

Quality Program Standards

Self-Assessment Tool – Guidance Counselor

The Nevada Career and Technical Education (CTE) Quality Program Standards (QPS) include eight 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. 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.

School Information

School District:

High School:

School Year:

Self-Assessment Date:

Number of CTE Program(s):

Guidance Counselor(s):

Administrator(s):

Comments:

By signing or entering your name below, you agree that the information provided in this document is complete and accurate, to the best of your knowledge.

Guidance Counselor Signature

Date

Administrator Signature

Date

QPS 1.0: CAREER GUIDANCE

Career guidance services support students in making informed decisions regarding career pathways. Career and technical education (CTE) teachers, guidance counselors, and other resource personnel provide career guidance services to ensure that students enroll in CTE courses/programs consistent with their aptitudes, interests, abilities, and career-path goals.

QPS 1.1: Initiation of Guidance Services			
<ul style="list-style-type: none"> Individual assessments, counseling, college and career planning, and support services are initiated at the beginning of the 9th grade for all students. 			
Highly Effective	Guidance, postsecondary and career planning, and support services are initiated in middle school.		
Meets Standard	Guidance, postsecondary and career planning, and support services are initiated at the start of the 9th grade.		
Needs Improvement	Guidance, postsecondary and career planning, and support services are initiated after the first semester of the 9th grade.		
<i>Examples of Evidence:</i>	<i>Freshmen Scheduling Calendar, Use of American School Counselling Association (ASCA) Career Conversation Starters (or equivalent)</i>		
STATUS:	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Meets Standard	<input type="checkbox"/> Needs Improvement
Rationale:			

QPS 1.2: Academic Plan			
<ul style="list-style-type: none"> Students create, annually review, and modify their high school academic plan. 			
Highly Effective	The student(s) coordinate, annually review, and modify their high school academic plan based on career research and/or work-related experiences.		
Meets Standard	The student(s) create, annually review, and modify their high school academic plan as needed.		
Needs Improvement	The student(s) do not review their high school academic plan yearly.		
<i>Examples of Evidence:</i>	<i>Sign-in Sheet for Career Planning Tool Usage, Lesson Plan for Career Research or Planning Lesson, CTE Programs of Study</i>		
STATUS:	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Meets Standard	<input type="checkbox"/> Needs Improvement
Rationale:			

QPS 1.3: Collaboration of Stakeholders

- **Collaboration occurs between all stakeholders to assist the student in making informed choices that align their high school academic plan with their career goals.**

Highly Effective The CTE teacher and school counselor review each student’s academic plan annually with the student to refine their plan based on career research and/or work-related experiences.

Meets Standard Time is devoted to reviewing the academic plan each year in collaboration with students, parents/legal guardians, and counselors.

Needs Improvement No collaboration occurs due to the lack of an academic plan or time to review/update the academic plan.

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

STATUS: **Highly Effective** **Meets Standard** **Needs Improvement**

Rationale:

QPS 1.4: Integration of Career Development

- **The CTE program integrates career planning, employability skills instruction, postsecondary education and training options, and provides students with information and opportunities relevant to their career goals.**

Highly Effective The school counselor helps student with career development activities during the CTE program instructional time, employability skills instruction, and to identify their current career goals.

Meets Standard The CTE program 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: Use of [American School Counselling Association \(ASCA\) Career Conversation Starters](#) (or equivalent), Employability Skills Activities, Career Planning Activities, Career Development Plan, Lesson Plan, Interest Inventory

STATUS: **Highly Effective** **Meets Standard** **Needs Improvement**

Rationale:

QPS 1.5: Career Center

- **All students have access to a career center that includes current and relevant resources to support individualized college and career readiness planning.**

Highly Effective Career center activities are planned/organized to align with the CTE program offerings and the needs of all students.

Meets Standard Career center includes current and relevant resources to support individualized postsecondary and career readiness planning.

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, Industry Tours / Guest Speakers, Picture(s) and Example Materials from Career Center

STATUS:

Highly Effective

Meets Standard

Needs Improvement

Rationale:

QPS 2.0: PROGRAM AND INSTRUCTION

Each CTE program must be developed according to a comprehensive program of study and follow state standards that guide students to program completion. A variety of instructional methods are utilized to integrate academic knowledge, employability skills, technical skills, and leadership development.

QPS 2.1: Program Accessibility	
<ul style="list-style-type: none"> • The CTE program provides equal access for all students. 	
Meets Standard	The program is accessible to all students.
Needs Improvement	The program is not accessible to all students.
<i>Examples of Evidence:</i> Enrollment Demographics (without PII), Marketing Documents Used for Recruiting, School Demographic and Special Population Data, Program Demographic and Special Population Data, Evidence of Collaboration with Special Education (without PII)	
STATUS:	<input type="checkbox"/> Meets Standard <input type="checkbox"/> Needs Improvement
Rationale:	

QPS 2.2: CTE Program Course Sequence	
<ul style="list-style-type: none"> • 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.
<i>Examples of Evidence:</i> Program Enrollment Data by Course (without PII), Course Catalog or School Link Showing Program Sequence	
STATUS:	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Meets Standard <input type="checkbox"/> Needs Improvement <input type="checkbox"/> N/A
Rationale:	

QPS 2.3: Student Enrollment

- **The CTE courses maintain a student-teacher ratio that ensures effective instruction and safe working conditions.**

Highly Effective Enrollments in CTE courses are 25 students or less per class. Instruction is structured so that no more than 25 students are in the laboratory setting at one time and there is sufficient access to work stations and supervision for all students.

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, Pictures of Classroom in Use

STATUS: **Highly Effective** **Meets Standard** **Needs Improvement**

Rationale:

QPS 2.12: Work Experience

- **Work experience opportunities are collaboratively planned, developed, and managed by students, teachers, 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: School Course Catalog, Training Plans and Training Agreements, Employer Evaluations, Documentation of WBL visit(s)

STATUS: **Highly Effective** **Meets Standard** **Needs Improvement** **N/A**

Rationale:

QPS 2.13: Postsecondary Credit

- **The program provides students an opportunity to earn postsecondary credit.**

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: Course Catalog 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

STATUS: **Highly Effective** **Meets Standard** **Needs Improvement** **N/A**

Rationale:

QPS 5.0: PROGRAM PLANNING AND PROMOTION

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

QPS 5.3: Student Recruitment and Sustainability	
<ul style="list-style-type: none"> • <i>A student recruitment and program sustainability plan is developed, implemented, and updated annually for prospective and current students that include the recruitment of special populations and middle school students.</i> 	
<p>Highly Effective</p> <p>Meets Standard</p> <p>Needs Improvement</p> <p>N/A</p> <p><i>Examples of Evidence:</i></p>	<p>An annual recruitment and sustainability plan is developed and implemented for all prospective and current students with evidence of sustainable enrollment and retention.</p> <p>Annual recruitment activities are developed and implemented for all prospective and current students to include the recruitment of special populations and middle school students.</p> <p>No recruitment and/or sustainability plan for prospective and current students exists.</p> <p>Virtual program(s)</p> <p><i>Recruitment Plan / Activities, Sustainability Plan / Activities, Marketing Materials, Recruiting Data</i></p>
STATUS:	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Meets Standard <input type="checkbox"/> Needs Improvement <input type="checkbox"/> N/A
<p>Rationale:</p>	

QPS 8.0: EVALUATION SYSTEMS AND ACCOUNTABILITY

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

QPS 8.3: Student Follow-up	
<ul style="list-style-type: none"> • A student follow-up system is used to determine student placement and the effectiveness of the CTE programs. 	
<p>Highly Effective</p> <p>Meets Standard</p> <p>Needs Improvement</p> <p><i>Examples of Evidence:</i></p>	<p>The student follow-up results are utilized as part of the program evaluation system to ensure program effectiveness.</p> <p>Student follow-up results are utilized to determine student placement and effectiveness of the CTE programs.</p> <p>No evidence of a student follow-up system exists, or inadequate responses do not allow for validation of the CTE program quality.</p> <p><i>Student Follow-up Method of Collection, Student Follow-up Data (without PII)</i></p>
STATUS:	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Meets Standard <input type="checkbox"/> Needs Improvement
<p>Rationale:</p>	