

# ***Quality Program Standards***



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Office of Career Readiness, Adult Learning, and Education Options  
Nevada Department of Education  
755 N. Roop Street, Suite 201  
Carson City, NV 89701

[www.doe.nv.gov](http://www.doe.nv.gov)

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**Nevada Department of Education**

Jhone M. Ebert  
Superintendent of Public Instruction

Jessica Todtman  
Deputy Superintendent for Educator Effectiveness and Family Engagement

Craig Statucki  
Director for the Office of Career Readiness, Adult Learning, and Education Options

**Vision**

*All Nevada students are equipped and feel empowered to attain their vision of success*

**Mission**

*To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence*

**Background**

The Nevada Department of Education (NDE) Office of Career Readiness, Adult Learning, and Education Options developed Nevada’s Career and Technical Education (CTE) Quality Program Standards in 2016 and revised the standards in 2022. The standards updating process was guided by multiple feedback sessions with key stakeholders. The final goal is to ensure the standards reflect a highly effective CTE program.

The Quality Program Standards have been updated to continue to provide CTE programs with standards that encompass all areas of career technology education. The process included with these standards – the Quality Program Reviews – is intended to provide an opportunity for educators to reflect on the programs and interactions between the educators, students, and other stakeholders. In addition, the reviews provide the opportunity for NDE to see where technical assistance is needed, share best practices, and collect data on CTE in Nevada. The purposes of the on-site quality program reviews and the summary report are to provide technical assistance and feedback to the participating schools and districts to support accountability measures of the Perkins V plan.

**Project Coordinator**

Denise Burton, Education Programs Professional  
Nevada Department of Education  
Office of Career Readiness, Adult Learning, and Education Options



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## Introduction

The Nevada CTE Quality Program Standards (QPS) include nine components designed to validate career and technical education (CTE) programs in public and charter schools. The program standards identified in this document are a model for districts and schools to design, implement, assess, and improve CTE programs. The standards represent rigorous and relevant expectations for program organization and delivery, and illustrate the common responsibilities of the student, teacher, counselor, and school administration that are needed to establish and maintain highly effective CTE programs.

The CTE Quality Program Standards include the following areas:

- QPS 1.0: Career Development
- QPS 2.0: Program and Instruction
- QPS 3.0: Postsecondary Readiness
- QPS 4.0: Leadership Development
- QPS 5.0: Educational Personnel
- QPS 6.0: Program Planning and Promotion
- QPS 7.0: Facilities, Equipment, Instructional Materials, and Classroom Supplies
- QPS 8.0: Community and Business and Industry Partnerships
- QPS 9.0: Evaluation Systems and Accountability

Each CTE Quality Program Standard includes multiple performance standards as listed in this document. The performance standards are further defined by performance indicators (measurable criteria) that are used in the site-based self-assessment instrument and the on-site monitoring instrument.

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## 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.

### ***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.

### ***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 in the program of study 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 students in the program of study and their parents/guardians.

### ***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.

**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.

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## 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.

### ***2.1: Program Accessibility***

- Ensure equitable access for all students in the CTE program.

### ***2.2: CTE Program Course Sequence***

- Provide a fully sequenced CTE program of study and guide students to program completion.

### ***2.3: Student Enrollment***

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

### ***2.4: CTE Course Curriculum***

- Demonstrate the CTE course curriculum is aligned with and based on the appropriate State standards.
- Provide course expectations/syllabi that include program description, program goals, and course objectives.

### ***2.5: Instructional Methods***

- Use a variety of instructional methods, including learning outcomes, instructional methodologies/strategies, and student evaluation/feedback, to integrate academic knowledge, employability skills, technical skills, and leadership development.

### ***2.6: Instructional Improvement***

- Use performance data to guide instruction consistent with student learning goals.

### ***2.7: Learning Environment***

- Demonstrate a learning environment that is positive, safe, and organized to accommodate all students.

### ***2.8: Availability of Technology***

- Demonstrate that current technology is available and appropriate to deliver instruction and simulate work-based learning activities.

### ***2.9: Program Accreditation/Certification***

- Provide evidence that the program is accredited or certified, if applicable, by a national or state-recognized organization or agency.

## 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.

### ***3.1: Work-based Learning***

- Ensure access to WBL activities aligned with the program content standards. Work-based learning is an educational strategy that is used in the programs of study providing students the opportunity to connect classroom learning to authentic business/industry experiences. These activities can include virtual or in-person field trips, industry tours, speakers, or interviews. Some other activities may include internships or job shadowing opportunities.

### ***3.2: Industry Certifications***

- Ensure students are prepared to earn industry-recognized credentials of value, if available, that demonstrate skills to meet accepted industry standards.

### ***3.3: CTE Work Experience***

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

### ***3.4: Postsecondary Credit***

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

### ***3.5: Student Follow-up***

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



## Quality Program Standard 4.0: Leadership Development

Career and Technical Student Organizations (CTSOs) are an integral part of the CTE program. Students develop leadership, citizenship, interpersonal, and employability skills through involvement in the appropriate CTSO as specified in the program of study and/or curriculum frameworks documents.

### ***4.1: CTSO Chapter Establishment***

- Establish an approved CTSO related to the program of study in which the student is enrolled where students have an opportunity to participate.

### ***4.2: CTSO Advisor Participation***

- Ensure the teacher is an active CTSO advisor or is affiliated with the respective state and national organization.

### ***4.3: CTSO Student Membership***

- Provide opportunities for students enrolled in the CTE program to be members of or affiliated with a related CTSO.

### ***4.4: CTSO Student Member Participation***

- Ensure student members of the related CTSO participate in CTSO activities. This includes classroom CTSO activities, participating in chapter meetings, school activities, and attending regional and state events as well as competitions.

### ***4.5: CTSO Integration***

- Integrate relevant CTSO curriculum standards into the classroom activities.

## 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.

### ***5.1: Educator Licensing***

- Demonstrate the educator has the appropriate endorsement to teach the program they are assigned.

### ***5.2: Professional Development***

- Demonstrate educators have professional development goals and access to 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.

### ***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.

### ***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.

## 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, CTSO activities, equipment, maintenance, supplies, and materials.

### **6.2: Program and Equipment Enhancement**

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

### **6.3: Uses of Funds**

- Identify clearly funding sources for programs/courses and guidelines for use of these funds and provide to the instructional staff for program budget development specific to career and technical education, program areas, and/or strategies aligned with the district CLNA in support of these goals.

### **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.

### **6.5: Program Promotion**

- Plan and conduct program promotional activities in collaboration with CTE teachers during the year to inform students, families, and community members about the achievements of the CTE students and merits of the CTE program.

### **6.6: Promotional Strategies and Materials**

- Develop promotional strategies and materials to publicize the specific CTE program. Materials ensure equitable access for all students.

## 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.

### ***7.2: Safety***

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

### ***7.3: Instructional Tools, Equipment, and Supplies***

- Meet the instructional needs of all students by providing instructional tools, equipment, and supplies in sufficient quantity.

### ***7.4: Inspection and Maintenance***

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

### ***7.5: Storage Space***

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

### ***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 the 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.

## 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.

### ***8.2: Business and Industry Partnerships***

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

## 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.

### ***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.

### ***9.3: Retention and Completion***

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

### ***9.4: Workplace Readiness Skills Assessment Participation Rate***

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

### ***9.5: Workplace Readiness Skills Assessment Pass Rate***

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

### ***9.6: Four-Year Graduation Rates***

- 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).

### ***9.7: Academic Proficiency in Reading/Language Arts***

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

### ***9.8: Academic Proficiency in Mathematics***

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

### ***9.9: Non-Traditional Program Enrollment of CTE Concentrators***

- 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.

### ***9.10: Attainment of Postsecondary Credits by CTE Concentrator Graduates***

- 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.

## GLOSSARY

### **Academic Plan (4-year)**

The academic plan must set forth the specific educational goals that the student intends to achieve before graduation from high school. The plan may include, without limitation, the designation of a career pathway and enrollment in dual credit courses, career and technical education courses, advanced placement courses, and honors courses.

### **Accessibility**

The direct or indirect access of products, devices, services, or environment to serve people with disabilities and/or special needs.

### **Articulation**

The process of mutually agreeing that the content of the secondary program aligns with the postsecondary course work. This process allows students to earn college credit for the completion of the course work at the secondary level.

### **Business and Industry Partners**

Individual businesses or industry professionals who actively support various local program activities and work-based learning experiences for CTE students.

### **Career and Technical Student Organizations (CTSOs)**

To further the development of leadership and technical skills, students must have opportunities to participate in one or more of the Career and Technical Student Organizations (CTSOs). CTSOs develop character, citizenship, technical leadership, and teamwork skills essential for the workforce and their further education. Their activities are considered a part of the instructional day when they are directly related to the competencies and objectives in the course.

### **Career Center**

Career Centers provide a framework of career awareness, exploration, and preparation activities for students to make the connection between school and career. They learn to prepare for this transition by exploring occupations, completing career self-assessments, and reviewing labor market information, work experience opportunities, job searches, postsecondary programs, and institutions; and learn to make informed decisions about college and careers.

### **Career Development Plan**

A tool that assists CTE students in career planning, goal setting, and outlining their career objectives and educational needs.

### **Career Guidance**

A program that: (1) guides students to implement strategies and activities to support and maximize each student's ability to learn (academic development); (2) provides the foundation for the acquisition of skills, attitudes, and knowledge that enable students to make a successful transition from school to the world of work (career development); and (3) provides the foundation for personal and social growth as students progress through school and into adulthood (personal/social development).

**Certificate of Skill Attainment**

Each student who completes a program of study may be awarded a certificate which states that they have attained specific skills in the industry being studied and meet the following criteria: A student must maintain a 3.0 grade point average in their approved course of study, pass the workplace readiness skills assessment, and pass the end-of-program technical assessment, if available.

**CTE Course Sequence**

Identifies the courses listed in sequential order required for the complete delivery of the state standards for that program and to lead students to program completion. Refer to the CTE Course Catalog for the core course sequencing for each program.

**CTE College Credit**

CTE College Credit is awarded to students based on articulation agreements established by each college for the CTE program. Colleges will determine the credit value of a full high school CTE program based on course alignment. An articulation agreement will be established for each CTE program designating the number of articulated credits each college will award to students who complete the program.

**Curriculum**

The methods and instructional materials that students interact with for the purpose of achieving identified educational outcomes.

**Curriculum Guide**

A teaching aid that includes course syllabi, content, descriptions, goals, and objectives. This may also include descriptions of instructional methods, timelines, student evaluation procedures, and student learning outcomes.

**Employability Skills**

Employability skills include the soft skills that allow one to work well with others, apply knowledge to solve problems, and fit into any work environment. They also include the professional skills that enable one to be successful in the workplace. These are also considered transferable skills because they can apply to a job in any industry.

**End-of-Program Technical Assessment (EOP)**

An end-of-program technical assessment has been developed to align with the Nevada CTE Skill Standards for each program. The assessment provides a measurement of student technical skill attainment. Students who complete a program will be assessed on their skill attainment during the completion-level course.

**Industry Recognized Certification or Credential**

A nationally recognized stackable credential of value that is issued based upon predetermined standards of knowledge, skills, and competencies.

**Instructional Methods**

The approaches a teacher uses to actively engage students in learning. These strategies drive instruction as they work to meet specific learning objectives and styles.



**Integrated Curriculum**

The organization of curricula to include various subject matters, academic theoretical knowledge, CTSO activities, and workplace concepts through classroom and laboratory activities.

**Program Accreditation**

The process of program evaluation ensuring that individual programs meet industry standards in the areas of curriculum, teacher qualifications, lab specifications, equipment, and industry involvement.

**Program-Level Industry Committee (PLIC)**

Program-level industry committees are specialized enough to provide instructional and curricular input in the program, including identifying and promoting work-based learning opportunities for students. These advisory committees are often needed for schools and colleges to maintain any type of industry certification or accreditation for individual CTE programs. Refer to the CTE Advisory Committee Handbook for specific information.

**Program of Study**

The program of study illustrates the sequence of academic and career and technical education coursework that is recommended for the student to successfully transition into postsecondary educational opportunities and employment in their chosen career path.

**Self-Assessment Tool**

These tools are used by the administration, counselors, and program instructors. They are used to access all elements of CTE programs of study on a yearly basis. The forms are located under CTE Quality Program Standards found at [https://doe.nv.gov/CTE/Program\\_Resources\\_Documents\\_Page/](https://doe.nv.gov/CTE/Program_Resources_Documents_Page/).

**Site Administrator**

The local high school administrator who directly supervises the CTE program(s).

**State Skill Standards**

The state skill standards are designed to clearly state what the student should know and be able to do upon completion of an advanced high school career and technical education (CTE) program. The standards are designed for the student to complete all standards through their completion of a program of study. The standards are designed to prepare the student for the end-of-program technical assessment directly aligned to the standards.

**Sustainability**

The school district's or charter school's ability to maintain CTE programs.

**Work Experience**

A course designed to expand the students' opportunities for applied learning. It provides an in-depth work experience that applies the processes, concepts, and principles as described in the classroom instruction. This course allows students to earn secondary credit to explore and develop advanced skills through a supervised work-based learning opportunity (internship) directly related to the program of study. The course must follow NAC 389.562, 389.564, and 389.566 regulations.

**Work-Based Learning (WBL)**

Work-based learning is an educational strategy that offers students the opportunity to connect classroom learning to authentic business/industry experiences. Work-based learning in Nevada is described as a continuum of experiences that help prepare students for postsecondary education and careers. The goal of work-based learning is to assist students to be college and career ready through authentic connections to business and industry in a field related to the student's career interest. Work-based learning experiences must comply with the provisions of NRS 389.167.

**Workplace Readiness Skills Assessment (WRS)**

The workplace readiness skills assessment has been developed to align with the Nevada CTE Employability Skills for Career Readiness Standards. This assessment provides a measurement of student employability skills attainment. Students who complete a program will be assessed on their employability skill attainment during the completion level course.