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ABSTRACT

The New Hampshire Vocational Program Evaluation System (VPES) is designed to: (1) provide program improvement information; (2) provide information on local program effectiveness to aid in designing improvements: and (3) aid ir complying with 1976 federal vocational education legislation. The evaluation system is divided into two components: formative and summative evaluation. The formative evaluation volume is concerned with gathering program improvement data, information on planning and operational processes, and results of student achievement at the local level. Instrumentation and related instructions for program concultants and local educational agency staff are included. The process evaluation sequence is charted: identification of programs for evaluation; program self-evaluation: on-site evaluation: final exit conference:and post-visit activities. On-site program evaluation procedures are meant to insure that vocational instruction meets the needs, interests, and abilities of students: satisfies the requirements of the occupation in which training is offered: meets the needs of the community in iterms of the number of students placed; and meets the minimum standards required for operation of vocational education programs. (Evaluation forms comprise over one-half of this manual). (BB)

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NEW HAMPSHIRE'S VOCATIONAL PROGRAM

EVALUATION SYSTEM

MANUAL I: PROCESS EVALUATION

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NEW HAMPSHIRE'S VOCATIONAL PROGRAM

-EVALUATION SYSTEM

MANUAL 1

PROCESS EVALUATION

by

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and

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PREFACE

The New Hampshire Vocational Program Evaluation System is designed to meet three distinct needs:

- (1) To provide local educational agency administrators, vocational directors, and program instructors with program improvement information for the purpose of operating the best possible programs of vocational education; and
- (2) To provide the Qivision of Vocational-Technical Education staff with defailed information regarding the effectiveness of vocational programs at the local lavel for the purpose of allowing program consultants to assist in the improvement of vocational programs; and
- (3) To help local educational agencies and the Department of Education comply with the mandates of the 1976 Federal Vocational Education legislation.

The most important aspect of the System is reflected by the first goal; for this reason, the procedures and instrumentation utilized within the System have been developed to maximize the potential value of the data's use to local administrators and teachers.

It is important to note, however, that the System will still provide for full compliance with Federal requirements for the reporting of program data. Although the System is designed primarily to meet the unique weeks of New Hampshire's educational structure, the overall system is generally designed along the recommended guidelines for State Evaluation Systems detailed in Section 104.401 of the Rules and Regulations pertaining to the 1976 Education Amendments. This breakdown requires that vocational programs be evaluated for their effectiveness in terms of:

- (1) Planning and Operational Processes
- (2) Results of Student Achievement
- (3) Results of Student Employment Success/

It is also important to recognize that these assessments will be conducted to determine the results of additional services to special populations (women, members of minority groups, persons identified as handicapped or disadvantaged, and persons of fimited English-speaking ability), as well as 'regular's student populations.

The New Hampshire Evaluation System is divided into two basic components. The Process Evaluation component will gather program evaluation data related to Planning and Operational Processes, and Results of Student Achievement. Manual I is the document associated with conducting the Process Evaluation of vocational programs and projects and encompasses the instrumentation and related instructions for Division of Vocational-Technical Education program consultants and local educational agency staff.

The second component is a Product Evaluation model, designed to gather specific information related to Results of Student Employment Success. Manual II is the document providing local educational agencies with the instrumeniation and instructions necessary to conduct this assessment.

The entire System is designed so that all of the evaluation activities will be conducted by, or in conjunction with, local education staff. The New Hampshire Research Coordinating Unit (RCU) serves as a consultative agency and coordinates the data collection efforts. Figure ! details where and how the Vocational Program Evaluation System (VPES) into the overall RCU evaluation and monitoring responsibility matrix. The VPES is identified on the right-hand side of the total model.



FIGURE 1

A' COMPREHENSIVE PLAN FOR

PROGRAM EVALUATION AND CENTER MONITORING

was removed prior to submission to the ERIC Document Reproduction Service, because of the small print.

Figure 2 presents the overall VPES on an operational basis. Details related to the specific nature of the data collected within the Process and Product components may be found by referring to the body of the two Manuals. Figure 2 is intended only to illustrate the conceptual basis for the System and its evaluation procedures. As this model shows, each vocational program will be assessed on the basis of ongoing, operational activities on-site. Additionally, program graduates (completers) and leavers, as well as their employers, will be followed-up to further assess the effectiveness of the program. These two sets of data, when merged, comprise a comprehensive data base intended to assist in the improvement of vocational programs:

The annual reports which will be developed as a result of the program evaluation effort are also identified within the System model shown. It is anticipated that with the establishment of a State-wide data base, the RCU will ultimately also be capable of providing LEA's with specific program-related information on demand.

FIGURE 2 VOCATIONAL PROGRAM EVALUATION SYSTEM STUDEN! ENROLLMENT ANNUAL REPORTS PROCESS EVALUATION COMPONENT EDUCATIONAL ACTIVITIES * Planning & Operational Local Educational Processes Agency . . * Results of Student Achlevement N.H. Department of Education PRODUCT EVALUATION COMPONENT N.H. State Board of TERMINATION 2 **O**: Education. * Termination Data Graduation Withdrawal ~ N.H. Advisory Council Program Change on Vocational Education * Follow-Up Data ∢ - Program Completers National Center for . and Leavers EMPLOYMENT Educational Statistics - Employers of Program Completers and Leavers Accountability Report **EVALUATION** EVALUATION ACTIVITIES OUTCOMES



0 i.

The data collected by the DVTE and each LEA as specified in Figure 2 will be compiled by the RCU; as a result, the following reports will be generated:

FIGURE 3

| . DATA BASE | | INFORMATION INCLUDED | |
|-------------|------------------------------|----------------------|-------------------------|
| } . | Across-the-State* | · la. | Termination Data . |
| ۹. | All Programs Combined | lb. | Follow-Up Data** . |
| | Individual Schools/Centers | 2a. | *Termination Data |
| • | Stratification by Individual | | Follow-Up Data** " |
| | Programs | 2c. | • |
| , • | Individual Programs | 3a. | Termination Data |
| i | Across-the-State* | 3b. | Follow-Up Data** |
| • | | . `3c. | On-Site Evaluation Data |

particular vocational director had three programs (welding, health, and distributive education) in his/her center. At the end of the school term, he/she would receive the following reports: (a) all termination and follow-up data, by program, gathered for the programs in his/her school/center; (b) the results of the on-site process evaluation, by program, conducted within his/her school/center; (c) the cumulative termination and follow-up data collected in all schools/centers for all programs throughout the State; (d) the cumulative results of all

termination and follow-up data, by program, collected in all schools/
centers throughout the State, for all those programs that he/she has in
his/her own school/center (in this example, welding, health, and
distributive education); and (e) the cumulative results of all of the
on-site process evaluations, by program, conducted throughout all
schools/centers in the State.

Copies of every report generated are to be sent to the New Hampshire State Board of Education and Advisory Council for Vocational Education, with copies remaining on file at the offices of the Research Coordinating Unit and the Chief of the Division of Vocational-Technical Education.

Specific data gathered and reported in these documents are also to be extracted and subsequently reported in the Federal Accountability.

Report (Department of HEW), and in the report to the National Center for Educational Statistics.

For more detailed information regarding instrumentation, procedures, or reports refer to System Manuals I and II, or contact:

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PROCESS EVALUATION

INTRODUCTION

The primary purpose of the Process Evaluation component of the VPES is to gather program improvement data, as well as information regarding Planning and Operational Processes and Results of Student Achievement, at the local level. Specifically, this component is designed to answer the following questions:

- 1. Planning and Operational Processes: Vocational Programs
 - a. Is the vocational program conducted according to an approved Local or Regional Vocational Education Plan?

 Is the Plan reflective of current and future amploy—
 ment trends? Did local staff members/teachers participate in the development of the Plan? Does the Plan include program objectives and activities for the vocational program?
 - b. Is the vocational program instructor(s) certified, according to the Standards of Certification established through the Office of Teacher Education and Professional Standards, in the vocational specialty he/she is teaching?
 - c. Does the vocational program have an approved craft or advisory committee?
 - d. is the student-teacher ratio appropriate to the program objectives and activities?

- e. Is the program providing students with those competencies inecessary to enter the labor market with entry-level skills in a specific occupation or cluster of occupations?
- f. Poes the program include a realistic work experience component?
- 9. Are students provided with the opportunity to learn leadership skills through participation in related school and community activities?
- h. Are adequate Vocational and Career Guidançe Services available to all students?
- i. Were related prevocational opportunities available for all students enrolling in the vocational program?
- j. Is the vocational program in compliance with the Recommended Safety Standards for Related Programs in Vocational,

 Technical, Industrial Arts, and Prevocational Education as established through the Division of Vocational-Technical Education?
- k. Does the facility provide adequate space and learning stations to meet program objectives?
- Are the equipment, materials, and supplies on-site adequate to meet the needs of the student enrollment and vocational program objectives?
- m. Is the vocational program sex-fair?
- n. Are the services to special populations as provided by this program adequate and appropriate as measured by the criteria listed above?

- 2. Planning and Operational Processes: Prevocational Programs
 - a. is the program based upon formal objectives which are commensurate with the "Official Description of Industrial Arts Programming", or the New Hampshire Consumer and Homemaking Curriculum Guides as developed by the Division of Vocational-Technical Education?
 - b. . Is the instructional content and activities description for the program available and appropriate?
 - c. Is the program instructor(s) cartified, according to the Standards of Certification established through the Office of Teacher Education and Professional Standards, in the prevocational specialty he/she is teaching?
 - d. Is the student-teacher ratio appropriate with the program objectives and activities?
 - e. Is occupational information and assistance provided to students in prevocational programs?
 - f. Is the prevocational program in compliance with the Recommended Safety Standards for Related Programs in Vocational,
 Technical, Industrial Arts, and Prevocational Education as
 established through the Division of Vocational-Technical
 Education2
 - g. Does the facility provide adequate space and learning stations to meet program objectives?
 - h. Are the equipment, materials, and supplies on-site adequate to meet the needs of the student enrollment and vocational program objectives?

- i. Is the prevocational program sex-fair?
- J. Are the services to special populations as provided by this program adequate and appropriate as measured by the criteria listed above?
- 3. Results of Student Achievement: Vocational and Prevocational Programs
 - a. In terms of desired student outcomes, what percentage of
 the students in the program achieved the desired cognitive
 outcomes? Psychomotor outcomes? Affective outcomes?
 - b. In those areas where a lower than expected percentage was recorded, what were the reasons for the lower student achievement rate?
 - c. Are the methods and instruments used at the local level to measure all forms of student achievement appropriate?

 Adequate?

Table I presents the Process Evaluation sequence which will be employed to answer the questions stated above. All of the data gathered is collected through a cooperative effort between the Division of Vocational-Technical Education and Local Educational Agency staff and program instructors.

VOCATIONAL PROGRAM EVALUATION SYSTEM

PROCESS EVALUATION COMPONENT

| PHASE | ACTIVITIES . | AGENCY RESPONSIBILITIES | FINAL OUTCOMES/PRODUCTS |
|--------|--|--|---|
| | Identification of Programs to be Evailated | DVTE - Select Programs for Evaluation (RCU) - Arrange for Program Consultant Team Visit Schedule at Various Schools/Centers (Assistant Chief, Program Services) - Send Participating LEA Program Instructors Self-Study Form (RCU) | - Programs Selected and Process Evaluation Timeline Established for One (4) Academic Year |
| Quide. | | LEA - Make Necessary Arrangements for On-Site Visit by DVTE Program Consultants (Yoca- tional Director) | |
| 11 | Program Self-Eval uation | DVTE - Provide LEA Staff and Instruc- tors with Self-Evaluation Form (RCU) | - Copy of Self-Evaluation is Retained by Program Instructor(s) for Use During On-Site Visit |
| ۵ | | (PHASE II CONTINUED ON NEXT PAGE) | |

TABLE I (CONTINUED)

| PHASE ' | ACTIVITIES | _ AGENCY RESPONSIBILITIES | FINAL OUTCOMES/PRODUCTS |
|---------|--|--|--|
| | Program Self-Eval- uation (Continued) | DVTE - Distribute Resultant Data, by Program, to Appropriate Program Consultants (RCU) - Review Completed Instruments (DVTE Program Consultants) LEA - Each Program Instructor Will Complete a Program Self-Evaluation Form - Self-Evaluation Forms Will Be Returned to the RCU at Least One Week Prior to Team Visit (Vocational Director) | - Instructor(s) Completing Self- Evaluation Will Have Reviewed Their Own Program Based Upon DVTE Minimum. Standards, and Will Have the Opportunity to Use the Material for Program Modification and Improve- ment Prior to the On-Site Visit. - Program Instructors Will Have Doc- umentation With Which to Base Future Supplemental Funding Requests (Form 2b) |
| | On-Site Evaluation | DVTE - Program Consultants Will Conduct an Assessment of All Programs in Each Area Utilizing a Program Evaluation Form Identical to the Self-Evaluation Form Previously Completed by LEA Staff. LEA - Program Staff and Instructors Will Cooperate With and Assist Visiting DVTE Program Consultants | - Program Consultants Will Have a Completed Program Evaluation Form, Based on Division Minimum Standards for Each Program Within Their Area. This Information Will be Helpful to Program Consultants in Their Efforts to Assist Local Personnel in Improving Vocational Education Programs |

1.9

TABLE I (CONTINUED)

| | | AGENCY RESPONSIBILITIES | FINAL OUTCOMES/PRODUCTS | |
|---------------|------------|--|--|--|
| IV Final Exit | Conference | DVTE - Each Pregram Consult Meet (Individually) Each Program Instruct Review the Results of Program Evaluation F - Suggestions and Reconstitution Will Be Program Evaluation Will Be Program Evaluation F - Inconsistencies Between Program Evaluation Will Be Discussed at Point - All of the Information Conclusions Appearing Final Report of the Evaluation as Prepar Program Consultants Discussed With/Shown Program Instructor and Interview | the Exit Interview and Question and Evaluation Effort Will Be prehensive Program Evaluation to the Following Agrammendation to the Following Agrammendation and Informulating Program Improvement Action and Informulating Proment/Supplies Needs for Future ** LEA Staff and Administ For Use in Assisting Program Improvement Efforts ** DVTE Program Consultant Use in Assisting Program to the Efforts ** DVTE Program Consultant Use in Assisting Program to the Efforts ** DVTE Program Consultant Use in Assisting Program to the Efforts ** DVTE Program Consultant Use in Assisting Program to the Efforts ** DVTE Program Consultant Use in Assisting Program to the Efforts | On-Site Se a Com- Setion Se Informa- Sencies: For Use in Setivities Segram Equip- Ser the Segram Equip- Ser or Segram Seg |

TABLE ((CONTINUED)

| PHASE | ACTIVITIES | AGENCY · RESPONSIBILITIES | FINAL OUTCOMES/PRODUCTS | |
|-------|--------------------------------------|--|---|--|
| įV | Final Exit Conference (Continued) | DVTE - With the Cooperation of the 8 Program Instructor, the Pro- LEA gram Consultant Will Gather Information Related to the Results of Student Achieve- ment Within the Program. Types and Appropriateness of the Testing Instruments Used In the Program Will Also Be Discussed. | State Advisory Council on Voca- tional Education | |
| V . | Postvisit Activities | DVTE - Provide Program Instructors and LEA Staff With Summary of On-Site Evaluation Results, including a Description of Program Strengths, Weaknesses, and Recommendations (Program Consultants) | SAME AS FINAL OUTCOMES/PRODUCTS OF PHASE IV | |
| | | - Provide RCU With Summary Data Sheet Resulting from the On- Site Evaluation (Program Consultants) | | |
| · · | | - Complie and Disseminate . Information and Related Reports Developed from Sum- mary Data (RCU) | | |

in order to allow the reader to more fully understand the Product Evaluation Component (Table 1) of the VPES, the following section is provided. Contained in this section are the instruments to be utilized within this component, as well as the directions provided for the completion of each instrument. These directions are written primarily for the following audiences/agencies:

i <u>Instrument/Information Sheet</u>

- (1) "On-Site Program Evaluation: An Overview"
- (2) Program Self-Evaluation Forms
- (3) Program Evaluation Forms
- (4) Results of Student Achievement forms

Primary Audience

LEA Staff and Administration Program Instructors DVTE Program Consultants:

Program Instructors

DVTE Program Consultants

DVTE Program Consultants

INSTRUMENTATION

NEW HAMPSHIRE RESEARCH COORDINATING UNIT VOCATIONAL PROGRAM EVALUATION SYSTEM

ON-SITE PROGRAM EVALUATION: AN OVERVIEW

The On-Site Evaluation is a joint assessment of individual vocational education programs by instructors, school administrators, and DVTE Program Consultants. The purposes of such an evaluation are directed toward insuring that vocational instruction: (I) meets the needs, interests, and abilities of students; (2) satisfies the requirements of the occupation or occupational field in which the training is given; (3) adequately meets the training needs of the community in terms of the number of students successfully placed; (4) meets the recommended Minimum Standards as set forth by the Division of Vocational-Technical Education for the operation of vocational education programs.

The information collected in conjunction with the program evaluation effort is analyzed by the staff of the Division of Vocational Education, with the results of the analysis used to:

- Help local educators in reviewing and revising objectives, establishing priorities, and making plans for the future.
- Help satisfy the requirements for accountability to students, parents, community, and government.
- Identify program components which need additional emphasis or modification.
- Give visibility to innovative/exemplary programs and practices.
- Provide direction to the Division of Vocational-Technical Education for the allocation of resources and the development of products and services for the resolution of statewide programming problems or issues.



What Are The Steps In The On-Site Program Evaluation?

1. Program Self-Evaluation

This is a detailed, in-depth instructional program review conducted by instructors and other persons directly responsible for implementing and administering the program. In other words, a local "do-it-yourself" evaluation.

The self-evaluation is a vital phase of the on-site program evaluation process. Since the ultimate goal of the review is program improvement, and since such improvement must occur at the classroom and institutional levels, self-study and self-improvement are key elements in the review process.

II. On-Site Team Visit

This is a visit to the local educational agency by DVTE program consultants on a prearranged schedule for the purpose of completing their own evaluation forms and supplying fresh ideas and new perspectives. It provides an opportunity for instructors and consultants to agree upon goals, objectives, and methods of accomplishment.

III. Postvisit Activities

This is a period where the various individual program evaluations are assembled into a unified final report for the purposes of studying the implications of the findings, drawing conclusions, and planning future procedures to correct deficiencies and improve program management.

Why Is The Program Review Being Conducted? -

The primary purpose of program review is program improvement. To accomplish this purpose, a review is necessary to determine those areas where program improvement can be most effectively implemented.

In addition, there is the continued emphasis on accountability, partially as a result of the Federal Education Amendments of 1976 (P.L. 94-482). This formalized program evaluation process is designed to establish a standardized procedure for satisfying both internal needs and external requirements.

How Does The Program Review Actually Work?

I. Program Self-Study

The RCU will provide the local educational agency with appropriate program self-study forms. These forms list the standards which program consultants will be verifying during a subsequent on-site visit. The program self-evaluation form is viewed as a tool designed to assist local and state educational personnel in reviewing programs.

II. On-Site Visit

After a thorough review of the completed self-evaluation forms and supplementary data, program consultants will make a scheduled team visit to the local educational agency to conduct an evaluation of the programs in cooperation with the instructors involved in the programs. The consultants will:

- 1. Obtain rationale for recorded answers.
- Allow opportunities for additions and/or revisions.

(CONTINUED ON NEXT PAGE)

II. On-Site Visit (Continued)

- Assess quality above and beyond what is recorded on the self-evaluation form.
- 4. Make preliminary arrangements for the provision of technical assistance when appropriate.
- 5. Relate findings to teachers in a developmental and constructive way.

The major aim of the on-site visit is to supplement the self-evaluation report with additional data and documentation.

Working from the self-evaluation forms and in direct consultation with the teacher involved, the program consultants will complete the 'working copy' of the evaluation form. The program self-evaluation forms will be retained by the local education agency.

After completion of the on-site visit, a final exit conference will be conducted with the program instructors to discuss the results of the evaluation. No comments will appear on the Program Evaluation Form (consultant's copy) that have not been discussed at the final exit conference.

The major aims of the final exit conference are to:

- I. Point out strengths and weaknesses of programs.
- Cite recommendations for improvement of programs.
- 3. Reconcile any differences of opinion concerning various aspects of the evaluated program.
- 4. Review technical assistance commitment and tentative schedule of implementation where appropriate.

III. Postvisit Activities

A formal report of the program evaluation will be made to the Local Educational Agency by individual program

III. Postvisit Activities (Continued)

consultants and the RCU. The RCU will also provide acrossthe-state reports of program evaluations, by program area, to the LEA.

Based upon the findings of the program review, program consultants will develop plans to provide technical assistance to those programs which request and can profit from such help.

CONSULTANT'S INSTRUMENTATION PACKET



THE VOCATIONAL PROGRAM EVALUATION FORM

OVERVIEW

This form basically constitutes the means by which data is to be gathered in order to satisfactorily meet the requirements of the Process Evaluation Component of the VPES. Your form, as a program consultant, consists of the following three sections:

(1) A 16-item review of the program's Planning and Operational Processes. Each of the items are presented as a Standard, with supporting evidence criteria pertaining to each Standard appearing in conjunction with that Standard.

It is important to note that this section is identical to the Program Self-Evaluation Form, which the program instructor(s) will be completing and returning to you prior to the on-site team visit. However, this is the only section of the three that will be included in the Program Self-Evaluation form; sections 2 and 3 appear only in your evaluation form.

At the end of the first section is a general summary sheet with which you will describe the major strengths and discrepancies you noted, by Standard. Also on this sheet is a space where you can provide your recommendations for solving the problems (discrepancies) itemized. A copy of this sheet should accompany your follow-up letter to the LEA Administration and program instructor(s); the original should be retained for your files.

Your original copy of the entire section, with the exception of the summary sheet, should be retained for your files, but you should not copy your entire form and send it to any LEA staff. This data will be compiled and distributed by the RCU using the form detailed in Section 3.

- (2) A form with which you will gather Results of Student Achievement Data. This form consists of two parts:
 - determine the type/method of evaluation used by the instructor(s) to assess student achievement, the percentage of students achieving major expected student outcomes, and the reason(s) for any lower-than-expected achievement percentages. You will complete this form during the final exit conference with the program instructor(s).
 - document, by student outcome, any and all discreancies in evaluation methodology you noted during the final exit conference, and your related recommendations. * A copy of this sheet will accompany your follow-up letter to the LEA Administration and program instructor(s). You should retain the original for your files. Do not send a copy of the tabulation sheet (RCH-S1) to any LEA staff. This data will be compiled and reported by the RCU using the form detailed in the following section (Section 3).

(3) The final portion of your instrument package is a Program Reporting Sheet. This sheet condenses the data you gathered during your on-site evaluation, and allows for easier computer file entry by the RCU.

On this sheet you should transfer the results of your Program Evaluation (Section 1) and your findings related to the Results of Student Achievement (Section 2). The two summary sheets from each of these sections which you are sending to the LEA should also be attached to this sheet, with your follow-up letter, and the entire package should be submitted to the RCU within two weeks following each team visit.

This entire sequence must be repeated for each individual program at each school/center visited within the purview of your program area.

THE VOCATIONAL PROGRAM EVALUATION FORM:

PLANNING & OPERATIONAL PROCESSES

Begin to complete this form by filling out the basic information required on the cover page of this section. Your basic task in completing this section of the form is to determine whether the program you are reviewing Exceeds, Meets. or Does Not Meet a series of 15 Standards. Accompanying each Standard statement is a series of criteria which is provided to help document the reason for your overall judgement. It is suggested that for each Standard, you follow the procedure of (i) complete each criterion related to that Standard by 'checking' the appropriate space, and then (2) based upon the criteria, indicate (in the upper right hand corner) whether the Standard has Exceeded, Met, or Not Met. While It would not be implausible for a Standard, overall, to be met if some of its related criteria were shown to be lacking, no Standard should ordinarily be marked "Exceeds Standard" unless all of the Felated criteria are satisfactorily documented. The overall assessment for each Standard, of course, will depend upon your judgement as to the seriousness of criteria not satisfactorily documented (if any); as well as your own judgement as to the general situation, on-site, related to the program Standard in question.

The Standards may be completed in any order you wish. The last item, however, requires an indication on your part as to whether this program may be considered an Exemplary program. Naturally, all of the Standards should be completed prior to responding to this item. Ordinarily, a program should not be rated as an Exemplary one unless all of the Standards have been at



least minimally attained ('Meets Stendard').

The general summary sheet at the end of this section is largely self-explanatory, and should be filled out by you immediately prior to, or during, the final exit conference. It is suggested that the 'Major Strengths' section document those Standards reflecting an "Exceeds Standard" assessment. Conversely, those Standards which you rated as "Does Not Meet Standard" should all be reflected in the 'Major Deficiencies Noted' section of the summary sheet.

THE VOCATIONAL PROGRAM EVALUATION FORM:

RESULTS OF STUDENT ACHIEVEMENT (RCU-S)

I. INTRODUCTION

The specific purposes of the data gathered by the Student Achievement Forms are:

- (i) To provide student achievement information which will allow the LEA to evaluate the effectiveness of locally-stated objectives;
- (2) To provide information to program consultants regarding
 the types and adequacy of student evaluation instruments/
 methods which are being used locally;
- (3) To provide information to LEA administrators and program consultants regarding why locally-stated objectives may not have been met; and

(4) To provide information to LEA and program consultants which will assist in future program improvement.

11. WHO SHOULD COMPLETE RESULTS OF STUDENT ACHIEVEMENT FORM?

The forms should be completed by the individual program consultant in cooperation with the vocational program instructor. Unlike the portion of the Program Evaluation form which reviews Planging and Operational Processes, and precedes the on-site evaluation by the program consultant as a self-study instrument; only the program consultant will receive this form for completion.

111. TO WHICH STUDENTS IS THE FORM DIRECTED?

The form is directed toward all student program completers and leavers who were enrolled in the program during the previous academic year.

IV. HOW SHOULD THE FORM BE COMPLETED?

- (1) Start by filling in the date of the evaluation review.

 The number of students served at the beginning of the previous year has been completed for you.
- (2) The source of the objectives has been checked for you.

 If the program in question uses standardized/criterion

 referenced outcomes or tests, Number I has been checked

 (please identify test used). In some cases, standardized

 student outcomes have been developed for vocational programs.

 These outcomes will be used for this year only. In future

 years, standardized outcomes for each area will be used.

If the program had objectives/student outcomes listed on an approved 2A and there were no statewide student outcomes, Number 2 has been checked.

If your Vocational area has a course outline/task analysis on file at the vocational center or school, and you wish to add additional outcomes to the outcomes already listed, check Number 3.

Y. STUDENT OUTCOMES

In order to provide information on student achievement, as it relates to locally-stated program objectives, each objective must have a measureable outcome. These outcomes have been listed for you.

VI. INSTRUMENT/METHOD UTILIZED TO DETERMINE ACHIEVEMENT

Provide the name of any standardized tests, teacher prepared test, etc., used to measure student achievement of each of the outcomes. Refer to the instrument/Method Code (Table 4). If student outcomes were not measured, use the code for "none".

VII. PERCENTAGE OF STUDENTS ACHIEVING OUTCOMES

instructor as possible, determine the percentage of all students (completers and leavers combined) who achieved stated outcomes during the previous academic term, as judged by the program instructor.

YIII. REASON FOR LOW PERCENTAGE

Determine the <u>major</u> reason for students not achieving student outcomes and fill in the reason code. Refer to the



VIII. REASON FOR LOW PERCENTAGE (CONTINUED)

Reason for Low Percentage Code (Table 5). If there are reasons which are not listed in the Reason Code, fill in those reasons under other.

IX. RCU-S2: STRENGTHS AND DISCREPANCIES

Provide reasons why any of the student outcomes have not been met. Were student outcomes tested appropriately?

Was the percentage of students achieving each outcome reasonable?

X. RECOMMENDATIONS

This space is designed for consultant recommendations as they relate to each outcome discrepancy. Provide any recommendations for the improvement of the students achieving student outcomes, testing methods, or procedures.

PROGRAM EVALUATION FORM

NEW HAMPSHIRE

RESEARCH COORDINATING UNIT

VOCATIONAL EDUCATION
ON-SITE PROGRÂM EVALUATION
FORM

VOCATIONAL EDUCATION PROGRAMS:

- PLANNING AND OPERATIONAL PROCESSES
- RESULTS OF STUDENT ACHIEVEMENT 4.

| | | / / | |
|------|----|--------------------|--------------|
| Uate | of | On-Site Evaluation | |
| | | | |
| | | | - |
| Name | of | School | |
| | | | |
| | | | |
| Name | of | Program | |
| | | | |
| | | • | |
| | | | |
| | | | |

Program Consultant Completing Form



SECTION I

PLANNING & OPERATIONAL PROCESSES

| | • | Exceeds Standard . | Meets Standard | Does Not Meet Standard |
|-----------|-------------------------|-----------------------|--------------------------|---------------------------|
| b | | <u>.</u> | \ \ | |
| STANDARD | I | • | | |
| The | Vocational Program is o | conducted acc | ording to an | approved Local |
| or Region | al Plan which is reflec | ctive of curr | ent and futur | re employment |
| negis. | - | | | • |
| (a) | An approved local or | regional plar | is on file | with the |
| | Division of Vocationa | i-Technical 6 | ducation. | |
| | | YES | 5 | • |
| | | NO | | |
| (P) | The Vocational Progra | m is based u | oon (check al | l that apply): |
| | Local occu | pational sur | veys | |
| | Input from | advisory/cr | att committee | 5 |
| | Informat 10 | n gathered f | rom placement | records |
| | New Hampsh | ire Departme | nt of Employm | ent Security data |
| COMMENTS | : | | | |
| | | | • | |
| | | • | | • |
| | | | | |
| | | | | |
| | | | | |



| , <u>,</u> * | | Standard | Standard | Meet Standard |
|--------------|---|-----------------|----------------|----------------|
| | | | | |
| STANDARD | II · | • | • | • |
| The | instructor(s) particip | pated in the de | evelopment of | the Local or |
| Regional | Plan, which includes p | rogram object! | ves and activ | lties. |
| (a) | The instructor partic | ipated in the | development o | f the Local or |
| * | Regional Plan for Voc | cational Educat | lon. | • |
| | \ | YES | | |
| | _ | NO | • | |
| در (b) | : . An adequate program d | escription is | available wit | hin the Plan. |
| | | YES | • | |
| | • | . NO | | |
| (c) | Program objectivos ar | e adequately d | efined within | the Plan. |
| | | YES | | |
| | | NO | | • |
| (d) | Program (student) act | Ivities and ou | tcomes are add | equately |
| | Identified within the | | • | |
| | | YES | | |
| | . • • | NO NO | , | |
| COMMENTS: | | | | |
| | | | | |
| | *************************************** | · | | |
| | | | | |
| | | | | |



| | | Standard | Standard | Meet Standard |
|------------|------------------------|---|----------------|---------------|
| • | | | | |
| STANDARD | 111 | | | • |
| The | Vocational Program has | an approved | and operating | craft or |
| advisory | committee. | | | |
| (a) | - | has an appr | roved craft or | advisory |
| | committee. | YES | | |
| • | | | | |
| | | NO | | |
| (P) | The craft or advisory | committee me | ets regularly | (at least |
| | once a year). | | | |
| | | YES | 3 | |
| | | NO | | |
| (c) | The craft or advisory | committee is | representat | ive of the |
| | clientele and groups s | served by the | Vocational I | Program. |
| | · | YES | , , | |
| | | NO | | |
| (ช้า | The craft or advisory | committee in | ncludes (chec | k all that |
| | apply): | | | |
| | Employers | *************************************** | Former St | udents |
| | Organized i | _abor | Other (Sp | ecity): |
| | | • | | |

(CONTINUED ON NEXT PAGE)

STANDARD III (CONTINUED)

| (e) | The craft or advisory committee is comprised of males | and |
|-----------|---|-----|
| | females. | |
| | YES | |
| | . NO | |
| COMMENTS: | • | • |
| | , | |
| | ` | |
| | • | |
| | , | |
| | | |

| | | Exceeds Standard | Meets Standard | Does Not Meet Standard |
|--------------|-----------------------|------------------------------------|-------------------|---------------------------|
| | · | | | |
| STANDARD | IV | • | | • |
| The | student-teacher ratio | o tor all section | ons served by | the Vocational |
| Program I | s eppropriate to the | program object | ives and acti | vities. |
| (a) | The student-teacher | ratio for all | sections is a | ppropriate in |
| | terms of the facili | ty, the equipmen | nt, and safet | y considera- |
| | tions as all present | tly exist. | • | |
| | | YES | | |
| | | NO | | |
| (b) | If NO, what is the | average lover a | II sections) | overload per ' |
| | section for this pr | ogram? | • | |
| • | | mber of Student propriate Limit | | |
| COMMENTS | • | | | |
| O Paris Time | | | | |
| | | | | |
| | · | | | |
| | | • | | |
| | • | | | |

GO TO NEXT PAGE

| • | Exceeds Standard | Meets Standard | Does Not Neet Standard |
|-----------------------------|---------------------|-------------------|---------------------------|
| | | • | |
| STANDARD V | | · | |
| The Vocational Program | provides studen | ts with the n | ecessary compe- |
| tencies to enter the labor | market with entr | y-level skill | s in a specific |
| occupation or cluster of oc | cupations. | | |
| (a) Program content I | s based upon (ch | eck all that | apply): |
| Task a | nalyses of the o | ccupation(s) | |
| V-TECS | Catalog | , | |
| valla | ble curriculum g | ų i des | |
| Textbo | oks | | |
| Other | (Specify): | | |
| (b) The scope of the | courses or units | of instructi | on provides the |
| required entry-le | vel knowledge, m | enipulative : | kills, and |
| employability ski | lls. | | |
| | YE | s . | |
| | NO |) | , |
| If NO, problem ar | rea(s) include (c | heck all tha | tapply): |
| Entry- | -level knowledge | | |
| Man I pu | lative skills | , | |
| Emp loy | ebility skills | | |
| • | | | |

CONTINUED ON NEXT PAGE)

STANDARD V (CONTINUED)

| (c) | Program content and learning activities use current practices |
|--|---|
| | in the occupational area. |
| | YES |
| | NO NO |
| | If YES, updating is provided through (check all that apply): |
| , , , , , , , , , , , , , , , , , , , | Advisory/Craft Committees |
| • | Workers in the Occupational Area |
| ŧ | Current Teacher Occupational Experiences |
| | Other (Specify): |
| (d) | The curriculum complies with the requirements of appropriate |
| (0) | regulatory agencies. |
| | |
| | YES |
| | → NO |
| ` | NOT APPLICABLE |
| XOMMENTS: | · |
| | • |
| | |
| | |
| | |
| | |



| | | | Stendard | Standard | Heet Standard |
|----------|----------------------|---------------------------------------|--|----------------|------------------|
| | | | | | |
| STANDARD | VI > | | | | , |
| The | Vocational Pr | ogrem Incl | udes, as an | inherent par | t of the curric- |
| | ealistic work | | | | 1 |
| (a) | The Vocation | al Program | includes, a | s an Inheren | t part of the |
| | | | | lence compone | • |
| | ` ` | • | YES | | |
| | , | | NO | | |
| (b) | If <u>YES</u> , of w | hat type? | (Check all | that apply) | |
| | | iuperv1 sed | Work Experie | ence . | |
| | | Cooperative | Education | • | |
| | (| n-Classro | om Simulation | 1 | |
| | <u> </u> | other (Spec | city): | , | |
| (c) | If NO, why? | (Check a | ll that apply | ₍) | • |
| | | lot conside | ered importan | nt or desirab | le by program |
| | | Not conside Administra | = | nt or desirab | le by LEA |
| , | | Local fund | ing is prese | ntly inadequa | ite |
| | 4.4 | State fund | ing is presen | ntly inadequa | ite |
| | ereninengage die | Other (Spe | cify): | | |
| COMMENTS | • | · · · · · · · · · · · · · · · · · · · | | | |
| | · · | | and the second s | | |
| | | | | | |
| | | | | | |
| • | | | | | |



| | | , | Exceeds Standard | Meets Standard | Does Not Meet Standard |
|----------|------------|--|---------------------|-------------------|---------------------------|
| | • | | | | |
| STANDARD | AII | | • | • | |
| | | | • | community act | adership skills |
| . (a) | Program-re | lated schoo | I/community s | ctivities are | available to |
| • | students. | | | ` | |
| | | ` | YES | | |
| | | - | NO | • | |
| COMMENTS | apply) | Youth Grou Junior Ach School Clu | ps (e.g., Vic | CA, DECA, etc. | |
| | | | | | |

| · | | Standard | Standard | Meet Standard . |
|-----------|---------------------------|--------------------|----------------------|----------------------|
| | | | | |
| STANDARD | VIII | | | • |
| Aded | quate Vocational and Care | er Guldance | Services er | e available to |
| all stude | ents. | | · | , |
| (a) | Students are knowledges | ible about av | valiable voc | ational courses. |
| | | YES | • | |
| * | | NO | • | |
| (p) | Student counseling price | ok to enroll | ment in the | vocational pro- |
| | gram includes (check a | i that apply | λ): | |
| | 1 Interest Batt | terles 5 | Aci | ademic Record |
| | 2 Aptitude Test | ts 6 | Phy | ysical Capabilities |
| | 3 Achievement | Tests 7 | Sti | udent's Past History |
| | 4 Student Prefe | erences 8 | Oti | her (Specify): |
| | | | - | |
| (c) | Prior to enrollment in | a vocationa | i program, | students are aware |
| | of occupational (check | all that ap | ply): | • |
| | 1 Outlooks | 4 | | ssibilities for . |
| | 2 Salaries | . 5 | . Ed | ucational Prereq- |
| | 3 Working Cond | | | sites |
| | 6 | Licensi Require | ng/Regulato ments | Υ |

(CONTINUED ON NEXT PAGE)



STANDARD VIII (CONTINUED)

| (a) | Written policies and procedures for providing placement ser- | | | | |
|-----------|--|--|--|--|--|
| | vices to students are available. | | | | |
| | YES . | | | | |
| | NO | | | | |
| (e) | Placement policies and procedures are currently being | | | | |
| | implemented. | | | | |
| | YES | | | | |
| | NO | | | | |
| (†) | Complete records are kept of all placement activities. | | | | |
| ۴ | YES | | | | |
| | NO | | | | |
| (g) | Placement procedures provide equal support for both sexes. | | | | |
| | YES | | | | |
| | NO . | | | | |
| COMMENTS: | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | • | | | | |

| | >> | Standard | Standard | Meet Standard |
|----------------|--|-----------------|--|-----------------|
| ` | • | | | |
| , | | | | |
| TANDARD | IX | | | |
| Rela | ted prevocational op | portunities are | avallable to | o students |
| enrolling | In vocational progra | ems. | | |
| (a) | Students enrolling | in a Trade and | Industry Voc | ational Program |
| | had the opportunity | to previously | enroll in in | dustrial Arts |
| | courses (Including | sending school | students). | |
| | YES | | | |
| | , NO | , | | * |
| | NOT APPL | ICABLE (Program | a is not T & | 1) |
| (b) | Students enrolling | is a Home Econo | omics Related | Occupation |
| | Program had the opp | ertunity to pre | eviously enro | lı İn Consumer |
| | and Homemaking cour | ses (including | sending scho | ol students). |
| | YES | | | , |
| • | NO | | | |
| | NOT APPL | ICABLE (Program | n Is not HERO |) |
| COMMENTS: | | | | |
| ggrarial () . | A transfer the state of the sta | | | |
| | ************************************** | | ······································ | |
| | | | | |
| | · • • • • • • • • • • • • • • • • • • • | | | |
| | We will be a supported from the support of the supp | | | |



GO TO NEXT PAGE

| , | X | Exceeds Standard | Standard | Meet Standard |
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| , | • | | | |
| STANDARD) | X | ٠ | | • |
| The ' | Vocational Program is | in compliance | with the Re | commended Safety |
| Stenderds | for Related Programs | in Vocations | , Technical, | Industrial Arts. |
| end Prevo | cational Education es | tablished thr | ough the Divi | sion of Vocational |
| Technice! | Education | | • | |
| (a) | The Vocational Progra Safety Standards: " | | | |
| | Related Facilities." | | | |
| | | YE | S | |
| | | NO |) | |
| (b) | The Vocational Progr Safety Standards: " | | | |
| • | • | • | | o, i a i i i i i i i i i i i i i i i i i |
| | Related Classroom Pr | | | |
| | | YE | | • |
| | | NO |) | |
| ·(c) | The Vocational Progr | ram is in com | ollance with | Section III of |
| • | the Safety Standards | s: "Safety S | tandards Pert | sining to Specific |
| | Programs: Facilitie | <u>es</u> ." | • | * |
| | | Υ | ES . | |
| | | N | 0 | • |
| | • | | | |
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STANDARD X (CONTINUED)

| (4) | The Vocational Program is in compliance with Section IV of the |
|-----------|---|
| | Safety Standards: "Safety Standards Pertaining to Specific |
| 4 | Programs: Classroom Procedures and Operations." |
| | YES |
| | NO |
| (e) | If the program is not in compliance with any of the Sections |
| 2 | detailed above, what is the cause (reason for noncompliance)? |
| ٠ | (Check all that apply) |
| | Policy/Procedure(s) not acceptable to instructor(s) |
| | Policy/Procedure(s) not acceptable to LEA Administration |
| | inadequate local funds available for modification/ remodeling of older facility |
| | Improper interpretation of Standards |
| | Other (Specify): |
| COMMENTS: | |
| | |
| | |
| | |
| , | |
| | |

| | | Standard | Standard | MEGI SIGNOOLO |
|-------------|---------------------------------------|---------------|---------------|------------------|
| , | · · · · · · · · · · · · · · · · · · · | | | |
| STANDARD XI | | • | | |
| The Vo | cational Program inst | tructor(s) is | certified, | according to the |
| Standards O | f Certification estal | olished throu | gh the Office | e of Teacher |
| Education a | nd Professional Stan | dards, in the | vocational | specialty he/she |
| is teaching | • • | | | |
| (a) T | he program instructo | r(s) is certi | ified in the | vocational |
| · s | specialty area he/she | is teaching | • | |
| | | YES | S | |
| | | · NO | | |
| (b) · | If <u>NO</u> , is the program | n instructor(| s) currently | on a certifica- |
| ` • | tion plan? | | , | |
| | | YE | S | • |
| | | NC | • | |
| ANNENTS. | | | | |
| COMMENTS: | | | • | , m. 1 |
| | | | | |
| | | | | |
| | | | | |
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Exceeds



GO TO NEXT PAGE

| | Standard | Standard | Meet Standard |
|-------------------------------|----------------|-----------------|---------------|
| | | | |
| STANDARD XII | | | |
| The facility provides s | pace and learn | ing stations to | meet program |
| objectives. | | | |
| (a) Adequacy of facili | ty to meet the | program object | lves. |
| | Size | Location | Arrangement |
| Classroom(s) | Adequate | Adequate | Adequate |
| | !nadequate | Inadequate | Inadequate |
| Laboratory(les) | Adequate | Adequate | Adequate |
| • | lnadequate | Inadequate | Inadequate |
| Learning Stations | etaupebA | Adequate | Adequate |
| | Inadequate | Inadequate | _Inadequate |
| Other Instructional | Adequate | Adequate | Adequate |
| Space (i.e., office, storage) | Inadequata | l nadequate | I nadequate |
| (b) The facilities are | sanitary, ord | erly, safe, and | maintained in |
| accordance with go | od occupationa | l practices. | , se |
| | Υ | ES | |
| | N | o | |
| It NO. problem are | a(s) are (chec | k ali that appl | γ): |
| 1, | Sanitation | | • |
| 2. | Orderlines | .s | |
| 3 | Safety | | |
| A | Maintenand | e of facility | |

(CONTINUED ON NEXT PAGE)

61

STANDARO XII (CONTINUED)

| (c) | The facilities comply with requirements or recommendations of |
|-----------|---|
| | appropriate regulatory agencies. |
| • | YES |
| | NO |
| | NOT APPLICABLE |
| (a) | Facilities provide easy access for physically handicapped |
| - | students. |
| | YES |
| | NO |
| (e) | Restrooms, dressing rooms, etc. are conveniently located for |
| | both male and female students. |
| , | YES |
| | NO . |
| COMMENTS: | |
| | |
| | |
| | |
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| | |
| | |

| | | | | Exceeds Standard | Mee+s Standard | Does Not Meet Standar |
|----|--------|--------|-------------------|---------------------|-------------------|--------------------------|
| | | | | | | |
| ST | ANDARD | IIIX | | | | |
| | Equi | pme'n† | , materials, and | supplies are | adequate to | meet the needs |
| of | the st | udent | enrollment and p | rogram object | ives. | |
| | (a) | Tool | s and equipment a | ıre: | | • |
| | | (1) | Available to nee | et program obj | ectives; | |
| | | | | YES | | |
| | | | • | NO NO | | |
| | | (2) | Provided with th | ne appropriate | safety devi | ces In accord- |
| | • | | ande with good o | occupational p | ractices; | |
| | | | | YES | | |
| | | | | NO | | |
| | | (3) | Maintained in fo | ully operation | al condition | ; |
| | | | | YES | | |
| | | | | NO | | |
| | | (4) | The equipment p | rovided meets | with the req | ulrements or |
| | | | recommendations | of appropriat | e regulatory | agencles. |
| | | | | YES | | |
| | | | | NO | | |
| | | | | NOT | APPLICABLE | |
| | | | | | | |

(CONTINUED ON NEXT PAGE)

STANDARD XIII (CONTINUED)

| ' (P) | Instructional materials are: | |
|-----------|---|--|
| | (1) Available to meet program objectives; | |
| | YES | |
| • | NO NO | |
| | (2) Nonaiscriminatory in content. | |
| | YES | |
| | · NC | |
| (c) | Consumable supplies are: | |
| | (1) Provided to meet program objectives; | |
| | YES | |
| , | NO | |
| | (2) Ad quate in quantity. | |
| | YES | |
| | NO | |
| COMMENTS: | | |
| | | |
| | | |
| | | |
| | | |
| | | |

03

| | | ceeds andard | Standard | Meet Standard |
|----------|-----------------------------|-----------------|--|---|
| | | | | i |
| STANDARD | NIV. | | · | |
| The | Vocational Program is sex- | fair. | | |
| (8) | The program is available | to males | and femalés. | |
| | | YES | 1 | • |
| | | NO | | |
| (P) | Historically, has enrollm | ent in th | is program be | en predominately |
| | male or female (80% or gr | eater)? | | |
| ٠ | YES IF YES, | specify w | hlch: | |
| | NO | | | , |
| | | | | *************************************** |
| (c) | • | | | |
| | admission procedures for | this prog | gram which as: | sure equal access |
| | to males and females. | | • | |
| | | YES | 5 | • |
| * | | ,NO | | |
| (9) |) List the number and perce | ent of the | e persons cur | rently enrolled |
| | in this program who are: | | | |
| | No Male | No. | ************************************** | Female |

(CONTINUED ON NEXT PAGE)

STANDARD XIV (CONTINUED)

| (0) | ir eith | Br C3T0 | gory in (d) on previous page is less than twenty |
|-----------|--|--|--|
| | percent | (20\$), | what, in your professional opinion, are the |
| | reasons | for th | is limited enrollment? (Check all that apply) |
| a t | 1. | ************ | Lack of student knowledge of this career. |
| | 2. | · | Lack of student interest in this career. |
| | 3. | | A feeling by students that persons of one sex may be more appropriately suited, i.e., physi- cally, emotionally, or both, for this career. |
| | 4. | with the result to be the same of | A feeling by students that employers may prefer to have persons of one sex. |
| | | v a das auto terras | A feeling by students that their enrollment in this program would result in peer pressure and/or negative attitudes by classmates. |
| | 5. | arad <u>a, samunda, api</u> k | Guidance/courseling procedures (testing, career materials, placement, etc.) are sex-stereotyped or biased. |
| | 7. | | Cutriculum materials oriented to one sex. |
| | 8. | | Facilities oriented to one sex. |
| | 9. | ************** | Other (Specify): |
| | | | |
| COMMENTS: | | | |
| | The state of the s | . o tilig ameritik i ik tiljere amelika si | |
| | g. swame is a filled district darken at | | |
| | All resources and the second s | | ************************************** |
| | ************************************** | | |
| | n rene, ao indrindra dia mpiantana ao any | | TO CHANGE THE THE THE PROTECTION OF THE PROTECTI |
| | | | |



| | • * | Standard | Standard | Meet Standard |
|----------|-------------------------|---------------|---------------|------------------|
| | • | | | |
| STANDARD | XV | | | |
| The | Vocational Program prov | ldes adequat | e sarvices to | special popula- |
| tions as | measured by STANDARDS 1 | - XIV. | `` | • |
| (a) | For persons classified | as Handicap | ped: | |
| | (1) The instructional | materials a | re adequate a | and appropriate; |
| | | YES | | |
| | ••• | NO NO | | |
| | | NOT | APPLICABLE | • |
| | (2) An approved and a | idequate Indi | vidualized E | ducation Plan |
| | (IEP) is on file. | | | |
| | | YES | | • |
| | | NO | | |
| | | NOT | APPLICABLE | |
| (5) | For persons classifled | d as Cisadvar | ntaged: | |
| | (1) The instructiona | l materials a | are a sequate | and appropriate; |
| | | YES | \$ | • |
| | | NO. | , | |
| | | NO. | T APPLICABLE | |

Exceeds

Meets

Does Not

(CONTINUED ON NEXT PAGE)



STANDARD XV (CONTINUED)

(.) The number and percentage of all students classified as persons falling into the categories listed for the entire program (all sections/courses combined) are as follows:

| | | Number | * |
|-----------|----------------------------------|---|---|
| | Hand I capped | *************************************** | endmin of the vista |
| | Disadvantaged | at a company of a state of the | - |
| | Limited English-Speaking Ability | ************************************** | ne designation has |
| | Members of Minority Groups | . Managara panga-mana ngapa-mindhana pa | - Adamenta de la Companya de la Comp |
| COMMENTS: | | | |
| | | | |
| | | | |
| | | | |
| | | | |

STANDARD XV (CONTINUED)

| (| 2) An approved and adequate Individualized Vocational Educa- |
|-------|---|
| | tion Plan (IVEP) is on file. |
| | YES |
| | NO NO |
| | NCT APPLICABLE |
| (c) ! | For persons classified as having limited English-speaking |
| i | ability: |
| | The instructional materials are adequate and appropriate; |
| | YES |
| | NO |
| | NOT APPLICABLE |
| | (2) An approved and adequate Individualized Vocational Educa- |
| | tion Plan (IVEP) is on file. |
| | YES |
| | NO |
| | NOT APPLICABLE |
| (d) | For persons classified as members of minority groups: |
| | (1) The Instructional materials used within the program are |
| | nongiscriminatory. |
| | YES |
| | NO |
| | NOT APPLICABLE |
| | |

(CONTINUED ON NEXT FAGE)



EXEMPLARY

| in general, this | is an exemplary vocational program. | |
|----------------------|-------------------------------------|--|
| | YES | |
| | NO | |
| ADUITIONAL COMMENTS: | | |
| | | |
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| VOCATIONAL PROGRAM EVALUATION FORM: Planning and Operational Processes | | School School |
|---|-----------------------|---------------|
| | | Program |
| | | Date |
| | GENERAL SUMMARY SHEET | |

STANDARD MAJOR STRENGTHS NOTED



GENERAL SUMMARY SHEET (CONTINUED)

| STANDARD # | MAJOR DISCREPANCIES NOTED | RECOMMENDATIONS . |
|------------|---------------------------|-------------------|
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SECTION 2 RESULTS OF STUDENT ACHIEVEMENT

| RCU-S1 | APPEN TO AP CTUBENT ACUTEVENENT | P | Page of |
|--------------------------|---|-------------------------|-------------------------------|
| | RESULTS OF STUDENT ACHIEVEMEN | | Date |
| Students Served (Number) | | | |
| OBJECTIVE(S) SOURC | E: Standardized/criterich | referenced test (1d | lentify) |
| s. | 2 Objectives/student outc | omes listed on appr | roved ZA |
| | 3 Course outline/task ana | lysis (on file at o | centar) |
| | | | |
| STUDENT OUTCOMES | INSTRUMENT/METHOD UTILIZED TO DETERMINE ACHIEVEMENT | S OF STUDENTS ACHIEVING | REASONS FOR LOW \$ (Use Code) |
| 1. | i. 🗆 | | Other |
| 2. | 2. | | Other |
| | | | _ |
| 3. | .3. | | Other |
| | | | |
| | | | |

RCU-SI Results of Student Achievement

Page ___ of ___

| STUDENT OUTCOMES | INSTRUMENT/ TO DETERMIN | METHOD UTILIZED E ACHIEVEMENT | S OF STUDENTS ACHIEVING | REASONS FOR LOW \$ (Use Code) |
|------------------|----------------------------|----------------------------------|-------------------------|-------------------------------|
| 4. | 4. | | | Other |
| | | | | 515. |
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RCU-52
Results of Student Achievement

GENERAL SUMMARY SHEET (CONTINUED)

Page ____ of ___

L il 1

| STUDENT OF COME # | MAJOR DISCREPANCIES NOTED | RECOMMENDATION | RECOMMENDATION | |
|-------------------|---------------------------|---|----------------|--|
| | | | | |
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| RCU-S2 | | | |
|---------|----|---------|-------------|
| Results | of | Student | Achlevement |

GENERAL SUMMARY SHEET

| Page | of | × cologorallina |
|------|--------|----------------------------|
| Onto | | |

| STUDENT OUTCOME # | MAJOR STRENGTHS NOTED |
|-------------------|-----------------------|
| | |
| | |

SECTION 3

PROGRAM REPORTING SHEET

VOCATIONAL PROGRAM REPORTING SHEET

PLANNING & OPERATIONAL PROCESSES RESULTS OF STUDENT ACHIEVEMENT

| DATE OF EVALUATION | | PROGRAM | CODE | CONSULTANT: |
|--|------------------------------------|--|--------------------------------------|---|
| 1 | | LLL. | _ | |
| STANDARD I | | EXCEEDS | MCCTC | DOES NOT |
| The Vocational Program .cording to an approved Regional Plan which is no current and future employ EXCERNS MEETS ME (a) YES NO (b) Y N | Local or effective of yment needs. | (a) (b) (c) (d) | YES NO YES NO YES NO Y N Y N Y N Y N | |
| STANDARD II The instructor(s) participated in | | | ST \ | IDARD IV |
| | | The student-teacher ratio for all sections served by the Vocational Program is appropriate to the program objectives and activities. | | |
| the develorment of the Li Regional Pier, which inc program objectives and a | ocal or ludes ctivitles. | | MEETS ES NO | DOES NOT MEET |
| EXCEEDS MEETS ME | ES NOT ET | (b) | # stu | udents |
| (a) YES NO | | | STAN | IDARD V |
| (6) YES NO (6) YES NO (6) YES NO | | students w | with the r oter the l | rogram provides necessary competen- labor market with |
| STANDARD III | | 1 4 | | In a special crum or occupations. |
| The vocational Program approved and operating conditions committee. | | EXCEEDS | MEETS | DOES NOT |
| GO TO NEXT COLD | j et v | | GC TO N | EXT PAGE |



| STANDARD V CONTINUED | (a) YES NO |
|--|--|
| (a) Y N Y N Y N Y N Y N | (b) Y N Y N Y N Y N STANDARD VIII |
| (b) YES NO Y N Y N Y N (c) YES NO | Adequate Vocational and Career Guldance Services are available to all students. |
| (c) YES NO Y N Y N Y N Y N | EXCEEDS MEETS MEET |
| (d) YES NO N/A STANDARD VI | (a) YES NO (b) 1. Y N 5. Y N 2. Y N 6. Y N 3. Y N 7. Y N 4. Y N 8. Y N |
| The Vocational Program Includes, as an inherent part of the curriculum, a realistic work experience component. DOES NOT EXCEEDS MEETS MEET | 4. Y N 8. Y N (c) 1. Y N 4. Y N 2. Y N 5. Y N 3. Y N 6. Y N (d) YES NO (e) YES NO (f) YES NO (q) YES NO |
| (b) YES NO (b) Y N Y N | STANDARD IX |
| Y N Y N (c) Y N Y N Y N Y N Y N Y N | Related prevocational opportunities are available to students enrolling in vocational programs. DOES NOT EXCEEDS MEETS MEET (a) YES NO N/A (b) YES NO N/A |
| Students are provided with opportunities to learn leadership skills through participation in related school and community activities. DOES NOT EXCEEDS MEETS MEET | STANDARD X The Vocational Program is in compliance with the Recommended Safety Standards for Related F. ograms in Vocational, Technical, Industrial Arts, and Prevocational Education |
| . GO TO NEXT COLUMN | SO TO NEXT PAGE |



| - STANDARD X CONTINUED | <u>s</u> <u>L</u> <u>A</u> |
|--|---|
| established through the Division of Vocational-Technical Education. | L A A A |
| DOES NOT EXCEEDS MEETS MEET | LS A A A |
| (a) YES NO (b) YES NO (c) YES NO (d) YES NO (e) Y N Y N Y N Y N Y N Y N | (b) YES NO 1. Y N 2. Y N 3. Y N 4. Y N (c) YES NO N/A (d) YES NO (e) YES NO |
| STANDARD XI | STANDARD XIII |
| The Vocational Program Instructor(s) is certified, according to the Standards of Certification established through the Office of Teacher | Equipment, materials, and supplies are adequate to meet the needs of the student enrollment and program objectives. |
| Education and Professional Standards, in the vocational specifity he/she is teaching. | DOES NOT EXCEEDS MEETS MEET |
| EXCEEDS MEETS MEET | (a) (1) YES NO (2) YES NO N/A (3) YES NO (4) YES NO N/A |
| (a) YES NO (b) YES NO | (b) (1) YES NO (c) (1) YES NO |
| STANDARD XII | (2) YES NO |
| The facility provides space and | STANDARD XIV |
| learning stations to meet program objectives. | The Vocational Program is sex-fair. |
| EXCEEDS MEETS MEET | EXCEEDS MEETS MEET |
| (a) <u>S</u> <u>L</u> <u>A</u> C A A A I I I | (a) YES NO (b) YES NO (c) YES NO (d) No. Male No. Female |
| GO TO NEXT COLUMN | GO TO NEXT PAGE |

| STANDARD XIV CONTINUED | | EXEMPLARY | | |
|--|--|--|--|--|
| (e) | 1. Y N 2. Y N 3. Y N 4. Y N 5. Y N | in general, this is an exemplary vocational program. YES NO | | |
| | 7. Y N | RESULTS OF STUDENT ACHIEVEMENT | | |
| | 8. Y N 9. Y N | OUTCOMES: | | |
| printing agreement and the second an | STANDARD XV | instrument \$ Reason | | |
| The Voc | ational Program provides | 1 | | |
| adequate | services to special popu- s measured by STANDARDS | 2 | | |
| EXCEEDS_ | DOES NOT MEETS MEET | 3. | | |
| (9) | (1) YES NO N/A (2) YES NO N/A | 4 | | |
| (c) | (1) YES NO N/A (2) YES NO N/A (1) YES NO N/A | 5. | | |
| (d) (e) | (2) YES NO N/A (1) YES NO N/A | 6. | | |
| | Handicapped Disadvantaged Limited Eng. Minority | | | |
| | GO TO NEXT COLUMN | END | | |

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PROGRAM EVALUATION FORM

NEW HAMPSHIRE

RESEARCH COORDINATING UNIT

VOCATIONAL EDUCATION ON-SITE PROGRAM EVALUATION FORM .

PREVOCATIONAL EDUCATION PROGRAMS:

- Planning and Operational Processes Results of Student Achievement

| Cate | of | / Evaluation | , | |
|------|----|-----------------|--------------|----------|
| Name | ठा | School | | <u> </u> |
| Name | of | Program | | |

Program Consultant Completing Form

SECTION I

PLANNING & OPERATIONAL PROCESSES

| | | Exceeds Standard | Meets Standard | Does Not Meet Standard |
|--------------|-----------------------------|---------------------|-------------------|---------------------------|
| | | | | |
| STANDARD I | | | | ę |
| The Pro | avocational Program i | s based upon | formal object | tives which are |
| in general' | conformity with eithe | r the Officia | l Description | n of Industrial |
| Arts Program | mming, or the Consume | r and Homemak | ing curricul | um guides, as |
| developed by | y the N.H. Division o | f Vocational- | Technical Ed | ucation. |
| (a) Fo | ormal objectives for | the program 3 | re on file w | ith the |
| 10 | ivision of Vocational | -Technical Ed | ecation, or | are |
| a | / Valiable at the school | ol itself. | | , |
| المستسر | i | YES | | |
| | - | NO NO | | |
| (b) I | f the program is indu | ustrial Arts, | the program | objectives |
| 9 | enerally conform to t | the Official [| escription o | f Industrial |
| A | rts Programming. | | | |
| | - | YES | | |
| | - | NO NO | | |

(CONTINUED ON NEXT PAGE)



NOT APPLICABLE

STANDARD I (CONTINUED)

| (c) | If the program is Consumer and Homemaking, the program | | | | | |
|-----------|---|--|--|--|--|--|
| | objectives generally conform to Consumer and Homemaking | | | | | |
| | curriculum guides. | | | | | |
| | YES | | | | | |
| | NO | | | | | |
| | NOT APPLICABLE | | | | | |
| COMMENTS: | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |



| | | Exceeds Standard | Meets Standard | Does Not Meet Standard |
|-----------|-------------------------|---------------------|-------------------|---------------------------|
| | • | | | |
| STANDARD | 11 | | | |
| The | instructional content a | nd program a | ctivities are | e available and |
| appropria | te. | | | |
| (a) | An adequate program de | scription, w | ith appropria | ite instructiona |
| | content and a descript | ion of stude | nt activities | s, is on tile |
| | with the Division of V | ocational-Te | chnical Educa | ation or in the |
| | school itself. | | | |
| | | YE | S | |
| | | NO | | |
| (p) | instructional plans cl | early reflect | t the program | n objectives. |
| | | YE | S | |
| | | NO | | |
| (c) | Student activities cle | arly reflect | the program | objectives. |
| | | YE | s | |
| | | NO | | |
| (6) | Learning experiences a | re based upo | n measureable | a performance |
| | objectives. | | | |
| | | Y.E. | S | |
| | | NO. | | |

(CONTINUED ON MEXT PAGE)

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STANDARD II (CONTINUED)

| (4) | (Continued) |
|-----------|---|
| | If NO, are the learning experiences based upon a set of |
| | clearly-stated objectives? |
| | YES |
| | NO NO |
| (e) | Learning experiences are varied so that all students are |
| | provided assistance in achieving objectives. |
| | YES |
| | NO |
| | If <u>YES</u> , indicate the types of students for which assistance |
| | is provided (check all that apply): |
| | Regular |
| | Disadvantaged |
| | handicapped |
| | Minority |
| | Bilingual |
| | Students of either sex |
| (+) | A clear and appropriate procedure used for evaluating |
| | siquent performance. |
| | YES |
| | MC |
| COMMENTS: | , |
| | • |
| | |
| | |



| | Exceeds Standard | Meets Standard | Does Not Meet Standard |
|---|---------------------|-------------------|---------------------------|
| • | | | |
| STANDARD III | | | |
| The Prevocational Program | instructor(s) | is certified | , according to |
| the Standards of Certification | established th | rough the Of | fice of Teacher |
| Education and Professional Stan | dards, in the | vocational s | peclaity he/she |
| is teaching. | | | |
| (a) The program instructo specialty area he/she | | fied in the v | ocational |
| | YES | | |
| | NO | | |
| (b) If <u>NO</u> , the program in | structor(s) i | s currently o | on a |
| certification plan. | | | |
| | YES" | | |
| | NO | | |
| COMMENTS: | | | |
| | · · | • | |
| | ···· | | |
| | | | |
| | | | |
| | | | |



| | | Exceeds Standard | Meets Standard | Does Not Meet Standard |
|-----------|-------------------------|----------------------------|-------------------|---------------------------|
| | | | | |
| STANDARD | IV | | | |
| The | student-teacher ratio f | or all section | ons served by | the Prevoca- |
| tional Pr | ogram is appropriate to | the program | objectives ar | nd activities. |
| (a) | The student-teacher ra | tio for all s | ections is a | pro- |
| | priate in terms of the | facility, th | e equipment, | and |
| | safety considerations | as all presen | itly exist. | |
| | _ | YES | | |
| | - | NO | | |
| (b) | If NO, what is the ave | rage (over a) | i sections) o | over- |
| | load per section for t | his program? | | |
| | | of Students riate Limit | Exceeding | |
| COMMENTS: | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

| | • | Exceeds Standard | Mec s Standard | Does Not Meet Standard |
|-----------|---|---|--|---|
| • | | | | |
| STANDARD | ¥ | | | • |
| 0ccu | pational information an | d assistance | is provided | to all students |
| in the pr | evocational program. | | | |
| (a) | Students are made awar | e of requise | tes for occup | ational |
| | clusters and possible | vocations re | lated to the | p rogcam |
| | area(s), as an integra | l part of the | e instruction | a! content. |
| | · | YES | | |
| | - | NO | | , |
| (b) | The prevocational progr | * ram is design | ned, in part; | to assist |
| 'n | students in career sele | ections. | | , |
| | ` , | YES | | • |
| | <u>-</u> | NO NO | | X |
| (c) | The prevocational progr | ram content : | relates to the | e content |
| | in available vocationa | i programu a | t the secondar | ry level. |
| | | YES " | | |
| | | NÚ | | |
| COMMENTS: | | | | |
| | | | | Adaption of the second |
| | Marie non a Marie de la marie della marie | | e programme de management de la programme de l | erregionalista alemanistra filo pro amandifilo y ser alemanistra companyativa. |
| | | · • • • • • • • • • • • • • • • • • • • | | |
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GO TO NEXT PAGE

| | Standard Standard Meet Standard |
|-----------|---|
| | |
| STANDARD | VI |
| The | Prevocational Program is in compliance with the Recommended |
| Safety St | randards for Related Programs in Vocational, Technical, |
| Industria | Arts, and Prevocational Education established through the |
| Division | of Vocational-Technical Education. |
| (a) | The Prevocational Program is in compliance with Section I |
| • | of the Safety Standards: "General Safety Standards Per- |
| | taining to Related Facilities". |
| ۵ | YES |
| | NO |
| (b) | The Prevocational Program is in compliance with Section II |
| | of the Safety Standards: "General Safety Standards Per- |
| • | taining to Related Classroom Procedures and Operations". |
| | <u> </u> |
| | NO NO |
| (c) | The Prevocational Program is in compliance with Section III |
| | of the Safety Standards: "Safety Standards Pertaining to |
| | Specific Programs: Facilities". |
| | YES |
| | NO |
| | · · · · · · · · · · · · · · · · · · · |

(CONTINUED ON NEXT PAGE)

STANDARD VI (CONTINUED)

| (0) | ine Prevoc | ational F | rogram | IS IN C | compilar | ice with So | SCTION IV |
|---------------------------------------|--|----------------------------------|----------------|-------------|----------|-------------|--------------|
| • | of the Safe | ety Stand | lards: | "Safety | Standa | rds Perta | ining to |
| 1 | Specific P | rograms: | Class | room Pro | cedures | and Oper | ations". |
| | | | **** | YES | | | , |
| | · • | • | , - | NO | • | | |
| (e) | If the pro | gram is n | ot in | complian | ce with | any of th | ne Sections |
| | detailed a | bove, wha | t is t | he cause | (reasc | on for none | compliance)? |
| | (Check all | that app | ly) | | | | ٠ |
| | | Policy/Finstruct | | re(s) no | t accep | table to | `` |
| , | the angle of the state of the s | Policy/P LEA Admi | | | t accep | table to | • |
| | 1 | Inadequa modifica facility | tion/r | | | | |
| .5 | .* | Inapprop | riate | interpre | tation | of "Standar | 'ds |
| | *** | Other (S | pecify |): <u> </u> | | <u> </u> | * |
| COMMENTS: | | | | | | • | |
| | | | | , | | , | |
| | | | | | | | |
| • • • • • • • • • • • • • • • • • • • | | _ | | | | | |
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| | *************************************** | | | | | | ····· |

| • | Exceeds Standard | Meets Standard | Does Not Meet Standard |
|-------------------------------|---------------------|-------------------|---------------------------|
| | • | | |
| STANDARD .VII - | - | - | |
| The facility provides sp | ace and learning | ng stations to | meet program |
| objectives. | | | • |
| (a) Adequacy of facilit | y to meet the p | orogram objecti | ves. |
| • | Size | Location | Arrangement |
| Classroom(s) | Adequate | Adequate | Adequate |
| • | Inadequate | I nadequate | lnadequate |
| Laboratory(les) | Adequate | Adequate | ·Adequate |
| • | lnadequate | i nadequate | Inadequate |
| Learning Stations | Adequate | Adequate | Adequate . |
| | inadequate | Inadequate | Inadequate |
| Other Instructional | Adequate | Adequate | Adequate |
| Space (i.e., office, storage) | Inadequate | I nadequate | Inadequate |
| (b) The facilities are | sanitary, Erden | rly, safe, and | maintained |
| in accordance with | good occupation | nal practices. | |
| YES | | NO | |
| if NO, problem area | s(s) are (check | all that apply | y): |
| ١ | Sanitation | • | • |
| 2 | Orderliness | | |
| 3. | Safety | • | |
| 4 | Maintenance of | Facility | |
| 1 | | ACE \ | |

99.

STANDARD VII (CONTINUED)

| of appropriate regulatory agencies. YES NO NOT APPLICABLE (d) Facilities provide easy access for physically handicapped students. YES NO (e) Restrooms, dressing rooms, etc. are conveniently located for both male and female students. YES NO YES NO COMMENTS: | (c) | The facilities comply with requirements or recommendations |
|---|-----------|--|
| NOT APPLICABLE (d) Facilities provide easy access for physically handicapped students. YES NC (e) Restrooms, dressing rooms, etc. are conveniently located for both male and female students. YES NC | • | of appropriate regulatory agencies. |
| NOT APPLICABLE (d) Facilities provide easy access for physically handicapped students. YES NC (e) Restrooms, dressing rooms, etc. are conveniently located for both male and female students. YES NC | | YES |
| (d) Facilities provide easy access for physically handicapped students. YES NC (e) Restrooms, dressing rooms, etc. are conveniently located for both male and female students. YES NC YES NC | | , <u> </u> |
| students. YES NO (e) Restrooms, dressing rooms, etc. are conveniently located for both male and female students. YES NO | | NOT APPLICABLE |
| TES NC (e) Restrooms, dressing rooms, etc. are conveniently located for both male and female students. YES NC | (d) | Facilities provide easy access for physically handicapped |
| (e) Restrooms, dressing rooms, etc. are conveniently located for both male and female students. YES NO | ~ | students. |
| (e) Restrooms, dressing rooms, etc. are conveniently located for both male and female students. YES NO | | YES |
| for both male and female students. YES NO | | NC NC |
| YES | (e) | Restrooms, dressing rooms, etc. are conveniently located |
| MC | | for both male and female students. |
| | , | YES |
| COMMENTS: | • | NC NC |
| COMMENTS: | | |
| | COMMENTS: | |
| | | · |
| | · | |
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Meet Standard Standard Standard STANDARD VIII Equipment, materials, and supplies are adequate to meek the needs of the student enrollment and program objectives. Tools and equipment are: (1) Available to meet program objectives; YES (2) Provided with the appropriate safety devices in accordance with good occupational practices; YES. , (3) Maintained in fully operational condition; YES (4) The equipment provided meets with the requirements or recommendations of appropriate regulatory agencies. YES NO. NOT APPLICABLE

E ceeds

Meets.

Does Not

(CONTINUED ON NEXT PAGE)

STANDARD VIII (CONTINUED)

| (b) | inst | ructional | mater | ials ar | `e: | . t |
|------------|---------------|------------|---------|-------------|-------------------|-----|
| | (1) | Availabl | e to m | eet pro | ogram objectives; | |
| / | | • | | ****** | YES | |
| | | » * | | | NO (| |
| | (2) | Nondiscr | iminat | ory in | content. | |
| | • | ~ | | | YES . | |
| 8 | | | | A | NO | * |
| •• | | | | | | , |
| (4) | Cons | iumabie si | ipplies | are: | • | |
| | (1) | Provided | 1 to me | et proj | gram objectives; | • |
| • | | • | | | · YES | |
| | | | | ***** | NC | a) |
| | (5) | Adequate | in qu | antity. | • | |
| | | | • | | YES | |
| | | • | * | | NO | |
| | | | | | | |
| MENTS: | | | | * | | |
| ٠ | | | | | • | |
| ` | - | | ` . | | | • |
| | | | | | , | |
| | | | | | | |
| | | • | | | ! | |

| | | Exceeds Standard | Meets Standard | Does Not Meet Standar |
|----------|---|--|-------------------|--------------------------|
| at . | • | | | |
| STANDARD | IX | , | • | • |
| The | Prevocational Program | is sex-fair. | | |
| » (a) | The program is availab | bie to males | and females. | • |
| <u> </u> | • | YES | | |
| | • | 140 | | |
| (b) | Historically, has enropredominately male or YES If Y | ollment in the female? (80 ES, specify w | s or greater | een) |
| (c) | Steps have been taken | to develop a | and implement | recruit- |
| • | ment and admission pr | ocedures for | this program | which |
| | asydre equal access t | o males and f | emales. | |
| | | YES | • | |
| • | | NO | | • |
| , (d) | List the number and p | ercent of the | persons cur | rently |
| • | enrolled in this prog | ram who are: | , | |
| | No | Male T | 10 | Female |

(CONTINUED ON NEXT PAGE)

STANDARD IX (CONTINUED)

| (0) | ir eimer care | igory in tax on previous page is ress man as |
|-----------|----------------|--|
| | twenty percent | (20%), what, in your professional opinion, |
| | are the reason | s for this limited enrollment? (Check all |
| ` | that apply) | • |
| • | 1. | Lack of student knowledge of this career. |
| • | 2. | Lack of student interest in this career. |
| 1 | 3. | A feeling by students that persons of one sex may be more appropriately suited, i.e., physically, emotionally, or both, for this career. |
| • | 4 | A teeling by students that employers may prefer to have persons of one sex: |
| ` | 5 | A feeling by students that their enrollment in this program would result in peer pressure and/or negative attitudes by classmates. |
| | ٥ | Guidance/counseling procedures (testing, career materials, placement, etc.) are sex-stereotyped or blased. |
| • | 7 | Curriculum materials oriented to one sex. |
| | 8 | Facilities oriented to one sex. |
| | 9 | Other (Specify): |
| COMMENTS: | . • | |
| • | | · · · · · · · · · · · · · · · · · · · |
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| 3 | · · | · |
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| • | | . • ` | | Exceeds Standard | Meets Standard | Does Not Meet Standard |
|------------------|--------|--------------|------------|---------------------|-------------------|---------------------------|
| | | | . 9 | | | |
| STANDARD | X . | • | · | , | | • |
| The | Frevo | cational Pro | gram p | rovides apeq | uate services | to special . |
| populatio | ons as | measured by | STAND | ARDS I" - IX. | · | - |
| (a) | for | persons clas | sified | as Handicap | ped: | |
| | (1) | The instruc | tional | materials a | re adequate a | nd |
| • | | appropriate |); | | | ′ |
| 7 * | | · · | _ | YES | | |
| | • | | • • | NO _ | • | , |
| | | Ī | | NOT APP | LICABLE | • |
| | (2) | An approved | and a | dequate indi | vidualized Ed | lucation. |
| | | Plan (IEP) | is on | file. | _ | • |
| | | \ | - | YES | | |
| | | | , • | NO | | |
| | • | , | | NOT APP | PLICABLE | • |
| (P) | For | persons clas | sified | l as Disadvar | ntaged: | |
| • | (1) | The instruc | tional | materials a | are adequate a | ind |
| , | | appropriate | ; | • | | , |
| | | • | _ | 'YES | • | |
| * • • • • | | | - | NO | • | |
| | | • | • | NOT APP | PLICABLE 📄 | |

(CONTINUED ON NEXT PAGE)

STANDARD X (CONTINUED)

| | ogram (all sect | ions/cou | urses com | iblined) are | e as foll | ows: |
|---------|-------------------------|----------|---------------------------------------|---------------|---|-------------|
| * | | | * * | Number | 1 | - |
| | Handicapped | • | • | • | * | _ |
| | Disadvantage | d . | ` ` | • | ***** | |
| | Limited Engl Ability | ish-Spea | aking | | *************************************** | Pin |
| | Members of M | linority | Groups | · | | _ |
| MMENTS: | • | | | | • | |
| | • | ` | | | , | |
| # | | | (. | " | | , |
| | | | · · · · · · · · · · · · · · · · · · · | | . • | |

STANDARD X (CONTINUED),

| | (b) | (2) | An approv | ed and | acedns | ate | Individua | lized Vo | ocationa | 1 |
|---|-----|-------|------------|----------|---------------------------------------|------|------------|-----------------|----------|------|
| • | | | Education | n Plan (| IVĘP) | is | on file. | • | | |
| | | | 4 | | | YES |) | | | |
| | | • | | | | NO | | | | |
| | | • | | | | NOT | ' APPLICAE | BLE | • | |
| | (a) | For | persons c | lassifie | ed as t | navi | ng limite | ed Engli | sh-spea | . ng |
| | • | abi 1 | ity: | | | | • | | | |
| | | (i) | The inst | ructiona | al mate | eria | ils are ac | etaupet | and | • |
| | • | • | appropri | ate; | | | \$ • | | | |
| • | • | | , | • | | YES | , } | • | | |
| • | | | | | | NO. | | | | |
| • | | | | | | гои | APPLICAE | LLE | | |
| ٠ | | (2) | An appro | ved and | adequa | ate | Individue | alized V | ocation | a I |
| | | | Educatio | n Plan | (IVEP) | is | on file. | | | |
| | • | | • | ٠ | | YES | 6 | | | |
| | | | , | | | NO. | . : | | ٦. | |
| | • | | | • | · · · · · · · · · · · · · · · · · · · | NOT | T APPLICA | BLE | , | |
| | | _ | ` | | _ • | | | | - | |
| | (a) | | persons c | | | | | | | • |
| | | ` (1) | . The inst | | • | | | WITDIN T | ne . | |
| | | | program | are non | discri | | | | | |
| | • ` | | | | | YES | 5 | | | |
| | | | | | | NO | | 4 5.1 PF | | |
| | | •, . | • | | | NO. | T APPLICA | RLF | | |
| | | | | | | | | | | |

(CONTINUED ON NEXT PAGE)

EXEMPLARY

| | YES | |
|----------------------|------|-----|
| · | NO . | |
| ADDITIONAL COMMENTS: | • | |
| _ | , | |
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PREVOCATIONAL PROGRAM EVALUATION FORM: Planning and Operational Processes

| School |
|---------|
| Program |
| Date |

GENERAL SUMMARY SHEET

| STANDARD . | MAJOR STRENGTHS NOTED | |
|------------|-----------------------|-------------|
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GENERAL SUMMARY SHEET (CONTINUED)

| STANDARD # | MAJOR DISCREPANCIES NOTED | RECOMMENDATIONS |
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SECTION 2

RESULTS OF STUDENT ACHIEVEMENT

| RCU-SI | | • | | Page of |
|--------------------------|------------------------------------|---------------------|---------------------------------------|-------------------------------|
| | RESULTS OF | STUDENT ACHIEVEMENT | <u> </u> | Date |
| Students Served (Number) | • | • | | • |
| OBJECTIVE(S) SOURCE | CE: Standa | rdized/criterion*re | eferenced test (Id | entify) |
| , | 2 Object | ives/student outcom | mes listed on appr | oved 2A |
| | Course | outline/task anal | ysis (on file at c | enter) |
| STUDENT OUTCOMES | INSTRUMENT/METH TO DETERMINE AC | | S OF STUDENTS - ACHIEVING - | REASONS FOR LOW \$ (Use Code) |
| 1. | 1. * | | | Other |
| 2. | 2. | | , , , , , , , , , , , , , , , , , , , | Other |
| 3. | 3. | | · | Other |
| | • | | , | |

RCU-SI
Results of Student Achievement

Page ___ of ___

| STUDENT OUTCOMES | INSTRUMENT/ME TO DETERMINE | INSTRUMENT/METHOD UTILIZED . TO DETERMINE ACHIEVEMENT | | REASONS FOR LOW \$ (Use Code) | |
|------------------|-------------------------------|---|--|-------------------------------|--|
| 4. | 4. | | | Other | |
| | · · | | | , | |
| | • | - | | | |
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RCU-S2
Results of Student Achievement

| Page | of | |
|------|----|--|
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GENERAL SUMMARY SHEET

| STUDENT OUTCOME # | MAJOR STRENGTHS NOTED | • |
|-------------------|-----------------------|--------|
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RCU-52
Results of Student Achievement

| Page | of | |
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GENERAL SUMMARY SHEET (CONTINUED)

| STUDENT OUTCOME # | MAJOR DISCREPANCIES NOTED | RECOMMENDATIONS |
|-------------------|---------------------------|-----------------|
| • | | |
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| - " | | |

SECTION 3 PROGRAM REPORTING SHEET

PREVOCATIONAL PROGRAM REPORTING SHEET

PREVOCATIONAL PROGRAM EVALUATION FORM: PLANNING & OPERATIONAL PROCESSES RESULTS OF STUDENT ACHIEVEMENT

| DATE OF EVALUATION SCHOOL CODE | PROGRAM CODE CONSULTANT: |
|---|---|
| STANDARD I The Prevocational Program is based upon formal objectives which are in general conformity with either the Official Description of Industrial Arts Programming, or the Consumer and Homemaking curriculum guides, as developed by the N.H. Division of Vocational-Technical Education. | (e) YES NO Y N Y N Y N Y N Y N Y N Y N Y N Y N (+) YES NO |
| EXCEEDS MEETS MEET (a) YES NO (b) YES NO N/A (c) YES NO N/A STANDARD II The instructional content and program activities are available and appropriate. | The Prevocational Program instructor(s) is certified, according to the Standards of Certification established through the Office of Teacher Education and Professional Standards, in the vocational specialty he/she is teaching. DOES NOT EXCEEDS MEETS MEET (a) YES NO (b) YES NO |
| EXCEEDS MEETS MEETS (a) YES NO (b) YES NO (c) YES NO (d) YES NO YES NO | The student-teacher ratio for all sections served by the Prevocational Program is appropriate to the program objectives and activities. DOES NOT EXCEEDS MEETS MEET (a) YES NO (b) # students |
| (X) TO NEXT COLUMN | GO TO NEXT PAGE |

| Occupational information and assistance is provided to all students in the prevocational program. DOES NOT EXCEEDS MEETS MEET (a) YES NO (b) YES NO (c) YES NO STANDARD VI The Prevocational Program is in compilance with the Recommended Safety Standards for Related Programs in Vocational, Technical, Industrial Arts, and Prevocational Education established through the Division of Vocational-Technical Education. | LS A A A LS A B LS A A A LS A A A LS A B LS A B LS A A A LS A B LS A A A LS A B | | | |
|---|--|--|--|--|--|
| ance is provided to all students in the prevocational program. DOES NOT EXCEEDS MEETS MEET (a) YES NO (b) YES NO (c) YES NO STANDARD VI The Prevocational Program is in compliance with the Recommended Safety Standards for Related Programs in Vocational, Technical, Industrial Arts, and Prevocational Education established through the Division of Vocational Standards for Related Programs in Vocational Education established through the Division of Vocational Standards for Related Programs in Vocational Education established through the Division of Vocational Education of Vocational Education established through the Division established through | O A A A I I I (b) YES NO Y N Y N Y N Y N (c) YES NO N/A (d) YES NO (e) YES NO STANDARD VIII Equipment, materials, and supplies are adequate to meet the needs of the student enfollment and program objectives. | | | | |
| DOES NOT EXCEEDS MEETS MEET (a) YES NO (b) YES NO (c) YES NO STANDARD VI The Prevocational Program is in compliance with the Recommended Safety Standards for Related Programs in Vocational, Technical, Industrial Arts, and Prevocational Education established through the Division of Vocational | (b) YES NO Y N Y N Y N (c) YES NO N/A (d) YES NO (e) YES NO STANDARD VIII Equipment, materials, and supplies are adequate to meet the needs of the student enfollment and program objectives. | | | | |
| (a) YES NO (b) YES NO (c) YES NO STANDARD VI The Prevocational Program is in compilance with the Recommended Safety Standards for Related Programs in Vocational, Technical, Industrial Arts, and Prevocational Education established through the Division of Vocational | Y N Y N Y N Y N (c) YES NO N/A (d) YES NO (e) YES NO STANDARD VIII Equipment, materials, and supplies are adequate to meet the needs of the student enfollment and program objectives. | | | | |
| STANDARD VI The Prevocational Program is in compliance with the Recommended Safety Standards for Related Programs in Vocational, Technical, Industrial Arts, and Prevocational Education established through the Division of Vocational | Y N Y N Y N (c) YES NO N/A (d) YES NO (e) YES NO STANDARD VIII Equipment, materials, and supplies are adequate to meet the needs of the student enfollment and program objectives. | | | | |
| STANDARD VI The Prevocational Program is in compliance with the Recommended Safety Standards for Related Programs in Vocational, Technical, Industrial Arts, and Prevocational Education established through the Division of Vocational | (c) YES NO N/A (d) YES NO (e) YES NO STANDARD VIII Equipment, materials, and supplies are adequate to meet the needs of the student enfollment and program objectives. | | | | |
| The Prevocational Program is in compilance with the Recommended Safety Standards for Related Programs in Vocational, Technical, Industrial Arts, and Prevocational Education established through the Division of Vocational | (d) YES NO (e) YES NO STANDARD VIII Equipment, materials, and supplies are adequate to meet the needs of the student enrollment and program objectives. | | | | |
| pliance with the <u>Recommended Safety</u> Standards for Related Programs in Vocational, Technical, Industrial Arts, and Prevocational Education estab- lished through the Division of Voca- | Equipment, materials, and supplies are adequate to meet the needs of the student enrollment and program objectives. | | | | |
| tional, Technical, Industrial Arts, and Prevocational Education estab- lished through the Division of Voca- | Equipment, materials, and supplies are adequate to meet the needs of the student enrollment and program objectives. | | | | |
| • | DOES NOT | | | | |
| EXCEEDS MEETS MEET | EXCEEDS MEETS MEET | | | | |
| (a) YES NO (b) YES NO (c) YES NO (d) YES NO | (a) (1) YES NO (2) YES NO (3) YES NO (4) YES NO. N/A (b) (1) YES NO | | | | |
| (e) Y N Y N Y N Y N Y N | (2) YES NO (c) (1) YES NO (2) YES NO | | | | |
| | STANDARD IX | | | | |
| STANDARD VII | The Prevocational Program is sex-fair | | | | |
| The facility provides space and learning stations to meet program objectives. | EXCEEDS MEETS MEET | | | | |
| EXCEEDS MEETS DOES NOT MEET C A A A A A | (a) YES NO (b) YES NO (c) YES NO (d) No. Male No. Female | | | | |
| GO TO NEXT COLUMN | GO TO NEXT PAGE | | | | |

| S | STANDARD IX CONTINUED | | | | | | | | EXEMPLARY | | |
|--|-----------------------|-----------------------------------|----------------|--|--------|---|------|---------|----------------|---|-------------|
| (e) (1) Y N (2) Y N (3) Y N (4) Y N (5) Y N (6) Y N | | | | In general, this is an exemplary pre- vocational program. YES NO | | | | | | | |
| 1 | | | N | | | | | KF20F12 | OF STUDENT ACI | HTFAFW | EN I |
| | (8) (9) | Y : | N N | è | | : | оитс | OMES: | Instrument | \$ | Reason |
| | , | STAND | ARD) | (| · · | | | 1. | - | | |
| The Pre adequate tions as | servi | ces to | spe | cial | popula |) | | 2. | | | - |
| EXCEEDS_ | м | EETS_ | | DOES MEET_ | TON | • | | 3. | · | | |
| (a) | (1) (2) | YES YES | NO NO | | | | | 4. | • | *************************************** | |
| (b) (c) | (1) (2) (1) | YES YES YES | NO NO NO | ^N/A N/A N/A | | | | 5. | | | - |
| (d) (e) | (2) | YES | NO NO | N/A N/A | | |] | 6. | | | - Carlotte |
| | Disa | icappe dvante ted E rity | aged | | | • | | | | | |
| | 60 | TO, NE | XT C | DLUMN | | · | | | END | | |

LOCAL PROGRAM STAFF INSTRUMENTATION PACKET

THE VOCATIONAL PROGRAM SELF-EVALUATION FORM

Begin to complete this form by filling out the basic information required on the cover page of this section. Your basic task in completing this section of the form is to determine whether your program Exceeds, Meets, or Does Not Meet a series of 15 Standards. Accompanying each Standard Statement is a series of criteria which are provided to help document the reason for your overall judgement. It is suggested that for each Standard you follow the procedure of (1) completing each criterion related to that Standard by 'checking' the appropriate space, and then (2) based upon the criteria, indicate (in the upper right hand corner) whether the S andard has been Exceeded, Met, or Not Met. While it would not be implausible for a Standard, overall, to be met if some of its related criteria were shown to be lacking, no Standard should ordinarily be marked "Exceeds Standard" unless all of the related criteria are satisfactorily documented. The overall assessment for each Standard, of course, will depend upon your judgement as to the seriousness of criteria not satisfactorily documented (if any); as well as your own judgement as to the general situation, on-site, related to the program Standard in The Standards may be completed in any order you wish.

After you have completed the entire form, please return it to your vocational director, who will forward all of the completed materials to the N.H. Research Coordinating Unit for distribution to the appropriate Program Consultants.

PROGRAM SELF-EVALUATION FORM

NEW HAMPSHIRE RESEARCH COORDINATING UNIT

VOCATIONAL EDUCATION OH-SITE PROGRAM EVALUATION FORM

VOCATIONAL EDUCATION PROGRAMS: PLANNING & OPERATIONAL PROCESSES

| Date of Evaluation | | |
|--------------------|------------|---------|
| | | |
| Name of School | | 1 |
| Name of Program | • | |
| Neme of Frogram | | * |
| Instructor | Instructor | **** |
| Instructor | Instructor | |
| Instructor | Instructor | <u></u> |

| | • | 2 (milde) C | 3 I SINGEL U | Mari Standard |
|-------------|---------------------------------------|-----------------|----------------|---------------------------------------|
| • | • | | | |
| STANDARD I | : | | | |
| The Voc | ational Progrem I | s conducted acc | ording to an I | approved Local |
| or Regional | Plan which is ref | lective of curr | ent and future | employment |
| needs. | | , | * | |
| (a) An | approved local o | r regional plan | is on file wi | th the |
| DI | vision of Vocatio | nai-Technical E | ducation. | • |
| | • | YES | • | |
| | , . | NO | | |
| (b) Th | e Vocational Rrog | • | | that apply): |
| | Local oc | cupational surv | eys · . | • |
| | input fr | om advisory/cra | it committees | |
| • | Informet | ion gathered fr | om placement i | records |
| • | New Hamp | shire Departmen | t of Employmen | nt Security data |
| COMMENTS: | | • | | · · · · · · · · · · · · · · · · · · · |
| · | | | | |
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| | · · · · · · · · · · · · · · · · · · · | | | |
| | . ** | | * | |

| · · | | | Standard | Standard | Meet Standard |
|------------|---------------------------------------|----------|----------------|--------------|---------------------------------------|
| | • | • | | | |
| STANDARD I | II | | | • | |
| The ! | Instructor(s) | particip | ated in the d | evelopment o | f the Local or |
| Regional f | Plan, which in | ciudes p | rogram object | ives and act | ivities. |
| (a) · | The Instructo | r partic | ipated in the | development | of the Local |
| | or Regional P | ian for | Vocational Ed | lucation. | , |
| • | • | vi. | YES | | · · |
| | | | NO | • | • |
| (9) | An adequate p | rogram (| description is | availabie w | ithin the Plan. |
| | | | YES | 5 : | • |
| , | . , | | NO | · | , |
| (c) | Program object | ctives a | re adequately | defined with | in the Plan. |
| • | | | YE | s y | |
| | • | * | NO | | |
| (d) | Program-(stud | dent) ac | tivities and | outcomes are | . adequately |
| w | Identified w | ithin th | e Pien. | | · · · · · · · · · · · · · · · · · · · |
| | | | YE | S | > ~ |
| • | | | NO | ! | |
| COMMENTS: | | | | | |
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GO TO NEXT PAGE

| | | Standard | Meets Standard | Does Not Meet Standard | |
|---------------|-----------------------------------|---------------|-------------------|--|--|
| | • | | | | |
| STANDARD | | | | | |
| The | Vocational Program has | an approved a | and operating | craft or | |
| advisory 3 | comittee. | | • | , , , , , , , , , , , , , , , , , , , | |
| (a) | The Vocational Program committee. | has an appro | oved craft or | advisory | |
| | | . YES | • . | | |
| | | NO | | | |
| (P) | The craft or advisory | committee mea | ets regularly | (at least once | |
| • | a ,ear). | | • | • | |
| | | YES | | | |
| | | NO NO | .4 | | |
| (c) | The craft or advisory | committee is | representati | ve of the | |
| | clientele and groups s | erved by the | Vocational P | rogram. | |
| , | | YES | | | |
| | | NO | • | | |
| · (d) | The craft or advisory | committee inc | ludes (check | all that apply): | |
| | Employers | • | Former Stu | dents | |
| • | Organized L | ebor . | Other (Spe | ċlfy): | |
| | | | * | | |

STANDARD III (CONTINUED)

| (e) | The craft | ft or advisory | committee is co | mprised of males | and |
|------------|---|---|---------------------------------------|--|-----|
| | females. | • | | • | |
| | | (| YES · | • | |
| | | | NO | | |
| COMMENTS | • | | · · · · · · · · · · · · · · · · · · · | • • | |
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| | | المتواندان استور بسيم بها والمتور والمتور والمتور والمتور | | | |
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| | *************************************** | <u> </u> | • | | |
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| | : | Standard | Standard | Most Stendard |
|---------------|-----------------------|---------------------------------|----------------|-------------------|
| | • | | , \Box | |
| TANDARD | IV . | , | • | |
| - The | student-teacher retio | for all sect | lons served b | y the Vocational |
| rogram I | s.eppropriate to the | program objec | itives and act | ivities. |
| "(a) | The student-teacher | ratio for all | sections is | appropriate in |
| | terms of the facilit | y, the equipm | ent, end safe | ty considerations |
| • | as all presently exi | st. | | |
| | • | YE | :\$ | |
| | • | K | | |
| (b) | If NO, what is the | werage lover | all sections) | overload per |
| | section for this pro | ogram? | | |
| ` | | mber of Studen propriate Lim | | |
| COMMENTS | | ` | | |
| | | | | |
| | / | | | |
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GO TO NEXT PAGE

| | Stendard | Stendard | Meet Standard |
|---------------------------------|----------------|---------------|-----------------|
| • | | | · · |
| STANDARD V | | •, | . |
| The Vocational Program pro | ovides student | ts with the m | scessary compe- |
| tencies to enter the labor mari | ket with entry | -level skilli | s in a specific |
| occupation or cluster of occupa | etions. | * ^ | • |
| (a) Program content is be | esed upon (ch | ock all that | apply): |
| Task and | yses of the o | ccupation(s) | |
| V-TECS Car | talog , | v. | • |
| Aveliable | curriculum g | uldes | |
| Textbooks | | | • |
| Other (Sp | ecity): | | |
| (b) The scope of the cou | rses or units | of Instructi | on provides the |
| required entry-level | knowledge, m | enipulative s | kills, and |
| employability skifts | | | ~ |
| | YE | 'S | • |
| | NO | • | |
| If NO, problem area | s) include (c | heck all that | apply): |
| Entry-lev | ei knowledge | · | |
| Manipulat | ive skills | | • |
| | | | • |

STANDARD V (CONTINUED)

| (c) | Program content and learning activities use current practices |
|-----------|---|
| | in the occupational area. |
| | YES |
| | NO ··· |
| | If YES, updating is provided through (check all that apply): |
| \$ | Advisory/Craft Committees |
| | Workers in the Occupational Area |
| | Current Teacher Occupational Experiences |
| | Other (Specify): |
| | |
| (a) | The curriculum complies with the requirements of appropriate |
| | regulatory agencies. |
| | YES |
| | NO |
| , in | NOT APPLICABLE |
| | |
| COMMENTS: | |
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| • | |
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| | |
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| | Standard Standard Meet Standard |
|-----------|---|
| | |
| STANDARD | VI . |
| The | Vocational Program includes, as an inherent part of the curric- |
| ulum, a r | realistic work experience component. |
| (a) | The Vocational Program includes, as an inherent part of the |
| | curriculum, a realistic work experience component. |
| Mr. | YES |
| 4. | NO |
| (b) | If YES, of what type? (Check all that apply) |
| | Supervised Work Experience |
| | Cooperative Education |
| | In-Classroom Simulation |
| • | Other (Specify): |
| (c) | It NO, why? (Check ell that apply) |
| | Not considered important or desirable by program instructor |
| | Not considered important or desirable by LEA Administration |
| | Local funding is presently inadequate |
| | State funding is presently inadequate |
| Cair. | Other (Specify): |
| COMMENTS | |
| | |
| | |

Exceeds

| | | | Exc ee ds Standard | Standard | Meet Standard |
|------------|----------------|---------------|------------------------------|---------------|-----------------|
| , | | • | | | |
| TANDARD | vi i | * | ÷ | • | |
| Stud | lents are p | rovided with | h opportunities | s to learn le | adership skills |
| hrough p | articipati | on in relati | ed scheol and | community act | ivities. |
| (g) | Program-n | elated school | ol/community a | ctivities are | available to |
| | students. | | • | •* | |
| | 1144 | - | YES | | |
| | | • | NO | • | |
| (b) | If YES, w | hat are the | activities av | allable? (Che | ck ell that |
| | mppiy) | | è | | , |
| | Managirania | Youth-Grou | ups (e.g., VIC | A, DECA, etc. |) |
| | ********** | Junior Aci | hievement | | |
| | | School 31 | ub(s) | | |
| • | | Specify: | | • | . + |
| | ``` | Other | | • | |
| | | Specify: | | | |
| OMMENTS: | | | | · . | |
| • | | | \$ ^ | | |
| | | | | | |
| | *********** | | | | |
| | | | | | |
| | .* | | | | |

| · · · · · · · · · · · · · · · · · · · | | Exceeds Standard | Meets Standard | Obes Not Meet Standard |
|---------------------------------------|---|--------------------------------|---------------------------------|---|
| | | | | |
| STANDARD V | 111 | | | |
| Adequ | ate Vocational and Car | eer Guldance | Services a | re available to |
| all studer | its. | · | ` | |
| (a) | Students are knowledge | able about av | vallable vo | cational courses. |
| | | YES | | |
| | | NO | | |
| | gram includes (check a 1 interest Bat 2 Aptitude Tes 3 Achievement 4 Student Pref Prior to enrollment in | teries teries Tests ere-ces | y): 5 A 6 5 7 5 8 0 | Academic Record Physical Capabilities Student's Past History Other (Specify): |
| (c) _, | of occupational (checi | | | |
| | 1 Outlooks | | 4 1 | Possibilities for Advancement |
| | 2 Salaries | | | Educational Prereq- |
| | 3 Working Con- | | | uisites |
| ۸ | 6. | Licensi Require | ng/Regulato ments | ory |

STANDARD VIII (CONTINUED)

| (a) | Written policies and procedures for providing placement services |
|-----------|--|
| | to students are available. |
| | YES |
| | NO |
| (e) | Placement policies and procedures are currently being imple- |
| • | mented. |
| | YES |
| | NO NO |
| (+) | Complete records are kept of all placement activities. |
| | YES |
| | NO |
| (g) | Placement procedures provide equal support for both sexes. |
| | YES |
| | NO _ |
| COMMENTS: | |
| | |
| | • |
| | • |
| , | |
| - | |

| Madilladore i conservada i dicensi de la conservada de la conservada de la conservada de la conservada de la c | enne on a september 11 and may be seen in the latter of a me of | an e a c'hann maka an e A l'hak ka kalam maganta a sakala | Exceeds Standard | Neets | Does Not |
|--|---|---|---------------------|----------------|----------------------------------|
| • | | , | | | |
| STANDARO | IX | - | | | • |
| Rela | ted prevoca | tional opp | ortunities are | aveitable to | students |
| enrolling | In vocatio | nal progra | ms . | | • |
| (a) | had the op | portunity | to previously | enroll in ind | itional Program Justrial Arts |
| | courses (1 | _ | ending school | students). | |
| | *************************************** | YES NO | | | |
| | | • | CABLE (Progress | is not T & I | • |
| (6) | Students e | nrolling i | n a Home Econo | mics Related | Occupation |
| | Program ha | d the oppo | abusity to pro | viously enrol | I In Consumer |
| | and Homens | king cours | es (including | sending school | ol students). |
| | ` | YES | | | |
| | *************************************** | NO | | | |
| · | ******** | NOT APPLI | CABLE (Program | is not HERO! | |
| COMMENTS | | | | | <u> </u> |
| , | | | | | |
| • | | | • | | |
| | | | | | <u> </u> |
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| en e | e comme do acomo e estableca de abreva acomo d | and the second of the second o | Standard | Standard | Meet Standard |
|--|--|--|----------------|----------------|-------------------|
| | <i>\)</i> | • | | | |
| • | STANDARD : | X . | | | * |
| • | The ' | Vocational Program is | In compliance | with the Re | commended Safety |
| | Standards | for Related Programs | in Vocational | , Technical, | Industrial Arts |
| · . | end Prevo | cational Education es | tablished thro | ough the Divi | sion of Vocations |
| | Technical | Education. | • | | |
| | (a) | The Vocational Progr | em is in comp | liance with S | ection 1 of the |
| | | Sefety Standards: " | General Safety | y Standards P | ertaining to |
| | • | Related Facilities." | 1 | | |
| | | • | YE: | S . | • |
| | | | NO | • | |
| | (P) | The Vocational Progr | am is in comp | Itance with S | ection il of the |
| , | | Satety Standards: | General Safet | y Stendards F | Pertaining to |
| | | Related Classroom Pr | poedures and | Operations." | |
| > | • | • | YE | S | |
| | | | NO | | |
| | (c) | The Vocational Progr | rem is in comp | llance with S | ection III of |
| | | the Safety Standards | : "Sefety St | enderds. Perta | ining to |
| | | Specific Programs: | Facilities." | | • |
| | | • , | YE | S | |
| | • | ,,* | NO. | | |
| _ | | | | f | ** |
| • | | /004 | PERMISH ON MEY | T PAGE) | |

STANDARD X (CONTINUED)

| (4) | The Vocati | onal Proc | gram is | in compl | lance w | Th Section | M IV OT T | N O |
|-----------|--|-----------|-------------|------------|----------|---------------------------------------|-----------|---|
| | Safety Sta | ndards: | "Safety | Stender | ds Perti | elning to | Specific | |
| | Programs: | Classroc | om Proce | dures an | d Opera | lons." | 4 | <u>, </u> |
| | | | | YES | * | • | ` | |
| | | | · | NO | is. | | | |
| | | | | | | | | |
| (a) | If the pro | gram is 1 | not in (| compliance | e with | any of the | Sections | 1 |
| | detailed above, what is the cause (reason for noncompliance)? | | | | | | | |
| | (Check all that apply) | | | | | | | |
| | Policy/Procedure(s) not acceptable to instructor(s) | | | | | | | |
| | Policy/Procedure(s) not acceptable to LEA Administration | | | | | | | |
| | inadequate local funds available for medification/ remodeling of older facility | | | | | | | |
| | , | Inappro | pria.e | Interpret | ation o | f Standar | s in the | ************************************** |
| | مناب الناب باب | Other (| Specify |): | | | 1 | · · · · · · · · · · · · · · · · · · · |
| COMMENTS: | | | | | | • | • | |
| | <u> </u> | | | | | | | |
| | | | | | | 1 | | • |
| • | | | | | | · · · · · · · · · · · · · · · · · · · | | ` |
| • | <u></u> | | | | | | | |
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| | Exceeds Standard | Mosts Standard | Does Not Meet Standard |
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| | | | |
| STANDARD XI | | •0 | |
| The Vocational Program instr | uctor(s) ls | certified, a | according to the |
| Standards of Certification establ | Ished throu | gh the Offici | of Teacher |
| Education and Professional Standa | rds, in the | vocational | specialty he/she |
| is teaching. | ٠ | · • | |
| (a) The program instructor(| s) is certi | fled in the | vocational |
| specialty area he/she i | s teaching. | | |
| | YES | | |
| | NO | • | , |
| (b) If NO, the program inst | ructor(s) i | s currently | on a certifica- |
| tion plan? | • | | |
| | YES | 3 | |
| | NO | | • |
| COMPLENTS: | | | |
| | | ì | 3 |
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|---|---------------------------------------|-----------------|---------------|
| • | | | |
| STANDARD XII | | | • |
| The facility provides s | pace and learning | ng stations to | meet program |
| objectives. | | | |
| (a) Adequacy of facili | ty to meet the s | orogram objecti | ves. |
| | Size | Location | Arrangement |
| Clessroom(s) | Adequate . | Adequate | Adequate |
| | inadequate | inadequate | inadequate |
| Laboratory(les) | Adequate | Adequate | Adequate |
| | I nadequate | Inadequate | _inadequate |
| Learning Stations | Adequate | Adequate | Adequate |
| And the second | i nedequate | _inedequare | _Insdequate |
| Other instructional | Adequate | Adequate | Adequate |
| Space (1.e., office, storage) | I nedequate | inedequate | Inedequate |
| (b) The facilities are | sanitary, orde | rly, safe, and | maintained in |
| accordance with go | ood occupational | practices. | \$ |
| • | YE | \$ | |
| | NO | | |
| If NO, problem are | ee(s) ere (check | all that apply | y): |
| 1. •. | Sanitation | | , |
| 2. | Orderlines | \$ | |
| V | Sefety | | , |
| 4. | · · · · · · · · · · · · · · · · · · · | e of facility | |
| | ACOUT I MINED ON INE | | |

Exceeds

STANDARD XII (CONTINUED)

| (c) | The facilities comply with requirements or recommendations of |
|-----------|---|
| | appropriate regulatory agencies. |
| | YES |
| | NO |
| | NOT APPLICABLE |
| (d) | Facilities provide easy access for physically handicapped |
| | students. |
| | YES |
| | NO NO |
| (e) | Restrooms, dressing rooms, etc. are conveniently located for |
| | both male and female students. |
| | YES |
| | NO NO |
| COMMENTS: | |
| | • |
| | |
| | • |
| • | |
| | |

| | | | Standard | Standard | Meet Standard |
|-----------|----------|-----------------|------------------|---------------|------------------------|
| • . | | | | | |
| STANDARD | XIII | | | • | |
| Equi | i pmen 1 | r, materials, a | nd supplies are | adequate to | meet the needs |
| of the st | tudent | enrollment and | d program déject | rives. | • |
| (a) | Tool | is and equipmen | t are: | | . • |
| | (1) | Available to | meet program ob, | jectives; | |
| | * | | , YES | 3 | |
| | | • | NO | | |
| | (2) | Provided with | the appropriate | safety devi | ; ces in accordance |
| | | with good occ | unational pract | Ices; | • |
| • | | | YE: | \$ | |
| • ** 2 | | | NO | | |
| • | | | NO | T APPLICABLE | |
| | (3) | Maintained in | fully operation | nal condition | : |
| | | | YE | S | |
| | | | NO | | |
| | (4) | The equipment | provided meets | with the rec | uirements or |
| | | | ons of appropria | | |
| | | | YE | s . | |
| | | | NO | | |
| | | | NO. | T APPLICABLE | |
| | | \ * | | | |

STANDARD XIII (CONTINUED)

| (b) | Instructional materials are: | |
|------------|---|---|
| | (1) Available to meet program objectives; | |
| | YES | • |
| | NO NO | |
| | (2) Nondiscriminatory in content. | |
| | YES | |
| | . NO | |
| | | |
| (c) | Consumable supplies are: | |
| | (1) Provided to meet program objectives; | |
| | YES | |
| | NO | |
| | (2) Adequate in quantity. | |
| * | YES | |
| ` | NO | |
| COMMENTS. | | |
| COMMENTS: | | |
| | | |
| | | |
| | | |
| | | |
| | | |

| | , | Exceeds Standard | Meets Standard | Does Not Meet Standard |
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| | | | | |
| STANDARD | XIV | | | |
| The | Vocational Program is | sex-fair. | | |
| (a) | The program is availa | able to males | and temales. | |
| • | w | YE: | , | `` |
| | | NO | | |
| (þ) | Historically, has enr | rollment in ti | nis program b | een predominately |
| | male or female (80\$ c | or greater)? | | |
| | YES If Y | <u>rES</u> , specify t | which: | |
| | NO | | | |
| (c) | Steps have been taker | to develop | and implement | recruitment and |
| | admissions procedures | for this pro | ogram which a | ssure equal acces |
| | to males and females. | | | |
| | | YE | S | |
| • | | NO | | |
| (4) | List the number and p | percent of the | e persons cur | rently enrolled |
| | in this program who s | ore: | | |
| | No \$ | Male | No \$ | Female |

STANDARD XIV (CONTINUED)

| \W / | 11 41111 | pr Care | gory in tay on previous page is less than Twenty |
|-------------|-------------|---|--|
| | percent | (20\$), | what, in your professional opinion, are the |
| | reasons | for th | is limited enrollment? (Check all that apply) |
| * | 1, | • | Lack of student knowledge of this career. |
| | 2. | ********** | Lack of student interest in this career. |
| | * 3. | | A feeling by students that persons of one sex may be more appropriately suited, i.e., physically, emotionally, or both, for this career. |
| | 4. | | A feeling by students that employers may prefer to have persons of one sex. |
| | 5. | *************************************** | A feeling by students that their enrollment in this program would result in peer pressure end/o negative attitudes by classmates. |
| | 6. | | Guidance/counseling procedures (testing, career materials, ptacement, etc.) are sex-stereotyped or blased. |
| | 7. | | Curriculum materials oriented to one sex. |
| | 8. | | Facilities oriented to one sex. |
| | 9, | | Other (Specify): |
| | | | |
| COMMENTS: | 1 | | • |
| | • | *** | |
| 3 | | | |
| | | | |
| | | · · · · · · · · · · · · · · · · · · · | |
| | | | |

| | | | Standard | Standard | Meet Standard |
|------------|-------|---------------------|---------------|--------------|-------------------|
| | | | | | |
| STANDARD | XY | | | • | |
| The | Vocat | lonal Program prov | ides adequate | services to | o special popula- |
| tions as | measu | ired by STANDARDS I | - XIV. | | .♥ |
| (a) | For | persons classified | i as Handicap | ped: | |
| | (1) | The Instructional | materials a | re adequate | and appropriate; |
| | | | YES | | * |
| * | | | NO | | |
| | | | NOT | APPLICABLE | |
| | (2) | An approved and a | ibni etsupeba | vidualized E | ducation Plan |
| | | (tEP) is on file. | | | |
| | | | YES | | |
| 1 | , | | NO | | |
| • | ** | • | NOT | APPLICABLE | |
| (b) | For | persons classified | d as Disadvan | taged: | |
| | (1) | The Instructions | i materials a | re adequate | and appropriate; |
| | | | YES | | |
| | | | NO | | |
| | | | NOT | APPLICABLE | |

Exceeds



STANDARD XY (CONTINUED) . (2) An approved and adequate individualized Vocational Education Plan (IVEP) is on file. YES NO NOT APPLICABLE (c) For persons classified as having limited English-speaking ability: (1) The instructional materials are adequate and appropriate; YES NOT APPLICABLE (2) An approved and adequate individualized Vocational Education Plan (IVEP) is on file. YES NO NOT APPLICABLE

- (d) For persons classified as members of minority groups:
 - (1) The instructional materials used within the program are nondiscriminatory.

YES

____ NO

NOT APPLICABLE

STANDARD XV (CONTINUED)

(e) The number and percentage of all students classified as persons .

failing into the categories listed for the entire program (all sections/courses combined) are as follows:

| | | Number | |
|-----------|----------------------------------|--------|--|
| | Handl capped | | * |
| | Disadvantaged | · | حالظ نام حارجه |
| • | Limited English-Speaking Ability | | |
| | Members of Minority Groups | - | ************************************** |
| COMMENTS: | | | |
| | | | |
| _ | | | |
| | | , | · |
| • | | | |

EXEMPLARY

| • | | ****** | YES | | • | ** | |
|----------------------|---|------------------------------|---------------------------------------|---------------|-----|--|---|
| , | * | Amadallani/Tillia | NO | | | | |
| | • | • | | • | *** | | , |
| NODITIONAL COMMENTS: | | | | | | | · |
| | , | | | . * | | برال أدارت معروب معروب ومرود والمراد والمراد والمراد | |
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| | | * | | r .* | | | · |
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| | | *. | | ٧., | | ^ | |
| | | | بطنوران بسير والأاداب | | | | · |

PROGRAM SELF-EVALUATION FORM

NEW HAMPSHIRE RESEARCH COORDINATING UNIT

VOCATIONAL EDUCATION ON-SITE PROGRAM EVALUATION FORM

PREVOCATIONAL EDUCATION PROGRAMS:

- Planning and Operational Processes

| Deta of Evaluation | |
|--------------------|------------|
| Deta of Evaluation | |
| | • |
| Name of School | |
| indian of advisor. | |
| | |
| Name of Program | |
| | |
| | |
| Instructor | Instructor |
| | |
| | |
| Instructor | Instructor |
| | |
| Instructor | Instructor |



| | | Excaeds Standard | Meets Standard | Does Not Meet Standard |
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| | | | | |
| STANDARD | I | | | |
| | Prevocational Progra | | 3,000 | |
| | ramming, or the Cons | | | |
| , | by the N.H. Divisio | | | |
| (a) | Formal objectives f | or the program | are on file | with the |
| | Division of Vocation | nal-Technical | Education, or | are |
| | available at the sc | hool itself. | | |
| | | YES | | |
| | | NO | | |
| (b) | If the program is ! | ndustria: Arts | , the program | objectives |
| | generally conform t | to the Official | Description | of Industrial |
| | Arts Programming. | | | |
| | | YES | • | |
| | | NO. | • | |
| | | | | |

(CONTINUED ON NEXT PAGE)

NOT APPLICABLE

STANDARD I (CONTINUED)

| (c) | if the program is Consumer and Homemaking, the program |
|-----------|---|
| | objectives generally conform to Consumer and Homemaking |
| | curriculum guides. |
| | YES |
| | NO NO |
| | NOT APPLICABLE |
| COMMENTS: | |
| | |
| | |
| | |
| | |
| | |

| a | | Exceeds Standard | Meets Standard | Does Not Neet Standard |
|-----------|------------------------|---------------------|-------------------|---------------------------|
| • | | | | |
| STANDARD | II | | | |
| The | Instructional content | and program ac | tivities are | a a allable and |
| appropria | te. | | | |
| (a) | An adequate program d | escription, w | ith appropria | ate instructional |
| | content and a descrip | tion of studer | nt activities | s, is on file |
| | with the Division of | Vocational-Tec | chnical Educa | ation or in the |
| | school itself. | | | ` |
| | | YES | | |
| | | NO NO | | |
| (b) | Instructional plans of | learly reflec | t the progra | m objectives. |
| | | YES | | |
| | | NO | | |
| (c) | Student activities c | learly reflect | the program | objectives. |
| | | YES | | |
| | | NO | • | |
| (a) | Learning experiences | are based upo | n measureabl | e performance |
| | objectives. | | | |
| | | YES | | |
| | | NO | | |
| | | | | |

(CONTINUED ON NEXT PAGE)

100

STANDARD II (CONTINUED)

| If NO, are the learning experiences based upon a set | o f |
|---|--|
| clearly-stated objectives? | |
| YES | |
| NO | |
| (e) Learning experiences are varied so that all students a | ire |
| provided assistance in achieving objectives. | |
| YES | |
| ······································ | |
| If \underline{YES} , indicate the types of students for which assis | tance |
| is provided (check all that apply): | |
| Regular | |
| Disadvantaged | |
| Handicapped | |
| Minority | |
| Bilingual | |
| Students of either sex | |
| (f) A clear and appropriate procedure is used for evaluati | |
| Student pertormance. | |
| YES: | |
| NO NO | |
| COMMENTS: | |
| | and the state of t |
| | The contraction with security |



| | | Standard | Standard | Meet Standard |
|-----------|---------------------------------------|--------------|----------------|------------------|
| | • | | | |
| STANDARD | III | | | |
| The | Prevocational Program | instructor(| s) is certifie | d, according to |
| the Stand | dards of Certification | established | through the O | ffice of Teacher |
| Education | n and Professional Star | ndards, in t | he vocational | specialty he/she |
| is teachi | ing. | | | |
| | • | | | |
| (a) | The program instructo | or(s) is cer | tified in the | vocational |
| | specialty area he/she | is teaching | g. | |
| | | YES | | |
| | | NO | | |
| (b) | If NO, the program in | structor(s) | is currently o | on a |
| | certification plan. | | · | |
| | | YES | | |
| | | NO NO | | |
| COMMENTS: | | • | | |
| | · · · · · · · · · · · · · · · · · · · | | | |
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Exceeds



| | , - | Exceeds Standard | Meets Standard | Does Not Meet Standard |
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| | | | | |
| STANDARD | IA | · | | |
| The | student-teacher ratio | for all secti | ions served by | the Prevoca- |
| tional Pr | rogram is appropriate : | to the program | objective <u>s</u> a | and activities. |
| (a) | The student-teacher : | ratio for all | sections is a | вррго- |
| | priate in terms of th | ne facility, t | he equipment, | and |
| | safety considerations | s as all prese | ntly exist. | |
| | - | YES | ٠ | |
| | - | NO NO | | |
| (b) | If NO, what is the au | verage (over a | ii sections) | over- |
| | load per section for | this program? | | |
| | | or of Students opriate Limit | Exceeding | |
| COMMENTS: | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | • | | | |

| | • | Exc eed s Standard | Moets Stendard | Does Not Meet Standard | | |
|----------|--------------------------------|------------------------------|-------------------|---------------------------|--|--|
| | .• | | | | | |
| STANDARD | V | | · | | | |
| | s noltamodni lanoitaqu | and assistance | is provided | to all students | | |
| in the p | revocational program. | | | | | |
| (a) | Students are made awa | re of requisi | tes for occup | ational | | |
| | clusters and possible | vocations re | lated to the | program | | |
| | area(s), as an integr | al part of the | e instruction | al content. | | |
| • | | YES | | | | |
| , | , | NO | | | | |
| (p) | The pravocational pro | gram is desigr | ned, in part, | to assist | | |
| | students in career selections. | | | | | |
| | - | YES | | | | |
| | - | OM | | | | |
| (c) | The prevocational prog | gram content r | elates to the | content | | |
| • | in available vocations | programs at | the secondar | y level. | | |
| | - | YES | | | | |
| | - | NO | · | | | |
| OMMENTS: | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
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| | | | 6.4 | | | |

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| | | Exc ee ds Standard | Meets Standard | Does Not Meet Standa |
|-----------|------------------------|------------------------------|-------------------|-------------------------|
| | | | | |
| STANDARD | VI | | | |
| The | Prevocational Program | m is in complia | nce with the | Recommended |
| Safety St | randards for Related F | Programs in Voc | ational, Tec | hnical, |
| Industria | I Arts. and Prevocat | ional Education | established | through the |
| Division | of Vocational-Technic | cal Education. | | |
| (a) | The Prevocational Pr | rogram is in co | ompliance wit | h Section I |
| | of the Safety Standa | ards: "General | Safety Stan | dards Per- |
| | taining to Related | Facilities". | | |
| | | YES | | |
| | | NO | | |
| (p) | The Prevocational P | rogram is in co | ompliance wit | h Section Ii |
| | of the Safety Stand | ards: "Genera | l Safety Stan | dards Per- |
| | taining to Related | Classroom Proc | edures and Op | erations". |
| | | YES | | |
| | | NO | | |
| (c) | The Prevocational P | rogram is in c | ompliance wit | h Section III |
| | of the Safety Stand | ards: "Safety | Standards Pe | rtaining to |
| | Specific Programs: | Facilities". | | |
| | | YES | | |
| | | NO | | |
| | | | | |

(CONTINUED ON NEXT PAGE)

STANDARD VI (CONTINUED)

| (0).in | ne Frevocational Frogram is in compliance with Section iv |
|------------|--|
| of | f the Safety Standards: "Safety Standards Pertaining to |
| Sp | pecific Programs: Classroom Procedures and Operations". |
| | YES |
| | NO |
| (e) if | f the program is not in compliance with any of the Sections |
| de | etailed above, what is the cause (reason for noncompliance)? |
| ((| Check all that apply) |
| | Policy/Procedure(s) not acceptable to instructor(s) |
| | Policy/Procedure(s) not acceptable to LEA Administration |
| | Inadequate local funds available for modification/remodeling of older facility |
| | Inappropriate Interpretation of Standards |
| | Other (Specify): |
| DMMENTS: | • |
| AMERICA S. | · |
| · - | |
| • | |
| • | |
| - | |
| | · · · · · · · · · · · · · · · · · · · |



| | Exceeds Standard | Meets Standard | Does Not Meet Standard |
|--|---------------------|-------------------|---------------------------|
| | | | |
| STANDARD VII | | | |
| The facility provides space | ce and learning | g stations to m | meet program |
| objectives. | | | |
| (a) Adequacy of facility | to meet the pr | rogram objecti | ves. |
| <u>:</u> | Size | Location | Arrangement |
| Classroom(s) | Adequate | Adequate | etsupebA |
| | Inadequate | Inadequate | I nadequate |
| Laboratory(ies) | Adequate | Adequate | Adequate |
| | Inadequate | Inadequate | I nadequate |
| Learning Stations | Adequate | Adequate | Adequate |
| | l nadequate | Inadequate | I nadequate |
| Other Instructional Space (i.e., office, | Adequate | Adaquate | Adequate |
| storage) | Inadequate | Inadequate | inar quate |
| (b) The facilities are s | anitary, order | ly, safe, and | maintained |
| in accordance with g | ood occupation | al practices. | |
| YES | | NO | |
| If <u>NO</u> , problem area(| s) are (check | all that apply |): |
| 1 S | anitation | | |
| 2 0 | rderliness | | |
| 3 S | afety | | |
| 4 M | laintenance of | Facility | |
| (CONTIN | IUED ON NEXT PA | GE) | |

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STANDARD VII (CONTINUED)

| (c) | The tacilities comply with requirements or recommendations |
|-----------|--|
| | of appropriate regulatory agencies. |
| | YES |
| | NO |
| | NOT APPLICABLE |
| (4) | Facilities provide easy access for physically handicapped |
| | students. |
| | YES |
| | NO NO |
| (e) | Restrooms, dressing rooms, etc. are conveniently located |
| | for both male and female students. |
| | YES |
| | NO |
| COMMENTS: | |
| | |
| | |
| | |
| • | |
| | |
| | |



| | | | Exceeds Standard | Meets Standard | Does Not Meet Standa |
|-----------|-------|-------------------|---------------------|-------------------|-------------------------|
| | | | | | |
| STANDARD | VIII | | | | |
| Equi | pment | r, materials, and | supplies are | adequate to r | meet the needs |
| of the st | udent | enrollment and | program object | ives. | • |
| (a) | Tool | s and equipment | are: | | , |
| | (1) | Available to me | et program obj | jectives; | |
| | | | YES | | |
| | | | NO | | |
| | (2) | Provided with t | he appropriate | safety devi | ces in |
| | | accordance with | good occupati | ional practic | es; |
| | | | YES | | |
| | | | NO | | |
| | (3) | Maintained in f | ully operation | nal condition | : |
| | | | YES | | • |
| | | | NO | | , |
| | (4) | The equipment p | rovided meets | with the req | uirements or |
| | | recommendations | of appropria | te regulatory | agencies. |
| | | | YES | | |
| | | | NO | | |
| | | | NOT AP | PLICABLE | |
| | | | | | |

(CONTINUED ON NEXT PAGE)



GO TO NEXT PAGE

| | | | Exc ee ds Standard | Meets Standard | Does Not Meet Standard |
|----------|------------------------|---------------------------|---------------------------------|-------------------------------|--|
| | | | | | |
| STANDARD | IX | | | | , |
| The | Prevocatio | nal Progra | m is sex-fair. | | And the state of t |
| (a) | The progr | am is avai | lable to males | and females. | Comments of the second of the |
| | • | | YES | | |
| | | | NO . | | |
| (p) | Historica predomina | illy, has e itely male | nrollment in thoron female? (80 | nis program b % or greater | een ·} |
| | | YES I | f <u>YES</u> , specify | which: | <u> </u> |
| | | NO | | | |
| (c) | Steps hav | ve been tak | en to develop | and implement | t recruit- |
| | ment and | admission | procedures for | this program | n which |
| | assure e | qual access | to males and | femates. | |
| | | | YES | | |
| | | | NO NO | | |
| (4) |) List the | number and | i percent of th | e persons cu | rrently |
| | enroiled | in this pr | rogram who are: | | |
| | No. | * | Male | No | Female |

(CONTINUED ON NEXT PAGE)



STANDARD IX (CONTINUED)

| (0) |) if either category in (d) on previous page is less than | | | | |
|-----------|---|-------|--|--|--|
| | twenty per | rcent | (20%), what, in your professional opinion, | | |
| | are the re | eason | s for this limited enrollment? (Check all | | |
| | that apply | y) | | | |
| 7 | 1. | | Lack of student knowledge of this career. | | |
| | 2. | | Lack of student interest in this career. | | |
| | 3 | | A feeling by students that persons of one sex may be more appropriately suited, i.e., physically, emotionally, or both, for this career. | | |
| | 4 | | A feeling by students that employers may prefer to have persons of one. sex. | | |
| • | 5 | | A feeling by students that their enrollment in this program would result in peer pressure and/or negative attitudes by classmates. | | |
| | 6 | | Guidance/counseling procedures (testing, career materials, piacement, etc.) are sex-stereotyped or blased. | | |
| | 7 | | Curriculum materials oriented to one sex. | | |
| | 8, _ | | Facilities oriented to one sex. | | |
| | 9 | | Other (Specify): | | |
| COMMENTS: | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |



| | | | | St | andard | Standard | Meet Standard |
|-------|------|-------------------|---------------|----------------------|-----------|---------------|---------------|
| | | | | | | | |
| TANDA | RD) | K | | | | | · |
| . Т | he f | oven ^o | cational Prog | gram prov | ides adec | quate service | s to special |
| opula | tio | ns as | measured by | STANDARD | S I - IX. | | |
| (| (a) | For | persons class | sified as | Handica | oped: | |
| | | (1) | The instruct | tional ma | terials a | ere adequate | and |
| | | | appropriate | ; | | | |
| | | | • | الاخطاصيصية | YES | | |
| | | | | - | NO | | |
| | | | | | NOT APP | PLICABLE | |
| | | (2) | An approved | and adeq | uate ind | ividualized E | ducat ion |
| | | | Plan (IEP) | is on fil | e. | | • |
| | | | | النظيطسيسي | YES | • | • |
| | | | | | NO | | |
| | | | | | NOT APP | PLICABLE | |
| (| (b) | For | persons class | sified as | Disadvar | ntaged: | |
| | | (I) | The instruct | tional ma | terials a | are adequate | and |
| | | | appropriate | ; | 4 | | |
| | | | | | YES . | | |
| | | | | | NO | | |
| | | | | الماردة الإسماليانية | NOT APP | PLICABLE | |

Exceeds

Meets

Does Not

(CONTINUED ON NEXT PAGE)



STANDARD X (CONTINUED)

| (P) | (2) An approved and adequate Individualized Vocational |
|-----|---|
| | Education Plan (IVEP) is on file. |
| | YES |
| | NO |
| | NOT APPLICABLE |
| (c) | For persons classified as having limited English-speaking |
| | ability: |
| | (1) The instructional materials are adequate and |
| | appropriate; |
| | YES |
| | NO |
| | NOT APPLICABLE |
| | (2) An approved and adequate Individualized Vocational |
| | Education Plan (IVEP) is on file. |
| | YES |
| | NO |
| | NOT APPLICABLE |
| (d) | For persons classified as members of minority groups: |
| | (I) The instructional materials used within the |
| | program are nondiscriminatory. |
| | YES |
| | NO NO |
| | NOT APPLICABLE |
| | |

(CONTINUED ON NEXT PACE)



STANDARD X (CONTINUED)



EXEMPLARY

| In general, this | is an exemplary prevocational program. |
|----------------------|--|
| | YES |
| | NO NO |
| ADDITIONAL COMMENTS: | |
| | |
| • | |
| | |
| | |
| | |
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| | |



ACKNOWLEDGEMENTS

It is important to note that an Evaluation System such as the VPES could not, and should not, be expected to have developed within an informational vacuum. As a result, or an tried and proven sources of program evaluation material were reviewed; many previously-developed concepts and instruments were subsequently adopted and modified for use within the New Hampshire System.

Primary among these sources were:

- The Vocational Follow-Up System University of Minnesota Or. David Pucel, et. al.
- The Vocational Education Instructional Program Review Florida Department of Education, Tallahassee
- Evaluation of Vocational Technical Education National Study for Accreditation of Vocational-Technical Education American Vocational Association





APPENDIX CODING TABLES



TABLE 1

STUDENT RACIAL/ETHNIC BACKGROUND

- 1. American Indian
- 2. Asian American or Pacific Islander
- 3. Black, not of Hispanic Origin
- 4. Hispanic

Exeter - 018

5. White, not of Hispanic Origin

TABLE 2 - CENTER CODES

Berlin - 002 Littleton - 003

Claremont - 010 Manchester - 015

Colebrook - 001 Nashua - 016

Concord - 011 Peterborough - 014

Conway - 006 Plymouth - 005

Dover - 020 Portsmouth - 019

Keene - 013 Somersworth - 012

Laconia - 008 Vermont Cooperative - 004

Salem - 017

Lebanon - 007 Wolfeboro - 009

TABLE 3 - PROGRAM CODES

TRADE AND INDUSTRY

- 01 Auto Body
- 02 Auto Mech. nics
- 03 Ruilding Construction
- 04 Building Maintenance
- 05 Cosmetology
- 06 Diesel
- 07 Drafting
- 08 Electricity
- 09 Electronics
- 10 Fire Service
- 11 Machine Tool, Machine Operators, Metals
- 12 Masonry
- 13 Mill Carpenter
- 14 Oil Burner Service
- 15 Flumbing
- 16 Power Mechanics
- 17 Printing/Graphic Arts
- 18 Sheet Metal
- 19 Television Production
- 20 Welding
- Ii Other

AGRICULTURE

- 30 Production Agriculture
- 31 Supplies/Services
- 32 Mechanics
- 33 Products, Processing
- 34 Horticulture
- 35 Natural Resources
- 36 Forestry
- 37 Other

DISTRIBUTIVE EDUCATION

- 40 General Merchandising
- 49 Other

HEALTH OCCUPATIONS

- 50 General Health Occupations
- 59 Other

OFFICE OCCUPATIONS

- 60 General Clerical
- 61 Clerk-Typist
- 62 Clerical-Accounting
- 63 Secretarial
- 64 Business Data Processing
- 65 Business Communications
- 66 Other

HOME ECONOMICS RELATED OCCUPATIONS

- 70 Care and Guidance of Children
- 71 Clothing Mgmt. Production and Services
- 72 ~ hood Mgmt., Equipment, and Services
- 79 Other

CONSUMER AND HOMEMAKING

80 - Grades 11 and 12

DIVERSIFIED OCCUPATIONS

90 - Grades II and 12

NONVOCATIONAL PROGRAMS

99 - All Programs

TABLE 4

INSTRUMENT/METHOD CODE

COGNITIVE INSTRUMENTS

- 1. Standard/Criterion Referenced (ast(s))
- 2. Final Exam(s) (Teacher Constructed)
- 3. Final Exam (Department Constructed)
- 4. Final Exam (Commercially Prepared)
- 5. Other (Specify)

PSYCHOMOTOR

- 9. Checklist/Skills Profile
- 10. Rating Scales
- II. Work Samples
- 12. Comparative Standards
- 13. Other (Specify)
- 14. None

AFFECTIVE

- 17. Formal (e.g., Tests) (Spe ify)



TABLE 5

RESULTS OF STUDENT ACHIEVEMENT FORM REASON FOR LOW STUDENT % CODE

1. Student Related

Examples: Lack of adequate study skills

Lack of motivation Incomplete assignments Absence from school

Unable to complete task(s) in specified time

Low scores on exams and quizzes

2. Curriculum Related

Examples: Lack of varied methods/materials

Curriculum in need of modification

More practical experiences required for objective

completion

More basic knowledge required for success in lab-

oratory activities

More individual and/or group work required

3. Environmental

Examples: Lack of instructional equipment or supplies

Student/teacher ratio limited instruction time Students did not have adequate transportation Limited class time for objective completion

Lack of adequate space for instruction

Lack of support services

4. Other