiness skills assessment.
- Meets Standard** The percentage of completion level students who passed the workplace readiness skills assessment is within 5 percentage points of the state average.
- Needs Improvement** The percentage of completion level students who passed the workplace readiness skills assessment is more than 5 percentage points below the state average.

Examples of Evidence: Student Enrollment Data (without PII), Student Assessment Data (without PII), Provided by NDE CTE

9.6: Four-Year Graduation Rates (I)

- Meet or exceed the Perkins V state determined level of performance for the percentage of CTE concentrators graduating from high school (measured by the four-year adjusted cohort graduation rate).

- Highly Effective** Over 84.0% of CTE Concentrators graduated from high school as measured by the four-year adjusted cohort graduation rate.
- Meets Standard** Within 90% of the 84.0% goal of CTE Concentrators graduated from high school as measured by the four-year adjusted cohort graduation rate.
- Needs Improvement** Below 75.6% of CTE Concentrators graduated from high school as measured by the four-year adjusted cohort graduation rate.

Examples of Evidence: Provided by NDE Data

QPS Self-Assessment – Administrator

9.7: Academic Proficiency in Reading/Language Arts (I)

- Meet or exceed the Perkins V state determined level of performance for academic proficiency for CTE concentrators in Reading/Language Arts.

- Highly Effective** Over 37.62% of CTE Concentrators are proficient in ELA as measured by the ACT.
- Meets Standard** Within 90% of the 37.62% goal of CTE Concentrators being proficient in ELA as measured by the ACT.
- Needs Improvement** Below 33.86% of CTE Concentrators are proficient in ELA as measured by the ACT.

Examples of Evidence: Provided by NDE Data

9.8: Academic Proficiency in Mathematics (I)

- Meet or exceed the Perkins V state determined level of performance for academic proficiency for CTE concentrators in Mathematics.

- Highly Effective** More than 16.46% of CTE Concentrators are proficient in Math as measured by the ACT.
- Meets Standard** Within 90% of the 16.46% goal of CTE Concentrators being proficient in Math as measured by the ACT.
- Needs Improvement** Less than 14.81% of CTE Concentrators are proficient in Math as measured by the ACT.

Examples of Evidence: Provided by NDE Data

9.9: Non-traditional Program Enrollment of CTE Concentrators (I)

- Meet or exceed the Perkins V state determined level of performance for the percentage of CTE concentrators enrolled in programs that lead to non-traditional fields for their gender.

- Highly Effective** More than 30.28% of enrolled CTE Concentrators in non-traditional fields are from underrepresented gender groups.
- Meets Standard** Within 90% of the 30.28% goal of enrolled CTE Concentrators in non-traditional fields are from underrepresented gender groups.
- Needs Improvement** Less than 27.25% of enrolled CTE Concentrators in non-traditional fields are from underrepresented gender groups.

Examples of Evidence: Provided by NDE Data

9.10: Attainment of Postsecondary Credits by CTE Concentrator Graduates (I)

- Meet or exceed the Perkins V state determined level of performance for the percentage of CTE concentrators graduating from high school (measured by the four-year adjusted cohort graduation rate) having earned postsecondary credit in a relevant CTE program area.

- Highly Effective** More than 1.12% of CTE Concentrator graduates received postsecondary credit in relevant CTE programs earned through a dual or concurrent enrollment program.
- Meets Standard** Within 90% of the 1.12% goal of CTE Concentrator graduates received postsecondary credit in relevant CTE programs earned through a dual or concurrent enrollment program.
- Needs Improvement** Less than 1.01% of CTE Concentrator graduates received postsecondary credit in relevant.

Examples of Evidence: Provided by NDE Data