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	%
Schools that have a Career Development Counselor							
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	Hazelton-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. % stucents 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%		Avg. % students w/scholarship	17.58%
			Academic	**CTE**	**Total**	**# Seniors**	
TOTAL SCHOLARSHIP NUMBERS			**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	%
Area Career and Technology Centers							
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	
					Avg. % students Area Centers w/scholarship		34.52%

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

2015-2017 Biennium General Fund Appropriation		Original	**$33,920,062**
		Allotment	($1,373,763)
			$32,546,299
Administration			
Salaries & Operating		$4,505,202	$4,505,202
Grants			
	Special Projects		
	Career & Technical Student Organizations	$69,000	
	Secondary Programs		
	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	$0	
	Total		$18,614,647
	Adult Farm Management		
	Adult Farm Management (Line Item)	$688,982	
	Adult Farm Management (Board)	$1,296,108	
	Total		$1,985,090
	STEM Grants		
	STEM Match	$150,000	
	STEM Infusion	$200,000	
	Adult Part-Time	$60,000	
	Elementary Entrepreneurship	$287,850	
	Virtual Centers (GF, CC, WS)	$2,166,666	
	Workforce Training	$2,878,500	
	Postsecondary CTE Grants	$357,452	
	Emerging Technology Grants	$864,989	
	Innovative Grants	$115,140	
	Technical Assessments	$100,239	
	Pilot Distance Delivery Grant	$143,925	
	RUReadyND Account Creation	$36,600	
	Professional Development	$80,000	
	Total		$7,441,361
	Total General Fund		**$32,546,299**

5/10/2016

Updated 12/14

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)
- 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)
- 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
Grand TOTALS	**$45,503,782.17**	**$13,830,113.27**	**$31,673,668.90**

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

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
High Schools Offering Only Non-Occupational Programs				
Ashley HS Flasher HS Grafton HS Maple Valley HS, Tower City Munich HS 2	Devils Lake HS Hazelton-Moffit-Braddock HS, Hazelton Litchville-Marion HS, Marion North Star PS, Cando Northern Cass HS, Hunter 2	Adams-Edmore HS Bowbells HS Burke Central HS, Lignite Hope/Page HS North Sargent Public School, Gwinner Richland HS, Colfax 2	Edinburg HS Kulm HS Park River HS Sargent Central HS, Forman Strasburg HS 2	Alexander HS Barnes Co. North North Central, Rogers, Wimbledon HS Fordville HS Jamestown HS Northwood HS Oakes HS Thompson HS 2
High Schools Offering On-Line/Coop/ITV				
Midway-Inkster HS, Inkster Starkweather HS	Goodrich HS Lidgerwood HS Minto HS Selfridge HS	Newburg HS Solen HS St. Thomas HS Surrey HS Wahpeton HS Wyndmere HS	Hankinson HS Montpelier HS	Fairmount HS Fordville HS Midkota HS, Glenfield

CTE Program Evaluation Questionnaire
Trade, Industry & Technical Education

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)	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.)	○	○	○	○
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.)	○	○	○	○
3)	Is an instructional management system for monitoring and documenting student progress available and properly utilized? (Suggest reviewing instructional management system.)	○	○	○	○
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.)	○	○	○	○
5)	Are crosswalks completed (communication, math, science)? (Suggest reviewing lesson plans.)	○	○	○	○
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.)	○	○	○	○
2)	Does the curricula cover all tasks and program objectives in a competency-based format? (Suggest reviewing instructional materials.)	○	○	○	○
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.)	○	○	○	○
4)	Is a filing system in place for easy access to instructional materials and program information? (Suggest reviewing filing system.)	○	○	○	○
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.)	○	○	○	○
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.)	○	○	○	○
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.)	○	○	○	○
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.)	○	○	○	○
5)	Does the instructor participate in educational and community activities? (Suggest reviewing instructor's community involvement.)	○	○	○	○
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.)	○	○	○	○
2)	Is criteria established for the selection/admission of students into the program? (Suggest reviewing admission requirements for students.)	○	○	○	○
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.)	○	○	○	○
4)	Does the program have an articulation or cooperative enrollment agreement with other postsecondary schools? (Suggest reviewing available agreements.)	○	○	○	○
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.)	○	○	○	○
2)	Are equipment and/or supplies reflective of the program's goals and objectives? (Suggest reviewing curriculum and equipment.)	○	○	○	○
3)	Is a current inventory of trainers, equipment and tools on file and updated annually? (Suggest reviewing equipment inventory.)	○	○	○	○
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.)	○	○	○	○
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.)	○	○	○	○
2)	Is adequate office space provided that contains a computer, printer, telephone, desk, file cabinets and other necessary equipment? (Suggest observing office space.)	○	○	○	○
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.)	○	○	○	○
4)	Is appropriate safety equipment (wash basin) available to students? (Suggest observing facility.)	○	○	○	○
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.)	○	○	○	○
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.)	○	○	○	○
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.)	○	○	○	○
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.)	○	○	○	○
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.)	○	○	○	○
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.)	○	○	○	○
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.)	○	○	○	○
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.)	○	○	○	○
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.)	○	○	○	○
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.)	○	○	○	○
2)	Does the employer complete a written evaluation of the employed students? (Suggest reviewing student files for documentation.)	○	○	○	○
3)	Does administration support coordination by providing sufficient time and financial support? (Suggest reviewing administration support.)	○	○	○	○
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.)	○	○	○	○
2)	Is teaching/tutoring assistance available to special population students? (Suggest reviewing teacher observation, student schedules and staffing patterns.)	○	○	○	○
3)	Are facilities barrier-free to accommodate students with disabilities? (Suggest reviewing facilities.)	○	○	○	○
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.)	○	○	○	○
5)	Has the program been successful in involving special population students in career and technical student organizations? (Suggest review CTSO membership.)	○	○	○	○
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.)	○	○	○	○
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.)	○	○	○	○
3)	Does the program's career education component feature nontraditional careers? (Suggest reviewing career fair activities, field trips, instructional media.)	○	○	○	○
4)	Is the program's advisory committee gender balanced? (Suggest reviewing advisory committee membership.)	○	○	○	○
5)	Are students encouraged to participate in nontraditional occupational experiences? (Suggest reviewing job shadowing/internships/coop placements.)	○	○	○	○
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.)	○	○	○	○
2)	Does administration exhibit a commitment to career and technical education? (Suggest reviewing promotional material.)	○	○	○	○
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.)	○	○	○	○
4)	Does the administration ensure that all accreditation processes involving career and technical education programs are complete? (Suggest reviewing institutional accreditation reports.)	○	○	○	○
5)	Does the administration use CTE performance data in STARS to make program decisions? (Suggest reviewing STARS Output Reports and Yearly Performance Levels.)	○	○	○	○
6)	Are programs of study in place for CTE programs? (Suggest reviewing Perkins Five-Year Plan.)	○	○	○	○
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.)	○	○	○	○
8)	Are CTE end of program technical skills assessments in place and used where available and appropriate? (Suggest reviewing CTE website and local practices.)	○	○	○	○
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.)	○	○	○	○
2)	Does the school follow a schedule for replacement and updating of instructional materials? (Suggest reviewing materials and policy manual.)	○	○	○	○
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.)	○	○	○	○
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.)	○	○	○	○
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.)	○	○	○	○
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.)	○	○	○	○
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.)	○	○	○	○
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.)	○	○	○	○
3)	Is a current inventory of equipment and/or tools on file and update annually? (Suggest reviewing equipment inventory.)	○	○	○	○
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.)	○	○	○	○
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.)	○	○	○	○
3)	Are facilities barrier-free to accommodate students with disabilities? (Suggest reviewing facilities for special features or modifications to accommodate students with disabilities.)	○	○	○	○
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.)	○	○	○	○
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.)	○	○	○	○
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.)	○	○	○	○
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.)	○	○	○	○
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.)	○	○	○	○
3)	Does administration encourage instructors and staff to use advisory committees to ensure appropriateness of course content? (Suggest reviewing ways in which the encouragement in done.)	○	○	○	○
4)	Does the school have a public relations plan? (Suggest reviewing public relations plan.)	○	○	○	○
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.)	○	○	○	○
2)	Are time and resources provided to support the activities of the chapter advisor? (Suggest reviewing budget, policy manual and negotiated agreement.)	○	○	○	○
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.)	○	○	○	○
2) Is administration familiar with federal and state policies related to various coordination activities? (Suggest reviewing official documents and promotional material.)	○	○	○	○
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.)	○	○	○	○
2) Is teaching/tutoring assistance available to special population students? (Suggest reviewing teacher observation, student schedules and staffing patterns.)	○	○	○	○
3) Are facilities barrier-free to accommodate students with disabilities? (Suggest reviewing facilities.)	○	○	○	○
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.)	○	○	○	○
5) Has the program been successful in involving special population students in career and technical student organizations? (Suggest review CTSO membership.)	○	○	○	○
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? Note: Equal access to your classroom by female and male students is presumed. (Suggest reviewing enrollment and retention data and CTSO membership.)	○	○	○	○
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.)	○	○	○	○
3)	Does the program's career education component feature nontraditional careers? (Suggest reviewing career fair activities, field trips, instructional media.)	○	○	○	○
4)	Is the program's advisory committee gender balanced? (Suggest reviewing advisory committee membership.)	○	○	○	○
5)	Are students encouraged to participate in nontraditional occupational experiences? (Suggest reviewing job shadowing/internships/coop placements.)	○	○	○	○
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 1	Evolving 2	Proficient 3	Exemplary 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 YES/NO				
20. Enrolled students have access to support services and learning resources YES/NO				
21. Proctors are provided for exams where appropriate YES/NO				
22. School utilizes evaluation results from all students for continuous Improvement 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

_____ ***Standard 1*** (Planning & Organization)

_____ ***Standard 2*** (Instructional Materials Utilization)

_____ ***Standard 3*** (Qualified Instructional Personnel)

_____ ***Standard 4*** (Enrollment & Student/Teacher Ratio)

_____ ***Standard 5*** (Equipment and Supplies)

_____ ***Standard 6*** (Instructional Facilities)

_____ ***Standard 7*** (Safety & Sanitation Training/Practices)

_____ ***Standard 8*** (Advisory Committees/Community Relations)

_____ ***Standard 9*** (Career & Technical Student Organization)

_____ ***Standard 10*** (Coordination Activities)

_____ ***Standard 11*** (Special Populations)

_____ ***Standard 12*** (Educational Equity)

COMMENDATIONS:

SUGGESTIONS:

RECOMMENDATIONS:

_____

Supervisor or Team Facilitator Date