

Quality Program Standards Self-Assessment Tool – Administrator

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.

Administrator Signature

Date

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 2.2: 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. 	
<p>Highly Effective</p> <p>Meets Standard</p> <p>Needs Improvement</p> <p>N/A</p> <p><i>Examples of Evidence:</i></p>	<p>Advanced Studies courses are offered, and courses are fully sequenced to create an approved CTE program of study and guide students to program completion.</p> <p>The courses are fully sequenced to create an approved CTE program of study and guide students to program completion.</p> <p>The courses are not appropriately sequenced to create an approved CTE program of study.</p> <p>This is not a complete program of study.</p> <p><i>Program Enrollment Data by Course (without PII), Course Catalog or School Link Showing Program Sequence</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 2.3: Student Enrollment	
<ul style="list-style-type: none"> • The CTE courses maintain a student-teacher ratio that ensures effective instruction and safe working conditions. 	
<p>Highly Effective</p> <p>Meets Standard</p> <p>Needs Improvement</p> <p><i>Examples of Evidence:</i></p>	<p>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.</p> <p>Enrollments in CTE courses meet the size of the facility and safe workstations are available for all students.</p> <p>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.</p> <p><i>Class Rosters (without PII), Enrollment Numbers from Data, Pictures of Classroom in Use</i></p>
STATUS:	<input type="checkbox"/> Highly Effective <input type="checkbox"/> Meets Standard <input type="checkbox"/> Needs Improvement
<p>Rationale:</p>	

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 5.1: Budgeting	
<ul style="list-style-type: none"> • An annual program budget is developed collaboratively by the teacher and school/district administration to provide adequate funding for professional development, career and technical student organization activities, equipment, maintenance, supplies, and materials. 	
<p>Highly Effective</p> <p>Meets Standard</p> <p>Needs Improvement</p> <p>N/A</p>	<p>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.</p> <p>The program budget reflects collaborative development by the teacher and administration.</p> <p>The program budget does not reflect the collaborative development by the teachers and administration, or no budget exists.</p> <p>Virtual program(s)</p>
<p><i>Examples of Evidence: Describe the Process for Local Budget, Use of Funds Guidance Documents (State and Federal)</i></p>	
<p>STATUS: <input type="checkbox"/> Highly Effective <input type="checkbox"/> Meets Standard <input type="checkbox"/> Needs Improvement <input type="checkbox"/> N/A</p>	
<p>Rationale:</p> 	

QPS 5.3: Student Recruitment and Sustainability	
<ul style="list-style-type: none"> • 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. 	
<p>Highly Effective</p> <p>Meets Standard</p> <p>Needs Improvement</p> <p>N/A</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>Examples of Evidence: Recruitment Plan / Activities, Sustainability Plan / Activities, Marketing Materials, Recruiting Data</i></p>	
<p>STATUS: <input type="checkbox"/> Highly Effective <input type="checkbox"/> Meets Standard <input type="checkbox"/> Needs Improvement <input type="checkbox"/> N/A</p>	
<p>Rationale:</p> 	

QPS 6.0: FACILITIES, EQUIPMENT, AND INSTRUCTIONAL MATERIALS AND SUPPLIES

Facilities, equipment, instructional materials, and 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.

QPS 6.1: Accessibility			
<ul style="list-style-type: none"> The facility is accessible to meet the needs of all students. 			
<p>Highly Effective</p>	<p>The facility, or technology, is accessible to all students and a district corrective action plan is utilized if non-compliant items are found.</p>		
<p>Meets Standard</p>	<p>The facility is accessible to all students and an annual review process is in place.</p>		
<p>Needs Improvement</p>	<p>The facility has not been properly evaluated or inspected within the past twelve months.</p>		
<p><i>Examples of Evidence: Fire Inspection Report, Virtual – Technology Plan to Meet Needs of Students (including internet options), Virtual – Lab Facilities (as needed)</i></p>			
<p>STATUS:</p>	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Meets Standard	<input type="checkbox"/> Needs Improvement
<p>Rationale:</p>			

QPS 6.2: Safety			
<ul style="list-style-type: none"> The classroom and lab areas are safe, organized, and clean to ensure the effective delivery of program curriculum. 			
<p>Highly Effective</p>	<p>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.</p>		
<p>Meets Standard</p>	<p>The classroom and lab areas are safe, organized, and clean to ensure the effective delivery of program curriculum.</p>		
<p>Needs Improvement</p>	<p>The classroom and lab areas safety, organization, or cleanliness are inadequate to ensure the effective delivery of program curriculum.</p>		
<p><i>Examples of Evidence: Facility Floor Plan, Student Safety Test Results, Evacuation Plan, Digital Citizenship and/or Safety Policy</i></p>			
<p>STATUS:</p>	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Meets Standard	<input type="checkbox"/> Needs Improvement
<p>Rationale:</p>			

QPS 6.4: Inspection and Maintenance

- The facility, tools, and equipment are inspected and maintained 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 Virtual program(s)

Examples of Evidence: Tool List, Inspection Checklists with Date of Inspection, Inventory List

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

Rationale:

QPS 6.5: Program and Equipment Enhancement

- A local plan is in place for program and equipment enhancement/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

STATUS: **Meets Standard** **Needs Improvement**

Rationale:

QPS 6.6: Storage Space

- **Adequate and secure storage space is provided 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: Facility Floor Plan, Photo of Storage Space

STATUS: **Meets Standard** **Needs Improvement**

Rationale:

QPS 6.7: Inventory

- **An inventory of equipment and instructional tools is on file and updated annually.**

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 Virtual program(s) (if computers are not provided).

Examples of Evidence: Inventory Lists

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

Rationale:

QPS 7.0: COMMUNITY, 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.

QPS 7.1: Advisory Technical Skills Committee Membership (ATSC)

- The district advisory technical skills committee membership includes, but is not limited to, representatives from business and industry, students, parents/legal guardians, staff, postsecondary representatives, and other individuals having knowledge of the occupation(s) for which instruction is provided.**

Highly Effective The district advisory committee consists of all the required members and includes a business and industry representative for each program area offered.

Meets Standard The district has an advisory committee with defined membership and operational structure.

Needs Improvement No advisory committee exists or is currently not active.

Examples of Evidence: ATSC Minutes, ATSC Bylaws, ATSC Member List

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

Rationale:

QPS 7.2: Advisory Technical Skills Committee Input

- The district advisory technical skills committee provides input related to curriculum, design, content, and operation of the CTE programs.**

Highly Effective Representatives from the site participate in the advisory committee as a member, attend committee meeting, and/or receive and implement committee recommendations.

Meets Standard The site representative receives minutes and recommendations.

Needs Improvement No awareness of committee recommendations, no advisory participation exists, or the committee is currently not active.

Examples of Evidence: ATSC Minutes, ATSC Recommendations

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

Rationale:

QPS 7.3: Advisory Technical Skills Committee Actions

- *The district advisory technical skills committee helps develop work-based experiences for CTE students.*

Highly Effective The district advisory committee members are actively involved in work-based learning activities with the CTE students.

Meets Standard The district advisory committee helps develop work-based experiences for CTE students.

Needs Improvement The district advisory committee is not utilized to help develop work-based experiences for CTE students.

Examples of Evidence: ATSC Minutes, ATSC Recommendations, Evidence of How Recommendations Were Followed

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

Rationale:

QPS 7.6: Program-Level Industry Committees

- *A program-level industry committee, if applicable, provides input and support.*

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)

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

Rationale:

QPS 7.7: Business and Industry Partnerships

- **Business and industry partners are actively engaged with 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), Pictures / Notes from Activities

STATUS:

Highly Effective

Meets Standard

Needs Improvement

Rationale:

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 8.1: Program Evaluation			
<ul style="list-style-type: none"> There is an annual program evaluation using 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.		
<i>Examples of Evidence:</i>	<i>Documentation of Program Evaluation Plan, Program Evaluation Data, QPS Self-Evaluation and/or Annual Report</i>		
STATUS:	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Meets Standard	<input type="checkbox"/> Needs Improvement
Rationale:			

QPS 8.2: Student Feedback			
<ul style="list-style-type: none"> Student feedback is collected and used in program 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.		
<i>Examples of Evidence:</i>	<i>Student Feedback Data (without PII), Student Feedback Collection Method</i>		
STATUS:	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Meets Standard	<input type="checkbox"/> Needs Improvement
Rationale:			

QPS 8.3: Student Follow-up

- **A student follow-up system is used 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: Student Follow-up Method of Collection, Student Follow-up Data (without PII)

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

Rationale:

QPS 8.4: Retention and Completion

- **Students complete a program of study.**

Highly Effective Percentage of concentrators that complete a program of study has risen the last two years.

Meets Standard Percentage of concentrators that complete a program of study has risen over the past year.

Needs Improvement Percentage of concentrators that complete a program of study has declined over the past year, or the program does not offer the full program sequence.

N/A Completing level not yet offered.

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

Rationale:

QPS 8.5: Workplace Readiness Skills Assessment Participation Rate

- **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.

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

Rationale:

QPS 8.6: Workplace Readiness Skills Assessment Pass Rate

- **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.

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

Rationale:

QPS 8.7: End-of-Program Technical Assessment Participation Rate

- **Completion level students take the related end-of-program technical assessment to measure technical skill attainment.**

Highly Effective 100% of the eligible students took the end-of-program technical assessment.

Meets Standard Less than 100% of the eligible students took the end-of-program technical assessment, however, the appropriate documentation exists to explain missing student participation.

Needs Improvement Less than 100% of the eligible students took the end-of-program technical assessment.

N/A The CTE program does not offer the end-of-program technical assessment.

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

Rationale:

QPS 8.8: End-of-Program Technical Assessment Pass Rate

- **Completion level students pass the related end-of-program technical assessment.**

Highly Effective 70% or more of the students passed the end-of-program technical assessment.

Meets Standard The percentage of completion level students who passed the end-of-program technical assessment is within 5 percentage points of the state average.

Needs Improvement The percentage of completion level students who passed the end-of-program technical assessment is more than 5 percentage points below the state average.

N/A The CTE program does not offer the end-of-program technical assessment.

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

Rationale:

QPS 8.9: Certificate of Skill Attainment

- **Completion level students earn the Certificate of Skill Attainment.**

Highly Effective 50% or greater of completion level students earn the Certificate of Skill Attainment.

Meets Standard The percentage of completion level students who earn the Certificate of Skill Attainment is within 5 percentage points of the state average.

Needs Improvement The percentage of completion level students who earn the Certificate of Skill Attainment is more than 5 percentage points below the state average.

N/A The CTE program does not offer the Certificate of Skill Attainment.

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

Rationale: