



Quality Program Standards

Self-Assessment Tool – Guidance Counselor

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 – Guidance Counselor

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 – Guidance Counselor

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.

1.1: Initiation of Career Development

- Coordinate and sequence career development to promote and support career decision-making and planning of all students prior to entering a program of study.
- Initiate individual career self-assessments, interest profiles, college and career exploration and planning, and support services at the beginning of the 9th grade as part of the academic career planning for all students and reviewed annually thereafter.

Meets Standard A variety of the items listed above (two or more) are initiated at the start of the 9th grade.

Needs Improvement No evidence of the items listed above are used during 9th grade.

Examples of Evidence: Freshmen Scheduling Calendar, Middle School Presentations, Interest Profiles, Career Self-assessment

Note evidence used to support indicator.

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

1.2: Academic and Career Planning

- Provide each CTE student in a program of study a personalized academic and career plan that reflects exploration of the student's interests, preferences, and aptitudes; and informs course selection, planning for further education and a career, and involvement in extended learning, such as work-based learning (WBL) experiences, industry certifications, work experience, and postsecondary credit.

Meets Standard Counselor reviews and meets with students annually to discuss career planning, course selection, and other extended learning opportunities (work experience, etc.).

Needs Improvement There is no counselor and student involvement.

Examples of Evidence: Sign-in Sheet for Career Planning Tool Usage, Calendar of Meetings, Email Regarding Academic Career Planning

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 – Guidance Counselor

1.3: Collaboration of Stakeholders

- Collaborate 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.

1.4: Integration of Career Development

- Integrate career planning, employability skills instruction, and postsecondary education and training options that provide students with information and opportunities relevant to their career goals, allowing for continuous career exploration opportunities into the program of study by the educators.
- Align career development activities with relevant national, state, and/or local standards.

- Highly Effective** The school counselor helps student with career development activities during the CTE program instructional time, employability skills instruction, and identifying their current education/career goals.
- Meets Standard** The CTE teacher integrates career planning opportunities, employability skills instruction, education and training options, and provides students with information relevant to career goals.
- Needs Improvement** The inclusion of career development activities is not evident.

Examples of Evidence: Employability Skills Activities, Career Planning Activities, Career Development Plan, Lesson Plan for Career Development Activity, Interest Inventory Activity

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 – Guidance Counselor

1.5: Career Center

- Ensure that all students have access to a career center that includes current and relevant resources to support individualized college and career readiness planning for multiple career pathways and postsecondary options, and availability of current regional, State, and national labor market information.
- Ensure students in the program of study have access to job search information and placement services as they near completion of the program of study.

Meets Standard Career center includes current and relevant resources to support individualized postsecondary and career readiness planning (whether site-based or virtual).

Needs Improvement No career center facilities exist, or outdated equipment and/or activities need updating.

Examples of Evidence: Tour of Career Center Facilities, Career Planning Tools, Career Fairs/Mock Interviews, Schedule of Events (industry tours, guest speakers, etc.), Picture(s) and/or Example Materials from Career Center (dated within the last year), Link to Online Career Center

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 – Guidance Counselor

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

- Provide a fully sequenced 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.

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QPS Self-Assessment – Guidance Counselor

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.

3.3: CTE Work Experience

- Demonstrate CTE work experience opportunities are collaboratively planned, developed, and managed by students, educators, and employers.

- Highly Effective** Students are enrolled in CTE Work Experience and/or internship courses that are coordinated with training plans and agreements on file.
- Meets Standard** CTE Work Experience and/or internship courses are available on a limited basis with limited coordination.
- Needs Improvement** CTE Work Experience and/or internship courses are not offered.
- N/A** CTE Work Experience and/or internship opportunities are not available (rural districts only).

Examples of Evidence: Training Plans and Training Agreements, Employer Evaluations, Documentation of Hours Student(s) Work or Participate in Internship, Roster for CTE Work Experience Class

Note evidence used to support indicator.

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

3.4: Postsecondary Credit

- Provide students with opportunities to earn postsecondary credit via dual/concurrent enrollment and/or articulated credit options.

- Highly Effective** The program provides students multiple options to earn postsecondary credit.
- Meets Standard** The program provides students an opportunity to earn postsecondary credit.
- Needs Improvement** The teacher is unable to describe and/or promote postsecondary credit options to all stakeholders.
- N/A** Postsecondary credit options are not available.

Examples of Evidence: Screen Shot of Current Course Catalog Page Showing CTE Dual Credit Options, Copy of Program Specific Articulation Agreement Information, CTE Dual Credit Evidence, Copy of AP Evidence (CTE courses only), Meeting Agenda/Minutes, Data on Numbers of Credits Earned

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 – Guidance Counselor

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 – Guidance Counselor

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 Plan and 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.*

QPS Self-Assessment – Guidance Counselor

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.

6.4: 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.

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

QPS Self-Assessment – Guidance Counselor

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.

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.

QPS Self-Assessment – Guidance Counselor

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)

- Meets 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