

***CAREER AND TECHNICAL EDUCATION
QUALITY PROGRAM REVIEW
GUIDANCE HANDBOOK FOR SECONDARY EDUCATION***



This document was prepared by:

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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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INTRODUCTION

The Office of Career Readiness, Adult Learning & Education Options (CRALEO) at the Nevada Department of Education (NDE) developed the Nevada Career and Technical Education (CTE) Quality Program Standards (QPS). The program standards are to be used 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 administrators that are needed to establish and maintain highly effective CTE programs. The Program Review process is designed to:

- Improve program quality
- Ensure that equal education opportunities are provided to all students, including full opportunity to participate in programs, activities, and work-based learning opportunities
- Ensure programs follow state standards
- Analyze, identify, and change policies and activities that hinder program quality and student achievement
- Assure that local districts have expended state and federal funds appropriately and in compliance with laws, regulations, and policies
- Review and verify accurate data collection and reporting which will result in consistent statewide data
- Expand student opportunities to achieve credentials, postsecondary credits, and national certifications
- Increase support for other state initiatives.

Annual reporting will be submitted to the Nevada Department of Education by all high schools and charter schools that offer Career and Technical Education Programs of Study. The program review process also serves to identify local and regional strengths, best practices, areas for program improvement, and to facilitate communication and information exchanges that will assist districts. The process will be divided into three sections and will include the following:

SECTION I – ANNUAL REPORTING

- Self-assessment
- Annual Reporting

SECTION II – ON-SITE VISITS/REPORTING

- Identification, scheduling, and notification of on-site visit
- Desk Review
- Digital-Conference
- On-site Visit
- Summary Report / Responses

SECTION III – RECOGNITION/APPEALS

- Recognition System
- Recognition Levels
- Appeals Process

*SECTION I – ANNUAL REPORTING**SELF-ASSESSMENT*

The Quality Program Standards Self-Assessment Tool (self-assessment tool) is the first step of the review process.

- Local administrators, teachers, and counselors should identify and review all available documentation, addressing at a minimum the evidence cited in the self-assessment tool.
- If essential evidence supports a “highly effective” or “meets standard” rating, mark the appropriate box and list the evidence available.
- If there is not substantive evidence to support a “highly effective” or “meets standard” rating, it must be indicated in the appropriate box. This represents an opportunity for improvement.
- A fully completed self-assessment tool should be submitted to the appropriate school district annually by all schools, for each program of study, to be utilized by the school districts and charter school authority for program evaluation and improvement.

ANNUAL REPORTING

The Comprehensive CTE Programs Self-Assessment Annual Report (Annual Report) is the second step of the review process. Annual reporting will be submitted to the Nevada Department of Education by all high schools and charter schools that offer Career and Technical Education Programs of Study.

- A fully completed Annual Report must be completed by the high school or charter school and submitted, by their district, to the Nevada Department of Education – Office of Career Readiness, Adult Learning & Education Options no later than **September 15** of each school year.
- If an Annual Report is received after the deadline, the school may be considered for an on-site visit or other actions.
- No other documentation is to be included with the submission of the Annual Report; however, it is strongly recommended that the Local Education Agency (LEA) maintain copies of the self-assessment tool for program evaluation and improvement.

SECTION II – ON-SITE VISITS/REPORTING***IDENTIFICATION, SCHEDULING, AND NOTIFICATION OF ON-SITE VISIT***

Fifteen to twenty visits will be conducted each year based on a five-year cycle. The list of schools scheduled for visits will be provided to all districts by June 1 of the preceding school year in which the visit will occur. Visit dates will be scheduled in coordination with your district CTE contact and the site administrator.

If NDE determines that an out-of-cycle monitoring visit is required, notification will be provided at least 60 days prior to the visit. Out-of-cycle monitoring visits may include full reviews of all criteria or may address areas of concern and provide special/customized technical assistance to an LEA.

Selection of an out-of-cycle monitoring visit is based on a risk analysis of various performance factors related to:

- Corrective Action Plan performance
- Late submission or no submission of the annual report
- Data quality and/or data collection issues
- Financial issues
- Grant management performance, including timely submission(s)
- Perkins performance levels
- Technical assistance request from the LEA

DESK REVIEW

The desk review is the third step of the review process and is only for the LEAs that have been identified for an on-site visit.

- Each LEA must submit the following **60 days prior** to their scheduled visit.
 - Completed and signed Self-Assessment Tool for each program area
 - The current year's Comprehensive Annual Report
 - The evidence required to evaluate each program area
 - Previous On-site Visit Reports (if applicable)
 - Previous Continuous Improvement Plans (if applicable)
 - Previous Corrective Action Plans (if applicable)
- The above items are to be submitted to ctenvdocs@gmail.com
 - Files/folders should be named with the School_Program_QPSIndicator(s) (e.g., CHS_AgLCP_QPS2.5)
 - Evidence can be shared with the above account, or sent via email
 - Please send a notification email to garze@doe.nv.gov or dburton@doe.nv.gov when evidence has been submitted
- After the submitted materials are received by NDE, the documents will be reviewed and scored by the appropriate members of the QPR On-site Visit Team.

DIGITAL CONFERENCE

The digital conference is the fourth step of the review process. This may occur using conference calling, video conferencing, or various other digital methods. The method will be determined by which one is most efficient and convenient for the LEA. This conference will include the following:

- After completion of the desk review, there will be a discussion regarding additional evidence required, supporting documentation, or clarification of questions generated by the desk review.
- The LEA will be notified of any additional supporting documents that will be needed during the on-site visit.
- The Lead Education Programs Professional assigned to the on-site visit will work with the LEA to finalize the agenda for the on-site visit.

ON-SITE VISIT

The on-site visit is the fifth step of the review process. Its purpose is to verify and/or clarify appropriate evidence and conduct a facility tour of the program areas.

- To prepare for an on-site visit, the LEA must assemble any additional required documentation requested during the digital conference for applicable program areas, labeled with corresponding QPS.
- A conference room/interview room will need to be provided for the on-site team.
- Documentation review, interviews, and a facility tour will be conducted by the on-site review team.
- All documentation requested during the digital conference should be available so that the on-site team may utilize the LEA staff's time efficiently.
- The review team will utilize a monitoring tool that is aligned with the QPS.

SUMMARY REPORT / LEA RESPONSES

The CTE Quality Program Standards Program Review Summary Report (Summary Report) is the sixth step of the review process. Its purpose is to provide the LEA with commendations, recommendations, and to identify areas that need improvement.

- After completion of the on-site visit, the LEA will receive a Summary Report within **45 calendar days**. This report will address each Quality Program Standard with an official rating and overall comments.
- General comments, observations, or considerations provided in the Summary Report are for informational purposes only. The LEA is not required to take any action or develop an action plan item on these statements.
- The timelines and directions for completing required LEA responses will be included with the Summary Report.
- The LEA must prepare an action plan depending on the level of action needed. The two types of plans are a Continuous Improvement Plan (CIP) and a Corrective Action Plan (CAP).

- The LEA must prepare a Continuous Improvement Plan (CIP) for each identified Program of Study to address each category identified as “needs improvement” which will take an extended amount of time to correct. Specific items should be listed in this improvement plan. Status of the improvement plan(s) should be included in future Annual Reports.
- The LEA must prepare a Corrective Action Plan (CAP) to address all items identified in the Summary Report which need to be corrected immediately. Provide proof of completion for the corrected item(s).
- If no items are identified as “needs improvement” in the Summary Report, a CIP or CAP is not required.

SECTION III – RECOGNITION/APPEALS

RECOGNITION SYSTEM

The recognition system is the final step of the review process. This system is structured around the individual programs of study. Each program of study will be scored independently. There will be two levels of program recognition and one level of school recognition: Program of Excellence; Program of Distinction; and CTE School of Excellence.

The scoring system will consist of six triggers and a QPS points total. Each trigger must receive a “meets standard” or “highly effective” ranking for the total points score to be applied to the recognition system. The six triggers are the following program performance standards: QPS 2.1, QPS 2.2, QPS 2.5, QPS 3.1, QPS 6.2 and QPS 8.5.

RECOGNITION LEVELS

- Program of Excellence = 150 points and all six triggers met
- Program of Distinction = 180 points and all six triggers met
- CTE School of Excellence = All programs have earned one of the individual program recognitions.

APPEALS PROCESS

In the event an agency is dissatisfied with any decision, such as requests for modifications or application, the eligible agency may submit a written complaint to the Director of the Office of Career Readiness, Adult Learning & Education Options. The complaint must be submitted within thirty (30) days of the date the agency received notification of the department action. Upon receipt of the letter of complaint, the Director will review the complaint and will provide comment to the agency within thirty (30) days. The action taken by the state Director, which includes a review conducted by state staff, shall be deemed final. Such action will be transmitted to the agency in writing.

Upon receipt of written notification of the action of the Director of the Office of Career Readiness, Adult Learning & Education Options, an agency may decide to appeal the action to the State Superintendent of Public Instruction. A formal request for an appeal hearing may be submitted in writing to the Superintendent within thirty (30) days of the agency’s receipt of written notification of the action taken by the Director. An administrative hearing of the appeal will be conducted within ninety (90) days from the receipt of the written request. The agency will be notified of the date and time of the hearing thirty (30) days prior to the hearing date. A written record of the hearing and a written response describing the decisions and actions of the Superintendent will be provided to the agency. The written record and responses will be transmitted to the agency within fifteen (15) days after the hearing date.

Within twenty (20) calendar days following the receipt of the department’s written decision on the complaint/appeal, the agency may file a notice of the appeal with the Secretary of the United States Department of Education for final resolution. Such appeal shall be in writing and shall specify the points of disagreement with the decision as rendered by the Nevada Department of Education.