

QUALITY PROGRAM STANDARDS



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All Nevadans ready for success in the 21st century

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



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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

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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 CTOS: 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 5.0**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***
 - 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.
- ***QPS 5.2 : Uses of Funds***
 - 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.
- ***QPS 5.3 : Student Recruitment and Sustainability***
 - 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.
- ***QPS 5.4 : Promotional Strategies and Materials***
 - Promotional strategies and materials have been developed to publicize the CTE program.
- ***QPS 5.5 : Program Promotion***
 - 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.

QUALITY PROGRAM STANDARD 6.0**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***
 - The facility is accessible to meet the needs of all students.
- ***QPS 6.2 : Safety***
 - The classroom and lab areas are safe, organized, and clean to ensure the effective delivery of program curriculum.
- ***QPS 6.3 : Instructional Tools, Equipment, and Supplies***
 - The availability of instructional tools, equipment, and supplies are sufficient to meet the instructional needs of all students.
- ***QPS 6.4 : Inspection and Maintenance***
 - The facility, tools, and equipment are inspected and maintained to provide a safe learning environment.
- ***QPS 6.5 : Program and Equipment Enhancement***
 - A local plan is in place for program and equipment enhancement/expansion.
- ***QPS 6.6 : Storage Space***
 - Adequate and secure storage space is provided for materials, supplies, equipment, and essential files.
- ***QPS 6.7 : Inventory***
 - An inventory of equipment and instructional tools is on file and updated annually.

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.

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.