Nevada CTE Quality Program
Standards and Reviews

CTECS Community of Practice 2020

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CTE Assessments / Career Guidance / MOA & Title IX
Outcomes

- Provide quality professional learning
- Expand access to CTE for all students
- Communicate programmatic impact
What's the plan?

• What is QPR?
• How do we monitor CTE programs?
• How does it align with initiatives in-house?
• How does it provide meaningful technical assistance?
• Questions!
What is QPR?

- Quality Program Standards
- Quality Program Review
- Goals
Quality Program Standards

1.0 Career Guidance
2.0 Program and Instruction
3.0 Leadership Development
4.0 Educational Personnel
5.0 Program Planning and Promotion
6.0 Facilities, Equipment, Instructional Materials and Supplies
7.0 Community, Business and Industry Partnerships
8.0 Evaluation Systems and Accountability
Quality Program Review

- Includes Annual Reporting
- On-site visits and reporting in a 5-year cycle
- Recognition/Appeals
Quality Program Review Goals

- Improve program quality
- Ensure equal education opportunities are provided to all students
- Ensure programs follow state standards
- Analyze, identify and change policies & activities that hinder program quality
- Review and verify accurate data collection and reporting
- Expand student opportunities to achieve credentials, postsecondary credits and national certifications
- Increase support for other state initiatives
What does this process look like?
CTE Quality Program Standards

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.

- QPS Guidance Handbook
- QPS Evidence List for on Site Visits
- Quality Program Standards
- Quality Performance Standards (QPS) Self-Assessment Tool
- QPS Annual Report Form

http://www.doe.nv.gov/CTE/Program_Resources_Documents_Page/
<table>
<thead>
<tr>
<th>QPS 1.0: Career Guidance</th>
<th>Highly Effective</th>
<th>Meets Standard</th>
<th>Needs Improvement</th>
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<td>1.1 Initiation of Guidance Services</td>
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<td>1.2 Academic Plan</td>
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<td>1.5 Career Center</td>
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<td>QPS 2.0: Program and Instruction</td>
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<td>3.1 CTEO Chapter Establishment</td>
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Career Guidance – QPS 1.0

- Initiating career guidance
- Academic plans
- Collaboration of stakeholders
- Integration of career guidance
- Career centers
Site Visit Process

- School Sites are published
- Visits are scheduled with deadline for evidence
- Evidence is provided by program area for each school
- In-house desk review of evidence is completed
- Schools are contacted to determine agenda, and provide information on evidence review
- Schools are visited and additional data collected, including facility tour
- Summary report is issued with Continuous Improvement and Corrective Action Plan requests.
- Finalize review after Summary Responses are issued.
TIMELINE FOR QPR 2020/2021

Key Dates for Districts & Schools

**June 30**
- Self Assessment & Annual Review Forms Published

**June 1**
- Site Visit List Published

**August 1**
- Webinar to CTE Contacts to explain updated process for schools & districts

**October 1**
- Annual Report & Self Assessments due
- Interview evidence timeline begins

**November 1 – March 20**
- Site Visits
- Summary Reports to Schools
- In-house reviews
  - All evidence to be reviewed & scored within 30 days of receipt
QPR 2020/2021
Post Interview Process

SUMMARY REPORT TO SCHOOL
- Report includes CAP and CIP requirements
- Provided to schools within 45 days of visit

30 DAYS
Schools to provide CIP and CAP responses

15 DAYS
Respond to information received from Schools

2021
Prepare final report as a summary of Site visits & scores for 2020-2021 school year

JUNE 2021
Start of 21-22 Schedule

5 YEAR CYCLE
21-22 is last full year, 22-23 has last 9 on first cycle and remaining 11 on new 5 year cycle
Program of Excellence
- Meets 6 triggers
- Scores more than 180 points

Program of Distinction
- Meets 6 triggers
- Scores more than 180 points

School of Excellence
- All programs in the school receive either a Program of Excellence or a Program of Distinction
6 Triggers Required for Recognition

- QPS 2.1 Program Accessibility
- QPS 2.2 Program Course Sequence
- QPS 2.5 CTE Course Curriculum
- QPS 3.1 CTSO Chapter Establishment
- QPS 6.2 Safety
- QPS 8.5 Workplace Readiness Skills Assessment (WRS) Participation
Questions on QPR?

Next… QPR and Equity & Access
Aligning Perkins V and the Methods of Administration thru QPR

1. Collecting and analyzing civil rights data and information.
2. Conducting periodic compliance reviews of select subrecipients.
3. Providing technical assistance to subrecipients on request.
4. Periodically reporting activities and findings to OCR.

Data collected that identifies schools to be reviewed:
1. Number of CTE programs
2. Total student enrollment compared to total CTE student enrollment data that includes the following:
   • race/ethnicity
   • gender
   • disability
   • English learners
3. Time since last review
Aligning Perkins V and the Methods of Administration thru QPR

Recruitment
- Open to all students
- Information about CTE should be available to all students
- Lack of EL skills must not be a barrier to admission and participation of CTE programs
- Recruitment material should represent diverse student populations

Admissions
- Admission policies, procedures, and criteria may not exclude students from CTE programs on the basis of race, color, national origin, sex, or disability.

Counseling
- Counseling for CTE programs must not include directing or urging any students toward particular courses or programs

Accessibility
- ADA
Technical assistance will be provided in support of Nevada’s Perkins State Plan:

**Strategic Goal 2:** Ensure equity of opportunity and access for all students in career pathways aligned to high-skill, high-wage, or in-demand occupations and industry sectors. The following are the strategic objectives for Goal 2:

**Strategic Objective 2.1:** Identify the number of students participating in aligned career and technical education programs by special populations, including, but not limited to: (1) individuals with disabilities; (2) individuals preparing for nontraditional fields; (3) single parents, including single pregnant women; and (4) English learners.

**Strategic Objective 2.2:** Promote equity and improve access, opportunities, and tools for success to aligned CTE programs of study and career pathways including, but not limited to, career advisement.

**Strategic Objective 2.3:** Ensure CTE promotional materials reflect the state’s demographics when promoting CTE programs of study and career pathways.

**Strategic Objective 2.4:** Offer technical assistance and/or specialized training (e.g., National Alliance for Partnerships in Equity) to help local education agencies improve their equity of access and opportunity.
Quality Program Standards: 2.0 Program and Instruction
- Program Accessibility: The CTE program provides equal access for all students (marketing efforts apply to all students; program marketing tools use the appropriate non-discrimination statement; program has diversified enrollment; collaboration with special education and English language teachers and/or facilitators occur for students with an IEP or 504, or who are EL).

Quality Program Standard: 2.8 Learning Environment
- The learning environment is positive, safe, and organized to accommodate all students.
- The learning environment is managed and adjusted to accommodate the needs of all students.
- The teacher reflects on classroom management practices to allocate and coordinate resources, time, and space.
- A variety of classroom management techniques are consistently used to evaluate and facilitate instruction.

Quality Program Standard: 5.3: Student Recruitment and Sustainability
- Special populations are actively recruited.
- CTE teachers and school counselors collaborate to review/implement recruitment and sustainability ideas.

Quality Program Standard 6.0: Facilities, Equipment, and Instructional Materials and Supplies
- The facility meets ADA accessibility guidelines.
- Classroom and lab equipment are properly spaced to ensure accessible pathways.
- The facility allows direct and indirect access.
- The facility allows for assistive and adaptive technology usage.
- The district has a corrective action plan for non-compliant items.

Quality Program Standard 8.4: Retention and Completion
- Barriers preventing students from completing a program of study (i.e., language, disability, gender, etc.)
http://www.doe.nv.gov/STIP/Nevada/

**GOAL 4:** All students graduate future-ready and globally prepared for postsecondary success and civic life

**EQUITY**
Increase participation in college-level and CTE coursework
NDE will collaborate with public schools and districts to increase the percentage of historically underserved students participating in and successfully completing dual credit, concurrent enrollment, Advanced Placement (AP) and International Baccalaureate (IB) courses, and Career and Technical Education (CTE) programs of study by at least 5% year over year.

**ACCESS TO QUALITY**
Expand access to CTE for all students
NDE will lead and collaborate with public schools and districts to ensure that every high school student has access to high-quality Career and Technical Education (CTE) offerings by 2023.

**SUCCESS**
Reduce graduation rate opportunity gaps
NDE will collaborate with public schools and districts to close opportunity gaps in graduation rates by 75% across all student groups by 2025.
Conclusion

• Provide quality professional learning
• Expand access to CTE for all students
• Communicate programmatic impact

For copy of this presentation:
https://tinyurl.com/CTECSQPR
Questions

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