# Quality Program Standards
Self-Assessment Tool

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, counselor, and school administration needed to have a highly effective CTE program.

The self-assessment tool, completed by each program area, is to be used by local school districts for program improvement. Each CTE quality program standard area includes *quality performance standards*. Each quality performance standard is coded to identify which person is most appropriate to address the standard. (A = Administrator, C = Guidance Counselor, T = CTE Teacher, I = NDE for on-site visits, LEA for annual self-assessments)

A	C	T	A / C	A / T	C / T	A / T / C	I
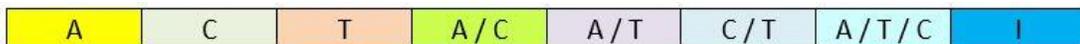
Each quality performance standard includes *quality indicators* that are used to further define the standard. Each quality indicator is defined by finer, more measurable criteria to determine their rating. The quality indicators are divided into four performance ratings:

RATING	DEFINITIONS
Highly Effective	• Ensures extremely effective program performance. • Significantly above criteria for a successful program. • Surpasses the expectation.
Meets Standard	• Adequate for effective program performance. • Meets criteria relative to quality and quantity of behavior required for a successful program. • Is the expectation.
Needs Improvement	• 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	• 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. If extra space is needed for a rationale, please attach a separate page with the reference to the performance indicator. Evidence is required to be submitted for schools with scheduled visits only. Any documents with Personally Identifiable Information (PII), such as Student ID Numbers, Student Birthdates, etc., must be submitted via each district's Bighorn Portal.

CTE PROGRAMS QPS SELF-ASSESSMENT

School District: _____

High School: _____

School Year: _____

Self-Assessment Date: _____

CTE Program(s): _____

CTE Program(s): _____

CTE Teacher(s): _____

School Counselor(s): _____

School Administrator: _____

Overall Program Comments:

Signatures:

_____

CTE Teacher Signature   Date

_____

Guidance Counselor Signature   Date

_____

Site Administrator Signature   Date

School: _____ Program: _____ Year: _____

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*	*C*

- **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.
Examples of Evidence:	*Freshmen Scheduling Calendar, Use of* American School Counselling Association (ASCA) Career Conversation Starters *(or equivalent)*

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

Rationale:

QPS 1.2: *Academic Plan*	*C*

- **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.
Examples of Evidence:	*Sign-in Sheet for Career Planning Tool Usage, Lesson Plan for Career Research or Planning Lesson, CTE Programs of Study*

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

Rationale:

School: _____ Program: _____ Year: _____

QPS 1.3: Collaboration of Stakeholders	C / T

- **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	C / T

- **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:

School: _____ Program: _____ Year: _____

QPS 1.5: *Career Center*	C

- **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*	*C / T*

- **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.
Examples of Evidence:	*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:	☐ **Meets Standard**	☐ **Needs Improvement**

Rationale:

QPS 2.2: *CTE Program Course Sequence*	*A / C / T*

- **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), Course Catalog or School Link Showing Program Sequence*

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

Rationale:

School: _____ Program: _____ Year: _____

QPS 2.3:   Student Enrollment   A / C / T

- **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 2.4:   CTE Program Elements   T

- **The CTE program elements include: (1) program description, (2) program goals, (3) course syllabi, (4) course objectives, (5) student learning outcomes, (6) description of major instructional methodologies/strategies, and (7) student evaluation procedures.**

Highly Effective	All items listed are provided, documented, and easily accessible by all stakeholders.
Meets Standard	At least four of the items listed are provided.
Needs Improvement	Three or less of the items listed are provided.
Examples of Evidence:	*Program Documents, Scope and Goals, Course Syllabi for All Levels (*Evidence can all be in one document))*

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

Rationale:

School: _____ Program: _____ Year: _____

QPS 2.5: CTE Course Curriculum	T

- **The CTE course curriculum is aligned with and based on the appropriate state standards.**

Highly Effective	The CTE course curriculum guide indicates the alignment with the program, Employability Skills for Career Readiness, and state standards.
Meets Standard	The CTE curriculum is aligned with the appropriate program, Employability Skills for Career Readiness, and/or state standards.
Needs Improvement	The CTE curriculum is not aligned with the appropriate program, Employability Skills for Career Readiness, and/or state standards.
Examples of Evidence:	*Lesson Plan with Alignment to State Standards (including Employability Skills for Career Readiness), Curriculum Examples (including samples or screenshots), Name of the NDE Approved Curriculum Being Used*

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

Rationale:

QPS 2.6: Instructional Methods	T

- **A variety of instructional methods are used to integrate academic knowledge, employability skills, technical skills, and leadership development.**

Highly Effective	The students' individual learning styles influence the various instructional methods utilized.
Meets Standard	A variety of instructional methods are used to integrate academic knowledge, employability skills, technical skills, and leadership characteristics.
Needs Improvement	Instructional methods are not varied and/or the individual learning styles of the students are not being addressed.
Examples of Evidence:	*Screenshot or Example from Digital Method Being Used, Lesson Plan, Example of Student Work (without PII), Curriculum Examples, Course Syllabi*

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

Rationale:

School: _____ Program: _____ Year: _____

QPS 2.7: Instructional Improvement			T

- *Student feedback and performance data are utilized to guide instructional improvement.*

Highly Effective	Student feedback and local, state, and federal student performance data are utilized to guide instructional improvement.
Meets Standard	Student feedback and local and state student performance data are utilized to guide instructional improvement.
Needs Improvement	Minimal or no student data is utilized to guide instructional improvement.
N/A	Data is not available.
Examples of Evidence:	*Test Results / Student Feedback Used (without PII), Copy of Activity Using Student Feedback, Lesson Plan Showing Adjustment(s) from Feedback*

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

Rationale:

QPS 2.8: Learning Environment			T

- *The learning environment is positive, safe, and organized to accommodate all students.*

Highly Effective	All stakeholders participate in a systematic approach to evaluate and facilitate the learning environment.
Meets Standard	The learning environment is positive, safe, and able to accommodate all students.
Needs Improvement	The learning environment does not meet the needs of all students.
Examples of Evidence:	*Classroom Procedures, Pictures of Classroom and Lab Environment (maximum of four)*

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

Rationale:

School: _____ Program: _____ Year: _____

QPS 2.9: *Availability of Technology*	*T*

- *Current technology is available to deliver instruction and simulate work-based learning activities.*

Highly Effective	Current technology is available to all students and simulates a real-world work environment.
Meets Standard	Current technology is available in sufficient quantities and simulates a real-world work environment.
Needs Improvement	Technology is available in limited quantities and simulates a real-world work environment.
Examples of Evidence:	*Industry-standard Equipment, Examples of Technology Used*

STATUS:	☐ Highly Effective	☐ Meets Standard	☐ Needs Improvement

Rationale:

QPS 2.10: *Work-based Learning*	*T*

- *Students have access to work-based learning activities aligned with the program content standards.*

Highly Effective	Students have multiple opportunities for work-based learning at all levels.
Meets Standard	Students have access to work-based learning activities.
Needs Improvement	Students do not have access to work-based learning activities.
Examples of Evidence:	*Pictures or Flyers from Work-based Learning (WBL) Activities, Examples of Simulations or Virtual Interviews/Activities, Agenda for Workplace Tour*

STATUS:	☐ Highly Effective	☐ Meets Standard	☐ Needs Improvement

Rationale:

School: _____ Program: _____ Year: _____

QPS 2.11: *Industry Certifications*	*T*

- *Students are prepared to acquire industry-recognized credentials, if applicable, which demonstrate skills to meet industry accepted standards.*

Highly Effective	Students are acquiring industry-recognized credentials which demonstrate skills to meet industry accepted standards.
Meets Standard	Opportunities to acquire industry-recognized credentials are available to students in the program.
Needs Improvement	Students do not have access to acquire the available industry-standard credentials.
N/A	No industry-recognized credentials exist for the CTE program.
Examples of Evidence:	*List with Number of Students Who Took Credential Test (without PII), Copy of the Credential Received (without PII), Curriculum Documents for the Certification*

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

Rationale:

QPS 2.12: *Work Experience*	*T*

- *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:

School: _____ Program: _____ Year: _____

QPS 2.13: Postsecondary Credit	C / T

- **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 2.14: Program Accreditation/Certification	T

- **The program is accredited or certified, if applicable, by a national or state recognized organization or agency.**

Highly Effective	The program is accredited or certified by a national or state recognized organization or agency.
Meets Standard	The program is exploring or undergoing an accreditation/certification process.
Needs Improvement	Program accreditation options are not being investigated.
N/A	Program accreditation options are not available or applicable.
Examples of Evidence:	*Accreditation Letters / Plaques, Annual/Biennial Inspection Form*

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

Rationale:

School: _____ Program: _____ Year: _____

QPS 3.0:   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 following CTSOs: DECA; FBLA; FCCLA; FFA; HOSA; and SkillsUSA.

QPS 3.1: *CTSO Chapter Establishment*		*T*

- ***Students have an opportunity to participate in a student organization related to the program of study in which the student is enrolled.***

Highly Effective	Students participate in state and national activities, committees, campaigns and/or other national events.
Meets Standard	The chapter is affiliated with the respective state and national organizations and is active on campus.
Needs Improvement	The CTE program does not have a CTSO chapter.
Examples of Evidence:	*CTSO Roster Showing Students Program Area (without PII), Roster from National CTSO (without PII), Pictures from Event(s), Event Flyers*

STATUS:	☐ Highly Effective	☐ Meets Standard	☐ Needs Improvement

Rationale:

QPS 3.2: *CTSO Advisor Participation*		*T*

- ***The teacher is an active CTSO advisor and is a member of the respective state and national organization.***

Highly Effective	The teacher actively participates in state and/or national leadership roles.
Meets Standard	The teacher is an active CTSO advisor and is an affiliated member of the respective state and national organization.
Needs Improvement	The teacher is/is not an active CTSO advisor and/or not an affiliated member of the respective state and national organization.
Examples of Evidence:	*Copy of Teacher Membership Card, CTSO Roster Showing Advisor's Name, Receipt for Payment*

STATUS:	☐ Highly Effective	☐ Meets Standard	☐ Needs Improvement

Rationale:

School: _____ Program: _____ Year: _____

QPS 3.3: CTSO Student Membership	T

- *Students enrolled in the CTE program are members of a related CTSO.*

Highly Effective	75% or more of the students are CTSO members.
Meets Standard	At least 50% to 74% of students are CTSO members.
Needs Improvement	Less than 50% of students are CTSO members or the CTE program does not have an active CTSO chapter.
Examples of Evidence:	*Student List of Participant with Unique Student Identification Numbers Only, List of Student Participants from Program Area (without PII)*

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

Rationale:

QPS 3.4: CTSO Student Member Participation	T

- *Student members of the related CTSO participate in CTSO activities.*

Highly Effective	85% or more of the student members participate in CTSO activities.
Meets Standard	At least 50% to 84% of student members participate in CTSO activities.
Needs Improvement	Less than 50% of student members participate in CTSO activities or the CTE program does not have an active CTSO chapter.
Examples of Evidence:	*CTSO Meeting Minutes/Attendance with Student Identification Numbers or Other Identifying Data (without PII), CTSO Event Sign-in Sheets, CTSO Event Documentation, Registration to State Event*

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

Rationale:

QPS 3.5: CTSO Integration	T

- *Relevant CTSO instructional activities are integrated into the local curriculum.*

Highly Effective	Examples of CTSO programs and activities are included in lesson plans, course outlines, and formative/summative assessments.
Meets Standard	CTSO programs and activities are included as part of the instructional program.
Needs Improvement	CTSO programs and activities are nonexistent.
Examples of Evidence:	*CTSO Program of Activities, Curriculum Materials, Lesson Plan*

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

Rationale:

QPS 4.0:   EDUCATIONAL PERSONNEL

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

QPS 4.1: *Teacher Licensing*	*T*

- ***The teacher has the appropriate endorsement to teach the program they are assigned.***

Meets Standard	The teacher is properly endorsed for the program in which they are teaching.
Needs Improvement	The teacher is not endorsed for the program in which they are teaching.
Examples of Evidence:	*Teacher License, Endorsement Documentation in Progress Due to Regulation Change*

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

Rationale:

QPS 4.2: *Professional Development Plan*	*T*

- ***The teacher has a professional development plan.***

Meets Standard	The teacher has a professional development plan documented.
Needs Improvement	The teacher does not have a formal professional development plan.
Examples of Evidence:	*Professional Development Plan, Professional Growth Plan (PGP) "Opt-In (CCSD only)*

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

Rationale:

School: _____ Program: _____ Year: _____

QPS 4.3: Professional Development Participation	T

- **The teacher participates in professional development specific to their program area.**

Meets Standard	Within the last year, the teacher has attended at least one professional development workshop or conference specific to their program area to improve instruction.
Needs Improvement	Within the last year, the teacher has not attended any professional development workshops or conferences specific to their program area.
Examples of Evidence:	*In-service Certificates, Conference Registrations or Agendas*

STATUS: ☐ Meets Standard   ☐ Needs Improvement

Rationale:

QPS 4.4: Professional Memberships	T

- **The teacher is a member of a professional organization(s) related to the teaching discipline.**

Highly Effective	The teacher 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 teacher is a member of one or more professional organizations related to the teaching discipline.
Needs Improvement	The teacher has no affiliation with a related professional organization.
Examples of Evidence:	*Professional Membership Card or Receipt, Organization Meeting Minutes, Screenshot of Website Showing Office Held*

STATUS: ☐ Highly Effective   ☐ Meets Standard   ☐ Needs Improvement

Rationale:

School: _____ Program: _____ Year: _____

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*	*A*

- **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.**

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.
N/A	Virtual program(s)
Examples of Evidence:	*Describe the Process for Local Budget, Use of Funds Guidance Documents (State and Federal)*

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

Rationale:

QPS 5.2: *Uses of Funds*	*T*

- **Funding sources for programs/courses are clearly identified and guidelines for use of these funds are provided to the instructional staff for program budget development.**

Highly Effective	The teacher correctly utilizes the guidelines for use of funds to develop a program budget.
Meets Standard	The teacher is familiar with the funding sources and guidelines for use of funds.
Needs Improvement	The teacher is unfamiliar with the funding sources and guidelines for use of funds.
N/A	Virtual program(s)
Examples of Evidence:	*Program or School Local Budget, Use of Funds Guidance Document*

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

Rationale:

School: _____ Program: _____ Year: _____

QPS 5.3: Student Recruitment and Sustainability	A / C

- *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.*

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.
N/A	Virtual program(s)
Examples of Evidence:	*Recruitment Plan / Activities, Sustainability Plan / Activities, Marketing Materials, Recruiting Data*

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

Rationale:

QPS 5.4: Promotional Strategies and Materials	T

- *Promotional strategies and materials have been developed to publicize the CTE program.*

Highly Effective	The program uses a variety of promotional materials such as brochures, videos, and websites that are part of an ongoing, coordinated promotional plan.
Meets Standard	Promotional plans and recruitment activities occur annually. Students are involved in promotional activities.
Needs Improvement	There is no evidence of a promotional program.
N/A	Virtual program(s)
Examples of Evidence:	*Promotional Plan / Activities, Marketing Materials, Brochures / Videos / Website Links*

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

Rationale:

School: _____ Program: _____ Year: _____

QPS 5.5: *Program Promotion*	*T*

- *Program promotion activities are planned and conducted during the year to inform students, parents/legal guardians, guidance counselors, and community members about the achievements of the CTE students and merits of the CTE program.*

Highly Effective	The teacher coordinates and/or collaborates program activities and/or events during the year and shares this information with students, parents/legal guardians, school counselors, and community members.
Meets Standard	The teacher collects and reports relevant program data/information to internal stakeholders.
Needs Improvement	No evidence of communication related to program data/information is available.
N/A	Virtual program(s)
Examples of Evidence:	*Promotional Documents / Notes, Programs or Agendas*

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

Rationale:

School: _____ Program: _____ Year: _____

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	A / T

- **The facility is accessible 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:	*Fire Inspection Report, Virtual – Technology Plan to Meet Needs of Students (including internet options), Virtual – Lab Facilities (as needed)*

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

Rationale:

QPS 6.2: Safety	A / T

- **The classroom and lab areas are safe, organized, and clean to ensure the effective delivery of program curriculum.**

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:	*Facility Floor Plan, Student Safety Test Results, Evacuation Plan, Digital Citizenship and/or Safety Policy*

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

Rationale:

School: _____ Program: _____ Year: _____

QPS 6.3: Instructional Tools, Equipment, and Supplies	T

- *The availability of instructional tools, equipment, and supplies are sufficient to meet the instructional needs of all students.*

Highly Effective	The instructional tools, equipment, and supplies are sufficient, to provide access to all students and industry standard.
Meets Standard	The instructional tools, equipment, and supplies are sufficient to meet the instructional needs of all students.
Needs Improvement	The instructional tools, equipment, and supplies are insufficient to meet the instructional needs of all students.
Examples of Evidence:	*Tool Lists, Inventory Lists, Supply Lists, Photo(s) of Facility w/Tools*

STATUS: ☐ Highly Effective   ☐ Meets Standard   ☐ Needs Improvement

Rationale:

QPS 6.4: Inspection and Maintenance	A / T

- *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:

School: _____ Program: _____ Year: _____

QPS 6.5: *Program and Equipment Enhancement*	*A / T*

- **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*	*A / T*

- **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:

School: _____ Program: _____ Year: _____

QPS 6.7: *Inventory*	*A / T*

- **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:	☐ **Meets Standard**	☐ **Needs Improvement**

Rationale:

School: _____ Program: _____ Year: _____

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)	A

- *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	A

- *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:

School: _____ Program: _____ Year: _____

QPS 7.3: Advisory Technical Skills Committee Actions	A

- **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 7.4: Advisory Technical Skills Committee Recommendations	T

- **The local program teacher implements the district advisory technical skills committee's recommendations.**

Highly Effective	The local program teacher is informed and implements recommendations to the extent possible.
Meets Standard	The local program teacher is aware of the Advisory Technical Skills Committee recommendations.
Needs Improvement	The local program teacher is not aware of the advisory committee recommendations.
Examples of Evidence:	*ATSC Minutes, ATSC Recommendations*

STATUS:	☐ Highly Effective	☐ Meets Standard	☐ Needs Improvement

Rationale:

School: _____ Program: _____ Year: _____

QPS 7.5: Joint Technical Skills Advisory Committee	T

- *The local program teacher participates, if applicable, in the related Joint Technical Skills Advisory Committee.*

Highly Effective	The local program teacher attends and/or is a member of the committee and implements recommendations to the extent possible.
Meets Standard	The local program teacher receives the committee minutes and implements recommendations to the extent possible.
Needs Improvement	The advisory committee exists, but there is awareness from local program teacher.
N/A	The local postsecondary institution does not have a CTE program that relates to the programs taught.
Examples of Evidence:	*JTSC Minutes / Agenda(s), JTSC Recommendations*

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

Rationale:

QPS 7.6: Program-Level Industry Committees	A / T

- *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:

School: _____   Program: _____   Year: _____

QPS 7.7: *Business and Industry Partnerships*	*A / T*

- *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*	*A / T*

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

STATUS:	☐ Highly Effective	☐ Meets Standard	☐ Needs Improvement

Rationale:

QPS 8.2: *Student Feedback*	*A / T*

- ***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.
Examples of Evidence:	*Student Feedback Data (without PII), Student Feedback Collection Method*

STATUS:	☐ Highly Effective	☐ Meets Standard	☐ Needs Improvement

Rationale:

School: _____ Program: _____ Year: _____

QPS 8.3: Student Follow-up	A / T

- **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	I (school data, where appropriate)

- *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.
Examples of Evidence:	*Concentrator Data, Completer Data*

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

Rationale:

School: _____ Program: _____ Year: _____

| QPS 8.5: Workplace Readiness Skills Assessment Participation Rate | I (school data, where appropriate) |

- *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)*

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

Rationale:

| QPS 8.6: Workplace Readiness Skills Assessment Pass Rate | I (school data, where appropriate) |

- *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)*

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

Rationale:

School: _____ Program: _____ Year: _____

QPS 8.7: End-of-Program Technical Assessment Participation Rate	I (school data, where appropriate)

- *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.
Examples of Evidence:	*Student Enrollment Data (without PII), Student Assessment Data (without PII)*

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

Rationale:

QPS 8.8: End-of-Program Technical Assessment Pass Rate	I (school data, where appropriate)

- *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.
Examples of Evidence:	*Student Enrollment Data (without PII), Student Assessment Data (without PII)*

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

Rationale:

School: _____ Program: _____ Year: _____

<table>
<tr><td colspan="4" style="background:#2eaee0">QPS 8.9:   Certificate of Skill Attainment</td><td style="background:#2eaee0">I (school data, where appropriate)</td></tr>
<tr><td colspan="5">• Completion level students earn the Certificate of Skill Attainment.</td></tr>
</table>

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.
Examples of Evidence:	*Student Enrollment Data (without PII), Completer Data*

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

Rationale: