



**WASHOE COUNTY SCHOOL DISTRICT  
CAREER & TECHNICAL EDUCATION  
ADVISORY TECHNICAL SKILLS COMMITTEE**

Monday, May 14, 2018 at 5:30 p.m.  
WCSD Administration Building Board Room  
425 E. 9<sup>th</sup> Street, Reno, Nevada 89512

**AGENDA**

**1. OPENING ITEMS**

- 1.01 Call to Order - 5:30 P.M., WCSD Administration Building, 425 East 9th Street, Board Room, Reno, Nevada 89512
- 1.02 Roll Call
- 1.03 Public Comment - Comments from the public are invited at this time on topics not specifically addressed elsewhere in the agenda. A "Citizen's Request to Speak" card should be filled out and submitted to the Recording Secretary before speaking during the Public Comment section. All persons are limited to 3 minutes per item. In accordance with Open Meeting Law and on the advice of legal counsel, the public body is discouraged from discussing and precluded from deliberating and/or acting on items raised by Public Comment which are not already on the agenda. The public body may impose reasonable content-neutral restrictions on public comment such as willfully disruptive comments that are irrelevant, repetitious, slanderous, offensive, inflammatory, irrational, or amounting to personal attacks or interfering with the rights of other speakers. Correspondence or written materials submitted for public comment by the general public shall be attached to the minutes of the meeting.
- 1.04 Action to Adopt the Agenda (For Possible Action) – Please Note: Items on this agenda may be taken out of order; the public body may combine two or more agenda items for consideration; and the public body may remove an item from the agenda or delay discussion relating to an item on the agenda at any time.

**2. ITEMS FOR DISCUSSION, PRESENTATION AND/OR ACTION (Public comment: any individual may address the public body concerning any item listed below. A completed "Citizen's Right to Speak" card must be submitted to the public body at the meeting. During the discussion of each item on the agenda, the Chair will invite the individual to come forward to speak. Individuals are limited to three minutes per item.)**

- 2.01 Discussion and Possible Action to Select a Chair of the Career and Technical Education Advisory Technical Skills Committee for a term beginning May 14, 2018 through June 30, 2019 from the current committee members: Robin Tanner, Edward Jensen, Christie Gescheider, Ila Atchabowski, Jay Rathman, Diane Nicolet, Angie Hernandez, Matt MacKay, Denise Castle, Josh Reddig, Tracie Monserrate, Debbie Biersdorff, and Sydney Fox (For Possible Action)
- 2.02 Discussion and Possible Action to Select a Vice-Chair of the Career and Technical Education Advisory Technical Skills Committee for a term beginning May 14, 2018 through June 30, 2019 from the current committee members: Robin Tanner, Edward Jensen, Christie Gescheider, Ila Atchabowski, Jay Rathman,

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Diane Nicolet, Angie Hernandez, Matt MacKay, Denise Castle, Josh Reddig, Tracie Monserrate, Debbie Biersdorff, and Sydney Fox (For Possible Action)

- 2.03 Approval of the minutes of the meeting of the Career and Technical Education Advisory Technical Skills Committee from November 21, 2017 (For Possible Action)
- 2.04 Discussion and Possible Action to approve the meeting dates for the 2018-19 school year, to include a proposal to conduct Career and Technical Education Advisory Technical Skills Committee and Council for Career and Technical Education on the same date for future meetings (For Discussion and Possible Action)
- 2.05 Report on the College and Career Ready High School Diploma requirements and corresponding opportunities for earning college-ready and career-ready endorsements (For Discussion Only)
- 2.06 Report on the Washoe County School District's state of Career & Technical Education to include State Assessment Outcomes, Quality Program Standards Review Outcomes; Community Outreach Activities; Student Competition Results; and District Goals for Career and Technical Education. (For Discussion Only)
- 2.07 Report on progress of work-based learning implementation to include community partnerships, student impact and implementation plans for 2018-19 (For Discussion Only)
- 2.08 Discussion and Possible Action to provide recommendations to the Superintendent to improve curriculum, design, content and operation of future career and technical education programs to ensure graduates are appropriately trained to enter and succeed in the regional workforce. Discussion will be focused on ways to strengthen and improve career and technical education programs (CTE) in Washoe County School District to include suggestions for the types of CTE programs to be offered at new high schools and potential for CTE programs in the middle schools (For Possible Action)

### 3. CLOSING ITEMS

- 3.01 Announcement of Next Regular Meeting – Monday, September 10, 2018 at the WCSD Administration Building, 425 East 9<sup>th</sup> Street, Board Room, Reno Nevada.
- 3.02 Public Comment - Comments from the public are invited at this time on topics not specifically addressed elsewhere in the agenda. A "Citizen's Request to Speak" card should be filled out and submitted to the Recording Secretary before speaking during the Public Comment section. All persons are limited to 3 minutes per item. In accordance with Open Meeting Law and on the advice of legal counsel, the public body is discouraged from discussing and precluded from deliberating and/or acting on items raised by Public Comment which are not already on the agenda. The public body may impose reasonable content-neutral restrictions on public comment such as willfully disruptive comments that are irrelevant, repetitious, slanderous, offensive, inflammatory, irrational, or amounting to personal attacks or interfering with the rights of other speakers.

Correspondence or written materials submitted for public comment by the general public shall be attached to the minutes of the meeting.

### 3.03 Adjourn Meeting

Forum Restrictions and Orderly Conduct of Business: This public body conducts the business of the Washoe County School District during its meetings. The presiding officer may order the removal of any person whose statement or other conduct disrupts the orderly, efficient or safe conduct of the meeting. Warnings against disruptive comments or behavior may or may not be given prior to removal. The viewpoint of a speaker will not be restricted, but reasonable restrictions may be imposed upon the time, place and manner of speech. Irrelevant and unduly repetitious statements and personal attacks which antagonize or incite others are examples of speech that may be reasonably limited.

Members of the public wishing to request supporting materials for this meeting or who are disabled and require special accommodations at the meeting should contact Lisa Scurry, Board Services Department. Ms. Scurry can be contacted in writing at PO Box 30425, Reno, Nevada 89520-3425, by telephone at 775-789-4621, or by email at [committees@washoeschools.net](mailto:committees@washoeschools.net).

This agenda and supporting materials, when appropriate, have been posted at the following locations:

[www.washoeschools.net](http://www.washoeschools.net)

[www.boarddocs.com/nv/washoe/Board.nsf/Public](http://www.boarddocs.com/nv/washoe/Board.nsf/Public)

State of Nevada website (notice.nv.gov)

WCSD Central Administrative Building

Washoe County Administration Building

Washoe County Courthouse

Reno City Hall

Sparks City Hall

Sparks Library

Pyramid Lake Paiute Tribe Administration Building

Reno Sparks Indian Colony Administrative Office

## College and Career Ready Diploma

The College and Career Ready Diploma also known as the CCR Diploma has the following requirements:

1. Meet requirements for an Advanced Diploma:
  - a. A minimum of 18 required credits and 6 elective credits for a total of 24 credits;
  - b. English (4 credits)
  - c. Mathematics (4 credits)
  - d. American Government (1 credit)
  - e. US History (1 credit)
  - f. World History (1 credit)
  - g. Science (3 credits)
  - h. Arts/Humanities/CTE (1 credit)
  - i. PE/HSROTC (2 credits)
  - j. Health/HSROTC (.5 credit)
  - k. Computer Literacy (.5 credit)
  - l. A minimum weighted GPA of 3.25 (no rounding) on a 4.0 scale for all units of credit applicable toward graduation.
2. Demonstrate proficiency in speaking not less than 2 languages or have earned not less than 2 credits in:
  - a. Advanced Placement courses;
  - b. International Baccalaureate courses;
  - c. Dual credit courses or courses completed through dual enrollment;
  - d. Career and technical education courses;
  - e. Work-based learning courses; or
  - f. A world language course.
3. Receive one or both of the following endorsements:
  - a. College Ready Endorsement:
    - i. 18 ACT English and
    - ii. 22 ACT Math
  - b. Career Ready Endorsement:
    - i. Score of 50+ or higher on the ASVAB; or
    - ii. Score of Silver or higher on the NCRC; or
    - iii. Be a completer of a CTE program of study and earn the Nevada Skills Certificate; or
    - iv. Obtain an industry recognized credential on the OWINN list.





**Superintendent of Public Instruction**  
Steve Canavero, Ph.D.

**Public Information Officer**  
Greg Bortolin  
775.687.9201  
[gbortolin@doe.nv.gov](mailto:gbortolin@doe.nv.gov)

## **PRESS RELEASE**

**For Immediate Release**  
**Friday, March 16, 2018**

### **GRADUATING STUDENTS CAN NOW EARN COLLEGE AND CAREER READY HIGH SCHOOL DIPLOMA**

CARSON CITY, Nev. – A College and Career Ready (CCR) High School Diploma recently created by Nevada's Legislature signifies new and broader opportunities for future graduates.

"Nevada's students have never had more career choices so it became abundantly clear that we need to ensure they are on the right track before they leave high school," said Steve Canavero, Ph.D., Superintendent of Public Instruction. "This new diploma that was recently adopted by the State Board of Education is another key indicator that Nevada is on a path to becoming the fastest improving state in the nation."

The new CCR High School Diploma is the result of Assembly Bill 7, passed by the 2017 Legislature. The Nevada State Board of Education and the Nevada Legislative Commission have approved regulations that prescribe the criteria for Nevada students to receive a CCR High school Diploma, that includes a college-ready endorsement that reflects students who have completed certain coursework or obtained experience that makes them qualified for and prepared to succeed in college without the need for remediation; and, a career-ready endorsement that reflects students who have completed certain coursework or obtained certain experience that makes them qualified for and prepared to succeed in post-secondary education or job training in high-demand occupations.

"To support this effort, Nevada was one of 10 states that received \$2 million in a competitive New Skills for Youth grant from JPMorgan Chase to enhance this new CCR initiative," Canavero said. "We must produce more students who are on a diploma or skill certificate pathway in order to support Nevada's new economy."

The Nevada Department of Education (NDE) Office of Career Readiness, Adult Learning and Education Options (CRALEO) worked with school districts, the Nevada System of Higher Education (NSHE), business and industry, and the governor's offices of Workforce Innovation for a New Nevada (OWINN) and Economic Development (GOED) on the CCR Diploma framework.

"Students completing the CCR Diploma will be sending a clear signal to colleges and employers that they have the knowledge and skills to be ready for the next level," said Jesse Welsh, Assistant Superintendent of Curriculum and Professional Development for the Clark County School District. "CCSD is looking forward to students completing the CCR Diploma and the high level of rigor it represents".

The New Skills for Youth initiative will help Nevada implement the new CCR Diploma. Recently approved regulations of the CCR initiative direct schools to strengthen career pathways and increase opportunities for work-based learning experiences so that every student can explore career opportunities, learn real-world skills; earn industry-recognized credentials and early college credits.

"The addition of the (CCR) Diploma is an important component of the workforce development initiatives of our state," said Frank Woodbeck, Executive Director of Workforce Development at NSHE. "The academic and intellectual competencies indicated through this diploma are important to employers across our state and the nation."

# ***QUALITY PROGRAM STANDARDS***



This document was prepared by:

Office of Career Readiness, Adult Learning & 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)

Adopted by the State Board of Education /  
State Board for Career and Technical Education on  
October 6, 2016

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Steve Canavero, Ph.D.  
 Superintendent of Public Instruction

Michael J. Raponi, Director  
 Office of Career Readiness, Adult Learning & Education Options

**VISION**

*All Nevadans ready for success in the 21<sup>st</sup> century*

**MISSION**

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



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### ACKNOWLEDGEMENTS

The Office of Career Readiness, Adult Learning & Education Options at the Department of Education developed the Nevada Career and Technical Education (CTE) *Quality Program Standards*. The standards development process included multiple input sessions with key stakeholders to guide the writing and rewriting of the standards. The final goal is to ensure the standards reflect a highly effective CTE program.

In 2016, on-site program reviews were initiated at selected schools to pilot a standards-based system for program improvement. The pilot phase involved a limited program review process, where three (3) CTE programs were reviewed to determine the level of implementation of the Quality Program Standards. To further support the pilot on-site review process, a follow-up summary report was developed with recommendations and commendations. The purpose of the on-site program reviews and the summary report is twofold: one, to provide tangible feedback to the participating schools and school districts and, two, to enable the Department of Education to gain valuable feedback about the process.

A special thank you goes to those counselors, teachers, administrators, and school personnel who put many extra hours in preparation for the onsite visits. The four schools were:

- Churchill County High School, Churchill County School District
  - Culinary Arts - Drafting & Design - Video Production
- Douglas High School, Douglas County School District
  - Ornamental Horticulture/Greenhouse Management - Photography - Graphic Design
- Academy of Arts, Careers and Technology, Washoe County School District
  - Culinary Arts - Emergency Medical Technician - Video Production
- Southwest Career & Technical Academy, Clark County School District
  - Digital Game Development - Fashion, Textiles & Design - Respiratory Therapy

### PROJECT COORDINATORS

Randi Hunewill, Education Programs Supervisor  
Health Science and Public Safety

Alex Kyser, Education Programs Professional  
Skilled and Technical Sciences

Anne Willard, Education Programs Professional  
Agriculture and Natural Resources

Office of Career Readiness, Adult Learning & Education Options  
Nevada Department of Education

## **INTRODUCTION**

The Nevada CTE Quality Program Standards (QPS) include eight components designed to validate the career and technical education (CTE) programs in public and charter schools. The program standards identified in this document are listed as a model for school districts and charter schools to design, implement, assess, and improve CTE programs. The standards represent rigorous and relevant expectations for program organization and delivery. The standards 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 Guidance
- QPS 2.0: Program and Instruction
- QPS 3.0: Leadership Development
- QPS 4.0: Educational Personnel
- QPS 5.0: Program Planning and Promotion
- QPS 6.0: Facilities, Equipment, and Instructional Materials and Supplies
- QPS 7.0: Community, Business and Industry Partnerships
- QPS 8.0: 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) in the site-based self-assessment instrument and the on-site monitoring instrument.



**QUALITY PROGRAM STANDARD 1.0*****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***
  - Individual assessments, counseling, college and career planning, and support services are initiated at the beginning of the 9th grade for all students.
- ***QPS 1.2 : Academic Plan***
  - Students create, annually review, and modify their high school academic plan.
- ***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.
- ***QPS 1.4 : Integration of Career Development***
  - The CTE program integrates career planning, employability skills instruction, and postsecondary education and training options that provide students with information and opportunities relevant to their career goals.
- ***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.

**QUALITY PROGRAM STANDARD 2.0*****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***
  - The CTE program provides equal access for all students.
- ***QPS 2.2 : CTE Program Course Sequence***
  - The CTE courses are appropriately sequenced to create an approved CTE program of study and guide students to program completion.
- ***QPS 2.3 : Student Enrollment***
  - The CTE courses maintain a student-teacher ratio that ensures effective instruction and safe working conditions.
- ***QPS 2.4 : CTE Program Elements***
  - 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.
- ***QPS 2.5 : CTE Course Curriculum***
  - The CTE course curriculum is aligned with and based on the appropriate state standards.
- ***QPS 2.6 : Instructional Methods***
  - A variety of instructional methods are used to integrate academic knowledge, employability skills, technical skills, and leadership development.
- ***QPS 2.7 : Instructional Improvement***
  - Student feedback and performance data are utilized to guide instructional improvement.
- ***QPS 2.8 : Learning Environment***
  - The learning environment is positive, safe, and organized to accommodate all students.
- ***QPS 2.9 : Availability of Technology***
  - Current technology is available to deliver instruction and simulate work-based learning activities.
- ***QPS 2.10 : Work-based Learning***
  - Students have access to work-based learning activities aligned with the program content standards.



- ***QPS 2.11 : Industry Certifications***

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

- ***QPS 2.12 : Work Experience***

- Work experience opportunities are collaboratively planned, developed, and managed by students, teachers, and employers.

- ***QPS 2.13 : Postsecondary Credit***

- The program provides students with opportunities to earn postsecondary credit.

- ***QPS 2.14 : Program Accreditation/Certification***

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

**QUALITY PROGRAM STANDARD 3.0*****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 CTOSs: DECA; FBLA; FCCLA; FFA; HOSA; and SkillsUSA.

- ***QPS 3.1 : CTSO Chapter Establishment***
  - Students have an opportunity to participate in a student organization related to the program of study in which the student is enrolled.
- ***QPS 3.2 : CTSO Advisor Participation***
  - The teacher is an active CTSO advisor and is a member of the respective state and national organization.
- ***QPS 3.3 : CTSO Student Membership***
  - Students enrolled in the CTE program are members of a related CTSO.
- ***QPS 3.4 : CTSO Student Member Participation***
  - Student members of the related CTSO participate in CTSO activities.
- ***QPS 3.5 : CTSO Integration***
  - Relevant CTSO instructional activities are integrated into the local curriculum.

**QUALITY PROGRAM STANDARD 4.0*****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***
  - The teacher has the appropriate endorsement to teach the program they are assigned.
- ***QPS 4.2 : Professional Development Plan***
  - The teacher has a professional development plan.
- ***QPS 4.3 : Professional Development Participation***
  - The teacher participates in professional development specific to their program area.
- ***QPS 4.4 : Professional Memberships***
  - The teacher is a member of a professional organization(s) related to the teaching discipline.

**QUALITY PROGRAM STANDARD 7.0*****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***
  - 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.
- ***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.
- ***QPS 7.3 : Advisory Technical Skills Committee Actions***
  - The district advisory technical skills committee helps develop work-based experiences for CTE students.
- ***QPS 7.4 : Advisory Technical Skills Committee Recommendations***
  - The local program teacher implements the district advisory technical skills committee's recommendations.
- ***QPS 7.5 : Joint Technical Skills Advisory Committee***
  - The local program teacher participates, if applicable, in the related joint technical skills advisory committee.
- ***QPS 7.6 : Program-Level Industry Committees***
  - A program-level industry committee, if applicable, provides input and support.
- ***QPS 7.7 : Business and Industry Partnerships***
  - Business and industry partners are actively engaged with program or school activities.

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**QUALITY PROGRAM STANDARD 8.0*****QPS 8.0: EVALUATION SYSTEMS AND ACCOUNTABILITY***

There is a systematic means of evaluation that ensures 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***
  - There is an annual program evaluation using input from key stakeholders and student performance reports that ensure the program's overall scope, design, instructional content, and organization meet the instructional objectives and goals.
- ***QPS 8.2 : Student Feedback***
  - Student feedback is collected and used in program planning, evaluation, and improvement.
- ***QPS 8.3 : Student Follow-up***
  - A student follow-up system is used to determine student placement and the effectiveness of the CTE programs.
- ***QPS 8.4 : Retention and Completion***
  - Students complete a program of study.
- ***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.
- ***QPS 8.6 : Workplace Readiness Skills Assessment Pass Rate***
  - Completion level students pass the workplace readiness skills assessment.
- ***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.
- ***QPS 8.8 : End-of-Program Technical Assessment Pass Rate***
  - Completion level students pass the related end-of-program technical assessment.
- ***QPS 8.9 : Certificate of Skill Attainment***
  - Completion level students earn the Certificate of Skill Attainment.

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## GLOSSARY

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

The academic plan must set forth the specific educational goals that the pupil 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.

### **Advisory Technical Skills Committee (ATSC)**

A district level committee that: (1) reviews the curriculum, design, content and operation of the program of career and technical education to determine its effectiveness in preparing students to enter the workforce to meet the needs of supplying an appropriately trained workforce; (2) advises the school district regarding the curriculum, design, content, and operation of the career and technical education program(s); and (3) works in cooperation with businesses, industries, employer associations, and employee organizations in the community to develop work-based experiences for CTE students. Refer to the CTE Advisory Committee Handbook for specific information.

### **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 that 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, and the 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, career exploration, and career preparation activities for students to make the connection between school and career. They learn to prepare for this transition by exploring occupations, post-secondary 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 outlines their career objectives and educational needs.

**Career Guidance**

A program that guides students to: (1) implement strategies and activities to support and maximize each student's ability to learn (academic development); (2) provide 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) provide 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 course of study must be awarded a certificate which states that they have attained specific skills in the industry being studied and meets 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.

**Core 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 which students interact with for the purpose of achieving identified educational outcomes.

**Curriculum Guide**

A teaching aide that includes course syllabi, course descriptions, course goals and objectives, course content, description of instructional methods, timelines, student evaluation procedures, and student learning outcomes.



**Employability Skills for Career Readiness (ESCR)**

Employability skills, often referred to as “soft skills,” have for many years been a recognizable component of the standards and curriculum in career and technical education programs. The twenty-one standards are organized into three areas: (1) Personal Qualities and People Skills; (2) Professional Knowledge and Skills; and (3) Technology Knowledge and Skills. The standards are designed to ensure students graduate high school properly prepared with skills employers prioritize as the most important. Instruction on all twenty-one standards must be integrated into the CTE program.

**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 Certification**

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

**Instructional Methods**

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

**Joint Technical Skills Advisory Committee (JTSC)**

Committees established by the local school district in which a college located within their district provides CTE programs for careers and occupations similar to the CTE programs provided by the school district. These joint technical skills committees must meet annually to review the “tasks, duties and competency levels to be taught.” Refer to the CTE Advisory Committee Handbook for specific information.

**Professional Development Plan**

An individual plan that outlines the advancement and enhancement of skills and expertise in the educational profession through continued education.

**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.

**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, 389.566 regulations.

**Work-Based Learning**

The alignment between what students are learning in the classroom to industry workforce concepts and skills. Work-based learning experiences include but are not limited to simulations, field trips, job shadowing opportunities, internships, and school-based enterprises.

**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 skill attainment during the completion level course.

## Quality Program Standards Self-Assessment Tool

The Nevada CTE Quality Program Standards (QPS) include eight components designed to validate the career and technical education (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 that are needed to have a highly effective CTE program.

The program self-assessment tool 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)

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"> <li>Ensures extremely effective program performance.</li> <li>Significantly above criteria for a successful program.</li> <li>Surpasses the expectation.</li> </ul>
Meets Standard	<ul style="list-style-type: none"> <li>Adequate for effective program performance.</li> <li>Meets criteria relative to quality and quantity of behavior required for a successful program.</li> <li>Is the expectation.</li> </ul>
Needs Improvement	<ul style="list-style-type: none"> <li>Insufficient for performance requirements.</li> <li>Does not meet criteria relative to quality and quantity of behavior required for a successful program.</li> <li>Is below the expectation.</li> </ul>
Not Applicable	<ul style="list-style-type: none"> <li>No criterion is obtainable for effective performance.</li> </ul>

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.

## CTE PROGRAMS QPS SELF-ASSESSMENT

School District: \_\_\_\_\_

High School: \_\_\_\_\_

School Year: \_\_\_\_\_

Self-Assessment Date: \_\_\_\_\_

CTE Program(s): \_\_\_\_\_

CTE Program(s): \_\_\_\_\_

CTE Teacher(s): \_\_\_\_\_

Guidance Counselor(s) \_\_\_\_\_

School Administrator: \_\_\_\_\_

### Overall Program Comments:

### Signatures:

\_\_\_\_\_  
CTE Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Guidance Counselor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Site Administrator

\_\_\_\_\_  
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****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, college and career planning, and support services are initiated in middle school.

**Meets Standard** - Guidance, college and career planning, and support services are initiated at the start of the 9th grade.

**Needs Improvement** - Guidance, college and career planning, and support services are initiated after the first semester of the 9th grade.

*Examples of Evidence : Freshmen Scheduling Calendar*

**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) 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.

**Needs Improvement** - The student(s) do not have a high school academic plan or the student(s) have an outdated academic plan on file.

*Examples of Evidence : Student(s) Academic Plan, CTE Programs of Study, Career Planning Tools*

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

Rationale:

**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 guidance counselor review each student's academic plan annually with the student and refines their plan each year based on career research and/or work related experiences. Parent/legal guardian review/signature is included in the process.

**Meets Standard** - Time is devoted to reviewing the academic plan each year in collaboration with students, parents/legal guardians, and guidance 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 : Student(s) Academic Plan, Signature Forms, Career Planning Tools*

**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 guidance counselor helps with career development activities during the CTE program instructional time, helps each student prepare a career development plan, helps with employability skills instruction, and helps students identify their current career goals.

**Meets Standard** - The CTE program integrates career planning opportunities, employability skills instruction, postsecondary 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 : Career Planning Activities, Employability Skills Activities, Career Development Plan*

**STATUS :**

☐ **Highly Effective**

☐ **Meets Standard**

☐ **Needs Improvement**

**Rationale:**

**QPS 1.5 : Career Center**

**C/T**

- 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 college and career readiness planning.

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

*Examples of Evidence : Career Planning Tools, Career Fairs/Mock Interviews, Industry Tours/Guest Speakers*

**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: Current Office for Civil Rights (OCR) On-site Review, Enrollment Demographics*

**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.**

**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.

*Examples of Evidence: Program of Study, Course Catalog*

**STATUS :**

☐ Meets Standard

☐ Needs Improvement

Rationale:

### 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 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 courses meet the size of the facility and safe work stations are available for all students.

**Needs Improvement** - Enrollments in courses are more than the number of available work stations and safety and/or supervision is a concern because of location and/or inadequate lab/shop facilities.

*Examples of Evidence : Class Rosters*

**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 program elements are documented and easily accessible by all stakeholders.

**Meets Standard** - The program includes all elements.

**Needs Improvement** - The program does not include all elements.

Examples of Evidence : Program Documents, Scope and Goals, Course Syllabi

**STATUS :**

☐ Highly Effective

☐ Meets Standard

☐ Needs Improvement

Rationale:

### QPS 2.5 : CTE Course Curriculum

T

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

**Highly Effective** - The course curriculum guide indicates the alignment with the program and Employability Skills for Career Readiness state standards.

**Meets Standard** - The curriculum is aligned with the appropriate program and Employability Skills for Career Readiness state standards.

**Needs Improvement** - The curriculum is not aligned with the appropriate program and/or Employability Skills for Career Readiness state standards.

Examples of Evidence : State Standards (program & ESCR), State Program Framework, Curriculum Examples

**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 variety of 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 : Curriculum Guides, Curriculum Examples, Course Syllabi

**STATUS :**

☐ Highly Effective

☐ Meets Standard

☐ Needs Improvement

Rationale:



**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.

*Examples of Evidence : Class Testing Results / Student Feedback, State Testing Results, Perkins Indicators*

**STATUS :**

☐ **Highly Effective**

☐ **Meets Standard**

☐ **Needs Improvement**

**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 organized to accommodate all students.

**Needs Improvement** - The learning environment is not adjusted to meet the needs of all students.

*Examples of Evidence : Classroom Procedures, Classroom Organization*

**STATUS :**

☐ **Highly Effective**

☐ **Meets Standard**

☐ **Needs Improvement**

**Rationale:**

**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 work-based learning activities.

**Meets Standard** - Current technology is available in sufficient quantities and simulates work-based learning activities.

**Needs Improvement** - Technology is available in limited quantities and simulates work-based learning activities.

*Examples of Evidence : Technology Examples, Industry Standard Equipment*

**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** - Program has a business and industry partner(s) that participates in program activities.

**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 : List of Business & Industry Partners, List/Pictures of Guest Speakers, Pictures of Workplace Activities, Examples of Simulations*

**STATUS :**

☐ **Highly Effective**

☐ **Meets Standard**

☐ **Needs Improvement**

**Rationale:**

**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** - Industry-recognized credentials are available, but students do not have access to acquire them.

**N/A** - No industry-recognized credentials exist for the CTE program.

*Examples of Evidence : Industry-recognized Credentials*

**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 participate in documented internships and earn elective credit.

**Meets Standard** - Work experience opportunities are planned, developed, managed, and documented.

**Needs Improvement** - Work experience opportunities are not organized and/or documented.

**N/A** - Work experience opportunities are not available.

*Examples of Evidence : Work Experience Contracts*

**STATUS :**

☐ **Highly Effective**

☐ **Meets Standard**

☐ **Needs Improvement**

☐ **N/A**

**Rationale:**

**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 able/unable to describe and promote postsecondary credit options to all stakeholders.

N/A - Postsecondary credit options are not available.

*Examples of Evidence : Articulation Agreements*

**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*

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

**Rationale:**

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### 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 CTOSs: 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** - The student membership participates in state and national events.

**Meets Standard** - The chapter has active student membership and is affiliated to the respective state and national organizations.

**Needs Improvement** - The CTE program does not have a CTSO chapter.

*Examples of Evidence : CTSO Membership Roster*

**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 : CTSO Membership Roster, Meeting Minutes / Publications*

**STATUS :**

☐ **Highly Effective**

☐ **Meets Standard**

☐ **Needs Improvement**

Rationale:

#### 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 : CTSO Membership Roster*

**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, CTSO Events*

**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*

**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*

**STATUS :**

☐ **Meets Standard**

☐ **Needs Improvement**

Rationale:

### **QPS 4.2 : Professional Development Plan**

**T**

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

**Highly Effective** - The teacher has a documented and annually approved professional development plan that supports improved teaching methods directly related to the content area.

**Meets Standard** - The teacher has a professional development plan that supports improved instructional methods.

**Needs Improvement** - The teacher does not have a formal professional development plan.

*Examples of Evidence : Professional Development Plan*

**STATUS :**

☐ **Highly Effective**

☐ **Meets Standard**

☐ **Needs Improvement**

Rationale:

### **QPS 4.3 : Professional Development Participation**

**T**

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

**Highly Effective** - The teacher shares learned professional development activities with colleagues.

**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*

**STATUS :**

☐ **Highly Effective**

☐ **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, Organization Meeting Minutes, Organization Publications*

**STATUS :**

☐

**Highly Effective**

☐

**Meets Standard**

☐

**Needs Improvement**

**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 5.1 : Budgeting**

**A/T**

- ***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.

*Examples of Evidence : Local Budget, Use of Funds Guidance Document*

**STATUS :**

☐ **Highly Effective**

☐ **Meets Standard**

☐ **Needs Improvement**

**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.

*Examples of Evidence : Local Budget, Use of Funds Guidance Document*

**STATUS :**

☐ **Highly Effective**

☐ **Meets Standard**

☐ **Needs Improvement**

**Rationale:**

**QPS 5.3 : Student Recruitment and Sustainability**

**C/T**

- **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.

*Examples of Evidence : Recruitment Plan / Activities, Sustainability Plan / Activities, Marketing Materials, Enrollment Data*

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

**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.

*Examples of Evidence : Promotional Plan / Activities, Marketing Materials, Brochures / Videos / Websites*

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

**Rationale:**

**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 collects and reports relevant program data/information to internal and external stakeholders.

**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.

*Examples of Evidence : Program Data, Promotional Documents / Notes, Programs or Agendas*

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

**Rationale:**

## 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 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 : Current OCR On-site Review, Corrective Action Plan, Fire Inspection Report*

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 area's 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*

STATUS :

☐ Highly Effective

☐ Meets Standard

☐ Needs Improvement

Rationale:

### 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 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*

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.

*Examples of Evidence : Tool List, Inspection Checklists, Inventory List*

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

**Rationale:**

**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*

**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*

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

**Rationale:**

**QPS 6.7 : Inventory**

**A / T**

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

**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.

*Examples of Evidence: Inventory Lists*

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

**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)**

**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** - The advisory committee meets more than three times per year, is fully informed of program offerings through site visits, and provides concrete recommendations that are implemented to the extent possible.

**Meets Standard** - The advisory committee meets at least three times per year and provides input relative to most program operations with all agendas, minutes, and other meeting outcomes documented and provided to the school site administrator.

**Needs Improvement** - No advisory committee exists or 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**

**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*

**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 participates in the committee meetings and implements recommendations to the extent possible.

**Meets Standard** - The local program teacher implements recommendations to the extent possible.

**Needs Improvement** - The advisory committee exists, but there is no evidence of participation in program operations.

*Examples of Evidence : ATSC Minutes, ATSC Recommendations*

**STATUS :**

☐

**Highly Effective**

☐

**Meets Standard**

☐

**Needs Improvement**

**Rationale:**

**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 is a member of the committee and implements recommendations to the extent possible. Documentation exists for all key advisory committee meetings and recommendations.

**Meets Standard** - The local program teacher participates in the committee meetings and implements recommendations to the extent possible. Documentation exists for all key advisory committee meetings and recommendations.

**Needs Improvement** - The advisory committee exists, but there is no evidence of participation by the local program teacher.

**N/A** - The local program does not have a postsecondary institution in their school district.

*Examples of Evidence : JTSC Minutes / Agendas, 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 program has a structured program-level industry committee that provides input and support 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 / Agendas*

**STATUS :**

☐ **Highly Effective**

☐ **Meets Standard**

☐ **N/A**

**Rationale:**

**QPS 7.7 : Business and Industry Partnerships**

**A / T**

- **Business and industry partners are actively engaged with program or school activities.**

**Highly Effective** - All CTE programs have an individual business and industry partner that actively engages in program activities, projects, and work-based learning experiences.

**Meets Standard** - All CTE programs are linked to at least one business and industry partner that actively engages in program activities, projects, and work-based learning experiences

**Needs Improvement** - Some CTE programs have a business and industry partner or no business and industry partnerships exist.

*Examples of Evidence : Documentation of Partnerships, Pictures / Notes of Activities*

**STATUS :**

☐ **Highly Effective**

☐ **Meets Standard**

☐ **Needs Improvement**

**Rationale:**

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## 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

- *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 utilized for program improvement and disseminated 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 : Program Evaluation Data*

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

Rationale:

### QPS 8.2 : Student Feedback

A

- *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*

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

Rationale:

### QPS 8.3 : Student Follow-up

A

- *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** - A student follow-up system is 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 Data*

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

Rationale:



**QPS 8.4 : Retention and Completion**

**A / T**

- **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.

*Examples of Evidence : Concentrator Data, Completer Data*

**STATUS :**

☐

**Highly Effective**

☐

**Meets Standard**

☐

**Needs Improvement**

**Rationale:**

**QPS 8.5 : Workplace Readiness Skills Assessment Participation Rate**

**A / T**

- **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 that explains valid 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, Student Assessment Data*

**STATUS :**

☐

**Highly Effective**

☐

**Meets Standard**

☐

**Needs Improvement**

**Rationale:**

**QPS 8.6 : Workplace Readiness Skills Assessment Pass Rate**

**A / T**

- **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, Student Assessment Data*

**STATUS :**

☐

**Highly Effective**

☐

**Meets Standard**

☐

**Needs Improvement**

**Rationale:**



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

**A / T**

- **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 that explains valid 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, Student Assessment Data*

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

**Rationale:**

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

**A / T**

- **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, Student Assessment Data*

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

**Rationale:**

**QPS 8.9 : Certificate of Skill Attainment**

**A / T**

- **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.

*Examples of Evidence : Student Enrollment Data, Completer Data*

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

**Rationale:**