

**Interim Education Committee  
Testimony**

**CTE Program Funding and Evaluation  
Department of Career and Technical Education  
May 19, 2016**

Mr. Chairman and members of the committee, my name is Wayne Kutzer, Director of the Department of Career and Technical Education. The last time I testified before you I talked about our federal performance measures, career advisors, and the impact that CTE's Career Development counselors have on the number of State scholarships.

A brief update is in your materials, there is a blue handout showing the number of ND Academic and Career and Technical Scholarships. The first three pages are the same as what you received at the last meeting, on the back page is the scholarships sorted by member schools of an Area Career and Technology Center that have a comprehensive Career Development program. It shows 34.5% of students in those schools received a ND Scholarship versus 21.6% students statewide and 17.6% for schools that do not have a Career Development counselor. A comprehensive Career Development Program does have positive impacts on students and their educational choices and opportunities. We need to provide a focus on better Career Development for students, help counselors do their job better and provide resources including the time to do it. If Career Development is a focus, students benefit, as they do at Area Career and Technology Centers.

A counselor's time should be counseling, not test administration, which is different than test interpretation, which can take weeks out of their schedule, not medicine dispensaries for students, not a substitute teacher, not study hall supervisor – they should do their fair share of school duties, but they need to have the time to devote to a comprehensive Career Development Program for their school.

That's what happens at Area Career and Technology Centers. That is part of their CTE program requirements. As a potential solution I would propose that schools provide evidence that eighty-five percent of aggregate counselors' time is devoted to DIRECT service to students through a balanced program of individual planning, school guidance curriculum, and responsive services consistent with the results of the school needs data and that a school be given the resources to make that happen.

## Funding

In your materials a is green sheet that is the biennium budget for the Department of Career and Technical Education. At the very top it shows our General Fund Appropriation, where it started out and where it is now with the allotment reduction. Next is the biennium total of salaries and operating followed by the funding for individual program areas – such as Agriculture and Trade and Industry. The bottom part of the page shows the specific grants and projects that are funded.

To understand how we fund individual schools and Area Centers I have included our Program Approval Policy which is a yellow handout. We use six criteria for approval of CTE programs. (Review Handout). On the back side is our menu of reimbursement rates which reflect the reduction of each rate by 1% across the board (Review Handout).

Finally, there is a pink handout which will give you a perspective of the funding for each school district, Area Center, or two-year campus that receives state funding. This reflects just this present year – or one year of the biennium. It includes program funding to schools, special grants such as STEM Matching, Emerging Technology funding, and Workforce Training for the two year campuses – all state CTE funding. (Review Handout)

## Program Evaluation

Program Evaluation is our commitment to quality CTE programs. The focus of our evaluation process is program improvement. We do not evaluate teachers or any other school personnel, that is a local responsibility. Our agency evaluates all CTE programs using 12 standards, there is a buff colored handout in your materials that list and explain each standard. (Review Handout)

All CTE programs in schools and colleges are evaluated on a 5-year rotation basis. You have the Five-Year Program Evaluation Schedule, which is on purple, in your materials. As you can see they are put into like categories depending on if they are a postsecondary institution, an Area Center, large school offering four or more programs, schools with three or less, schools with only non-occupational programs to schools offering online or ITV based classes. Each program is evaluated by our specialist in that area, if its Agriculture then it is our Ag staff that conducts the evaluation, that is the same for each program area, whether it is Marketing, Auto, or the Health Sciences.

Schools on the next year's list are reviewed and selected to either receive an onsite team visit or an individual contact or visit from our staff. If a school is on the evaluation schedule for that year, all CTE programs and the administration within a school, receive a program pre-evaluation questionnaire that is returned to us prior to the visit, which we use to focus our efforts. While each questionnaire addresses the same 12 Standards, some questions will vary depending on the specific program area. I have included a sample of a Trade and Industry Program area as well as one for the school administration.

With many of our classes being offered either via ITV or online and the traditional evaluation process not always being a good fit, we have also developed a 22-point Online Course Evaluation Rubric which is a blue sheet in your materials. (Review Handout)

The backside of that handout is our Program Evaluation Report. Each standard is evaluated with an S = Strength, M = Meets Expectations, or an I = Improvement Opportunity. The evaluators, our staff and usually another instructor from a like program at a different school or industry person completes the report addressing each standard and highlighting: "Commendations" - which are strengths of a program; "Suggestions" - which are opportunities to improve, and "Recommendations" - which are needed to be implemented to meet either law or policy. This report is reviewed at an exit conference with administration and the instructor.

Within 30 days of the visit the school receives an official report of the evaluation. A Plan of Action is sent to each school for any and all "Recommendations" made, a school has 90 days to respond to each "Recommendation" with their corrective action.

At the end of every evaluation each instructor and administrator is sent a satisfaction survey to provide us feedback on our staff and process.

Mr. Chairman, members of the committee, through our combination of funding and program evaluation we strive for quality CTE programs across the state and to provide the best technical assistance we can to instructors at schools, Area Centers, and institutions across the state for the benefit of students. I would be glad to answer any questions.

## 2015 Cohort - ND Academic and CTE Scholarship

| County  | High School                         | CD | Academic | CTE | Total | # seniors | %      |
|---|-------------------------------------|----|----------|-----|-------|-----------|--------|
| <b>Schools that have a Career Development Counselor</b> |                                     |    |          |     |       |           |        |
| Adams   | Hettinger Public School             | 1  | 0        | 1   | 1     | 15        | 6.67%  |
| Barnes  | Barnes County North Public School   | 1  | 1        | 5   | 6     | 21        | 28.57% |
| Barnes  | Litchville-Marion High School       | 1  | 2        | 4   | 6     | 11        | 54.55% |
| Benson  | Four Winds Community High School    | 1  | 0        | 2   | 2     | 39        | 5.13%  |
| Benson  | Leeds Public School                 | 1  | 3        | 2   | 5     | 12        | 41.67% |
| Benson  | Maddock Public School               | 1  | 0        | 6   | 6     | 17        | 35.29% |
| Benson  | Minnewaukan Public School           | 1  | 0        | 0   | 0     | 9         | 0.00%  |
| Bottineau   | Bottineau High School               | 1  | 8        | 6   | 14    | 41        | 34.15% |
| Bottineau   | Newburg United Public School        | 1  | 0        | 2   | 2     | 4         | 50.00% |
| Bottineau   | Westhope Public School              | 1  | 0        | 3   | 3     | 14        | 21.43% |
| Bowman  | Scranton Public School              | 1  | 0        | 3   | 3     | 12        | 25.00% |
| Burke   | Bowbells Public School              | 1  | 2        | 0   | 2     | 7         | 28.57% |
| Burke   | Burke Central Public School         | 1  | 1        | 2   | 3     | 7         | 42.86% |
| Burke   | Powers Lake High School             | 1  | 0        | 1   | 1     | 3         | 33.33% |
| Burleigh  | Wing Public School                  | 1  | 2        | 0   | 2     | 7         | 28.57% |
| Cass  | Maple Valley High School            | 1  | 1        | 7   | 8     | 18        | 44.44% |
| Cavalier  | Munich Public School                | 1  | 2        | 0   | 2     | 4         | 50.00% |
| Dickey  | Ellendale Public School             | 1  | 1        | 3   | 4     | 18        | 22.22% |
| Dickey  | Oakes High School                   | 1  | 8        | 6   | 14    | 36        | 38.89% |
| Divide  | Divide County High School           | 1  | 3        | 4   | 7     | 24        | 29.17% |
| Eddy  | New Rockford-Sheyenne Public School | 1  | 5        | 5   | 10    | 26        | 38.46% |
| Emmons  | Hazleton-Mof-Brad Public School     | 1  | 1        | 1   | 2     | 7         | 28.57% |
| Emmons  | Linton Public School                | 1  | 3        | 3   | 6     | 24        | 25.00% |
| Foster  | Carrington High School              | 1  | 14       | 11  | 25    | 47        | 53.19% |
| Golden Valley   | Beach High School                   | 1  | 0        | 3   | 3     | 22        | 13.64% |
| Grand Forks   | Central High School                 | 1  | 16       | 7   | 23    | 207       | 11.11% |
| Grand Forks   | Midway Public School                | 1  | 1        | 2   | 3     | 19        | 15.79% |
| Grand Forks   | Northwood Public School             | 1  | 1        | 2   | 3     | 17        | 17.65% |
| Grand Forks   | Red River High School               | 1  | 60       | 11  | 71    | 289       | 24.57% |
| Grand Forks   | Thompson Public School              | 1  | 4        | 8   | 12    | 28        | 42.86% |
| Grant   | Elgin-New Leipzig Public School     | 1  | 0        | 1   | 1     | 13        | 7.69%  |
| Griggs  | Griggs County Central Public        | 1  | 3        | 6   | 9     | 29        | 31.03% |
| Griggs  | Midkota High School                 | 1  | 1        | 1   | 2     | 9         | 22.22% |
| Hettinger   | Mott-Regent Public School           | 1  | 0        | 5   | 5     | 15        | 33.33% |
| Hettinger   | New England Public School           | 1  | 2        | 7   | 9     | 17        | 52.94% |
| Kidder  | Steele-Dawson Public School         | 1  | 6        | 3   | 9     | 25        | 36.00% |
| Kidder  | Tappen Public School                | 1  | 0        | 2   | 2     | 8         | 25.00% |
| LaMoure   | Edgeley High Public School          | 1  | 0        | 4   | 4     | 10        | 40.00% |
| LaMoure   | LaMoure Public School               | 1  | 1        | 1   | 2     | 17        | 11.76% |
| Logan   | Gackle-Streeter Public School       | 1  | 1        | 2   | 3     | 7         | 42.86% |
| Logan   | Napoleon Public School              | 1  | 0        | 12  | 12    | 24        | 50.00% |
| McHenry   | Velva Public School                 | 1  | 4        | 3   | 7     | 23        | 30.43% |
| McKenzie  | Alexander Public School             | 1  | 0        | 0   | 0     | 9         | 0.00%  |
| McLean  | Garrison High School                | 1  | 3        | 0   | 3     | 33        | 9.09%  |
| McLean  | Turtle Lake-Mercer Public School    | 1  | 2        | 0   | 2     | 15        | 13.33% |
| McLean  | Underwood Public School             | 1  | 1        | 5   | 6     | 15        | 40.00% |
| McLean  | Washburn Public School              | 1  | 2        | 4   | 6     | 18        | 33.33% |
| McLean  | Wilton Public School                | 1  | 0        | 3   | 3     | 15        | 20.00% |
| Mercer  | Beulah High School                  | 1  | 6        | 7   | 13    | 48        | 27.08% |
| Morton  | Flasher Public School               | 1  | 1        | 0   | 1     | 21        | 4.76%  |
| Morton  | Glen Ullin Public School            | 1  | 0        | 3   | 3     | 10        | 30.00% |
| Morton  | Hebron Public School                | 1  | 2        | 4   | 6     | 19        | 31.58% |
| Morton  | New Salem-Almont High School        | 1  | 1        | 7   | 8     | 25        | 32.00% |
| Morton  | Marmot Schools                      | 1  | 0        | 0   | 0     | 5         | 0.00%  |
| Mountrail   | Parshall High School                | 1  | 2        | 1   | 3     | 17        | 17.65% |
| Mountrail   | Stanley High School                 | 1  | 5        | 6   | 11    | 43        | 25.58% |
| Nelson  | Dakota Prairie High School          | 1  | 3        | 2   | 5     | 21        | 23.81% |
| Oliver  | Center-Stanton Public School        | 1  | 1        | 0   | 1     | 13        | 7.69%  |
| Pembina   | North Border-Pembina Public School  | 1  | 4        | 2   | 6     | 9         | 66.67% |
| Pembina   | St. Thomas Public School            | 1  | 0        | 2   | 2     | 10        | 20.00% |
| Pembina   | Drayton Public School               | 1  | 0        | 0   | 0     | 9         | 0.00%  |

2015 Cohort - ND Academic and CTE Scholarship

| County  | High School                           | CD  | Academic | CTE   | Total                               | # seniors | %       |
|---|---------------------------------------|-----|----------|-------|-------------------------------------|-----------|---------|
| Pierce  | Rugby High School                     | 1   | 11       | 8     | 19                                  | 56        | 33.93%  |
| Pierce  | Wolford Public School                 | 1   | 1        | 1     | 2                                   | 2         | 100.00% |
| Ramsey  | Devils Lake High School               | 1   | 3        | 8     | 11                                  | 133       | 8.27%   |
| Ramsey  | Edmore Public School                  | 1   | 4        | 0     | 4                                   | 11        | 36.36%  |
| Ramsey  | Starkweather Public School            | 1   | 0        | 1     | 1                                   | 3         | 33.33%  |
| Richland  | Fairmount Public School               | 1   | 1        | 3     | 4                                   | 7         | 57.14%  |
| Richland  | Hankinson Public School               | 1   | 6        | 3     | 9                                   | 17        | 52.94%  |
| Richland  | Lidgerwood Public School              | 1   | 3        | 1     | 4                                   | 8         | 50.00%  |
| Richland  | Richland High School                  | 1   | 2        | 5     | 7                                   | 15        | 46.67%  |
| Richland  | Wahpeton High School                  | 1   | 25       | 12    | 37                                  | 80        | 46.25%  |
| Richland  | Wyndmere Public School                | 1   | 3        | 2     | 5                                   | 13        | 38.46%  |
| Rolette   | Rolette Public School                 | 1   | 0        | 1     | 1                                   | 8         | 12.50%  |
| Rolette   | Turtle Mountain Community High School | 1   | 2        | 1     | 3                                   | 144       | 2.08%   |
| Sargent   | Sargent Central Public School         | 1   | 3        | 4     | 7                                   | 16        | 43.75%  |
| Sheridan  | McClusky High School                  | 1   | 0        | 0     | 0                                   | 2         | 0.00%   |
| Sioux   | Standing Rock Comm. High School       | 1   | 0        | 0     | 0                                   | 36        | 0.00%   |
| Stark   | Belfield Public School                | 1   | 0        | 3     | 3                                   | 16        | 18.75%  |
| Stark   | Dickinson High School                 | 1   | 24       | 44    | 68                                  | 195       | 34.87%  |
| Stark   | Dickinson Trinity High School         | 1   | 9        | 2     | 11                                  | 35        | 31.43%  |
| Stark   | Richardton-Taylor High School         | 1   | 6        | 2     | 8                                   | 22        | 36.36%  |
| Stark   | South Heart High School               | 1   | 1        | 3     | 4                                   | 15        | 26.67%  |
| Steele  | Hope High School                      | 1   | 2        | 10    | 12                                  | 20        | 60.00%  |
| Stutsman  | Jamestown High School                 | 1   | 25       | 20    | 45                                  | 158       | 28.48%  |
| Stutsman  | Medina Public School                  | 1   | 1        | 4     | 5                                   | 11        | 45.45%  |
| Stutsman  | Montpelier Public School              | 1   | 1        | 0     | 1                                   | 7         | 14.29%  |
| Stutsman  | Pingree-Buchanan High School          | 1   | 0        | 3     | 3                                   | 7         | 42.86%  |
| Traill  | Central Valley Public School          | 1   | 1        | 1     | 2                                   | 19        | 10.53%  |
| Traill  | Hatton Eielson Public School          | 1   | 1        | 3     | 4                                   | 11        | 36.36%  |
| Walsh   | Fordville-Lankin Public School        | 1   | 0        | 1     | 1                                   | 4         | 25.00%  |
| Walsh   | Grafton High School                   | 1   | 3        | 3     | 6                                   | 69        | 8.70%   |
| Walsh   | Minto Public School                   | 1   | 3        | 5     | 8                                   | 16        | 50.00%  |
| Walsh   | Park River Area Public School         | 1   | 14       | 1     | 15                                  | 32        | 46.88%  |
| Ward  | Kenmare High School                   | 1   | 6        | 3     | 9                                   | 23        | 39.13%  |
| Ward  | Magic City Campus High School         | 1   | 60       | 38    | 98                                  | 485       | 20.21%  |
| Ward  | Dakota Memorial School                | 1   | 0        | 0     | 0                                   | 7         | 0.00%   |
| Ward  | Souris River Campus Alt               | 1   | 0        | 0     | 0                                   | 106       | 0.00%   |
| Wells   | Harvey High School                    | 1   | 3        | 12    | 15                                  | 23        | 65.22%  |
| Williams  | Eight Mile Public School              | 1   | 1        | 0     | 1                                   | 10        | 10.00%  |
| Williams  | Grenora Public School                 | 1   | 1        | 0     | 1                                   | 10        | 10.00%  |
| Williams  | Ray Public School                     | 1   | 0        | 4     | 4                                   | 21        | 19.05%  |
| Williams  | Williston High School                 | 1   | 15       | 0     | 15                                  | 217       | 6.91%   |
|   |                                       |     | 431      | 415   | 846                                 |           |         |
| Totals  |                                       | 102 | 50.9%    | 49.1% | Avg. % stuents w/scholarship 28.69% |           |         |
| Schools that DO NOT have a career Development Counselor |                                       |     |          |       |                                     |           |         |
| Barnes  | Valley City High School               |     | 7        | 12    | 19                                  | 91        | 20.88%  |
| Benson  | Warwick High School                   |     | 0        | 0     | 0                                   | 7         | 0.00%   |
| Bowman  | Bowman Public School                  |     | 12       | 4     | 16                                  | 41        | 39.02%  |
| Burleigh  | Bismarck High School                  |     | 51       | 33    | 84                                  | 408       | 20.59%  |
| Burleigh  | Century High School                   |     | 90       | 34    | 124                                 | 392       | 31.63%  |
| Burleigh  | Shiloh Christian                      |     | 4        | 0     | 4                                   | 23        | 17.39%  |
| Burleigh  | South Central Alt High School         |     | 0        | 2     | 2                                   | 48        | 4.17%   |
| Burleigh  | St. Mary's Central High School        |     | 38       | 1     | 39                                  | 89        | 43.82%  |
| Burleigh  | Dakota Adventist Academy              |     | 0        | 0     | 0                                   | 18        | 0.00%   |
| Cass  | Fargo Davies High School              |     | 46       | 8     | 54                                  | 282       | 19.15%  |
| Cass  | Kindred High School                   |     | 13       | 5     | 18                                  | 58        | 31.03%  |
| Cass  | North High School                     |     | 66       | 12    | 78                                  | 245       | 31.84%  |
| Cass  | Northern Cass Public School           |     | 10       | 11    | 21                                  | 34        | 61.76%  |
| Cass  | Oak Grove Lutheran High School        |     | 1        | 0     | 1                                   | 35        | 2.86%   |
| Cass  | Shanley High School                   |     | 12       | 0     | 12                                  | 72        | 16.67%  |
| Cass  | South High School                     |     | 27       | 6     | 33                                  | 244       | 13.52%  |
| Cass  | West Fargo High School                |     | 66       | 1     | 67                                  | 564       | 11.88%  |
| Cass  | Woodrow Wilson Alt. High School       |     | 1        | 0     | 1                                   | 88        | 1.14%   |

2015 Cohort - ND Academic and CTE Scholarship

| County      | High School                         | CD | Academic | CTE   | Total | # seniors | %   |
|-------------|-------------------------------------|----|----------|-------|-------|-----------|---|
| Cass        | Central Cass Public School          |    | 10       | 7     | 17    | 70        | 24.29%                                      |
| Cavalier    | Langdon Area High School            |    | 1        | 3     | 4     | 34        | 11.76%                                      |
| Dunn        | Killdeer Public School              |    | 1        | 4     | 5     | 38        | 13.16%                                      |
| Dunn        | Halliday Public School              |    | 0        | 0     | 0     | 1         | 0.00%                                       |
| Emmons      | Strasburg High School               |    | 1        | 0     | 1     | 14        | 7.14%                                       |
| Grand Forks | Larimore High School                |    | 7        | 6     | 13    | 39        | 33.33%                                      |
| Grand Forks | Community Alt. High School          |    | 0        | 0     | 0     | 55        | 0.00%                                       |
| Grant       | Prairie Learning Ed Center          |    | 0        | 0     | 0     | 10        | 0.00%                                       |
| LaMoure     | Kulm High School                    |    | 1        | 0     | 1     | 9         | 11.11%                                      |
| McHenry     | Drake High School                   |    | 2        | 1     | 3     | 13        | 23.08%                                      |
| McHenry     | TGU Granville Public School         |    | 0        | 3     | 3     | 14        | 21.43%                                      |
| McHenry     | TGU Towner Public School            |    | 0        | 5     | 5     | 15        | 33.33%                                      |
| McIntosh    | Ashley Public School                |    | 0        | 2     | 2     | 10        | 20.00%                                      |
| McIntosh    | Wishek Public School                |    | 3        | 1     | 4     | 16        | 25.00%                                      |
| McIntosh    | Zeeland Public School               |    | 3        | 0     | 3     | 11        | 27.27%                                      |
| McKenzie    | Watford City High School            |    | 5        | 2     | 7     | 73        | 9.59%                                       |
| McKenzie    | Johnson Corners Christian Academy   |    | 0        | 0     | 0     | 3         | 0.00%                                       |
| McKenzie    | Mandaree Public School              |    | 0        | 0     | 0     | 5         | 0.00%                                       |
| McLean      | Max Public School                   |    | 1        | 2     | 3     | 16        | 18.75%                                      |
| McLean      | White Shield Public School          |    | 0        | 0     | 0     | 10        | 0.00%                                       |
| Mercer      | Hazen High School                   |    | 10       | 5     | 15    | 52        | 28.85%                                      |
| Morton      | Mandan High School                  |    | 26       | 8     | 34    | 207       | 16.43%                                      |
| Morton      | Brave Center Academy                |    | 0        | 0     | 0     | 26        | 0.00%                                       |
| Mountrail   | New Town High School                |    | 0        | 0     | 0     | 35        | 0.00%                                       |
| Nelson      | Lakota High School                  |    | 0        | 6     | 6     | 18        | 33.33%                                      |
| Pembina     | Cavalier High School                |    | 0        | 1     | 1     | 31        | 3.23%                                       |
| Pembina     | North Border-Walhalla Public School |    | 2        | 3     | 5     | 12        | 41.67%                                      |
| Pembina     | Valley-Edinburg High School         |    | 1        | 1     | 2     | 11        | 18.18%                                      |
| Ransom      | Enderlin Area Public School         |    | 3        | 2     | 5     | 27        | 18.52%                                      |
| Ransom      | Lisbon High School                  |    | 3        | 17    | 20    | 45        | 44.44%                                      |
| Renville    | MLS-Mohall Public School            |    | 6        | 2     | 8     | 21        | 38.10%                                      |
| Renville    | Glenburn Public School              |    | 0        | 0     | 0     | 15        | 0.00%                                       |
| Rolette     | Dunseith High School                |    | 0        | 3     | 3     | 25        | 12.00%                                      |
| Rolette     | Mt. Pleasant Public School          |    | 3        | 5     | 8     | 21        | 38.10%                                      |
| Rolette     | St. John Public School              |    | 1        | 4     | 5     | 18        | 27.78%                                      |
| Sargent     | Milnor Public School                |    | 2        | 4     | 6     | 20        | 30.00%                                      |
| Sargent     | North Sargent Public School         |    | 1        | 6     | 7     | 20        | 35.00%                                      |
| Sioux       | Selfridge Public School             |    | 0        | 0     | 0     | 1         | 0.00%                                       |
| Sioux       | Solen High School                   |    | 0        | 0     | 0     | 5         | 0.00%                                       |
| Stark       | Southwest Community High School     |    | 0        | 0     | 0     | 12        | 0.00%                                       |
| Steele      | Finley-Sharon Public School         |    | 2        | 1     | 3     | 13        | 23.08%                                      |
| Stutsman    | Anne Carlsen Center                 |    | 0        | 0     | 0     | 18        | 0.00%                                       |
| Stutsman    | Kensal Public School                |    | 0        | 0     | 0     | 3         | 0.00%                                       |
| Towner      | North Star Public School            |    | 3        | 4     | 7     | 24        | 29.17%                                      |
| Traill      | Hillsboro High School               |    | 11       | 6     | 17    | 39        | 43.59%                                      |
| Traill      | May-Port CG High School             |    | 7        | 9     | 16    | 45        | 35.56%                                      |
| Ward        | Sawyer Public School                |    | 0        | 1     | 1     | 13        | 7.69%                                       |
| Ward        | Berthold Public School              |    | 5        | 6     | 11    | 20        | 55.00%                                      |
| Ward        | Bishop Ryan                         |    | 7        | 0     | 7     | 31        | 22.58%                                      |
| Ward        | Des Lacs-Burlington High School     |    | 5        | 3     | 8     | 34        | 23.53%                                      |
| Ward        | North Shore High School             |    | 1        | 0     | 1     | 7         | 14.29%                                      |
| Ward        | Surrey Public School                |    | 1        | 3     | 4     | 41        | 9.76%                                       |
| Ward        | Our Redeemers Christian             |    | 0        | 0     | 0     | 16        | 0.00%                                       |
| Wells       | Fessenden-Bowdon Public School      |    | 1        | 0     | 1     | 8         | 12.50%                                      |
| Williams    | Tioga High School                   |    | 1        | 2     | 3     | 31        | 9.68%                                       |
| Williams    | Del Easton Alt. High School         |    | 0        | 0     | 0     | 18        | 0.00%                                       |
| Williams    | Williston Trinity Christian School  |    | 0        | 0     | 0     | 14        | 0.00%                                       |
|             |                                     |    | 581      | 267   | 848   |           |   |
|             | Totals                              |    | 69%      | 31%   |       |           | <b>Avg. % students w/scholarship 17.58%</b> |
|             |                                     |    | Academic | CTE   | Total | # Seniors |   |
|             | <b>TOTAL SCHOLARSHIP NUMBERS</b>    |    | 1012     | 682   | 1694  | 7,839     | 21.61%                                      |
|             | Overall percentages                 |    | 59.7%    | 40.3% |       |           |   |

2015 Cohort - ND Academic and CTE Scholarship

| County  | High School                        | CD                      | Academic        | CTE        | Total        | # seniors        | %             |        |
|---|------------------------------------|-------------------------|-----------------|------------|--------------|------------------|---------------|--------|
| <b>Area Career and Technology Centers</b>         |                                    |                         |                 |            |              |                  |               |        |
|   | <b>High School</b>                 | <b>CD</b>               | <b>Academic</b> | <b>CTE</b> | <b>Total</b> | <b># seniors</b> | <b>%</b>      |        |
| James Valley                                      | Jamestown High School              | 1                       | 25              | 20         | 45           | 158              | 28.48%        |        |
|   | Montpelier Public School           | 1                       | 1               | 0          | 1            | 7                | 14.29%        |        |
|   | Pingree-Buchanan High School       | 1                       | 0               | 3          | 3            | 7                | 42.86%        |        |
| Lake Area CTC                                     | Devils Lake High School            | 1                       | 3               | 8          | 11           | 133              | 8.27%         |        |
|   | Minnewaukan Public School          | 1                       | 0               | 0          | 0            | 9                | 0.00%         |        |
|   | Starkweather Public School         | 1                       | 0               | 1          | 1            | 3                | 33.33%        |        |
|   | Munich Public School               | 1                       | 2               | 0          | 2            | 4                | 50.00%        |        |
| North Valley                                      | St. Thomas Public School           | 1                       | 0               | 2          | 2            | 10               | 20.00%        |        |
|   | Grafton High School                | 1                       | 3               | 3          | 6            | 69               | 8.70%         |        |
|   | Drayton Public School              | 1                       | 0               | 0          | 0            | 9                | 0.00%         |        |
|   | Park River Area Public School      | 1                       | 14              | 1          | 15           | 32               | 46.88%        |        |
|   | Midway Public School               | 1                       | 1               | 2          | 3            | 19               | 15.79%        |        |
|   | Valley-Edinburg High School        |                         | 1               | 1          | 2            | 11               | 18.18%        |        |
|   | Minto Public School                | 1                       | 3               | 5          | 8            | 16               | 50.00%        |        |
|   | North Border-Pembina Public School | 1                       | 4               | 2          | 6            | 9                | 66.67%        |        |
|   | Sheyenne Valley                    | Valley City High School |                 | 7          | 12           | 19               | 91            | 20.88% |
|   | Barnes County North Public School  | 1                       | 1               | 5          | 6            | 21               | 28.57%        |        |
|   | Maple Valley High School           | 1                       | 1               | 7          | 8            | 18               | 44.44%        |        |
|   | Gackle-Streeter Public School      | 1                       | 1               | 2          | 3            | 7                | 42.86%        |        |
|   | Litchville-Marion High School      | 1                       | 2               | 4          | 6            | 11               | 54.55%        |        |
|   | Southeast RCTC                     | Ellendale Public School | 1               | 1          | 3            | 4                | 18            | 22.22% |
|   | Oakes High School                  | 1                       | 8               | 6          | 14           | 36               | 38.89%        |        |
|   | Fairmount Public School            | 1                       | 1               | 3          | 4            | 7                | 57.14%        |        |
|   | Hankinson Public School            | 1                       | 6               | 3          | 9            | 17               | 52.94%        |        |
|   | Lidgerwood Public School           | 1                       | 3               | 1          | 4            | 8                | 50.00%        |        |
|   | Richland High School               | 1                       | 2               | 5          | 7            | 15               | 46.67%        |        |
|   | Wahpeton High School               | 1                       | 25              | 12         | 37           | 80               | 46.25%        |        |
|   | Wyndmere Public School             | 1                       | 3               | 2          | 5            | 13               | 38.46%        |        |
|   | Lisbon High School                 |                         | 3               | 17         | 20           | 45               | 44.44%        |        |
|   | Sargent Central Public School      | 1                       | 3               | 4          | 7            | 16               | 43.75%        |        |
|   | Totals                             |                         | 124             | 134        | 258          | 899              |               |        |
| <b>Avg. % students Area Centers w/scholarship</b> |                                    |                         |                 |            |              |                  | <b>34.52%</b> |        |

**Department of Career & Technical Education**  
**2015/17 Biennium General Fund**

|  |                    |                            |
|--|--------------------|----------------------------|
| <u>2015-2017 Biennium General Fund Appropriation</u> | Original           | <b>\$33,920,062</b>        |
|  | Allotment          | (\$1,373,763)              |
|  |                    | <u><b>\$32,546,299</b></u> |
| <br><u>Administration</u>                            |                    |                            |
| Salaries & Operating                                 | \$4,505,202        | \$4,505,202                |
| <br><u>Grants</u>                                    |                    |                            |
| <b>Special Projects</b>                              |                    |                            |
| Career & Technical Student Organizations             | \$69,000           |                            |
| <b>Secondary Programs</b>                            |                    |                            |
| Agriculture Education                                | \$3,103,354        |                            |
| Business Education                                   | \$1,682,523        |                            |
| Career Development                                   | \$2,773,559        |                            |
| Diversified Occupations                              | \$28,542           |                            |
| FCS-ED   | \$1,795,495        |                            |
| FCS-OCC  | \$400,617          |                            |
| Health Sciences                                      | \$1,475,744        |                            |
| Information Technology                               | \$430,079          |                            |
| Local Administration/Operating                       | \$2,500,225        |                            |
| Marketing Education                                  | \$794,619          |                            |
| Technology & Engineering                             | \$701,640          |                            |
| Trade & Industry                                     | \$2,859,250        |                            |
| Coops/Incentives/Misc (New)                          | \$0                |                            |
| New Programs   | <u>\$0</u>         |                            |
| <b>Total</b>   |                    | <b>\$18,614,647</b>        |
| <b>Adult Farm Management</b>                         |                    |                            |
| Adult Farm Management (Line Item)                    | \$688,982          |                            |
| Adult Farm Management (Board)                        | <u>\$1,296,108</u> |                            |
| <b>Total</b>   |                    | <b>\$1,985,090</b>         |
| <b>STEM Grants</b>                                   |                    |                            |
| STEM Match   | \$150,000          |                            |
| STEM Infusion  | \$200,000          |                            |
| <b>Adult Part-Time</b>                               |                    |                            |
| Adult Part-Time                                      | \$60,000           |                            |
| <b>Elementary Entrepreneurship</b>                   |                    |                            |
| Elementary Entrepreneurship                          | \$287,850          |                            |
| <b>Virtual Centers (GF, CC, WS)</b>                  |                    |                            |
| Virtual Centers (GF, CC, WS)                         | \$2,166,666        |                            |
| <b>Workforce Training</b>                            |                    |                            |
| Workforce Training                                   | \$2,878,500        |                            |
| <b>Postsecondary CTE Grants</b>                      |                    |                            |
| Postsecondary CTE Grants                             | \$357,452          |                            |
| <b>Emerging Technology Grants</b>                    |                    |                            |
| Emerging Technology Grants                           | \$864,989          |                            |
| <b>Innovative Grants</b>                             |                    |                            |
| Innovative Grants                                    | \$115,140          |                            |
| <b>Technical Assessments</b>                         |                    |                            |
| Technical Assessments                                | \$100,239          |                            |
| <b>Pilot Distance Delivery Grant</b>                 |                    |                            |
| Pilot Distance Delivery Grant                        | \$143,925          |                            |
| <b>RUReadyND Account Creation</b>                    |                    |                            |
| RUReadyND Account Creation                           | \$36,600           |                            |
| <b>Professional Development</b>                      |                    |                            |
| Professional Development                             | <u>\$80,000</u>    |                            |
| <b>Total</b>   |                    | <b>\$7,441,361</b>         |
| <b>Total General Fund</b>                            |                    | <u><b>\$32,546,299</b></u> |



## Department of Career and Technical Education

### Program Approval Policy

#### Requirements for an approvable instructional program

- Credits - A minimum of 2 credits per year must be taught
  - Trade & Industry programs must offer a minimum of 3 sequential credits
  - Distance learning exception – a receiving school may receive reimbursement for a course as long as it originates from an approved program. Also distance courses MAY be counted as part of the 2 credit sequence for program approval purposes.
- Class Size (9-12 enrollment)
  - Minimum of 7 students in each course for schools with more than 100 students
  - Minimum average of 7 students per course for schools with 50-100 students
  - No minimum for schools with fewer than 50 students
- CTE certified teacher, which includes a provisionally licensed Praxis teacher
  - Refer to teacher certification requirements for specific service area ([www.nd.gov/cte/teacher-cert](http://www.nd.gov/cte/teacher-cert))
- Curriculum
  - Must be based on state, national, or industry standards for each program area
- Facilities and equipment
  - Adequate as determined by program standards
  - Barrier-free facility
- Advisory Committee
  - Each program must have an active advisory committee but the committee may be combined to serve multiple CTE programs – with a minimum of three representatives from each CTE program – unless program standards require a separate committee to serve a specific program.
  - Committees must meet, at a minimum, two times a year.

#### Requirements for an approvable career development program

- CTE credentialed counselor (see requirements for Career Development at [www.nd.gov/cte/teacher-cert](http://www.nd.gov/cte/teacher-cert))
- Program of Work that incorporates ND Career Development Standards (curriculum framework at <http://www.nd.gov/cte/services/standards/docs/careerdevelopment.pdf>)
- Adequate facilities and equipment as determined by program standards
- Advisory Committee (see above)
- Career Development Programs are in grades 7-12 and may be funded with state or federal funds.

# STATE BOARD FOR CAREER AND TECHNICAL EDUCATION

## REVISED Policy For Reimbursement of State Funded Programs FY 2016

### ◆ Secondary Comprehensive Occupational Programs

- 26% Reimbursement on Instructional Salaries and Extended Contracts
- 29% Reimbursement on Approved Travel
- 39% of All Approved Costs at the Area Career and Technology Centers
- No state Reimbursement on Equipment

### ◆ Exploratory Programs

#### Family & Consumer Sciences

- 18% Reimbursement on Instructional Salaries and Extended Contracts
- 29% Reimbursement on Approved Travel
- No state Reimbursement on Equipment
- Current Reimbursement is for grades 9-12 only

#### Technology & Engineering Education

- 26% Reimbursement on Instructional Salaries and Extended Contracts  
(Engineering by Design and Project Lead the Way programs only in grades 9-12)
- 29% Reimbursement for Approved Travel
- 39% Reimbursement on Equipment in grades 7 and 8 only

### ◆ Career Development

- 34% Reimbursement on Salaries and Extended Contracts
- 29% Reimbursement on Travel

### ◆ Adult Level

- Full-Time Instruction Programs (Farm Management Education) 62% of Approved Expenditures
- Part-Time Adult: 50% of Instructors Salary only on an hourly basis not to exceed 50% of the \$25 hourly maximum

### ◆ Coops – Sharing Instructors, Transporting Students, ITV's and On-line Programs

- Schools holding contracts on instructors in programs that transport students or programs that share instructor's receive 4% additional reimbursement on approved costs
- Schools holding contracts on ITV's and on-line programs receive 4% additional reimbursement on approved costs
- Participating schools receive 25% of assessed fees

# 2015 - 2016 State Obligations

|   | Total Base     | State        | Local          |
|---|----------------|--------------|----------------|
| Alexander                                 | \$24,999.98    | \$12,500.00  | \$12,499.98    |
| Anne Carlsen Center                       | \$131,804.00   | \$131,804.00 | \$0.00         |
| Ashley                                    | \$12,111.33    | \$2,384.55   | \$9,726.78     |
| Barnes County North                       | \$100,075.73   | \$16,587.13  | \$83,488.60    |
| Beach                                     | \$184,617.28   | \$27,670.83  | \$156,946.45   |
| Belcourt                                  | \$802,785.10   | \$134,446.16 | \$668,338.94   |
| Belfield                                  | \$307,434.68   | \$67,297.59  | \$240,137.09   |
| Beulah                                    | \$362,428.49   | \$73,421.34  | \$289,007.15   |
| Bismarck                                  | \$1,324,462.34 | \$155,080.80 | \$1,169,381.54 |
| Bismarck Career Academy LEA               | \$700,934.60   | \$169,110.95 | \$531,823.65   |
| Bismarck State College                    | \$659,042.94   | \$533,768.60 | \$125,274.34   |
| Bismarck Technical Center LEA             | \$387,867.60   | \$84,831.66  | \$303,035.94   |
| Bottineau                                 | \$399,140.77   | \$74,518.35  | \$324,622.42   |
| Bowbells                                  | \$1,200.00     | \$288.00     | \$912.00       |
| Bowman Co                                 | \$213,979.36   | \$40,021.31  | \$173,958.05   |
| Carrington                                | \$406,263.29   | \$126,128.47 | \$280,134.82   |
| Cass County Area Career Technology Center | \$666,642.99   | \$493,315.82 | \$173,327.17   |
| Cavalier                                  | \$89,737.31    | \$14,671.88  | \$75,065.43    |
| Center-Stanton                            | \$60,644.10    | \$10,845.78  | \$49,798.32    |
| Central Cass                              | \$203,269.03   | \$32,472.98  | \$170,796.05   |
| Central Valley                            | \$203,854.12   | \$41,674.52  | \$162,179.60   |
| Dakota College                            | \$389,043.44   | \$242,845.23 | \$146,198.21   |
| Dakota Prairie                            | \$200,703.17   | \$37,202.82  | \$163,500.35   |
| Devils Lake                               | \$82,250.02    | \$2,102.10   | \$80,147.92    |
| Dickinson                                 | \$1,335,918.85 | \$223,109.50 | \$1,112,809.35 |
| Dickinson State University                | \$16,000.00    | \$8,000.00   | \$8,000.00     |
| Divide County                             | \$126,255.52   | \$27,530.14  | \$98,725.38    |
| Drake                                     | \$164,381.83   | \$35,614.38  | \$128,767.45   |
| Dunseith                                  | \$125,936.00   | \$19,537.20  | \$106,398.80   |
| Edgeley                                   | \$101,912.65   | \$19,115.73  | \$82,796.92    |
| Edmore                                    | \$51,888.21    | \$8,684.33   | \$43,203.88    |
| Eight Mile                                | \$88,621.60    | \$18,390.25  | \$70,231.35    |
| Elgin-New Leipzig                         | \$154,521.45   | \$31,422.42  | \$123,099.03   |
| Ellendale                                 | \$140,153.02   | \$25,883.43  | \$114,269.59   |
| Enderlin Area                             | \$166,150.70   | \$27,640.95  | \$138,509.75   |
| Fairmount                                 | \$5,000.00     | \$1,200.00   | \$3,800.00     |
| Fargo                                     | \$2,599,334.44 | \$378,126.31 | \$2,221,208.13 |
| Fessenden-Bowdon                          | \$146,820.55   | \$25,517.98  | \$121,302.57   |

# 2015 - 2016 State Obligations

|                                     | Total Base     | State        | Local          |
|-------------------------------------|----------------|--------------|----------------|
| Finley-Sharon                       | \$42,674.45    | \$7,860.72   | \$34,813.73    |
| Flasher                             | \$96,556.42    | \$18,003.41  | \$78,553.01    |
| Fordville-Lankin                    | \$4,800.00     | \$1,152.00   | \$3,648.00     |
| Ft Totten                           | \$354,815.20   | \$63,835.59  | \$290,979.61   |
| Ft Yates                            | \$200,022.56   | \$46,647.03  | \$153,375.53   |
| Gackle-Streeter                     | \$86,006.72    | \$16,537.81  | \$69,468.91    |
| Garrison                            | \$137,009.12   | \$29,774.21  | \$107,234.91   |
| Glen Ullin                          | \$220,973.32   | \$73,135.63  | \$147,837.69   |
| Glenburn                            | \$77,698.90    | \$14,675.93  | \$63,022.97    |
| GNWREA                              | \$72,480.30    | \$72,480.30  | \$0.00         |
| Goodrich                            | \$300.00       | \$72.00      | \$228.00       |
| Grafton                             | \$45,584.72    | \$6,919.30   | \$38,665.42    |
| Grand Forks                         | \$1,919,049.38 | \$299,199.86 | \$1,619,849.52 |
| Grand Forks Area Career & Tech LEA  | \$761,443.18   | \$495,350.97 | \$266,092.21   |
| Grenora                             | \$96,720.09    | \$19,205.70  | \$77,514.39    |
| Griggs County Central               | \$155,560.41   | \$30,365.33  | \$125,195.08   |
| Hankinson                           | \$12,500.00    | \$3,000.00   | \$9,500.00     |
| Harvey                              | \$304,171.78   | \$55,145.58  | \$249,026.20   |
| Hatton Eielson                      | \$89,292.10    | \$12,497.93  | \$76,794.17    |
| Hazelton-Moffit-Braddock            | \$3,600.00     | \$864.00     | \$2,736.00     |
| Hazen                               | \$218,875.74   | \$36,356.31  | \$182,519.43   |
| Hebron                              | \$111,224.97   | \$22,863.69  | \$88,361.28    |
| Hettinger                           | \$158,056.54   | \$27,238.78  | \$130,817.76   |
| Hillsboro                           | \$135,755.06   | \$23,585.31  | \$112,169.75   |
| Hope                                | \$130,005.04   | \$24,284.30  | \$105,720.74   |
| James Valley Area Career & Tech LEA | \$1,460,888.41 | \$619,080.93 | \$841,807.48   |
| Jamestown                           | \$160,406.47   | \$13,024.28  | \$147,382.19   |
| Kenmare                             | \$217,497.19   | \$102,539.53 | \$114,957.66   |
| Kidder County                       | \$177,162.48   | \$35,834.42  | \$141,328.06   |
| Killdeer                            | \$114,828.00   | \$21,527.06  | \$93,300.94    |
| Kindred                             | \$204,988.13   | \$37,975.90  | \$167,012.23   |
| Kulm                                | \$25,015.25    | \$4,937.65   | \$20,077.60    |
| Lake Area Career & Tech Center LEA  | \$1,381,353.07 | \$605,188.76 | \$776,164.31   |
| Lake Region State College           | \$659,606.25   | \$505,080.01 | \$154,526.24   |
| Lakota                              | \$36,989.12    | \$9,126.90   | \$27,862.22    |
| LaMoure                             | \$209,789.72   | \$44,277.10  | \$165,512.62   |
| Langdon Area                        | \$205,001.84   | \$38,670.89  | \$166,330.95   |
| Larimore                            | \$131,994.83   | \$27,490.88  | \$104,503.95   |

# 2015 - 2016 State Obligations

|  | Total Base     | State        | Local          |
|--|----------------|--------------|----------------|
| Leeds  | \$87,453.09    | \$15,441.54  | \$72,011.55    |
| Lewis and Clark                              | \$135,256.86   | \$22,276.15  | \$112,980.71   |
| Lidgerwood                                   | \$5,000.00     | \$1,200.00   | \$3,800.00     |
| Linton                                       | \$110,547.30   | \$19,265.09  | \$91,282.21    |
| Lisbon                                       | \$99,730.46    | \$15,198.01  | \$84,532.45    |
| Litchville-Marion                            | \$20,828.00    | \$3,792.00   | \$17,036.00    |
| Maddock                                      | \$126,086.76   | \$20,533.94  | \$105,552.82   |
| Mandan                                       | \$1,046,585.44 | \$188,928.82 | \$857,656.62   |
| Mandaree                                     | \$0.00         | \$0.00       | \$0.00         |
| Maple Valley                                 | \$60,142.37    | \$7,616.93   | \$52,525.44    |
| Marketplace for Kids                         | \$120,000.00   | \$120,000.00 | \$0.00         |
| Max  | \$118,657.60   | \$24,117.89  | \$94,539.71    |
| May-Port CG                                  | \$105,876.38   | \$17,181.29  | \$88,695.09    |
| McClusky                                     | \$68,432.82    | \$13,489.14  | \$54,943.68    |
| McKenzie Co                                  | \$368,065.29   | \$67,198.41  | \$300,866.88   |
| Medina                                       | \$99,633.28    | \$20,847.10  | \$78,786.18    |
| Midkota                                      | \$39,307.10    | \$7,459.82   | \$31,847.28    |
| Midway                                       | \$65,403.45    | \$11,555.13  | \$53,848.32    |
| Milnor                                       | \$85,202.97    | \$14,084.27  | \$71,118.70    |
| Minot  | \$2,905,802.02 | \$540,173.75 | \$2,365,628.27 |
| Minto  | \$44,739.03    | \$6,639.28   | \$38,099.75    |
| Missouri River Area Career & Tech Center LEA | \$916,114.89   | \$508,071.85 | \$408,043.04   |
| Mohall-Lansford-Sherwood                     | \$95,049.09    | \$14,638.23  | \$80,410.86    |
| Montpelier                                   | \$3,000.00     | \$720.00     | \$2,280.00     |
| Mott-Regent                                  | \$114,812.20   | \$18,505.28  | \$96,306.92    |
| Mt Pleasant                                  | \$133,466.58   | \$21,887.69  | \$111,578.89   |
| Munich                                       | \$69,273.86    | \$14,570.30  | \$54,703.56    |
| Napoleon                                     | \$231,883.71   | \$45,455.92  | \$186,427.79   |
| Nesson                                       | \$149,079.28   | \$25,055.90  | \$124,023.38   |
| New England                                  | \$80,721.45    | \$14,331.54  | \$66,389.91    |
| New Rockford-Sheyenne                        | \$159,669.45   | \$28,974.71  | \$130,694.74   |
| New Salem-Almont                             | \$171,816.77   | \$34,581.14  | \$137,235.63   |
| New Town                                     | \$73,627.84    | \$11,278.78  | \$62,349.06    |
| North Border                                 | \$101,939.29   | \$18,137.02  | \$83,802.27    |
| North Central Area Career & Tech Center LEA  | \$210,468.43   | \$102,043.83 | \$108,424.60   |
| NDSCS  | \$872,383.00   | \$790,851.72 | \$81,531.28    |
| NDSU   | \$16,000.00    | \$8,000.00   | \$8,000.00     |
| North Sargent                                | \$40,665.31    | \$5,169.19   | \$35,496.12    |

# 2015 - 2016 State Obligations

|   | Total Base     | State          | Local          |
|---|----------------|----------------|----------------|
| North Star                                | \$37,638.00    | \$9,781.39     | \$27,856.61    |
| North Valley Area Career & Tech LEA       | \$1,417,521.45 | \$591,354.59   | \$826,166.86   |
| Northern Cass                             | \$115,367.74   | \$17,362.03    | \$98,005.71    |
| Northwood                                 | \$94,877.32    | \$17,640.51    | \$77,236.81    |
| Oakes                                     | \$64,417.00    | \$16,003.08    | \$48,413.92    |
| Park River Area                           | \$42,536.97    | \$6,396.73     | \$36,140.24    |
| Parshall                                  | \$180,413.52   | \$36,752.00    | \$143,661.52   |
| Pingree-Buchanan                          | \$29,516.49    | \$4,307.10     | \$25,209.39    |
| Powers Lake                               | \$99,092.25    | \$19,934.58    | \$79,157.67    |
| Richardton-Taylor                         | \$119,489.67   | \$24,362.14    | \$95,127.53    |
| Richland                                  | \$61,097.26    | \$8,914.26     | \$52,183.00    |
| Rolette                                   | \$110,368.40   | \$19,789.95    | \$90,578.45    |
| Roughrider Area Career & Tech Center LEA  | \$680,415.93   | \$300,184.31   | \$380,231.62   |
| Rugby                                     | \$314,061.37   | \$58,306.37    | \$255,755.00   |
| Sargent Central                           | \$106,391.52   | \$21,096.46    | \$85,295.06    |
| Sawyer                                    | \$49,908.30    | \$8,118.03     | \$41,790.27    |
| Scranton                                  | \$120,531.04   | \$24,069.49    | \$96,461.55    |
| Selfridge                                 | \$900.00       | \$216.00       | \$684.00       |
| Sheyenne Valley Area Career & Tech LEA    | \$1,207,281.18 | \$566,346.20   | \$640,934.98   |
| Solen                                     | \$0.00         | \$0.00         | \$0.00         |
| South Heart                               | \$98,696.09    | \$16,790.08    | \$81,906.01    |
| South Prairie                             | \$1,239.24     | \$297.42       | \$941.82       |
| Southeast Region Career & Tech Center LEA | \$2,604,661.20 | \$1,107,364.56 | \$1,497,296.64 |
| St John                                   | \$145,094.11   | \$22,353.49    | \$122,740.62   |
| Stanley                                   | \$363,133.19   | \$68,200.38    | \$294,932.81   |
| Starkweather                              | \$600.00       | \$144.00       | \$456.00       |
| Strasburg                                 | \$600.00       | \$144.00       | \$456.00       |
| Surrey                                    | \$6,600.00     | \$1,584.00     | \$5,016.00     |
| TGU                                       | \$290,593.95   | \$53,252.98    | \$237,340.97   |
| Thompson                                  | \$99,413.25    | \$21,193.69    | \$78,219.56    |
| Tioga                                     | \$201,072.81   | \$34,036.76    | \$167,036.05   |
| Turtle Lake-Mercer                        | \$99,474.63    | \$22,000.58    | \$77,474.05    |
| Underwood                                 | \$36,502.53    | \$6,926.36     | \$29,576.17    |
| United                                    | \$222,275.59   | \$36,195.92    | \$186,079.67   |
| University of North Dakota                | \$25,000.00    | \$25,000.00    | \$0.00         |
| Valley City                               | \$222,008.46   | \$47,630.67    | \$174,377.79   |
| Valley City State University              | \$41,781.50    | \$41,781.50    | \$0.00         |
| Velva                                     | \$203,128.20   | \$33,904.76    | \$169,223.44   |

# 2015 - 2016 State Obligations

|                                     | Total Base             | State                  | Local                  |
|-------------------------------------|------------------------|------------------------|------------------------|
| Wahpeton                            | \$171,692.20           | \$27,728.85            | \$143,963.35           |
| Warwick                             | \$79,589.41            | \$14,207.83            | \$65,381.58            |
| Washburn                            | \$127,779.40           | \$23,228.34            | \$104,551.06           |
| West Fargo                          | \$1,246,508.58         | \$153,678.58           | \$1,092,830.00         |
| Western Star Area Career & Tech LEA | \$176,826.77           | \$95,001.30            | \$81,825.47            |
| Westhope                            | \$171,835.72           | \$28,065.74            | \$143,769.98           |
| White Shield                        | \$79,856.19            | \$15,607.27            | \$64,248.92            |
| Williston                           | \$463,133.18           | \$75,569.03            | \$387,564.15           |
| Williston State College             | \$387,731.24           | \$387,731.24           | \$0.00                 |
| Wilton                              | \$220,227.59           | \$48,115.48            | \$172,112.11           |
| Wing                                | \$22,155.19            | \$6,576.55             | \$15,578.64            |
| Wishek                              | \$128,391.92           | \$24,365.54            | \$104,026.38           |
| Wyndmere                            | \$2,000.00             | \$480.00               | \$1,520.00             |
| Zeeland                             | \$750.00               | \$180.00               | \$570.00               |
| <b>Grand TOTALS</b>                 | <b>\$45,503,782.17</b> | <b>\$13,830,113.27</b> | <b>\$31,673,668.90</b> |

# Standards of Quality

## For All Approved Programs at the Secondary and Postsecondary Level

### Standard One - Instructional Planning and Organization

The instructional program is designed to develop knowledge and skills that are essential for success in the career field. The course of study for the instructional program includes both theoretical and practical activities and is based on standards in the related industry or cluster of industries. Instruction is organized and implemented in a sequential manner and, where appropriate, provides opportunity for secondary students to transition easily into a related postsecondary program through a formal articulation agreement or to earn advanced standing through opportunities such as dual credit.

### Standard Two - Instructional Materials Utilization

Adequate amounts of current instructional materials and other resources are provided to support the instructional plan. Selection and use of these resources addresses the individual needs of students. Resources are inventoried and stored for easy access and are updated as needed.

### Standard Three - Instructional Personnel

Instructors meet or exceed state licensure/credential requirements in their teaching field and have recent work experience that enables them to relate their instruction to all aspects of business or industry. Instructors regularly upgrade their knowledge and skills by participating in professional development conferences and workshops and/or by obtaining additional work experience in business and industry.

### Standard Four - Enrollment and Student-Teacher Ratio

Minimum enrollment requirements for a funded program, as specified by the Department of Career and Technical Education, are met. Maximum enrollment in the program is related to the number and kinds of students served, the specific skills taught, the size of the facility, and the method of instruction used. The number of students in a class is no more than can be taught in an efficient, effective, and safe manner.

### Standard Five - Equipment and Supplies

Equipment and supplies support the instructional plan at a level to assure quality education. Equipment is representative of the grade and type used by business and industry and meets or exceeds all appropriate safety standards. Equipment is inventoried and records are updated regularly.

### Standard Six - Instructional Facilities

Physical facilities include adequate space and utilities to provide for safe and orderly instruction that meets the program's objectives. Both instructional and non-instructional areas are adequate for the number of students and staff using these areas, and meet the needs of students with disabilities as well as providing for the special needs of co-educational classes. The Americans with Disabilities Act is the guide for meeting needs of persons with disabilities.

### Standard Seven - Safety and Sanitation Training and Practices

A safe and healthy learning environment is provided. The Occupational Safety and Health Administration (OSHA) standards are the guide for implementing environmental health and safety features. Appropriate safety and sanitation training is incorporated into the instructional content of the program and implemented in instructional activities.

### Standard Eight - Program Advisory Committee and Community Relations

The program shall have an active advisory committee that is broadly representative of the school, community, business/industry and clients served in the program. Close working relationships between school and community promote understanding of the program's purposes, needs and accomplishments. Community and business/industry input is obtained for the development, updating and implementation of programs that meet identified needs.

### **Standard Nine – Leadership Development Opportunities/Career and Technical Student Organization (CTSO)**

Each student is afforded leadership development opportunities that are integrated into the CTE curriculum. Leadership development activities take place within the classroom environment and, optimally, through active membership in a Career and Technical Student Organization (CTSO). The CTSO is directed and supervised by the local teacher/advisor with guidance from the local school administration and the local advisory committee.

### **Standard Ten – Workplace Experience/Cooperative Learning Experience**

Each student participates in workplace learning activities as part of the CTE curriculum. Career awareness and other workplace learning activities take place within the classroom environment and, where appropriate, through a supervised cooperative learning experience. Cooperative learning experiences are related to the career and technical program and to the individual student's occupational goals and are documented with written training agreements and training plans. Where the placement involves working for pay, all legal requirements have been met.

### **Standard Eleven - Special Populations**

Services are provided to members of special populations as necessary to enable those persons to succeed in the program. These services may include academic, social and emotional supports, and may involve service providers in the school and the community. Special populations are those identified in the Carl Perkins Career and Technical Education Act of 2006: individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional fields; single parents, including single pregnant women; displaced homemakers and individuals with limited English proficiency.

### **Standard Twelve - Educational Equity**

A school climate is established in which all learners can succeed to the best of their abilities, without regard to gender, race, color, national origin, religion, age, or disability. The Carl Perkins Career and Technical Education Act of 2006 defines nontraditional training and employment as occupations or fields of work including careers in computer science, technology, and other current and emerging high skill occupations for which individuals of one gender comprise less than 25% of the individuals employed in each such occupation or field of work.

## Department of Career and Technical Education Five-Year Program Evaluation Schedule

| 2015-2016  | 2016-2017  | 2017-2018  | 2018-2019  | 2019-2020   |
|--|--|--|--|---|
| <b>Postsecondary Institutions</b>  |  |  |  |   |
| Ft Berthold Community College, New Town<br><br>ND State College of Science, Wahpeton<br><br>6  | Dakota College Bottineau<br><br>Turtle Mt Community College, Belcourt<br><br>6   | Sitting Bull College, Fort Yates<br><br>Lake Region State College, Devils Lake<br><br>6  | Williston State College<br><br>United Tribes Technical College, Bismarck<br><br>6  | Bismarck State College<br><br>Candeska Cikana Community College, Ft. Totten<br><br>6  |
| <b>Area Career &amp; Technology Centers</b>  |  |  |  |   |
| North Valley Area CTC, Grafton<br><br>North Central Area CTC, Rugby<br><br>5   | Lake Area CTC, Devils Lake<br><br>Western Star Area CTC, Williston<br><br>5  | Southeast Region CTC, Wahpeton and Oakes Satellite<br><br>Grand Forks Area CTC, Grand Forks<br><br>5   | Sheyenne Valley Area CTC, Valley City<br><br>Missouri River Area CTC, Bismarck<br><br>5  | James Valley Area CTC, Jamestown<br><br>Roughrider Area, Dickinson<br><br>5   |
| <b>High Schools Offering Four or More Occupational Programs</b>  |  |  |  |   |
| Minot Public Schools<br><br>Turtle Mt. HS, Belcourt<br><br>4   | Mandan HS<br><br>Marmot Public School, Mandan<br><br>Williston HS<br><br>4   | Bismarck Public Schools<br><br>New Town HS<br><br>4  | Grand Forks Public Schools<br><br>West Fargo HS<br><br>4   | Dickinson HS<br><br>Fargo Public Schools<br><br>4   |
| <b>High Schools Offering Three or Less Occupational Programs</b>   |  |  |  |   |
| Cavalier HS<br><br>Dakota Prairie HS, Petersburg<br><br>Divide Co. HS, Crosby<br><br>Enderlin HS<br><br>Four Winds Community HS, Fort Totten<br><br>Kenmare HS<br><br>Mohall/Sherwood/Lansford HS<br><br>Napoleon HS<br><br>New England HS<br><br>New Salem HS<br><br>North Border School<br><br>Pembina/Neche/Walhalla<br><br>Richardton HS<br><br>Sawyer HS<br><br>Stanley HS<br><br>Turtle Lake-Mercer HS<br><br>Underwood HS<br><br>Washburn HS<br><br>Watford City HS<br><br>Wilton HS<br><br>Wolford HS<br><br>3 | Bowman County PS<br><br>Central Valley HS, Buxton<br><br>Ellendale HS<br><br>Fessenden HS<br><br>Glenburn HS<br><br>Hebron HS<br><br>Hillsboro HS<br><br>Killdeer HS<br><br>Lakota HS<br><br>LaMoure HS<br><br>Mott HS<br><br>Parshall HS<br><br>Pingree-Buchanan HS, Pingree<br><br>Scranton HS<br><br>Standing Rock CS, Ft. Yates<br><br>3 | Bottineau HS<br><br>Carrington HS<br><br>Edgeley HS<br><br>Eight Mile PS, Trenton<br><br>Finley-Sharon HS, Finley<br><br>Glen Ullin HS<br><br>Halliday HS<br><br>Kidder Co. HS<br>Steele/Dawson/Tappen<br><br>Langdon HS<br><br>Leeds HS<br><br>Lewis & Clark HS<br>Berthold/North Shore<br><br>Linton HS<br><br>Maddock HS<br><br>McClusky HS<br><br>New Rockford/Sheyenne HS<br><br>TGU School<br>Granville HS/Towner HS<br><br>Westhope HS<br><br>3 | Central Cass HS, Casselton<br><br>Grenora HS<br><br>Griggs Central HS, Cooperstown<br><br>Gackle/Streeter HS<br><br>Hettinger HS<br><br>Kindred HS<br><br>May-Port CG HS, Mayville<br><br>Miinor HS<br><br>Powers Lake HS<br><br>Rolette HS<br><br>St. John HS<br><br>South Heart HS<br><br>Tioga HS<br><br>United HS, Des Lacs<br><br>Valley City HS<br><br>Warwick HS<br><br>White Shield PS, Roseglen<br><br>Wishek HS<br><br>3 | Beach HS<br><br>Belfield HS<br><br>Beulah HS<br><br>Center-Stanton HS<br><br>Drake/Anamoose HS<br><br>Dunseith HS<br><br>Grant Co. HS<br>Elgin/New Leipzig/Carson<br><br>Garrison HS<br><br>Harvey HS<br><br>Hatton HS<br><br>Hazen HS<br><br>Larimore HS<br><br>Lisbon HS<br><br>Max HS<br><br>Medina HS<br><br>Mt. Pleasant HS, Rolla<br><br>Ray HS<br><br>Rugby HS<br><br>Velva HS<br><br>Wing HS<br><br>3 |



## CTE Program Evaluation Questionnaire Trade, Industry & Technical Education

Reporting Date:

Local Education  
Agency (LEA):

Administrator:

Completed By:

E-mail:

### **Standard 1 - Instructional Planning and Organization**

**S**=Strength **M**=Meets Expectations **I**=Improvement Opportunity **NA**=Not Applicable

|   | S                     | M                     | I                     | NA                    |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1) Is a strategic plan in place and revised annually that addresses curriculum/technology updates, professional development and equipment/supplies acquisition? (Suggest reviewing strategic plan, instructional plans, inventory and budget.)    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2) Is a well-defined course description or syllabus on file with course objectives written in measurable terms that includes the teaching of employability and occupationally related skills? (Suggest reviewing course description or syllabus.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3) Is an instructional management system for monitoring and documenting student progress available and properly utilized? (Suggest reviewing instructional management system.)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4) Is there evidence of students' attainment of objectives measured by an evaluation system that includes both school-based and work-site performance? (Suggest reviewing grading policy.)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5) Are crosswalks completed (communication, math, science)? (Suggest reviewing lesson plans.)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6) Describe the program's strengths for instructional planning and organization:  |                       |                       |                       |                       |
|   |                       |                       |                       |                       |
| 7) Describe the program's improvement opportunities for instructional planning and organization:  |                       |                       |                       |                       |
|   |                       |                       |                       |                       |

## Standard 2 - Instructional Materials Utilization

S=Strength M=Meets Expectations I=Improvement Opportunity NA=Not Applicable

|   | S                     | M                     | I                     | NA                    |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1) Are individual, competency-based instructional materials provided each student and utilized appropriately? (Suggest reviewing instructional materials.)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2) Does the curricula cover all tasks and program objectives in a competency-based format? (Suggest reviewing instructional materials.)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3) Is a variety of up-to-date reference materials available and utilized to integrate problem solving, critical thinking, employability skills and decision making concepts? (Suggest reviewing reference materials.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4) Is a filing system in place for easy access to instructional materials and program information? (Suggest reviewing filing system.)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5) Describe the program's strengths for instructional materials utilization:  |                       |                       |                       |                       |
| 6) Describe the program's improvement opportunities for instructional materials utilization:  |                       |                       |                       |                       |

## Standard 3 - Instructional Personnel

S=Strength M=Meets Expectations I=Improvement Opportunity NA=Not Applicable

|   | S                     | M                     | I                     | NA                    |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1) Does the instructor hold the appropriate license/credential for his/her specific field? (Suggest reviewing instructor's license/credentials.)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2) Does the instructor participate in career-technical conferences, professional association conventions, college courses, professional development meetings or other types of training? (Suggest reviewing instructor's technological and professional growth activities for the past year.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3) Does the instructor maintain a plan for professional development in the content area, technology and instructional management? (Suggest reviewing instructor's professional improvement plans.)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4) Does the instructor work cooperatively with other faculty to ensure that others are familiar with the program's goals and objectives, activities, prerequisites and enrollment guidelines? (Suggest reviewing marketing plans and materials.)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5) Does the instructor participate in educational and community activities? (Suggest reviewing instructor's community involvement.)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6) Describe the program's strengths for instructional personnel:  |                       |                       |                       |                       |
| 7) Describe the program's improvement opportunities for instructional personnel:  |                       |                       |                       |                       |

**Standard 4 - Enrollment and Student-Teacher Ratio**

S=Strength M=Meets Expectations I=Improvement Opportunity NA=Not Applicable

|   | S                     | M                     | I                     | NA                    |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1) Are efforts made to articulate students to other educational programs according to their interests and abilities/aptitudes? (Suggest reviewing articulation plans with appropriate key individuals.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2) Is criteria established for the selection/admission of students into the program? (Suggest reviewing admission requirements for students.)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3) Are students assessed and given appropriate support to assure their success in the program that meets their interest, choice and abilities? (Suggest reviewing enrollment policies and procedures.)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4) Does the program have an articulation or cooperative enrollment agreement with other postsecondary schools? (Suggest reviewing available agreements.)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5) Describe the program's strengths for enrollment and student-teacher ratio:   |                       |                       |                       |                       |
| 6) Describe the program's improvement opportunities for enrollment and student-teacher ratio:   |                       |                       |                       |                       |

**Standard 5 - Equipment and Supplies**

S=Strength M=Meets Expectations I=Improvement Opportunity NA=Not Applicable

|  | S                     | M                     | I                     | NA                    |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 1) Is the program adequately equipped to support the independent study needs of the largest class of students? (Suggest observing equipment and training stations in relation to students' study needs.)                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2) Are equipment and/or supplies reflective of the program's goals and objectives? (Suggest reviewing curriculum and equipment.)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3) Is a current inventory of trainers, equipment and tools on file and updated annually? (Suggest reviewing equipment inventory.)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4) Are there procedures and sufficient funds available for replacement or immediate repair of malfunctioning equipment and/or tools? (Suggest reviewing budget, policies and procedures and long-range plan and budget.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5) Describe the program's strengths for equipment and supplies:  |                       |                       |                       |                       |
| 6) Describe the program's improvement opportunities for equipment and supplies:  |                       |                       |                       |                       |

**Standard 6 - Instructional Facilities**

S=Strength M=Meets Expectations I=Improvement Opportunity NA=Not Applicable

|  | S                     | M                     | I                     | NA                    |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 1) Is storage space functional and sufficient for instructional materials, supplies, equipment and projects? (Suggest observing resources and how they are stored.)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2) Is adequate office space provided that contains a computer, printer, telephone, desk, file cabinets and other necessary equipment? (Suggest observing office space.)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3) Is facility size and the number of training stations adequate to ensure safety, supervision and quality education and training in relation to the program's objectives? (Suggest observing size and arrangement of classroom and the number of students per class. Review instructional plan in light of available facilities.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4) Is appropriate safety equipment (wash basin) available to students? (Suggest observing facility.)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5) Are there adequate areas for the equipment and projects that are routinely serviced as part of the instructional content of the program? (Suggest reviewing facility.)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6) Describe the program's strengths for instructional facilities:  |                       |                       |                       |                       |
| 7) Describe the program's improvement opportunities for instructional facilities:  |                       |                       |                       |                       |

**Standard 7 - Safety and Sanitation Training and Practices**

S=Strength M=Meets Expectations I=Improvement Opportunity NA=Not Applicable

|   | S                     | M                     | I                     | NA                    |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1) Is an annual program safety audit conducted? (Suggest reviewing safety plans, national industry standards and safety signage.)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2) Is there a safety inspection report conducted by an outside agency or organization on file? (Suggest reviewing reports by OSHA, ND Workers Compensation, Fire Department, Insurance Company.)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3) Are student safety tests and instructions on hazardous material handling and right-to-know retained on file to verify that appropriate training has taken place? (Suggest reviewing student safety tests and location of Material Safety Data Sheets.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4) Describe the program's strengths for safety and sanitation training and practices:   |                       |                       |                       |                       |
| 5) Describe the program's improvement opportunities for safety and sanitation training and practices:   |                       |                       |                       |                       |

**Standard 8 - Program Advisory Committee and Community Relations**

S=Strength M=Meets Expectations I=Improvement Opportunity NA=Not Applicable

|  | S                     | M                     | I                     | NA                    |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 1) Does the program's advisory committee meet in scheduled meetings twice yearly, maintain minutes of each meeting, provide recommendations for program improvements and receive feedback on actions taken from recommendations? (Suggest reviewing most recent advisory committee minutes.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2) Does the advisory committee include representation from school personnel, local area career-technical school representatives, parents and appropriate community, business and industry personnel? (Suggest reviewing list of committee members.)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3) Describe the program's strengths for program advisory committee and community relations:  |                       |                       |                       |                       |
| 4) Describe the program's improvement opportunities for program advisory committee and community relations:  |                       |                       |                       |                       |

**Standard 9 - Leadership Development Opportunities/Career and Technical Student Organization**

S=Strength M=Meets Expectations I=Improvement Opportunity NA=Not Applicable

|  | S                     | M                     | I                     | NA                    |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 1) Is each student afforded the opportunity and encouraged to become an active member in a career and technical student organization (SkillsUSA) or an industry sponsored professional organization? (Suggest reviewing membership development and recruitment.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2) Are career and technical student organization activities an integral part of the instructional program in the attainment and balance of the primary program objectives? (Suggest reviewing how CTSO is incorporated into the instructional delivery system.)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3) Is each CTSO member provided the opportunity to attend and participate in local, state and national leadership, career and personal development activities? (Suggest reviewing opportunities offered to members.)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4) Describe the program's strengths for leadership development opportunities/career and technical student organization:  |                       |                       |                       |                       |
| 5) Describe the program's improvement opportunities for leadership development opportunities/career and technical student organization:  |                       |                       |                       |                       |

### Standard 10 - Workplace Experience/Cooperative Learning Experience

S=Strength M=Meets Expectations I=Improvement Opportunity NA=Not Applicable

|   | S                     | M                     | I                     | NA                    |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1) Is appropriate documentation maintained to indicate that the instructor is actively involved with each work-based experience? (Suggest reviewing coordination activities and records.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2) Does the employer complete a written evaluation of the employed students? (Suggest reviewing student files for documentation.)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3) Does administration support coordination by providing sufficient time and financial support? (Suggest reviewing administration support.)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4) Describe the program's strengths for workplace experience/cooperative learning experience:   |                       |                       |                       |                       |
| 5) Describe the program's improvement opportunities for workplace experience/cooperative learning experience:   |                       |                       |                       |                       |

### Standard 11 - Special Populations

S=Strength M=Meets Expectations I=Improvement Opportunity NA=Not Applicable

|   | S                     | M                     | I                     | NA                    |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1) Is the program prepared to respond to the needs of special population students? (Suggest reviewing instructional methods and adaptations.)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2) Is teaching/tutoring assistance available to special population students? (Suggest reviewing teacher observation, student schedules and staffing patterns.)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3) Are facilities barrier-free to accommodate students with disabilities? (Suggest reviewing facilities.)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4) Does the advisory committee provide input on innovative instructional techniques, learning systems and instructional aids as necessary for the success of special population students? (Suggest reviewing minutes of recent meetings.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5) Has the program been successful in involving special population students in career and technical student organizations? (Suggest review CTSO membership.)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6) Describe the program's strengths for special populations:  |                       |                       |                       |                       |
| 7) Describe the program's improvement opportunities for special populations:  |                       |                       |                       |                       |

**Standard 12 - Educational Equity**

S=Strength M=Meets Expectations I=Improvement Opportunity NA=Not Applicable

|   | S                     | M                     | I                     | NA                    |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1) Are strategies in place for recruitment and retention of nontraditional students? Note: Equal access to your classroom by female and male students is presumed. (Suggest reviewing enrollment and retention data and CTSO membership.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2) Is the classroom and/or laboratory a safe and welcoming environment for female and male students? (Suggest reviewing classroom environment for safety, cleanliness, bias-free materials and media.)                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3) Does the program's career education component feature nontraditional careers? (Suggest reviewing career fair activities, field trips, instructional media.)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4) Is the program's advisory committee gender balanced? (Suggest reviewing advisory committee membership.)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5) Are students encouraged to participate in nontraditional occupational experiences? (Suggest reviewing job shadowing/internships/coop placements.)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6) Describe the program's strengths for educational equity:   |                       |                       |                       |                       |
| 7) Describe the program's improvement opportunities for educational equity:   |                       |                       |                       |                       |

## Administration Program Evaluation Questionnaire

Reporting Date:

Local Education

Agency (LEA):

Select...

Administrator:

Completed By:

E-mail:

### **Standard 1 - Instructional Planning and Organization**

S=Strength M=Meets Expectations

I=Improvement Opportunity NA=Not Applicable

|   | S                     | M                     | I                     | NA                    |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1) Does the school have a strategic plan or stated institutional purpose which includes a commitment to career and technical education? (Suggest reviewing strategic plan.)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2) Does administration exhibit a commitment to career and technical education? (Suggest reviewing promotional material.)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3) Is a process in place which allows opportunity for discussion of career and technical education at the administrative level? (Suggest reviewing strategic planning process.)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4) Does the administration ensure that all accreditation processes involving career and technical education programs are complete? (Suggest reviewing institutional accreditation reports.)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5) Does the administration use CTE performance data in STARS to make program decisions? (Suggest reviewing STARS Output Reports and Yearly Performance Levels.)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6) Are programs of study in place for CTE programs? (Suggest reviewing Perkins Five-Year Plan.)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7) As required by state statute, are two unit coordinated plans of study in place for CTE programs to meet the required units and the career and technical education scholarship requirements? (Suggest reviewing CTE Coordinated Plans of Study and local curriculum.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8) Are CTE end of program technical skills assessments in place and used where available and appropriate? (Suggest reviewing CTE website and local practices.)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9) Describe the school's strengths for instructional planning and organization:   |                       |                       |                       |                       |
| 10) Describe the school's improvement opportunities for instructional planning and organization:  |                       |                       |                       |                       |

**Standard 2 - Instructional Materials Utilization**

S=Strength M=Meets Expectations

I=Improvement Opportunity NA=Not Applicable

|   | S                     | M                     | I                     | NA                    |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1) Does career and technical education instructional materials follow the guidelines and CTE program standards for the instructional programs and are technical skills assessments in place or planned to measure performance against those standards? (Suggest reviewing instructional materials.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2) Does the school follow a schedule for replacement and updating of instructional materials? (Suggest reviewing materials and policy manual.)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3) Describe the school's strengths for instructional materials utilization:   |                       |                       |                       |                       |
| 4) Describe the school's improvement opportunities for instructional materials utilization:   |                       |                       |                       |                       |

**Standard 3 - Instructional Personnel**

S=Strength M=Meets Expectations

I=Improvement Opportunity NA=Not Applicable

|   | S                     | M                     | I                     | NA                    |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1) Does the school review policies involving appropriate credentialing of instructors? (Suggest reviewing personnel policies.)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2) Does the school promote professional development and attendance at CTE sponsored conferences? (Suggest reviewing opportunities and funding for past year's activities by instructors.)                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3) Does the school provide sufficient administrative and support services to plan and conduct quality career and technical education programs? (Suggest reviewing organizational chart and job descriptions.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4) Describe the school's strengths for instructional personnel:   |                       |                       |                       |                       |
| 5) Describe the school's improvement opportunities for instructional personnel:   |                       |                       |                       |                       |

**Standard 4 - Enrollment and Student-Teacher Ratio**

S=Strength M=Meets Expectations  
 I=Improvement Opportunity NA=Not Applicable

|   | S                     | M                     | I                     | NA                    |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1) Are enrollment and class sizes in compliance with the State Board for Career and Technical Education guidelines? (Suggest reviewing enrollment by program for past three years and check class sizes.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2) Describe the school's strengths for enrollment and student-teacher ratio:  |                       |                       |                       |                       |
| 3) Describe the school's improvement opportunities for enrollment and student-teacher ratio:  |                       |                       |                       |                       |

**Standard 5 - Equipment and Supplies**

S=Strength M=Meets Expectations  
 I=Improvement Opportunity NA=Not Applicable

|   | S                     | M                     | I                     | NA                    |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1) Is there an established budget for each career and technical education program? (Suggest reviewing institutional budget.)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2) Are equipment and supplies reflective of current and emerging technology used in business and industry? (Suggest discussing availability of funds for updating and upgrading equipment.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3) Is a current inventory of equipment and/or tools on file and update annually? (Suggest reviewing equipment inventory.)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4) Describe the school's strengths for equipment and supplies:  |                       |                       |                       |                       |
| 5) Describe the school's improvement opportunities for equipment and supplies:  |                       |                       |                       |                       |

**Standard 6 - Instructional Facilities**

S=Strength M=Meets Expectations

I=Improvement Opportunity NA=Not Applicable

|  | S                     | M                     | I                     | NA                    |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 1) Is the size of the facility and number of training stations adequate to ensure safe, quality education and training in relation to the program's objectives? (Suggest analyzing the size of the classrooms and the number of students per class.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2) Are the facilities properly maintained to provide an environment conducive to learning and working? (Suggest observing maintenance of the facility in terms of painting, repair work, etc.)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3) Are facilities barrier-free to accommodate students with disabilities? (Suggest reviewing facilities for special features or modifications to accommodate students with disabilities.)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4) Are facilities arranged in such a manner as to maximize the career and technical education function and student safety? (Suggest reviewing institutional accreditation reports.)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5) Describe the school's strengths for instructional facilities:   |                       |                       |                       |                       |
| 6) Describe the school's improvement opportunities for instructional facilities:   |                       |                       |                       |                       |

**Standard 7 - Safety and Sanitation Training and Practices**

S=Strength M=Meets Expectations

I=Improvement Opportunity NA=Not Applicable

|  | S                     | M                     | I                     | NA                    |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 1) Does the school have in place and adhere to a system-wide safety and sanitation policy? (Suggest reviewing institutional safety and sanitation policies.)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2) Has the school been inspected by outside sources (i.e. Fire Marshal, OSHA Inspectors) to obtain assistance in keeping in compliance with various safety and sanitation codes? (Suggest visiting with physical plant supervisor, transportation staff, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3) Describe the school's strengths for safety and sanitation training and practices:   |                       |                       |                       |                       |
| 4) Describe the school's improvement opportunities for safety and sanitation training and practices:   |                       |                       |                       |                       |

**Standard 8 - Program Advisory Committee and Community Relations**

S=Strength M=Meets Expectations

I=Improvement Opportunity NA=Not Applicable

|  | S                     | M                     | I                     | NA                    |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 1) Have administrative leaders been involved in community activities as representatives of the school for purposes related to career and technical education? (Suggest reviewing community functions.)                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2) Does administration inform the community about goals, activities, staff awards, student achievement, etc. related to career and technical education? (Suggest reviewing publications, media interviews, news bulletins, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3) Does administration encourage instructors and staff to use advisory committees to ensure appropriateness of course content? (Suggest reviewing ways in which the encouragement is done.)                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4) Does the school have a public relations plan? (Suggest reviewing public relations plan.)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5) Describe the school's strengths for program advisory committee and community relations:   |                       |                       |                       |                       |
| 6) Describe the school's improvement opportunities for program advisory committee and community relations:   |                       |                       |                       |                       |

**Standard 9 - Leadership Development Opportunities/Career and Technical Student Organization**

S=Strength M=Meets Expectations

I=Improvement Opportunity NA=Not Applicable

|  | S                     | M                     | I                     | NA                    |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 1) Does administration encourage career and technical student organizations and the leadership efforts of these organizations? (Suggest reviewing publications, programs, planning strategies, etc., which provide evidence of encouragement.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2) Are time and resources provided to support the activities of the chapter advisor? (Suggest reviewing budget, policy manual and negotiated agreement.)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3) Describe the school's strengths for leadership development opportunities/career and technical student organization:   |                       |                       |                       |                       |
| 4) Describe the school's improvement opportunities for leadership development opportunities/career and technical student organization:   |                       |                       |                       |                       |

**Standard 10 - Workplace Experience/Cooperative Learning Experience**

S=Strength M=Meets Expectations

I=Improvement Opportunity NA=Not Applicable

|   | S                     | M                     | I                     | NA                    |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1) Is administration involved in ensuring that work-based learning is given adequate priority? (Suggest interviewing administrator and reviewing institutional goals, mission statement, strategic plans, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2) Is administration familiar with federal and state policies related to various coordination activities? (Suggest reviewing official documents and promotional material.)                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3) Describe the school's strengths for workplace experience/cooperative learning experience:  |                       |                       |                       |                       |
| 4) Describe the school's improvement opportunities for workplace experience/cooperative learning experience:  |                       |                       |                       |                       |

**Standard 11 - Special Populations**

S=Strength M=Meets Expectations

I=Improvement Opportunity NA=Not Applicable

|   | S                     | M                     | I                     | NA                    |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1) Is the program prepared to respond to the needs of special population students? (Suggest reviewing instructional methods and adaptations.)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2) Is teaching/tutoring assistance available to special population students? (Suggest reviewing teacher observation, student schedules and staffing patterns.)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3) Are facilities barrier-free to accommodate students with disabilities? (Suggest reviewing facilities.)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4) Does the advisory committee provide input on innovative instructional techniques, learning systems and instructional aids as necessary for the success of special population students? (Suggest reviewing minutes of recent meetings.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5) Has the program been successful in involving special population students in career and technical student organizations? (Suggest review CTSO membership.)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6) Describe the school's strengths for special populations:   |                       |                       |                       |                       |
| 7) Describe the school's improvement opportunities for special populations:   |                       |                       |                       |                       |

**Standard 12 - Educational Equity**

S=Strength M=Meets Expectations

I=Improvement Opportunity NA=Not Applicable

|   | S                     | M                     | I                     | NA                    |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1) Are strategies in place for recruitment and retention of nontraditional students?<br>Note: Equal access to your classroom by female and male students is presumed.<br>(Suggest reviewing enrollment and retention data and CTSO membership.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2) Is the classroom and/or laboratory a safe and welcoming environment for female and male students? (Suggest reviewing classroom environment for safety, cleanliness, bias-free materials and media.)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3) Does the program's career education component feature nontraditional careers? (Suggest reviewing career fair activities, field trips, instructional media.)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4) Is the program's advisory committee gender balanced? (Suggest reviewing advisory committee membership.)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5) Are students encouraged to participate in nontraditional occupational experiences? (Suggest reviewing job shadowing/internships/coop placements.)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6) Describe the school's strengths for educational equity:  |                       |                       |                       |                       |
| 7) Describe the school's improvement opportunities for educational equity:  |                       |                       |                       |                       |



## Department of Career and Technical Education

### Online Course Evaluation Rubric



|             |            |       |
|-------------|------------|-------|
| SCHOOL:     | PROGRAM:   | DATE: |
| INSTRUCTOR: | EVALUATOR: |       |

| Benchmark   | Infancy<br>1 | Evolving<br>2 | Proficient<br>3 | Exemplary<br>4 |
|---|--------------|---------------|-----------------|----------------|
| 1. Course description, objectives, syllabus, announcements, docs, assignments clearly defined   |              |               |                 |                |
| 2. Pre-requisites are clearly identified  |              |               |                 |                |
| 3. Coursework provides high level of hands-on activities  |              |               |                 |                |
| 4. Course delivery is asynchronous  |              |               |                 |                |
| 5. Collaborative learning is present. (group chats, team projects, netiquette guidelines provided)  |              |               |                 |                |
| 6. Does instruction reinforce the application of relevant and rigorous academic content that is aligned with state standards and articulated with postsecondary institutions  |              |               |                 |                |
| 7. The instructors provide adequate time for interaction with students on a regular basis   |              |               |                 |                |
| 8. Adequate hardware, plugins, logins/passwords, bandwidth, and software are present  |              |               |                 |                |
| 9. A Learning Management System is utilized for course delivery   |              |               |                 |                |
| 10. The instructor maintains adequate qualifications to teach course  |              |               |                 |                |
| 11. Instructor is provided appropriate access to online training and methodology  |              |               |                 |                |
| 12. Does the instructor participate in career and technical education conferences, professional development meetings or other types of training and is the teacher a member of related state and national professional education associations |              |               |                 |                |
| 13. Are students and parents/guardians given, in writing, the program's goals and objectives and career opportunities prior to enrollment   |              |               |                 |                |
| 14. Have appropriate measures been taken to protect students and instructors from online security risks   |              |               |                 |                |
| 15. Are recommendations from an advisory committee acted upon and/or incorporated into the course   |              |               |                 |                |
| 16. Is each student provided the opportunity to attend and participate in local, state, and national leadership, career and personal development activities? Example: CTSO's  |              |               |                 |                |
| 17. Does each student have the opportunity to participate in work-based learning related to program objectives  |              |               |                 |                |
| 18. Are strategies in place for recruitment and retention of nontraditional students  |              |               |                 |                |
| 19. Feedback concerning grades and assignments is given frequently and timely<br>YES/NO   |              |               |                 |                |
| 20. Enrolled students have access to support services and learning resources<br>YES/NO  |              |               |                 |                |
| 21. Proctors are provided for exams where appropriate<br>YES/NO   |              |               |                 |                |
| 22. School utilizes evaluation results from all students for continuous improvement<br>YES/NO   |              |               |                 |                |



# Department of Career and Technical Education Program Evaluation Report



Type of Contact:

- Onsite
- Phone
- Email

Date:

|                     |  |             |  |
|---------------------|--|-------------|--|
| School/Institution: |  | Program:    |  |
| Administrator:      |  | Instructor: |  |

### QUALITY INDICATORS

*S* = A Strength      *M* = Meets Expectations      *I* = Improvement Opportunity      *NA* = Not Applicable

- |  |  |
|--|--|
| <input type="checkbox"/> <i>Standard 1</i> (Planning & Organization)             | <input type="checkbox"/> <i>Standard 7</i> (Safety & Sanitation Training/Practices)  |
| <input type="checkbox"/> <i>Standard 2</i> (Instructional Materials Utilization) | <input type="checkbox"/> <i>Standard 8</i> (Advisory Committees/Community Relations) |
| <input type="checkbox"/> <i>Standard 3</i> (Qualified Instructional Personnel)   | <input type="checkbox"/> <i>Standard 9</i> (Career & Technical Student Organization) |
| <input type="checkbox"/> <i>Standard 4</i> (Enrollment & Student/Teacher Ratio)  | <input type="checkbox"/> <i>Standard 10</i> (Coordination Activities)                |
| <input type="checkbox"/> <i>Standard 5</i> (Equipment and Supplies)              | <input type="checkbox"/> <i>Standard 11</i> (Special Populations)                    |
| <input type="checkbox"/> <i>Standard 6</i> (Instructional Facilities)            | <input type="checkbox"/> <i>Standard 12</i> (Educational Equity)                     |

### COMMENDATIONS:

### SUGGESTIONS:

### RECOMMENDATIONS:

Supervisor or Team Facilitator

Date