



Agenda  
Regular Session Meeting  
Sedalia School District #200  
Monday, February 22, 2021 6:30 p.m.  
Smith-Cotton High School  
Heckart Performing Arts Center

**Call to Order**

1.1 Call to Order

Info

**Recognitions and Presentations**

2.1 Public and Staff Comments

Info

2.2 Sedalia School District Foundation

Info

2.3 Sedalia Community Educators Association

Info

2.4 Approval of February 22, 2021 Agenda

**Action**

**Consent Agenda**

3.1 Minutes for Monthly Business Meeting January 25, 2021

**Action**

3.2 Treasurer's Report

**Action**

3.3 Payment of Bills

**Action**

**Decision Unfinished Business**

4.1 Vocational Enhancement Grant Application

**Action**

**Decision**

5.1 Budget Amendments

**Action**

5.2 Loftus Early Childhood Intercom Bids

**Action**

5.3 KAGAN Cooperative Contract

**Action**

5.4 Business and Marketing Assessment and Evaluation

**Action**

5.5 Engineering and Technology PLTW Assessment and Evaluation

**Action**

5.6 Family and Consumer Sciences Assessment and Evaluation

**Action**

**Discussion**

6.1 Track Re-Surface Spray SCHS

Info

6.2 COVID-19 Update

Info

**Information**

7.1 Membership & Enrollment

Info

7.2 Free/Reduced Lunch

Info

7.3 Central Missouri Community Credit Union

Info

**Adjournment**

8.1 Adjournment to Closed Session

**Action**



Agenda  
Regular Session Meeting  
Sedalia School District #200  
Monday, February 22, 2021 6:30 p.m.  
Smith-Cotton High School  
Heckart Performing Arts Center

### **Notice of Closed Meeting**

**Monday, February 22, 2021 immediately following the adjournment of Regular Session. Notice hereby given that the Sedalia School District #200 having duly voted to close its meeting, pursuant to Section 610.021 (1) Legal, (3) Personnel, (13) Protected Records, and (14) Records Protected from Disclosure by Law of the Missouri Statutes.**

#### **Upcoming Meeting**

March 8, 2021 – Regular Board Meeting, 6:30 p.m. at Smith-Cotton High School, Heckart Performing Arts Center



Minutes  
 Regular Meeting  
 Sedalia School District #200  
 Monday, January 25, 2021 6:30 p.m.  
 Smith-Cotton High School  
 Heckart Performing Arts Center

- Call to Order Dr. Sharp president, called the meeting to order at 6:30 p.m.
- Present Board Members physically present: Dr. Jeffrey Sharp, President; Scott Gardner, Vice President; Diana Nichols, Secretary; Kenny Coffelt, Treasurer, Matthew Herren, and Barbara Schrader.
- Videoconference Board Members videoconference present: Michael Stees.
- Absent
- Attendees Steve Triplett, Superintendent; Mr. Jason Curry, Assistant Superintendent; Dr. Todd Fraley, Assistant Superintendent; Chris Pyle, Assistant Superintendent; Lisa Hammerly, Recording Secretary.
- Public Comments
- Recognitions & Pres. Mr. Triplett recognized and thanked Board of Education for their dedication to the Sedalia School District for School Board Recognition Week February 14 – 20.
- Sedalia School District Foundation presented a Leave A Legacy check to the Board in the amount of \$1,947. Since 2010, the Leave A Legacy program has donated over \$57,700.
- Sedalia Community Educators Association for the Sedalia 200 Outstanding Educator received 394 nominations. 2020-2021 Sedalia 200 Outstanding Educators: Courtney Wiedermann, ECSE; Amy Woolery, Heber Hunt; Brittney Thompson, Washington; Kristen Kenny, Parkview; Jill Barnholdt, Skyline; Ashley Wendt, Horace Mann; Morgan Renfrow, SMS; Jessica Bruce, SCJH; Andrew Schildmeier, SCHS. These individuals along with the Outstanding Associates will be recognized virtually February 25<sup>th</sup>.
- Approval of Agenda Kenny Coffelt moved, seconded by Scott Gardner, that the Board approve the Agenda January 25, 2021 Agenda. Affirmative: 7
- Consent Agenda Scott Gardner moved, seconded by Kenny Coffelt, that the Board approve Minutes for Monthly Business Meeting January 11, 2020 Treasurer's Report, Payment of Bills. Affirmative: 7
- Loftus Early Childhood Scott Gardner moved, seconded by Diana Nichols, that the Board approve the Loftus Early Childhood Items Requiring Action GBH Builders ASI #21 – Door Hardware Change \$8,889.19, All Pro Electric Miscellaneous Electrical Add(s) \$2,317.25, All Pro Electric Proposal Request #8 \$2,886.50, All Pro Electric Proposal Request #9 \$423.40, Time and Material basis for the cooling tower concrete pad \$2,000, Time and Material Added Stud



Minutes  
Regular Meeting  
Sedalia School District #200  
Monday, January 25, 2021 6:30 p.m.  
Smith-Cotton High School  
Heckart Performing Arts Center

Divider Wall as needed, and Time and Material Add floor drain and waterline as needed, as presented. Affirmative: 7

Notice Election Ballot Kenny Coffelt moved, seconded by Scott Gardner, that the Board approve Notice of Election Ballot as presented. Affirmative: 7

IBG Agreement Scott Gardner moved, seconded by Matthew Herren, that the Board approve the Insurance and Benefit Group Agreement as presented. Affirmative: 7

Summer School Scott Gardner moved, seconded by Diana Nichols, that the Board approve the Summer School 2021 as presented. Affirmative: 7

Van Purchase Scott Gardner moved, seconded by Kenny Coffelt, that the Board approve a Van Purchase as presented. Affirmative: 7

Vocational Enhancement Grt. Mr. Wright presented information for discussion on the Vocational Enhancement Grant Application. The Vocational Enhancement Grant will be brought back under decision February 22, 2021.

COVID-19 Mr. Curry presented information for discussion on the COVID-19 Pandemic.

Bldg. Quarterly Reports Mr. Triplett presented information on the Building Quarterly Reports.

Adjournment Kenny Coffelt moved, seconded by Scott Gardner, to adjourn to closed session for purposes listed in sections RSMo. 610.021 (1) Legal, (3) Personnel, (13) Protected Records, (14) Records Protected from Disclosure by Law of the Missouri Statutes at 7:03 p.m. Roll Call Vote: Kenny Coffelt-Aye. Scott Gardner-Aye. Matthew Herren-Aye. Diana Nichols-Aye. Barbara Schrader-Aye. Michael Stees-Aye. Dr. Jeffrey Sharp-Aye.

Approved this 22<sup>nd</sup> day of February 22, 2021, by order of the Board of Education, Sedalia School District #200, Pettis County, Sedalia, MO.

---

Diana Nichols, Secretary

---

Dr. Jeffrey Sharp, President

Bank & Cash Reconciliation

Fund Cash Balance by Fund

Fund Number and Description	Cash Balance	Comments
001 - General Fund	32,747,609.79	
002 - Special Revenue Fund	2,087,638.99	
003 - Debt Service Fund	.00	
004 - Capital Projects Fund	12,347,704.77	
921 - Early Childhood Facility	.00	
Adjustment 1 :	.00	
Adjustment 2 :	.00	
Adjustment 3 :	.00	
Adjustment 4 :	.00	
<b>TOTAL :</b>	<b>47,182,953.55</b>	

Bank Cash and Reconciled Balances:

Account Code & Bank	Cash Balance	Reconciled Balance	Comments
xxxx278 - Equity Bank - ICS Public Fund	24,720,472.05	24,161,961.14	
xxxx1387 - Chris E. Egdorf - US Bank	5,589.78	5,589.78	
xxxx1251 - General Funds - MOSIP	48,814.68	48,814.68	
xxxx1252 - Capital Funds - MOSIP	59,241.20	59,241.20	
xxxx294 - Equity Bank - ICS Public Fund	21,778,183.41	21,777,996.07	
xxxx0278 - Cash Account - Equity Bank	-38,407.20	500,108.37	
xxxx0294 - Investment - Equity Bank	500,212.33	500,212.33	
xxxx0213 - Portfolio Cash - MOSIP	108,847.30	108,847.30	
Outstanding Amount: xxxx278 - Equity Bank - ICS Public Fund	.00	558,510.91	
Outstanding Amount: xxxx294 - Equity Bank - ICS Public Fund	.00	187.34	
Outstanding Amount: xxxx0278 - Cash Account - Equity Bank	.00	-538,515.57	
Adjustment 1 :	.00	.00	
Adjustment 2 :	.00	.00	
Adjustment 3 :	.00	.00	
Adjustment 4 :	.00	.00	
<b>TOTAL :</b>	<b>47,182,953.55</b>	<b>47,182,953.55</b>	

Bank Cash and Fund Cash are in Balance

Cash Flow Summary For month of Jan

	Fund - 001	Fund - 002	Fund - 003	Fund - 004	Fund - 921	All Funds
A. Cash Balance as of 01/01/21	27,286,358.99	2,691,757.73	0.00	10,838,188.31	0.00	40,816,305.03
B. Revenues (5XXX) :	7,001,153.05	2,586,615.68	0.00	1,577,265.57	360,444.35	11,525,478.65
C. Expenses (6XXX) :	1,476,843.53	2,616,834.33	0.00	67,749.11	360,390.91	4,521,817.88
D. Excess Revenue ( B - C ) :	5,524,309.52	(30,218.65)	0.00	1,509,516.46	53.44	7,003,660.77
E. New Cash Balance (A + D) :	32,810,668.51	2,661,539.08	0.00	12,347,704.77	53.44	47,819,965.80
F. Net Change in Fund Balance (3XXX) :	614.74	0.00	0.00	0.00	0.00	614.74
G. Net Change in Other Assets & Liabilities ( 1200 - 2999 ) :	(63,673.46)	(573,900.09)	0.00	0.00	(53.44)	(637,626.99)
H. Final Balance as of 01/31/21	32,747,609.79	2,087,638.99	0.00	12,347,704.77	0.00	47,182,953.55

## Fund Balance Report

for the period ending January, 2021

Fund	1	2	3	4	Total
	General Fund	Teachers Fund	Debt Service Fund	Capital Projects Fund	Total
Beginning Fund Balance	26,335,742.79	-0.00	0.00	7,471,463.26	33,807,206.05
Revenues	17,783,659.73	16,809,424.02	0.00	3,315,072.33	37,908,156.08
Transfer To	0.00	0.00	0.00	2,383,625.75	2,383,625.75
Transfer From	2,383,625.75	0.00	0.00	0.00	2,383,625.75
Expenses	8,788,073.54	14,789,940.68	0.00	837,698.44	24,415,713.66
Ending Fund Balance	32,947,703.23	2,019,483.34	0.00	12,332,461.90	47,299,648.47
From General Fund to Debt Service Fund	0.00				
From General Fund to Capital Projects Fund	2,383,625.75				
Unrestricted Fund Balance (Incidental + Teachers Funds)	148.3%				

January Current Month Budget Report

Account Code	Account Description	Budget (Open Bal	MTD Activity	YTD Activity	Current Balance	Encumbranc	Next MTE Activity	Projecte Balance	% of Budget
Fund 001 Totals	Total Assets (1xxx)	26,377,169.85	5,461,270.80	6,370,269.62	32,747,439.47		-888,123.79	31,859,315.68	
	Total Liabilities (2xxx)	-36,476.7	63,653.4	242,330.3	205,853.5		-212,493.2	-6,639.71	
	Fund Balance (3xxx)	-26,340,693.07	-614.74	2,382,986.25	-23,957,706.82	0.00	0.00	-23,957,706.82	
	Total Revenues (5xxx)	21,339,302.7	7,001,153.0	17,783,659.1	3,555,643.0	0.00	4,066.9	3,551,576.1	83.36
	Total Expenditures (6xxx)	19,683,681.64	1,476,843.53	8,788,073.54	10,895,608.10	491,906.57	1,104,683.97	9,299,017.56	52.76
	Expenditures - Revenues	-1,655,621.1	-5,524,309.5	-8,995,586.1		491,906.5	1,100,617.0	5,747,441.4	
	Ending Fund Balance	-27,996,314.20			-32,953,293.01			-31,360,769.41	112.02
	Ledger Balance	0.00	0.00	0.00	0.00		0.00	0.00	
Fund 002 Totals	Total Assets (1xxx)	12,866.9	-604,118.7	2,074,772.0	2,087,638.5		-1,725,929.5	361,709.1	
	Total Liabilities (2xxx)	-12,866.91	573,900.09	-55,288.74	-68,155.65		-941,482.98	-1,009,638.63	
	Fund Balance (3xxx)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Total Revenues (5xxx)	31,805,286.62	2,586,615.68	16,809,424.02	14,995,862.60	0.00	0.00	14,995,862.60	52.85
	Total Expenditures (6xxx)	34,275,610.0	2,616,834.3	14,789,940.5	19,485,669.3	53,275.4	2,667,412.5	16,764,981.0	51.09
	Expenditures - Revenues	2,470,323.42	30,218.65	-2,019,483.34		53,275.49	2,667,412.85	1,769,118.42	
	Ending Fund Balance	2,470,323.4			-2,019,483.3			701,205.0	28.39
	Ledger Balance	0.00	0.00	0.00	0.00		0.00	0.00	
Fund 003 Totals	Total Assets (1xxx)	0.00	0.00	0.00	0.00		0.00	0.00	
	Total Liabilities (2xxx)	0.00	0.00	0.00	0.00		0.00	0.00	
	Fund Balance (3xxx)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Total Revenues (5xxx)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Total Expenditures (6xxx)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Expenditures - Revenues	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Ending Fund Balance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Ledger Balance	0.00	0.00	0.00	0.00		0.00	0.00	
Fund 004 Totals	Total Assets (1xxx)	7,471,463.2	1,509,516.4	4,876,241.5	12,347,704.7		-20,458.9	12,327,245.8	
	Total Liabilities (2xxx)	0.00	0.00	0.00	0.00		0.00	0.00	
	Fund Balance (3xxx)	-7,471,463.2	0.00	-2,398,868.5	-9,870,331.5	0.00	0.00	-9,870,331.5	
	Total Revenues (5xxx)	3,432,848.34	1,577,265.57	3,315,072.33	117,776.01	0.00	0.00	117,776.01	96.57
	Total Expenditures (6xxx)	7,376,012.0	67,749.1	837,699.4	6,538,312.5	76,599.3	20,458.9	6,441,254.5	12.67
	Expenditures - Revenues	3,943,163.72	-1,509,516.46	-2,477,372.89		76,599.33	20,458.93	6,323,478.35	
	Ending Fund Balance	-3,528,299.5			-12,347,704.7			-12,250,646.5	347.21
	Ledger Balance	0.00	0.00	0.00	0.00		0.00	0.00	
Fund 921 Totals	Total Assets (1xxx)	-1,502,003.67	5,262,644.17	1,502,003.67	0.00		0.00	0.00	
	Total Liabilities (2xxx)	1,502,003.6	-5,262,590.7	-1,501,604.5	398.80		0.00	398.80	
	Fund Balance (3xxx)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Total Revenues (5xxx)	5,564,013.5	360,444.3	3,859,202.0	1,704,811.1	0.00	0.00	1,704,811.1	69.36
	Total Expenditures (6xxx)	6,752,190.51	360,390.91	3,858,803.20	2,893,387.31	0.00	0.00	2,893,387.31	57.15
	Expenditures - Revenues	1,188,176.5	-53.44	-398.80		0.00	0.00	1,188,575.7	
	Ending Fund Balance	1,188,176.94			-398.80			-398.80	-0.03
	Ledger Balance	0.00	0.00	0.00	0.00		0.00	0.00	

January Current Month Budget Report

Account Code	Account Description	Budget (Open Bal)	MTD Activity	YTD Activity	Current Balance	Encumbranc	Next MTC Activity	Projecter Balance	% of Budget
Grand Total	Total Assets (1xxx)	32,359,496.:	11,629,312.:	14,823,286.:	47,182,783.:		-2,634,512.:	44,548,270.:	
	Total Liabilities (2xxx)	1,452,659.98	-4,625,037.18	-1,314,563.29	138,096.69		-1,153,976.22	-1,015,879.53	
	Fund Balance (3xxx)	-33,812,156.:	-614.7:	-15,882.3	-33,828,038.:	0.00	0.00	-33,828,038.:	
	Total Revenues (5xxx)	62,141,451.30	11,525,478.65	41,767,358.08	20,374,093.22	0.00	4,066.94	20,370,026.28	67.22
	Total Expenditures (6xxx)	68,087,494.:	4,521,817.:	28,274,516.:	39,812,977.:	621,781.3	3,792,555.7	35,398,640.:	48.01
	Expenditures - Revenues	5,946,042.95	-7,003,660.77	-13,492,841.22	-47,320,879.:	621,781.39	3,788,488.81	15,028,613.97	
	Ending Fund Balance	-27,666,113.:	0.00	0.00	0.00		0.00	-42,910,609.:	153.99
	Ledger Balance (1xxx + 2xxx + 3xxx)	0.00	0.00	0.00	0.00		0.00	0.00	

% of Budget for Expenditures, Revenues and Expenses - Revenues = (YTD Activity + Encumbrance + Next MTD Activity)/Budget(Open Bal)

% of Budget for Ending Fund Balance = Projected Balance/Budget(Open Bal)

**Consolidated Summary Statement**

Sedalia School District #200

**Portfolio Summary**

Portfolio Holdings	Cash Dividends and Income	Closing Market Value	Current Yield
MOSIP	10.42	216,903.18	0.06 %
<b>Total</b>	<b>\$10.42</b>	<b>\$216,903.18</b>	

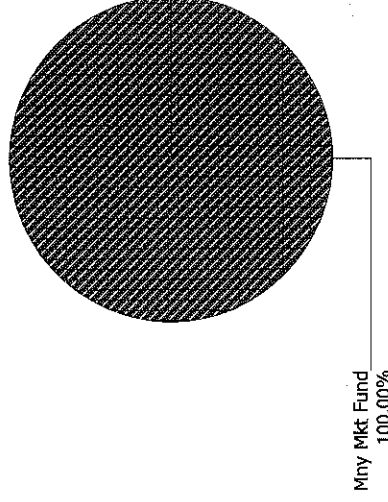
**Investment Allocation**

Investment Type	Closing Market Value	Percent
Money Market Mutual Fund	216,903.18	100.00
<b>Total</b>	<b>\$216,903.18</b>	<b>100.00%</b>

**Maturity Distribution (Fixed Income Holdings)**

Portfolio Holdings	Closing Market Value	Percent
Under 30 days	216,903.18	100.00
31 to 60 days	0.00	0.00
61 to 90 days	0.00	0.00
91 to 180 days	0.00	0.00
181 days to 1 year	0.00	0.00
1 to 2 years	0.00	0.00
2 to 3 years	0.00	0.00
3 to 4 years	0.00	0.00
4 to 5 years	0.00	0.00
Over 5 years	0.00	0.00
<b>Total</b>	<b>\$216,903.18</b>	<b>100.00%</b>

Weighted Average Days to Maturity 1



**Sector Allocation**

## Memorandum

To: Director – Board of Education

CC: Steve Triplett/Jason Curry/Chris Pyle

From: Todd Fraley

Date: February 22, 2021

Re: Payment of Bills

---

**Attached are the payment of bills from January 20 – February 17, 2021.  
Total Amount of \$1,788,250.68**

*BOE AP Check Register Report Jan 20 - Feb 17 2021*

Selection Criteria : Check # Range From ACH015694 To ACH015787 | Check # Range From ACH015656 To ACH015687 | Check # Range From 121065 To 121165 | Check # Range From 121000 To 121063 |

Vendor Name	Amount
Total 1665 Digital	1,250.00
Total AB Signs	155.00
Total Ackerman, Elizabeth C	20.00
Total AG Coop Services Inc	1,360.32
Total Ag-Power Inc	168.85
Total All American Sports Corp	693.24
Total Amos, Brian C	20.00
Total Apple Inc	5,428.00
Total Arnold, Jessie L	105.84
Total AT&T Mobility	903.60
Total Banks, Gabriel H	41.75
Total Barklage, Deanna L	20.00
Total Barton, Kendra A	376.99
Total Bellamy, Amber R	7.56
Total Bintner, Connie S	100.00
Total Bintner, Robert J	178.00
Total Bird, Anna M	253.80
Total Blitt and Gaines, PC	49.71
Total Bohon, Dana E	41.75
Total Boys and Girls Club of Sedalia	12,341.53
Total BrainPOP LLC	795.00
Total Brant, Kyra S	20.00
Total Brownfield, Rebecca L	170.00
Total Bruecher, Joyce	91.55
Total Bryan, Kelly M	20.00
Total Bryant Motors	331.58
Total Byrd David J	240.00
Total Cake Lady	69.00
Total Campe, Marsha K	54.27
Total CanoRomero, Mireya	20.00
Total Carolina Biological Supply Co	503.01
Total Carthage R9 School District	20.00
Total Case, Jennifer L	41.75
Total Central MO Food Equipment	362.80
Total Central Mo Jazz Festival	175.00
Total Charter Communications	45.51
Total City of Sedalia Mo	9,242.19
Total Claim Care Inc	1,311.54
Total Clark, Dilbert G	20.00
Total Columbia Public School District	177.00
Total Command 1 LLC	3,410.00
Total County of Pettis	15,129.52
Total Crescent Parts and Equipment	3,846.44
Total Crow Burlingame Co	114.45
Total Curry, Jason G	170.00
Total Curry, Robert J	20.00
Total Curry, Stacy L	111.70
Total Daktronics Inc	9,338.00
Total Davis, Robert P	483.88
Total DC Battery	298.00
Total DECA Inc	20.00
Total Demco Inc	248.59
Total DISH	55.04
Total District 4 DECA	435.00
Total Ditzfeld Container Service LLC	1,932.14
Total Dollinger Myrna	43.04
Total Doyle, Joseph G	65.36
Total Dugan Glass Inc	653.94
Total Eastbay Inc	2,970.00
Total Elite Linen Service	434.23
Total Embree Electric	4,345.61
Total Evergy	66,593.69

BOE AP Check Register Report Jan 20 - Feb 17 2021

Vendor Name	Amount
Total Faber and Brand LLC	324.10
Total Fastenal Company	518.12
Total First Student Inc	107,670.23
Total Floyd, Renea	22.00
Total Follett School Solutions Inc	774.90
Total Fraley, Eric T	184.64
Total Fry, Jeremy D	20.00
Total Gilmore, Devon R	170.00
Total Glendale Parade Store LLC	2,542.50
Total Grain Valley R5 School	225.00
Total Grandview R-2 School District	12,460.77
Total Great Circle	1,750.00
Total Guardian Life Insurance Co.	34,910.36
Total HamlinEaves, Angela D	0.97
Total Hammerly, Lisa A	20.00
Total Harris, Monica L	72.43
Total Hawkins, Keith D	20.00
Total Heartland Vision Consultants Inc	1,750.00
Total Helias Catholic High School	1,465.00
Total Herrick, Timothy C	20.00
Total Hieronymus, Brett R	20.00
Total Hiland Dairy Foods	20,236.87
Total Holem Excavating Inc	241.20
Total Home Heating and Air Co Inc	3,678.00
Total Houghton Mifflin Harcourt	1,099.93
Total Howieson, Carrie L	20.00
Total Hugh OBrian Youth Leadership	225.00
Total Hunsaker, Shawn C	60.00
Total Husong, Marcinda M	20.00
Total Ice Masters	180.00
Total Internal Revenue Service	292,967.30
Total Interstate Studio & Publishing Co	85.00
Total Jackson Stephanie E	20.00
Total Jefferson City High School	400.00
Total Johnston, Chris D	20.00
Total Jones, Deanna R	108.97
Total Jones, Quinn L	41.75
Total Jones, Sam B	1,136.46
Total Jonson, Kristie A	20.00
Total Juan, Adriana	20.00
Total JW Pepper and Son Inc	850.99
Total Kast, Karla S	20.00
Total Kehdes Barbecue	470.25
Total Keller Fire and Safety Inc	979.60
Total Kempton, Madeline R	117.66
Total Kennedy, Steve A	20.00
Total Kindle, Jason P	40.52
Total Knob Noster R VIII School District	150.00
Total Koetting, Tamara S	147.96
Total Kuka, Corina	20.00
Total Lane, Steven D	20.00
Total Lawson Jason	120.00
Total Leafy Julieah	41.75
Total Lowes Companies Inc	327.71
Total Luebbert Daniel W	392.00
Total Magana, Melissa P	20.00
Total Mann, Deborah E	41.75
Total Marnholtz, Chad M	130.00
Total MartinezFlores Maria G	20.00
Total Mathieu, Gerard J	20.00
Total McMaster-Carr Supply Company	197.00
Total McNeal, Mark A	7.72
Total MDHE Collections Custodial Account	115.41
Total MEI Total Elevator Solutions	1,553.04

BOE AP Check Register Report Jan 20 - Feb 17 2021

Vendor Name	Amount
Total Menard Inc	462.56
Total Menjivar, Ana G	20.00
Total Meyer Laboratory Inc	752.00
Total Meyer, Angela M	20.00
Total Mid Atlantic Trust Company	36,653.32
Total Midwest CompuTech	5,114.16
Total Missouri Department of Revenue	56,205.00
Total Missouri NEA	673.00
Total MO Family Support Payment Center	1,546.00
Total MOAQUA Ltd	413.00
Total Moellman, Michael D	144.00
Total Moon, Cindy G	3.67
Total Moon, Pamela S	20.00
Total Moores Flower Shop & Greenhouse	75.00
Total Morrison, Katherine E	8.64
Total MSTA	12,947.75
Total Myers, Linda S	20.00
Total NASCO	951.84
Total Nightwatch Security & Telephone	5,716.80
Total Noland, Ashleigh J	20.00
Total Norton, Patrick W	125.57
Total Nu-Life Laboratories Inc	25,189.50
Total Omni Cheer	496.56
Total Osage County R-3 School Dist	100.00
Total Otten Small Engine LLC	29.95
Total PEERS	103,895.28
Total Pencil Wholesale Co	421.13
Total Perma Bound	398.92
Total Petterson, Roxanne N	20.00
Total Pettis County Circuit Clerk	436.23
Total Pettis County Sheriffs Office	4,596.87
Total Phillips and Company-Sedalia	2,963.04
Total Phillips Media Group LLC	98.60
Total Pitsco Education	193.60
Total Polk, Jordan K	20.00
Total Praxair Distribution Inc	192.01
Total Project Lead The Way Inc	966.50
Total PSRS	569,457.00
Total Pummills Sporting Goods	866.00
Total Purnell, Dusty J	120.00
Total Pyle Patrick K	20.00
Total Pyle, Christopher L	170.00
Total RAC-JAC Properties Inc	155.55
Total Rebecca Speier, Berman & Rabin	321.86
Total Reedy, Lesther M	20.00
Total Reeves-Wiedeman Company	2,200.50
Total Rettke, Cory	25.00
Total Ricoh USA Inc	20,445.01
Total Royal Papers	1,173.58
Total S & S Worldwide Inc	50.73
Total Satnan, Robert H	170.00
Total Schlup Jr, Kenneth F	20.00
Total Scholastic Inc	7,609.12
Total School Health Corporation	74.68
Total School Specialty Inc	849.31
Total Schulte, Scott E	192.00
Total Scott, Tara D	52.02
Total Sedalia Rental and Supply	23.74
Total Sedalia School District 200	5,614.26
Total Sedalia School District 200	980.00
Total Sedalia School District Foundation	1,093.76
Total Seyer Kenneth J	182.00
Total Sherman, Joel R	20.00
Total Show Me Tees	940.00

BOE AP Check Register Report Jan 20 - Feb 17 2021

Vendor Name	Amount
Total Sidebottom Neal A	120.00
Total Silvey, Nicole L	20.00
Total Simoncic, Amy L	11.66
Total Simons Jr, Richard D	20.00
Total SMCAA	260.00
Total Smith, Casey D	20.00
Total Social Thinking/Think Social	265.39
Total Socket Telecom LLC	6,481.95
Total SonEquity Pest Management	1,261.00
Total South Carolina	480.90
Total Specialty Sportswear	3,548.25
Total Spratley, Brooke A	20.00
Total Springfield Grocer Company Inc	66,991.07
Total State Fair Community College	68,143.50
Total Stewart, Cerita E	60.00
Total Stock, Steven E	120.00
Total Stone Laser Imaging	30.00
Total Stratton, Nicole A	60.00
Total Symmetry Energy Solutions LLC	2,353.60
Total Synchrony Bank/Amazon	5,829.03
Total T Mobile	127.15
Total Tankersley, Jerry D	136.07
Total Therapro Inc	93.98
Total Thomeczek & Brink LLC	4,949.00
Total Triplett, Steven G	320.00
Total Uline Inc	1,028.65
Total UMB Healthcare Services	29,844.80
Total University of MO	700.00
Total UPS Store	11.60
Total USi Inc	494.55
Total Valesa, Yelena M	20.00
Total Verizon Wireless	101.12
Total Vestal Linda	20.00
Total VIG Solutions	62,500.00
Total Volk, Lisa L	20.00
Total WageWorks	3,618.53
Total Walker, Sarah R	20.00
Total Walmart Community/RFCSLLC	1,602.25
Total Walters, Mary A	3,044.76
Total Warehouse Tire and Muffler	905.31
Total WCMMEA	340.00
Total Wells Kimberly C	170.91
Total Wenig, Debra L	65.36
Total WEX BANK	7,760.12
Total Woods Super Markets Inc	40.59
Total Woolery, Denise R	81.02
Total Zayats, Yekaterina	92.31
Grand Total	1,788,250.68

# Memorandum

To: Director – Board of Education

CC: Steve Triplett/Jason Curry/Chris Pyle

From: Todd Fraley

Date: February 22, 2021

Re: Payment of Bills with P-Card

---

**Attached are the payment of bills using the P-Card from January 20 – February 17, 2021.  
Total Amount of \$14,449.54**

## BOE AP P-Card Report Jan 20 - Feb 17, 2021

<b>Vendor Name</b>	<b>Amount</b>
Total AB Signs	120.00
Total Adobe	239.88
Total AG Coop Services Inc	16.63
Total American Library Association	38.00
Total Andymark Inc	289.06
Total AT&T Mobility	2,658.30
Total Benjamin B Nelson OD	280.00
Total Break Time	169.73
Total Dollar General	61.09
Total Dollar Tree	69.00
Total Don Johnston	4.99
Total Dramatic Publishing Company	168.34
Total Eastbay Inc	1,172.88
Total Fastenal Company	25.80
Total General Parts LLC	81.15
Total Harbor Freight	4.99
Total Hobby Lobby Stores Inc	104.06
Total Hudl	1,800.00
Total Katy Trail Community Health	25.00
Total Kohls	43.96
Total L & L Kiln MFG	54.35
Total Lowes Companies Inc	453.94
Total Mazzios Corporation	142.03
Total Menard Inc	338.00
Total Monique Burr	40.50
Total MOPATA	225.00
Total MSHSAA	619.00
Total OReilly Auto Parts	15.30
Total Panera LLC	75.95
Total Pearson Inc	41.00
Total Phillips 66	44.50
Total Register.com	380.00
Total Rhino Fleet Tracking	67.80
Total Roudebush Company Inc	575.00
Total Sams Club	67.82
Total South 65 Car Wash	15.00
Total Staples Business Advantage	171.89
Total Sutherland Lumber Company	68.69
Total Teachable.com	98.35
Total Vaughan Pools of Sedalia	615.87
Total Vex Robotics Inc	1,256.64
Total Walmart Community/RFCSLLC	945.02
Total We Sell Mats	424.99
Total Weiner Music Inc	115.00
Total Westlake Hardware	132.73
Total Whites Dry Cleaners	6.09
Total Woods Super Markets Inc	86.22
<b>Grand Total</b>	<b>14,449.54</b>

# Memo

To: Board of Education

From: Smith-Cotton CTE Programs

Re: DESE Enhancement Grant

Date: 1/15/21

I have attached our narrative and proposed enhancement grant budget for your review. Mr. Wright will be in attendance to answer any possible questions.

[Wade Norton](#)

## Enhancement Grant Request

### Overview:

The Smith-Cotton Career and Technology Education departments would like to request approval to submit an Enhancement Grant application to DESE for the 2021-2022 school year. DESE provides reimbursement to career education programs at 75% and 50% rates depending on the items being purchased. This allows districts to invest in instructional equipment at a significant reduction in costs.

The Smith-Cotton PLTW Biomedical Science Department is requesting funds to purchase virtual reality classroom sets. This new equipment will allow students to experience a variety of virtual reality simulations in the medical field. The PLTW Biomedical Department is still researching the technology needed for the classroom. They will be attending an exhibition with a potential vendor along with central office administration this month. The amount budgeted may change after the visit.

The Smith-Cotton PLTW Engineering Department is requesting funds to purchase a 3D printer palette system that allows the user to combine different 3D printer filaments and colors for various 3D printer jobs. This system also cuts down on wasted materials for the 3D printers. The engineering department also needs to purchase additional VEX IQ classroom kits for the recently updated Introduction to Engineering Design curriculum. These classroom sets are required for the course and will be reusable for several years.

The Smith-Cotton Business Department is requesting funds to update the teacher workstations in their computer labs. These computers are 4+ years old and are due for updates. The teacher workstations will be upgraded with dual monitors, stands, graphics cards, and a printer. The business department is also requesting funds to purchase Adobe software licenses for their computer labs. This software is used daily in the labs and needs to be renewed annually.

The Enhancement Grant application is due in February. We are requesting approval to submit the application to DESE. If approved, the district will need to provide the matching funds as shown below:

Total Grant Request: \$94,160

DESE Reimbursement to District: \$68,995

**District Match Required: \$25,165**

Please see the attached budget spreadsheet for additional information.

2021-2022 Enhancement Grant Budget Request

PLTW Biomedical Science Department						
Course Title	Item	Rationale	Qty.	Price	Total	District Match
Human Body Systems	Virtual Reality Classroom Set	The PLTW biomedical science department would like to provide virtual reality equipment for students to further explore medical simulations. This will be a classroom set that is utilized by all PLTW biomedical courses.	1	\$ 75,000.00	\$ 75,000.00	\$ 18,750.00

PLTW Engineering Department						
Course Title	Item	Rationale	Qty.	Price	Total	District Match
Introduction to Engineering Design	3D Printer Palette System	The PLTW engineering program would like to use this palette system to be able to combine different types of 3D printing materials and colors for various 3D printing projects. It also allows the printers to save on material waste.	1	\$ 900.00	\$ 900.00	\$ 225.00
Introduction to Engineering Design	VEX IED IQ Kits	The Introduction to Engineering Design curriculum has been updated and now requires the use of these new Vex IQ kits. These will be classroom kits utilized by all sections of IED.	48	\$ 245.00	\$ 11,760.00	\$ 2,940.00

Business Department						
Course Title	Item	Rationale	Qty.	Price	Total	District Match
Business Department	Teacher Dual Monitors and Printers	The business department teachers would like to request dual monitors for their desktop computers. These will aid in classroom instruction. This includes dual monitors, stands, graphics cards, and updated classroom printer for three separate classrooms.	1	\$ 3,500.00	\$ 3,500.00	\$ 1,750.00
Graphics/Multimedia/Technology	Adobe Software License	The business department requires Adobe software for digital production courses. This is a site license for the courses to use.	1	\$ 3,000.00	\$ 3,000.00	\$ 1,500.00

Total Grant Expenses	\$	94,160.00
<b>District Match</b>	<b>\$</b>	<b>25,165.00</b>



# SEDALIA SCHOOL DISTRICT #200

2806 Matthew Drive, Sedalia, MO 65301-7981 p:660.829.6450 f:660-827-8938

**DATE:** February 22, 2021

**TO:** Mr. Triplett and Board of Education

**FROM:** Dr. Todd Fraley

**RE:** 2020-2021 Budget Amendments

- Enclosed please find the amendments to the district's current budget. There are two separate documents. One is revenue and the other is for expenditures. The columns of figures are as follows:
  - Budget Adopted 6/29/2020:** The original budget that was presented for Board approval at the June 29<sup>th</sup> Board meeting.
  - Current Amended Budget:** The budget the district is now working with after revenues and expenditures have been adjusted to reflect actual updated figures.
  - Amendment:** The difference between the original budget adopted and the current amended figures.
- The budget adopted in June included a total projected revenue of **\$60,987,676** and **\$67,149,792** in total expenditures. This includes the Loftus ECSE construction.
- Excluding the Loftus ECSE the adopted budget included a projected **\$54,242,676** in revenues and **\$58,249,178** in expenditures. This was an estimated **(\$4,006,502)** in deficit spending due to anticipated shortfalls in revenue and increases in contract pricing, maintenance costs, technology increases, pandemic expenditures, and salaries and benefits.
- The amended budget includes a total projected revenue of **\$62,141,451** and **\$67,982,932** in total expenditures. This includes the Loftus ECSE construction revenues and expenditures.
- Excluding the Loftus ECSE the amended budget included a projected **\$56,577,438** in revenues and **\$59,991,661** in expenditures. This is an estimated **(\$3,416,824)** in deficit spending. The increased revenue stems from Cares Act and ESSER Relief funding from the first COVID 19 stimulus package. Pandemic related expenditures continue to offset these revenues.
  - The District lost **\$1,087,422** in revenue at the end of the **2019-2020** fiscal year with the Governor withholding from the June DESE payment.
  - The District budgeted for making a **\$646,000** payment to the City of Sedalia's Community Center.
  - DESE Formula payments including the Classroom Trust Fund are currently projecting a deficit in revenue of **\$1,583,402** as DESE is currently only paying **93%** of the Formula payments. The Classroom Trust Fund is currently being paid at **\$380** per ADA which is down from **\$427** per ADA last year.

- **The State of Missouri may decide to withhold more State Formula Funding based on revenues schools have received from COVID 19 Federal Stimulus.**
- Including the Community Center payment, DESE Formula withholding, and increases pandemic expenditures excluding salaries and benefits the District expenditures continue place stress on the budget despite COVID relief revenues.
  - The District has spent an extra **\$362,466** on technology beyond the original anticipated expenditures in order to have AMIX (virtual learning) capabilities.
  - The District has spent an additional **\$327,908** on PPE and sanitation supplies during 2020-21 and **\$450,183** since the pandemic.
  - The District spent **\$652,106** on MOCAP virtual tuition to date this fiscal year.
  - Direct pandemic cost for substitutes due to COVID 19 are to date is **\$56,745**.
  - Direct pandemic labor cost for bus sanitation to date is **\$13,750**.
  - Direct pandemic related online virtual training costs for teachers was **\$75,021**.
  - Direct pandemic cost for professional development (virtual learning) to date is **\$73,049**.
- Estimated losses in State revenue, planned Community Center Payment, and pandemic related expenditures account for an estimated extra (**\$3,790,447**) in “losses” to date.

\*\*\*Indirect loss of **productivity** includes **\$242,388** in COVID related absences\*\*\*

- The District is hopeful that conservative revenue estimates and expenditures will help balance the budget deficit moving forward this fiscal year.
- The District is also projecting to spend **\$2,504,658** this fiscal year (not offset by UMB certificate revenues) on the Loftus ECSE which will not be an expenditure for the 2021-2022 fiscal year.
- The District will also receive **\$4,553,344** in revenue from the ESSER II allocations from the second COVID relief package. This money may be utilized and obligated for approved expenditures from March 13, 2020 to September 30, 2023. The District will be able to offset pandemic budget shortfalls with these funds.

If you have any questions, please contact me at 660-829-6456. Thank you.

**2020-2021 Revenue Budget Amendment**

Account Code	Account Description	Budget Adopted 06/29/2020	Current Amended Budget	Amendments	Remarks
<b>GRAND TOTAL</b>		<b>60,987,676.06</b>	<b>62,141,451.30</b>	<b>1,153,775.24</b>	
OBJECT 5111 TOTAL	Current Taxes	14,401,971.00	14,677,385.58	275,414.58	Estimated Earnings
OBJECT 5112 TOTAL	Delinquent Taxes	544,478.00	544,478.00	0.00	
OBJECT 5113 TOTAL	Proposition C (Sales Tax)	5,228,036.00	5,228,036.00	0.00	
OBJECT 5114 TOTAL	Financial Institution Tax	18,000.00	18,000.00	0.00	
OBJECT 5115 TOTAL	Surtax M and M	481,951.71	499,222.71	17,271.00	Actual Receipts
OBJECT 5122 TOTAL	Summer School Tuition K 12	0.00	3,240.00	3,240.00	Actual Receipts
OBJECT 5141 TOTAL	Earnings on Investments	542,000.00	147,378.73	(394,621.27)	Estimated Earnings
OBJECT 5151 TOTAL	Food Services Program Students	252,600.00	21,276.94	(231,323.06)	Estimated Earnings
OBJECT 5161 TOTAL	Food Services Program Adult	28,800.00	12,645.42	(16,154.58)	Estimated Earnings
OBJECT 5165 TOTAL	Food Services Non Program	49,200.00	15,138.75	(34,061.25)	Estimated Earnings
OBJECT 5171 TOTAL	Admissions Student Activities	83,136.35	83,136.35	0.00	
OBJECT 5173 TOTAL	Memberships and Dues from Students	25,000.00	25,000.00	0.00	
OBJECT 5174 TOTAL	Vending Commissions	108,864.00	108,864.00	0.00	
OBJECT 5179 TOTAL	Other Pupil Activities	300,000.00	300,000.00	0.00	
OBJECT 5192 TOTAL	Gifts	110,000.00	12,600.00	(97,400.00)	Actual Receipts
OBJECT 5195 TOTAL	Prior Period Adjustment	0.00	95,933.01	95,933.01	Actual Receipts
OBJECT 5196 TOTAL	Activities Complex	109,787.00	122,453.66	12,666.66	Estimated Earnings
OBJECT 5198 TOTAL	Miscellaneous Other Local	6,727,333.00	5,961,594.94	(765,738.06)	Actual Receipts
<b>Subtotal Local Revenues</b>		<b>29,011,157.06</b>	<b>27,876,384.09</b>	<b>(1,134,772.97)</b>	
OBJECT 5211 TOTAL	Fines and Forfeitures	124,263.00	124,263.00	0.00	
OBJECT 5221 TOTAL	State Assessed RR Utility Taxes	1,045,079.00	1,045,079.00	0.00	
<b>Subtotal County Revenues</b>		<b>1,169,342.00</b>	<b>1,169,342.00</b>	<b>0.00</b>	
OBJECT 5311 TOTAL	Basic Formula State Monies	20,306,670.00	20,306,670.00	0.00	
OBJECT 5312 TOTAL	Transportation	298,000.00	298,000.00	0.00	
OBJECT 5314 TOTAL	Early Childhood Special Education	1,596,743.00	1,586,781.45	(9,961.55)	DESE Payment Calculation
OBJECT 5319 TOTAL	Basic Formula Classroom Trust Fund	1,883,566.00	1,883,566.00	0.00	
OBJECT 5324 TOTAL	ECSE Screening Pat Program	80,257.20	80,257.20	0.00	
OBJECT 5332 TOTAL	50/50 Equipment Career Ed Grant	36,525.00	68,995.00	32,470.00	DESE Payment Calculation
OBJECT 5333 TOTAL	Food Service	20,000.00	20,000.00	0.00	
OBJECT 5359 TOTAL	Vocational Enhancement Gt	126,740.35	0.00	(126,740.35)	Recode to 5332
OBJECT 5369 TOTAL	Public Placement	28,240.00	28,240.00	0.00	
OBJECT 5381 TOTAL	High Need Fund Sp Ed	381,225.00	227,164.21	(154,060.79)	Actual Receipts
<b>Subtotal State Revenues</b>		<b>24,757,966.55</b>	<b>24,499,673.86</b>	<b>(258,292.69)</b>	
OBJECT 5412 TOTAL	Medicaid	134,058.00	134,058.00	0.00	
OBJECT 5418 TOTAL	JROTC	104,950.00	104,950.00	0.00	
OBJECT 5424 TOTAL	ARRA Basic Form - Stabilization Gov	0.00	1,304,970.20	1,304,970.20	Actual Receipts CARES
OBJECT 5425 TOTAL	Job Bill Classroom Trust	0.00	48,960.14	48,960.14	Actual Receipts CARES
OBJECT 5428 TOTAL	Job Bill State School	0.00	735,314.68	735,314.68	Actual Receipts CARES
OBJECT 5437 TOTAL	Sp Ed High Need	13,000.20	9,520.85	(3,479.35)	Actual Receipts
OBJECT 5438 TOTAL	Collaborative Work Grant	18,500.00	0.00	(18,500.00)	Estimated Earnings
OBJECT 5441 TOTAL	Individuals w Disabilities Act IDEA	1,031,008.21	1,040,757.87	9,749.66	DESE Payment Calculation
OBJECT 5442 TOTAL	ECSE	177,737.00	177,737.00	0.00	
OBJECT 5445 TOTAL	Food Service Lunch Program	1,468,587.00	1,468,587.00	0.00	
OBJECT 5446 TOTAL	Food Service Breakfast Program	583,710.79	583,710.79	0.00	
OBJECT 5451 TOTAL	Title I ESEA	1,381,552.43	1,315,759.79	(65,792.64)	DESE Payment Calculation
OBJECT 5452 TOTAL	Title I Migrant	10,700.00	10,700.00	0.00	
OBJECT 5461 TOTAL	Title IV A	5,169.23	28,312.02	23,142.79	DESE Payment Calculation
OBJECT 5462 TOTAL	Title III	111,880.12	131,374.44	19,494.32	DESE Payment Calculation
OBJECT 5463 TOTAL	Homeless Children Youth	74,788.00	155,506.47	80,718.47	DESE Payment Calculation
OBJECT 5465 TOTAL	Title II Part A ESEA	291,298.11	287,519.05	(3,779.06)	DESE Payment Calculation
OBJECT 5472 TOTAL	Child Dev Fund Grant	85,000.00	53,556.00	(31,444.00)	DESE Payment Calculation
OBJECT 5473 TOTAL	Service Learning Grant	0.00	170,975.10	170,975.10	Actual Receipts CARES
OBJECT 5474 TOTAL	ARRA Lunch Equipment Grant	0.00	63,608.78	63,608.78	Actual Receipts CARES
OBJECT 5492 TOTAL	Title VIB Rural Education	71,379.00	114,598.68	43,219.68	DESE Payment Calculation
OBJECT 5497 TOTAL	Other Federal Revenue	15,000.00	160,652.69	145,652.69	Actual Receipts CARES
<b>Subtotal Federal Revenues</b>		<b>5,578,318.09</b>	<b>8,101,129.55</b>	<b>2,522,811.46</b>	
OBJECT 5651 TOTAL	Property Sales	0.00	13,653.42	13,653.42	Actual Receipts
<b>Subtotal Property Revenues</b>		<b>0.00</b>	<b>13,653.42</b>	<b>13,653.42</b>	
OBJECT 5811 TOTAL	Tuition Other Districts	400,000.00	400,000.00	0.00	
OBJECT 5831 TOTAL	Contr Educ Services	70,892.36	81,268.38	10,376.02	Actual Receipts
<b>Subtotal Other LEA Revenues</b>		<b>470,892.36</b>	<b>481,268.38</b>	<b>10,376.02</b>	
<b>GRAND TOTAL</b>		<b>60,987,676.06</b>	<b>62,141,451.30</b>	<b>1,153,775.24</b>	

**2020-2021 Expenditure Budget Amendments**

Account Code	Account Description	Budget Adopted 06/29/2020	Current Budget Amendment	Amendments	Remarks
<b>GRAND TOTAL</b>		<b>67,149,792.81</b>	<b>67,982,832.18</b>	<b>833,039.37</b>	
FUNCTION 1111 TOTAL	Elementary School	8,633,099.73	8,685,535.01	52,435.28	CARES Funds & Payroll Updates
FUNCTION 1131 TOTAL	Middle/Junior High	4,803,829.78	4,708,751.23	(95,078.55)	CARES Funds & Payroll Updates
FUNCTION 1151 TOTAL	High School	4,364,655.52	4,503,030.97	138,375.45	CARES Funds & Payroll Updates
FUNCTION 1191 TOTAL	Summer School	150,868.00	283,263.55	132,395.55	Payroll Updates
FUNCTION 1192 TOTAL	Juvenile Program	0.00	3,164.91	3,164.91	Payroll Updates
FUNCTION 1211 TOTAL	Gifted and Talented	85,998.00	86,002.00	4.00	
FUNCTION 1221 TOTAL	Special Ed Related Services	4,953,634.75	5,038,755.76	85,121.01	Payroll Updates
FUNCTION 1224 TOTAL	Proportionate Share Services	7,110.79	467.74	(6,643.05)	Payroll Updates
FUNCTION 1251 TOTAL	Supplemental Instruction	821,157.43	793,282.18	(27,875.25)	Approved Budget & Payroll Updates
FUNCTION 1252 TOTAL	Migrant	6,000.00	0.00	(6,000.00)	Approved Budget & Payroll Updates
FUNCTION 1254 TOTAL	Institutions for Neglected Students	22,347.00	19,916.89	(2,430.11)	Approved Budget & Payroll Updates
FUNCTION 1271 TOTAL	Bilingual	908,862.00	940,671.60	31,809.60	Approved Budget & Payroll Updates
FUNCTION 1281 TOTAL	Early Childhood Sp Education	1,651,359.15	1,685,681.15	34,322.00	Approved Budget & Payroll Updates
FUNCTION 1321 TOTAL	Business Education	354,647.00	373,129.00	18,482.00	Approved Budget & Payroll Updates
FUNCTION 1331 TOTAL	Family and Consumer Sciences Educ	226,791.84	266,618.84	39,827.00	
FUNCTION 1341 TOTAL	Health Sciences Education	5,995.00	13,155.34	7,160.34	Approved Budget & Payroll Updates
FUNCTION 1351 TOTAL	Marketing and Cooperative Education	68,136.00	70,586.56	2,450.56	Approved Budget & Payroll Updates
FUNCTION 1371 TOTAL	Project Lead The Way	505,572.00	531,334.00	25,762.00	Approved Budget & Payroll Updates
FUNCTION 1411 TOTAL	Student Activities	170,901.00	175,623.00	4,722.00	Program Updates
FUNCTION 1421 TOTAL	School-Sponsored Athletics	716,416.76	736,465.31	20,048.55	Program Updates
FUNCTION 1911 TOTAL	Tuition to Other Districts in State	153,651.00	1,289,830.33	1,136,179.33	CARES Funds & MOVA Tuition
FUNCTION 1921 TOTAL	Area Career Center Fees	387,000.00	281,824.51	(105,175.49)	ESSA Coding Changes
FUNCTION 1933 TOTAL	Tuition Sp Ed Private Agencies	65,205.00	65,205.00	0.00	
<b>Subtotal Instruction</b>		<b>29,063,237.75</b>	<b>30,552,294.88</b>	<b>1,489,057.13</b>	
FUNCTION 2112 TOTAL	Attendance Services	500.00	500.00	0.00	
FUNCTION 2113 TOTAL	Social Work Services	495,188.00	505,360.58	10,172.58	Payroll Updates
FUNCTION 2114 TOTAL	Pupil Accounting Services	262,063.00	252,873.00	(9,190.00)	Payroll Updates
FUNCTION 2121 TOTAL	Guidance System Support	82,998.00	50,680.70	(32,317.30)	Payroll Updates
FUNCTION 2122 TOTAL	Counseling Services	976,223.00	976,169.00	(54.00)	
FUNCTION 2123 TOTAL	Appraisal Services	134,916.00	173,151.07	38,235.07	Payroll Updates
FUNCTION 2125 TOTAL	Record Maintenance Serv	106,014.31	121,414.31	15,400.00	
FUNCTION 2131 TOTAL	Health ServiceArea Direction	77,611.00	79,141.00	1,530.00	
FUNCTION 2132 TOTAL	Medical Services	5,643.52	7,249.07	1,605.55	ESSA Coding Changes
FUNCTION 2134 TOTAL	Nursing Services	322,648.98	372,734.57	50,085.59	Payroll Updates
FUNCTION 2139 TOTAL	Other Health Services	27,019.00	27,019.00	0.00	
FUNCTION 2142 TOTAL	Psychological Testing Services	240,081.00	240,455.96	374.96	Payroll Updates
FUNCTION 2152 TOTAL	Speech Pathology Services	664,933.00	693,888.52	28,955.52	Payroll Updates
FUNCTION 2162 TOTAL	Occupational Serv Direction	296,411.43	296,311.43	(100.00)	
FUNCTION 2172 TOTAL	Physical Therp Serv	90,796.68	90,805.68	9.00	
FUNCTION 2191 TOTAL	Other Support Serv - Students	9,867.00	7,758.00	(2,109.00)	
FUNCTION 2212 TOTAL	Instruction & Curriculum Dev Serv	409,014.34	409,763.16	748.82	ESSA Coding Changes
FUNCTION 2213 TOTAL	Instructional Staff Training Serv	374,974.87	357,983.39	(16,991.48)	Payroll Updates
FUNCTION 2214 TOTAL	Professional Development	158,600.00	310,158.12	151,558.12	CARES Funds & Payroll Updates
FUNCTION 2222 TOTAL	School Library Services	514,510.52	524,370.14	9,859.62	ESSA Coding Changes
FUNCTION 2223 TOTAL	Audiovisual Services	42,731.40	42,731.40	0.00	
FUNCTION 2225 TOTAL	Instruction-Related Technology	295,560.00	365,765.00	70,205.00	ESSA Coding Changes
FUNCTION 2291 TOTAL	Other Support Serv - Staff	123,034.00	103,239.00	(19,795.00)	
FUNCTION 2311 TOTAL	Board of Educ Serv Area Direction	111,107.00	111,107.00	0.00	
FUNCTION 2321 TOTAL	Office of Superintendent Services	1,708,684.36	1,726,115.26	17,430.90	ESSA Coding Changes
FUNCTION 2322 TOTAL	Community Relations Services	59.00	59.00	0.00	
FUNCTION 2323 TOTAL	Staff Relations & Negotiations Serv	100,823.00	100,783.00	(40.00)	
FUNCTION 2324 TOTAL	State & Fed Relations Services	33,609.00	80,440.00	46,831.00	
FUNCTION 2329 TOTAL	Other Exec Admini Serv	879,385.00	886,643.68	7,258.68	ESSA Coding Changes
FUNCTION 2331 TOTAL	Administrative Technology Services	917,396.60	897,378.60	(20,018.00)	RFP Consultant
FUNCTION 2411 TOTAL	Office of the Principal Services	2,211,239.12	2,212,250.44	1,011.32	CARES Funds & ESSA Coding Changes

**2020-2021 Expenditure Budget Amendments**

Account Code	Account Description	Budget Adopted 06/29/2020	Current Budget Amendment	Amendments	Remarks
FUNCTION 2521 TOTAL	Fiscal Service Area Direction	135,762.50	97,447.61	(38,314.89)	Payroll Updates
FUNCTION 2523 TOTAL	Receiving and Disbursing Funds Serv	4,600.00	4,600.00	0.00	
FUNCTION 2525 TOTAL	Financial Accounting Serv	18,460.00	31,370.23	12,910.23	Frontline Time & Attendance
FUNCTION 2529 TOTAL	Other Fiscal Servcies	9,334.60	9,334.60	0.00	
FUNCTION 2541 TOTAL	Operation & Maint Serv Area Dir	137,989.00	492,360.54	354,371.54	CARES Funds & ESSA Coding Changes
FUNCTION 2542 TOTAL	Care and Upkeep of Building Serv	4,758,818.06	4,536,538.49	(222,279.57)	CARES Funds & ESSA Coding Changes
FUNCTION 2543 TOTAL	Care and Upkeep of Grounds Services	488,009.18	484,909.18	(3,100.00)	ESSA Coding Changes
FUNCTION 2544 TOTAL	Care and Upkeep of Equipment Serv	242,286.71	217,583.16	(24,703.55)	ESSA Coding Changes
FUNCTION 2545 TOTAL	Vehicle Servicing & Maint Services	126,657.00	107,859.00	(18,798.00)	Passenger Van 1/2 ECSE
FUNCTION 2546 TOTAL	Security Services	673,767.82	664,117.49	(9,650.33)	ESSA Coding Changes
FUNCTION 2549 TOTAL	Other Operation & Maint Plant Serv	500.00	500.00	0.00	
FUNCTION 2551 TOTAL	Contracted Trans Serv for Students	1,691,494.20	1,688,405.00	(3,089.20)	ESSA Coding Changes
FUNCTION 2552 TOTAL	Dist Operated NonDisabled Trans Ser	61,365.00	71,507.89	10,142.89	Payroll Updates
FUNCTION 2553 TOTAL	Contracted Trans Ser Stud wDisab	228,195.00	228,195.00	0.00	
FUNCTION 2557 TOTAL	ESEA/IDEA Transportation Cost	198.04	198.04	0.00	
FUNCTION 2558 TOTAL	Vehicles Other Than Buses	14,200.00	32,998.00	18,798.00	Passenger Van 1/2 ECSE
FUNCTION 2559 TOTAL	Early Child SpEd Transportation Serv	207,768.00	205,727.00	(2,041.00)	
FUNCTION 2561 TOTAL	Food Service Service Area Direction	109,257.00	128,828.71	19,571.71	Payroll Updates
FUNCTION 2562 TOTAL	Food Preparation & Dispensing Serv	2,365,150.32	2,444,813.24	79,662.92	Café Tables
FUNCTION 2563 TOTAL	Food Delivery Services	1,400.00	1,400.00	0.00	
FUNCTION 2569 TOTAL	Other Food Services	7,037.12	7,037.12	0.00	
FUNCTION 2572 TOTAL	Purchasing Services	2,780.00	16,780.00	14,000.00	Industrial Arts Room Furniture
FUNCTION 2573 TOTAL	Warehousing & Distributing Services	14,500.00	14,500.00	0.00	
FUNCTION 2574 TOTAL	Printing Publish & Duplicating Ser	428,140.00	428,140.00	0.00	
FUNCTION 2632 TOTAL	Internal Information Services	7,727.74	7,727.74	0.00	
FUNCTION 2633 TOTAL	Public Information Services	103,371.00	103,371.00	0.00	
FUNCTION 2642 TOTAL	Recruitment & Placement Serv	13,930.00	14,930.00	1,000.00	ESSA Coding Changes
FUNCTION 2643 TOTAL	Human Resource Services	2,600.00	8,124.75	5,524.75	ESSA Coding Changes
FUNCTION 2645 TOTAL	Health Services	970.00	1,000.00	30.00	ESSA Coding Changes
FUNCTION 2649 TOTAL	Other Staff Services	581.00	5,244.00	4,663.00	
<b>Subtotal Support Services</b>		<b>23,530,491.42</b>	<b>24,079,846.87</b>	<b>549,355.45</b>	
FUNCTION 3511 TOTAL	Early Childhood Program	188,620.00	192,394.00	3,774.00	
FUNCTION 3512 TOTAL	Early Childhood Instruction	206,616.00	206,509.00	(107.00)	
FUNCTION 3611 TOTAL	Homeless & Disadvantaged Stud Activ	6,335.00	27,492.89	21,157.89	ESSA Coding Changes
FUNCTION 3711 TOTAL	Non Pub Sch Student Ser	22,706.90	110,421.87	87,714.97	CARES Funds & ESSA Coding Changes
FUNCTION 3812 TOTAL	Afterschool Program	85,000.00	53,556.00	(31,444.00)	After School Grant Actual
FUNCTION 3911 TOTAL	Other Community Services	10,000.00	10,000.00	0.00	
FUNCTION 3912 TOTAL	Parental Involement	16,982.56	31,058.90	14,076.34	ESSA Coding Changes
FUNCTION 4011 TOTAL	Construction, Facilities Acquisition	8,593,713.00	7,734,429.29	(859,283.71)	Loftus Early Childhood
FUNCTION 4031 TOTAL	Architecture Engineering &Legal Ser	96,600.00	150,734.50	54,134.50	Loftus Early Childhood
FUNCTION 4051 TOTAL	Bldg Acquisition Construction&Impr	1,648,270.18	1,152,873.98	(495,396.20)	Loftus Early Childhood
FUNCTION 5131 TOTAL	Principal - Lease Purchase Agree	3,175,000.00	3,175,000.00	0.00	
FUNCTION 5231 TOTAL	Interest - Lease Purchase Agreement	496,220.00	496,220.00	0.00	
FUNCTION 5331 TOTAL	Fees - Lease Purchase Agreements	10,000.00	10,000.00	0.00	
<b>Subtotal</b>		<b>14,556,063.64</b>	<b>13,350,690.43</b>	<b>(1,205,373.21)</b>	
<b>GRAND TOTAL</b>		<b>67,149,792.81</b>	<b>67,982,832.18</b>	<b>833,039.37</b>	



# SEDALIA SCHOOL DISTRICT #200

2806 Matthew Drive, Sedalia, MO 65301-7981 p:660.829.6450 f:660-827-8938

**Steven G. Triplett, Ed.S**  
Superintendent

**Todd Fraley, Ed.D.**  
Assistant Superintendent

**Chris Pyle, Ed.S.**  
Assistant Superintendent

**Jason Curry, Ed.S.**  
Assistant Superintendent

**Devon Gilmore, M.E.D.**  
Director of K-5 Curriculum  
Instruction & Assessment

**Becky Brownfield, Ed.S**  
Director of 6-12 Curriculum  
Instruction & Assessment

**Bob Satnan, B.A.**  
Communications Director

**Missouri Model District**  
[www.sedalia200.org](http://www.sedalia200.org)

**We Live Tiger  
Pride Everyday**

Sedalia #200 is an equal  
opportunity and affirmative  
action employer

**DATE: February 22, 2021**

**TO: Mr. Triplett and Board of Education**

**FROM: Dr. Todd Fraley**

**RE: Loftus ECSE Intercom Bids**

The district seeks approval to accept the alternate bid from Tech Electronics to install the complete intercom system for the Loftus Early Childhood Center.

The low bid from Midwest Electrical Systems did not provide detailed information and was bid as a completely separate system from the district's current Mitel network. The bid advertisement specifically stated integration into the district's current Mitel network as a requirement.

Tech Electronics performed the installation of the systems currently utilized at Horace Mann, Parkview, Skyline, Washington, and SMS.

If you have any questions, please contact me at 660-829-6456. Thank you.



**SUBMISSION**

Page: 1  
Date: 1/28/2021  
0125614-01D

The Power of Connection and Protection®

Chance Anderson  
Sedalia School District #200  
2806 Matthew Dr.  
Sedalia, MO 65301

Project: Sedalia School District #200  
Phone system-New early childhood building

FAX 660-827-8938

**Tech Electronics of Columbia, Inc. (Tech) is pleased to offer for sale the described goods and/or merchandise and/or service upon the terms set out herein:**

**Class Connection**

Valcom Class Connection Intercom System

**Quantity Description**

- 1 Card Cage, 9 Position, Rack Mount 7RU, w/ Power Harness
- 1 Board, CPU, 4 Ports, 5.0 Rev.
- 1 Cable, Back Plane, 9 Position
- 3 Card, Expansion, 24 Point, Talkback
- 18 One Way Paging Adapter
- 3 Power Supply, 6 Amp, Positive 24VDC
- 2 Shelf, 2RU, for 2 Switching Power Supplies
- 1 Administrative Telephone
- 32 2x2 Lay-In Ceiling Speaker, Talkback w/ Volume Preset Taps
- 32 Mounting, Trim, For Speakers (V-1422, V-9022A, V-9028) Pack Of 10
- 32 ONEWAY Speaker, Ceiling, Lay in, 2'X2', w/ Backbox (Self Amplified)
- 32 Mounting, Trim, For Speakers (V-1422, V-9022A, V-9028) Pack Of 10
- 2 Horn, Self Amplified, 5 Watt, Beige
- 2 Protective Cage, for Paging Horn
- 6 Outdoor Speaker

**MITEL PHONE CONNECTION**

**Scope of Work by Tech Electronics:**

Please see last page of this submission for customer acceptance.

Tech Electronics of Columbia, Inc.  
1406 Rangeline St., Columbia, MO 65201 . (573) 875-1516 . Fax:(573) 874-0055 . www.techelectronics.com



**SUBMISSION**

Page: 2

Date: 1/28/2021

0125614-01D

---

The Power of Connection and Protection®

TOTAL purchase price includes equipment and installation for a Valcom Class connect intercom system, based on drawings provided and walk through of facility and discussions with Dr. Fraley. Installation of equipment and cabling to be provided by the electrical contractor on site All Pro Electrical and is included in this quote. All Pro will install all cabling to established standards on this job site. 32 classroom/office areas were identified where lay in talk back speakers will be installed and integrated into Mitel phone system, which is included in this quote. There will also be 32 hallway and common area lay in speakers installed throughout the building. Quote also includes 6 exterior horn speakers, 2 for the front, 2 in the bus area, one on the playground and one on the west side. 2 horn speakers with protective cages will also be installed in the gym area. One administrative phone is included for the main office. Per request by Dr. Fraley 5 cable runs will be provided to the unfinished/future area (4 for classroom and one for hallway speakers) for future expansion. \*\*\*Quote is based on bid being awarded so that cabling can be installed before ceiling tiles go in\*\*\*Quote includes integration with the district provided Mitel phone system\*\*\* Quote also includes 20 amp 120V dedicated circuit to the IT closet for the intercom system.

**TOTAL PURCHASE PRICE**

**\$46,943.00**

**Clarifications/Scope of Work by Others:**

**WARRANTY:**

This Submission includes a one (1) year material warranty from the date of installation completion or first beneficial use by the End User Customer, whichever occurs first. Material warranty will be provided by Tech Electronics per our Submission's terms and conditions. Job-site labor warranty to be provided by the installing party/contractor. Tech's warranty covers only material listed on this Submission and furnished and/or installed by Tech Electronics.

All warranty work by Tech Electronics, Inc. to be performed on Monday through Friday between the hours of 8:00AM to 4:30PM. If work needs to be performed outside of these hours and/or during holidays for any reason, it will be performed by Tech Electronics on a time and material basis as an extra to this Submission at Tech Electronics' current rate differential between the normal and overtime labor rates plus the minimum overtime service call-out charges.

This warranty does not apply to any products which have been installed incorrectly by the installing party/contractor and/or subjected to mishandling, improper use, or abuse. Please refer to Submission for additional terms, conditions, clarifications, and limitations of warranty.

**Please see last page of this submission for customer acceptance.**

Tech Electronics of Columbia, Inc.

1406 Rangeline St., Columbia, MO 65201 . (573) 875-1516 . Fax:(573) 874-0055 . www.techelectronics.com



**SEDALIA SCHOOL DISTRICT #200  
BID ANALYSIS REPORT**

**Commodity:** Loftus Intercom System Installation

**Bids Obtained by:** Dr. Todd Fraley

**Date:** 2-22-2021

<b>Vendor</b>	<b>Amount of Bid</b>	<b>Contact Person</b>	<b>Phone Number</b>
<u>Midwest Electrical Systems</u>	<u>\$42,202.00</u>	<u>Megan Sapp</u>	<u>573-443-5343</u>
<u>Tech Electronics</u>	<u>\$46,943.00</u>	<u>Dave Rotert</u>	<u>573-875-1516</u>
<u>Envision Technology</u>	<u>\$48,990.00</u>	<u>Matt Frost</u>	<u>913-491-1700</u>
<u> </u>	<u> </u>	<u> </u>	<u> </u>

**Recommendation:** \_\_\_\_\_

**Accept low qualified bid of:** \_\_\_\_\_

**Accept local bid of:** \_\_\_\_\_

**Accept alternate bid of:** Tech Electronics

**Use of commodity:** Intercom Paging Systems for Early Childhood Center

**Does this replace an existing district commodity?**  NO  YES (explain)

**Final approval** \_\_\_\_\_ **Date** \_\_\_\_\_

# Midwest

electronic systems, inc.

2000 Forum Blvd. Suite 6  
Columbia, MO 65203  
Phone: 573.443.5343  
Fax: 573.445.7778  
E-mail: [megan@midwestelectronicsystems.com](mailto:megan@midwestelectronicsystems.com)

## Quote

---

**TO**

Organization: Sedalia School District  
Email: [brauers@sedalia.k12.mo.us](mailto:brauers@sedalia.k12.mo.us)  
Email: [shermanj@sedalia200.org](mailto:shermanj@sedalia200.org)

**FROM**

Name: Megan Sapp  
Phone: 573.443.5343  
Email: [megan@midwestelectronicsystems.com](mailto:megan@midwestelectronicsystems.com)

Date: 1.28.21  
Number of Pages Including Cover: 1  
RE: Intercom System for Early Childhood Building

---

We are pleased to quote the following work:

**BASE BID: 1-way Paging**

<b>Qty.</b>	<b>Description</b>
1	Amplifier w/ Connection to owner provided phone system
65	Indoor Ceiling Speakers
7	Outdoor Horn Speakers
1	LOT Wire
1	LOT Labor for install/programming/testing

**TOTAL BASE BID PRICE: \$31,914.00**

**ALTERNATE BID: 2-way Paging & Intercom**

<b>Qty.</b>	<b>Description</b>
1	50-Station Controller
1	Admin Phone w/ Desk Stand
1	Speaker/Call-in Box (for gym area)
65	Indoor Ceiling Speakers
7	Outdoor Horn Speakers
1	LOT Wire
1	LOT Labor for wire/install/programming/testing

**TOTAL INTERCOM w/o CALL-IN PRICE: \$42,202.00**

**OPTION for ADD to ALTERNATE BID: 2-way Paging via Intercom**

<b>Qty.</b>	<b>Description</b>
20	Call-In Buttons (for classrooms)
1	LOT Labor for wire/install/programming/testing

**TOTAL INTERCOM w/ CALL-IN PRICE: \$48,800.00**

\*Quoted Price does NOT include taxes which will be added to equipment when invoiced. Midwest Electronics invoices under NET30 Terms. QUOTE valid if wiring can be completed PRIOR to ceiling being installed. If after, extra costs will be added.

Accepted By: \_\_\_\_\_ Date: \_\_\_\_\_

PO#: \_\_\_\_\_



**ENVISION**

TECHNOLOGY GROUP

PH: 913-491-1700 Fax: 913-491-1701

6985 West 153<sup>rd</sup> St, Overland Park, KS 66223

1/14/2020

**Sedalia Schools: Loftus ECC Valcom Paging**

**Subcontract Sum & Scope of Work**

Prints Dated: NA

Sales Tax:  Included -  Excluded      Wage Rates:  Standard -  Prevailing Wage

**TOTAL QUOTE: Valcom CPU-5 Paging System: \$39,138.00**

**TOTAL QUOTE: Valcom CPU-6 Paging System: \$43,990.00**

**TOTAL QUOTE: Shell Space Cabling and Speakers: \$4,031.00**

**Intercommunications System**

All Work Will Follow the BICSI Standards and EIA/TIA 568A, 569A, 606 and 607 STANDARDS.

**Base Bid: Valcom CPU-5 Paging System: \$39,138.00:**

- Provide and install a Valcom Class Connection intercommunications system for the building.
- The system shall be a VECPU-5 based system to match the systems currently deployed in the other district buildings.
- Provide and install talkback speakers and call buttons for all classrooms throughout the buildings. There will be a total of 26 rooms with talkback paging function.
- Provide and install 1-way speakers and horns throughout the common areas, restrooms, and other occupied spaces throughout the interior of the building.
- Install exterior horn loudspeakers to broadcast paging over the immediate exterior areas of the facility. Of notable importance will be intelligible audio for the parking and outdoor recreation areas.
- Provide and install one Valcom Dual Port Network Trunk (FXO) Port gateway to provide for an interface to the VoIP phone system to be installed in the building.
- Owner shall ensure proper licensing has been obtained to provide the VoIP phone system with an extension for an FXO port and shall provide all needed SIP configuration information to Envision to facilitate adding the Valcom gateway to the phone system.
- Provide a wall-mounted equipment rack and associated horizontal power distribution to house all equipment.
- Provide and install j-hook supports as needed to extend existing pathways to speaker locations.
- Program paging system for zone extensions and call-groups as requested by building and district administration.



PH: 913-491-1700 Fax: 913-491-1701  
6985 West 153<sup>rd</sup> St, Overland Park, KS 66223

- Test intercommunications system to verify proper programming and function of zones, page groups, speakers, horns, and call-buttons.
- Provide up to two hours of staff training on the use of the intercommunications system.

**Base Bid: Valcom CPU-6 Paging System: \$43,990.00:**

- Provide and install a Valcom Class Connection intercommunications system for the building.
  - The system shall be a VECPU-6 based system.
  - Provide and install talkback speakers and call buttons for all classrooms throughout the buildings. There will be a total of 26 rooms with talkback paging function.
  - Provide and install 1-way speakers and horns throughout the common areas, restrooms, and other occupied spaces throughout the interior of the building.
  - Install exterior horn loudspeakers to broadcast paging over the immediate exterior areas of the facility. Of notable importance will be intelligible audio for the parking and outdoor recreation areas.
  - Provide and install one Valcom Dual Port Network Trunk (FXO) Port gateway to provide for an interface to the VoIP phone system to be installed in the building:
- 
- Owner shall ensure proper licensing has been obtained to provide the VoIP phone system with an extension for an FXO port and shall provide all needed SIP configuration information to Envision to facilitate adding the Valcom gateway to the phone system.
  - Provide a wall-mounted equipment rack and associated horizontal power distribution to house all equipment.
  - Provide and install j-hook supports as needed to extend existing pathways to speaker locations.
  - Program paging system for zone extensions and call-groups as requested by building and district administration.
  - Test intercommunications system to verify proper programming and function of zones, page groups, speakers, horns, and call-buttons.
  - Provide up to two hours of staff training on the use of the intercommunications system.

**Base Bid: Shell Space Cabling and Speakers: \$4,032.00:**

- Provide and install a total of 8 talkback speakers.
- Provide and install a total of 4 call buttons.
- Provide and install a total of 7 1-way speakers.
- Provide and install a total of 1 exterior horn loudspeaker.
- Provide cabling for 6 home run circuits to the paging system head end.
- Provide and install j-hook cable support as needed.
- Provide all cabling and speaker connections at head end and station locations.
- Adjust paging system programming to add the new zones to the paging system.
- Test function of added paging zones.



PH: 913-491-1700 Fax: 913-491-1701  
6985 West 153<sup>rd</sup> St, Overland Park, KS 66223

**Not included in this scope:**

1. No new sleeves.
2. No EMT installation.
3. No surface mounted raceway.
4. No licensing for additional FXO extensions or stations on incumbent VoIP software. (All licensing needs to be pre-configured on the VoIP server and the proper information must be provided for programming of Valcom gateway.)
5. No core holes, or concrete cutting.

**By signing below you're awarding the above referenced project to Envision Technology Group LLC.**

**Please select approved quote/s:**

**Base Bid: Valcom CPU-5 Paging System: \$39,138.00: \_\_\_\_\_**

**Base Bid: Valcom CPU-6 Paging System: \$43,990.00: \_\_\_\_\_**

**Base Bid: Shell Space Cabling and Speakers: \$4,032.00: \_\_\_\_\_**

\_\_\_\_\_  
Print Name of Authorized Personnel

\_\_\_\_\_  
Title

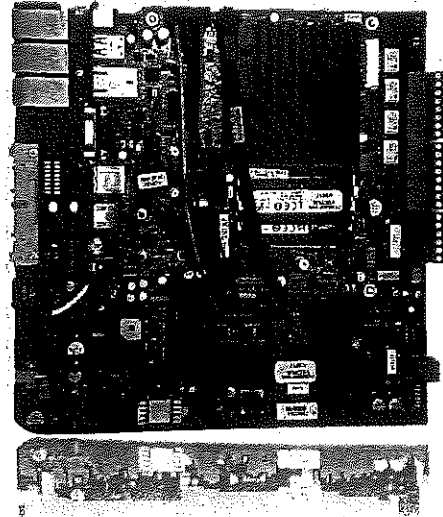
\_\_\_\_\_  
Signature of Authorized Personnel

\_\_\_\_\_  
PO#

\_\_\_\_\_  
Date

**FEATURES:**

- Direct Support for Other Valcom IP Speakers, Horns and Gateways
- Unlimited Bell Schedules With "To the Second" Granularity
- Record and Play for Feedback Elimination
- Text-to-Speech Capability
- Record Your Own Emergency and General Information Messages
- Schedule Text Messages to LED Signs
- Trigger Messages from Syslog of Other Systems or from an Unlimited Number of Contact Closures
- High Availability Option (Redundancy)
- Inherently Supports District Wide Systems
- NTP Time Updates
- SIP Access (Additional Equipment Required)
- Programmable Relay Output
- Programmable Switch Inputs
- Browser Based Management
- Unlimited System Expansion
- Uses an Unlimited Number of Valcom FXO or FXS Gateways for System Access
- No Limit to the Number of Valcom Audio Gateways that may be Added for Music or Microphone Inputs
- Easily Incorporate Other Valcom IP Endpoints or Connect Multiple Systems Together
- Each VECPU6 Works with Up To 8 VETCM, VETCS, VESTX, XPETCM12 Or XPETCM24 Cards
- Each VECPU6-EXP Expansion Cards Allows the Addition Of 8 More Cards
- Easy Setup with the VIP-102B IP Solutions Setup Tool
- Supports 2-Wire Digital, IP, Wireless and Old-Fashioned Wired Clock Correction Protocols
- Page Stacking
- Supports Existing Valcom ES and Valcom Multipath Station Cards
- Integrated Override Audio Port



**Specifications:**

**Relay Contacts:**  
2 Amps @ 30 VDC

**Ethernet Ports:**  
100 mbps/full duplex

**Power Requirements:**  
24 VDC @ 2 Amps

**Environment:**  
-4 degrees to + 131 degrees F (-20 to +55 C)  
Humidity 0 to 95% Non-Condensing

**Dimensions:**  
10"(25.4 cm) x10"(25.4 cm) x1.75 (4.45 cm)



## Browser Managed Valcom ES CPU VECPCU6

---

### ARCHITECTS' AND ENGINEERS

The Browser Managed CPU, model number VECPCU6, when used in a Valcom ES system, provides 4 programmable relay outputs, 4 programmable switch inputs, unlimited calendar and day based schedules, up to 7 hours of WAV file record/storage time, feedback elimination and page stacking, IP LED sign support, Text-To-Speech capability, and NTP time synchronization. It shall provide support for correcting both synchronous and Valcom 2-wire digital clocks. A VECPCU6 based system shall offer unlimited speaker/zone expansion in 2-way and 1-way paging/intercom systems. The VECPCU6 shall feature non-volatile memory.

---

### LIMITED WARRANTY

Valcom, Inc. warrants its products only to the original purchaser, for its own use, to be free from defects in materials and workmanship under conditions of normal use and service for a period of one year from the date of shipment. This Limited Warranty obligation shall be limited to the replacement, repair or refund of any such defective device within the warranty period, provided that:

1. inspection by Valcom, Inc. indicates the validity of the claim;
2. the defect is not the result of damage, misuse or negligence after the original shipment;
3. the product has not been altered in any way or repaired by others and that factory sealed units are unopened (a service charge plus parts and labor will be applied to units defaced or physically damaged);
4. freight charges for the return of products to Valcom are prepaid;
5. all units 'out of warranty' are subject to a service charge. The service charge will cover minor repairs (major repairs will be subject to additional charges for parts and labor).

This Limited Warranty is in lieu of and excludes all other warranties, expressed or implied and in no event, shall Valcom, Inc. be liable for any anticipated profits, consequential damages, loss of time or other losses incurred by the buyer in connection with the purchase, operation, maintenance, installation, removal or use of the product. The maximum liability of Valcom under this warranty is limited to the purchase price of the specific Product covered by the warranty.

Disclaimer. Except for the Limited Warranty provided herein, the product is provided "as-is" without any warranty of any kind whatsoever including, without limitation, any WARRANTY OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE OR NON-INFRINGEMENT.

This warranty specifically excludes damage incurred in shipment. In the event a product is received in damaged condition; the carrier should be notified immediately. Claims for such damage should be filed with the carrier involved in accordance with the F.O.B. point.



# SEDALIA SCHOOL DISTRICT #200

2806 Matthew Drive, Sedalia, MO 65301-7981 p:660.829.6450 f:660-827-8938

**Steven G. Triplett, Ed.S**  
Superintendent

**Todd Fraley, Ed.D.**  
Assistant Superintendent

**Chris Pyle, Ed.S.**  
Assistant Superintendent

**Jason Curry, Ed.S.**  
Assistant Superintendent

**Devon Gilmore, M.E.D.**  
Director of K-5 Curriculum  
Instruction & Assessment

**Becky Brownfield, Ed.S**  
Director of 6-12 Curriculum  
Instruction & Assessment

**Bob Satnan, B.A.**  
Communications Director

**Missouri Model District**  
[www.sedalia200.org](http://www.sedalia200.org)

**We Live Tiger  
Pride Everyday**

Sedalia #200 is an equal  
opportunity and affirmative  
action employer

TO: Steve Triplett, Superintendent and  
Sedalia #200 Board of Education

FROM: Becky Brownfield, Devon Gilmore

DATE: February 22, 2021

SUBJECT: KAGAN COOPERATIVE LEARNING CONTRACT

We are seeking approval from the board regarding the enclosed professional development contract from Kagan. In maintaining a district priority of student engagement and cooperative learning strategies, we feel it is necessary to provide all district teachers with this two-day workshop at the beginning of the 2021-2022 school year. This will be maintained annually by training any new staff that comes to the district thereafter.



## Letter of Agreement

This is an understanding and agreement between:

Kagan Professional Development (Kagan)  
981 Calle Amanecer  
San Clemente, CA 92673-2008

&

Sedalia School District #200  
2806 Matthew Dr  
Sedalia, MO 65301-7981

Federal Tax ID: 33-0593901

---

### **Kagan will present the following event:**

- I. Topic: Kagan Cooperative Learning Day 1 & 2
  - II. Date(s): August 26 - 27, 2021
  - III. Total Day(s): 2
  - IV. Time: 8:30am - 3:30pm
  - V. Location: Sedalia School District #200
- 

### **Sedalia School District #200 agrees to:**

- I. Pay the consulting fee of \$38,987.00 for a maximum of 200 participants from Sedalia School District #200 only.
- II. Pay the one-time travel fee of \$750.00. This fee covers all flights, lodging, meals, cab, rental cars, parking, and incidentals for the duration of the trainer visit.
- III. Purchase the Cooperative Learning Textbook (BKCLW), the Cooperative Learning Course Workbook Day 1 & 2 (NKWB1, NKWB2), and the Mix-Pair-Share Software (EMPSC) for each participant at \$44.00 per person, plus any applicable sales tax. This is an additional course materials fee, not included in aforementioned consulting fee.
- IV. **Participants attending from outside Sedalia School District #200 must pay \$349.00 per person (unless prior written approval is obtained from Kagan).**
- V. Sign and return this Letter of Agreement along with an approved purchase order at least 30 days prior to the start date of your event.
  1. For events which require the purchase of course materials, please note that these materials will be billed by Kagan Publishing (FEIN: 33-0378218). All other expenses related to the event will be billed by Kagan Professional Development (FEIN: 33-0593901).
- VI. Contact Kagan's Workshop Coordinator with a final participant count at least 30 days prior to the start date of your event.
- VII. If your signed agreement, approved purchase order, and participant count are not received at least 21 days prior to your event, you may be responsible for any additional shipping charges incurred.
- VIII. Comply with Kagan's Cancellation Policy:
  1. If the workshop is cancelled by Sedalia School District #200 with at least 3 days notice, and is rescheduled to occur within three months of the original workshop date, Kagan will waive all expenses already incurred by Kagan.
  2. If the workshop is cancelled with 3 or fewer days notice, or is not rescheduled to occur within three months of the original workshop date, and Kagan has incurred travel and/or shipping expenses, Sedalia School District #200 will reimburse Kagan for the expenses incurred.

3. If Kagan cancels the workshop for any reason, Sedalia School District #200 will not be responsible for any expenses incurred by Kagan.
  - IX. Provide a location to have the workshop.
  - X. Provide the following:
    1. Tables and chairs
    2. LCD projector with table, podium, extension cord with power strip, and screen (minimum 8'x8')
    3. Platform for presenter for groups over 50
    4. Lavalier wireless microphone and sound system for over 50 participants
    5. Three input cords to podium: 1) VGA cord to connect into venue projector; 2 & 3) two mini-jack input cords to connect into the venue audio system; one for the presenter's computer and the other for their iPod.
    6. Flip chart and markers (if applicable)
  - XI. Comply with the terms of Kagan's Copyright: <https://www.KaganOnline.com/copyright>. Sedalia School District #200 agrees not to offer trainings on the copyrighted content of this workshop without Kagan's permission or certification.
  - XII. Collect a completed registration form from each participant in order to verify attendance and provide each participant a certification of completion.
- 

**Kagan agrees to:**

- I. Provide consulting services.
  - II. Provide workshop materials for the instructor and participants that attend each day. Any materials in excess of attending participants will be sent back to Kagan.
  - III. Reimburse pre-approved sales helpers. The Workshop Coordinator will determine the number of helpers necessary for this event, if any. Helpers must be pre-authorized by the Workshop Coordinator in order to be eligible for reimbursement. Pre-authorized helpers will receive \$150 in Kagan product per day (not to exceed \$300 in Kagan product per event). Please see the *Workshop Sales Helper Form* for full details.
  - IV. Provide Sedalia School District #200 with an invoice and copy of applicable receipts after the event has concluded; typically within 30 days. Please contact Kagan's Contract Coordinator at 949-545-6366 if your invoice is required by a specific date.
- 

**Both parties understand that:**

- I. Sedalia School District #200 may purchase Kagan product (except course materials) up to 3 weeks prior to the workshop date at a 10% discount plus free shipping. Please put your event date on your purchase order to ensure your discount.
- II. Any changes in content or time must be pre-approved by Chris Duffy, the Director of Educational Partnerships.
  1. Content shall include: Kagan Cooperative Learning Day 1 & 2
  2. Grade Levels: K-5
- III. Outside Participants: No participants from outside the host school will be allowed to attend this workshop without the prior consent of both parties. Superintendents, principals, and administrators in charge of providing staff development are invited to attend at no cost when approved by the Director of Educational Partnerships prior to the event. If registration fees are to be collected from outside participants by either Kagan or the sponsoring school or district, both parties agree that all registration fees will go to Kagan.
- IV. Advertising of any sort, printed or electronic, must be approved by Chris Duffy, the Director of Educational Partnerships before distribution. Copies of flyers, brochures, E-mail messages, or other advertising should be on file with Laurie Kagan, the Director of Professional Development.
- V. It is agreed by Sedalia School District #200 that the presenter will administer a one-page Course

Evaluation form to each participant. Sedalia School District #200 will return all completed evaluations to Kagan.

- VI. It is agreed by Sedalia School District #200 that no videotaping of the presentation will be allowed without prior written consent from the Director of Professional Development, Laurie Kagan.
- VII. Over-payments may be issued a credit coupon that can be used for prior, current, or future professional development, and/or product at the customer's discretion. Refunds by check will be made at customer's request.
- VIII. If events beyond the reasonable control of the parties (including, but not limited to, acts of God, declared war, governmental authority, terrorist attacks in or near the workshop site, or curtailment of transportation to or from the workshop site) make it illegal, impossible, or unreasonable for the trainer to perform as originally contracted under this Agreement, Kagan may terminate this Agreement, without liability. In the very extraordinary instance that an event must be cancelled by Kagan, Kagan agrees to reschedule the event, but will assume no financial responsibility to Sedalia School District #200 for the results of the cancellation.

Required Billing Information (*Host school/district to complete*)

This agreement must receive board approval.

Yes No

If yes, date approved: \_\_\_\_\_

The billing contact is different from the Host as listed in the above Letter of Agreement.

Yes No

If yes, please complete the following:

Billing Contact Name: \_\_\_\_\_

Title: \_\_\_\_\_

Billing Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Email: \_\_\_\_\_

To indicate your understanding and agreement, please sign one copy of this Letter of Agreement and return it to Kagan.

**Agreed to and accepted by:**

\_\_\_\_\_  


(Signature)  
Kagan Professional Development

Director of Educational Partnerships  
(Title)

January 28, 2021  
(Date)

---

(Signature)  
Sedalia School District #200

---

(Title)

---

(Date)

---

**ASSESSMENT AND EVALUATION****Sedalia #200 School District****PROGRAM:** Business and Marketing Education

**Vocational Program Courses:** Business Technology I&II, Multimedia, Web Design, Accounting I&II, Marketing, Sports and Entertainment Marketing, Advertising & Public Relations

**Additional Program Courses:** Introduction to Business, Personal Finance, Tiger Vision, Accounting III, JAG

**ADMINISTRATION/BOARD REVIEW DATE:** February 22, 2021

**PROGRAM TEACHERS:** Seth Brunkhorst, Lakin Janke, Bryant Lazenby, Amanda Harvey, & Angie Howard

**TOTAL OF STUDENTS:**

All Courses	Male	Female	Total
Accounting	15	16	31
Accounting II	2	3	5
Accounting III	1	1	2
JAG	11	19	30
Personal Finance	125	109	234
Business Technology I	25	11	36
Business Technology 2	15	6	21
Multimedia Production	4	3	7
Web Page Design	8	2	10
Tiger Vision	0	4	4
Introduction to Business	52	58	110
<b>TOTAL</b>	<b>258</b>	<b>232</b>	<b>490</b>

Course	Male	Female	Total
Marketing	42	30	72
Sports & Entertainment Marketing	12	3	15
Marketing Leadership	7	11	18
Advertising and Public Relations	5	5	10
<b>TOTAL</b>	<b>66</b>	<b>49</b>	<b>115</b>

## **PROGRAM GOALS:**

1. Our primary focus is to receive the highest score possible on the CCQI (Common Criteria for Quality Indicators) department review form provided by DESE. We further detail the improvements needed below.
2. Revamp Intro to Business curriculum & develop a promotional piece to inform students about all offerings & instructors in our programs.
3. FIT program goals include adding the development of a talent transcript by meeting with all students beginning their freshman year and each subsequent year. In addition, we would like for the majority of students to have completed an internship prior to graduation.

### *Summary of how goals were met:*

1. Teachers in our program currently maintain active professional memberships with the MOACTE, MBEA, NBEA and MCEA organizations. One of our members is currently the Information Transition Coordinator for MBEA & another is West Central MBEA President. These professional organizations provide summer training conferences that teach new technology skills, workplace changes relevant to students, and curriculum changes at DESE.
2. We continue to partner with local businesses and economic development to continue adding elements into the curriculum that our local employers see as a need. Feedback is also generated from members in the community, previous students now in college, local colleges/universities, school administration, and local business owners as part of our annual advisory council meeting.
3. Current course curriculum includes hands-on activities that provide students the opportunity to apply their technology, marketing, and finance skills in relevant and practical situations.

### *What significant changes were made to the program this year?*

1. We are sharing a teacher with the FACS department. As course enrollments necessitated coverage of additional FACS classes, and less business classes.
2. Adapting to COVID in our classrooms that were typically a source of much student collaboration, guest speakers, field trips, and student organization activities has been the most significant change & challenge each of us teachers has faced this year. We have worked hard to find innovative ways to make our curriculum still engaging while preparing students with the knowledge & skills needed to succeed.
3. Course changes for Business & Marketing for the 2021-22 Planning Guide include:
  - a. Business Technology 1 and 2 were combined into one semester course, named Business Technology
  - b. New course description for Computer Graphics course
  - c. Removed Desktop Publishing from course offerings

*What areas of improvement are needed?*

1. With our primary goal of earning the highest rank on the DESE CCQI department review form we will need to accomplish the following:
  - a. Add Industry Recognized Credential opportunities to our classes.
  - b. Develop a written statement that includes an educational mission, goals and objectives with input from all four of the following: parents/guardians, students, administration and community/business/industry representatives.
  - c. Adapt course pacing to allow time to communicate and review the level of mastery with students after assessments.
  - d. Collaborate with administrators for budget, including budgeting of industry specific professional development.
2. Common plan time of business department teachers, especially those with common courses, would allow for time to collaborate and work together to ensure similar course pacing & materials are being utilized. As a department we are spread throughout the building making even quick daily collaboration difficult.
3. Additional time to coordinate the FIT internship program would allow for the implementation of the talent transcript, more student participation, and thorough discussions with students about career choice, better placement, employer site visits, and follow up with students after interning. Right now time does not allow for student recruitment or a thorough follow up process; reflection and guiding students on the next steps.

*Was the program effective?*

Our articulation agreement with State Fair Community College is up to date. Courses which continue to remain offered as free college credit to students earning a degree from SFCC include: Web Page Design, Business Technology I&II, Accounting I&II, Marketing I&II, and Personal Finance.

This year FBLA decreased membership from 30 to 20 members with all members competing in a total of 25 events at our virtual District Leadership Conference. Projects were completed on February 1 with a complete list of winners being announced February 17. As of now, we know that our knowledge test competitors in Journalism, Introduction to Business Communication, and Introduction to Business Math will all compete at the virtual State Leadership Conference held in April. Bryant Lazenby currently serves as a District 10 Lead Chapter Advisor and will continue this role in the coming year. Smith-Cotton will also have one representative on the District 10 FBLA Officer Team. This year our membership took a heavy hit with the loss of several active seniors, however the younger students that have been recruited through class discussion only are very interested in the program and will hopefully continue to bring on new members next year.

This year DECA has decreased membership from 49 to 30 members with all 30 students competing in at least one event at our virtual District Leadership Conference which is taking place throughout the week of February 16-22. State competitors will be announced

on February 22, and will also take place virtually in the month of March. Our community outreach has been dramatically affected by the precautions being taken for COVID, and our Retail Store Operations course was cancelled this year as the decision was made to close our student-led school store. Considering all of the chaos we have experienced this year, our program seems to be holding on with a great foundation of young students that will help us get back on track next year.

A trial year for a Savings and Investment Club is currently underway. There are eight students, but all are actively recruiting underclassmen to help make this an official club in the coming year at SCHS. The purpose has been to learn about investing, primarily through the stock market, and the plan is to start competing in national investing challenges for real prizes for the students and school. Meetings have been held once a week, and if successful, this club will potentially grow into its own course. The goals with this include daily market analysis, guest speakers, and many other opportunities for students to grow their financial literacy skills.

The Sedalia FIT program at SCHS has been on hiatus because of COVID this school year. However, students have sought out information regarding internships and we are optimistic we can continue internships next school year.

JAG (Jobs for America's Graduates) began the year with 31 students in class, and at the start of second semester 24 remain in the program. This year has been quite different for JAG without field trips and limited guest speakers, but much has been done using Zoom to connect students with career professionals and to help them learn about career opportunities. All JAG students were able to participate in the National Student Leadership Academy workshops & conference sessions since it was hosted virtually in December. Emma Graham placed in the Top 10 of the Financial Literacy competition. All students will also be participating in the Virtual State Career Development Conference on April 26. Students are preparing for competitive events as well that will be submitted virtually in advance. To conclude the year students are preparing to take the WorkKeys assessments with the opportunity to earn the National Career Readiness Certificate.

We continue to offer quality instruction in the areas of Business & Marketing, while also offering a variety of real-world, hands-on experience whenever possible. Not only will we strive to provide students with curriculum, technology, and work-based learning, we are confident that our career & technical student organization experiences prepare them for the situations they face after high school. By evaluating our programs regularly and collaborating with one another when appropriate, we believe that our programs will continue to grow and prosper in the coming years.

## Common Criteria and Quality Indicators for Secondary Career Education Programs Evaluation and Program Improvement Tool

The Office of College and Career Readiness has developed the *Common Criteria and Quality Indicators for Secondary Career Education Programs*.

The six common criteria are:

- Criteria 1 – Programs of Study
- Criteria 2 – Curriculum
- Criteria 3 – Instruction
- Criteria 4 – Assessment
- Criteria 5 – Career and Technical Student Organizations
- Criteria 6 – Program Management and Planning

These criteria, along with the supporting quality indicators, are designed to provide guidance and direction to local school districts in establishing, maintaining and evaluating quality career education programs.

There are three sections to this document:

1. Each Criteria and Quality Indicator has a rubric that can be used as a guide for determining where a program stands with regard to each criteria and quality indicator.

Level Descriptions				
Level 4 Exemplary	Level 3 Operational Level of Development and Implementation	Level 2 Limited Development or Partial Implementation	Level 1 Little or No Development and Implementation	

2. Appendix A lists suggested documentation for each of the quality indicators.
3. Appendix B is a sample program improvement template that can be used as a tool by local instructors after completing the rubric as a way of prioritizing improvement strategies.

For more information about the *Common Criteria and Quality Indicators for Secondary Career Education Programs*, contact the Missouri Department of Elementary and Secondary Education, Office of College and Career Readiness at 573-751-3500.

**Program Area Being Evaluated:**

- Agricultural Education
- Business Education
- Cooperative Education
- Family Consumer Sciences and Human Services
- Health Sciences: CIP Code \_\_\_\_\_  
See page 314 of the Core Data Manual for the specific program CIP Code
- Marketing Education
- Project Lead the Way (PLTW) Biomedical
- Project Lead the Way (PLTW) Computer Science
- Project Lead the Way (PLTW) Engineering
- Skilled Technical Sciences: CIP Code \_\_\_\_\_  
See page 329 of the Core Data Manual for the specific program CIP Code
- Technology and Engineering

Building Name: Smith-Cotton High School

**CRITERIA 1 – PROGRAMS OF STUDY**

The district has implemented programs of study for each department-approved career education program offered which sequences academics and career education content, leading students to attain a postsecondary degree, industry-recognized certificate or credential or entry into the workplace with a skill set conducive toward career advancement.

Quality Indicator 1 – Vertically aligned and incorporated secondary and postsecondary education elements.

	<input checked="" type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
	At least 90% of the program of study is aligned with current secondary and postsecondary technical content standards. The program of study includes a sequence of 3 or more credits and requires concentrators to take advanced CTE credit to supplement their career focus. The program of study creates a career pathway to prepare students for the transition to postsecondary education.	At least 75% of the program of study is aligned with current secondary and postsecondary technical content standards. The program of study includes a sequence of 3 or more credits. The program of study addresses employability skills that employers desire of employees.	At least 40% of the program of study is aligned with current secondary and postsecondary technical content standards. The program of study includes a sequence of 2 to 2.5 credits. There is no evidence the program of study addresses the employability skills that employers desire of employees.	The program of study is not aligned with current secondary and postsecondary technical content standards. The program of study includes less than 2 credits.
1-1				

Quality Indicator 2 – Horizontally aligned academic and career education content in a coordinated, non-duplicative progression of courses.

	<input checked="" type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
	The program of study is fully aligned with Missouri's learning standards for literacy, mathematics, and science.	At least 75% of the program of study is aligned with Missouri's learning standards for literacy, mathematics and science.	At least 40% of the program of study is aligned with Missouri's learning standards for literacy, mathematics and science.	The program is not aligned with Missouri's learning standards for literacy, mathematics and science.
2-1				

Quality Indicator 3 – Students and parents/guardians are informed of the opportunities available to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits related to the career education program.

	<input type="radio"/> Level 4	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
	The CTE program is supported by articulation agreements with multiple postsecondary institutions (instate and outstate); Articulation/dual enrollment agreements are reviewed annually. Students are participating in articulation/dual enrollment as indicated in their Individual Career and Academic Plan (ICAP).	The CTE program is supported by articulation agreements with postsecondary institutions within a region of the state. Articulation/dual enrollment agreements are reviewed every two to three years. Students and parents/guardians are made aware of articulation/dual enrollment opportunities.	The CTE program is supported by an articulation agreement with a technical or community college. No evidence is found that articulation/dual enrollment agreements are reviewed at least every three to four years. Students and parents/guardians are not made aware of articulation/dual enrollment opportunities.	No articulation agreement exists for the CTE program. No dual enrollment policy is in effect for the CTE program.
3-1				

Quality Indicator 4 – Leads to an industry-recognized certificate or credential at the secondary level, if applicable and/or leads to an industry-recognized certificate (IRC) or credential and/or dual credit at the postsecondary level.

	<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input checked="" type="radio"/> Level 1
	District provides funding for industry-recognized certification exam fees and all students are required to take the exam. Pass rates on industry-recognized certification exams exceed 90%.	Students are required to take an industry-recognized certification exam. 51 to 75% of students in program take a certification exam. Pass rates on certification exams are 76 to 90%.	The program offers one industry credential and encourages students to take the certification exam. 26 to 50% of students in program take a certification exam. Pass rates on certification exams are 60 to 75%.	Less than 25% of students in the program take a certification exam. Pass rates on certification exams are below 60%. OR The industry does not have a secondary certificate or credential available.
4-1				

### CRITERIA 2 – CURRICULUM

The career education program has a written curriculum for each course with a balance among classroom/laboratory instruction, leadership and personal learning.

Quality Indicator 1 – The written curriculum guide includes the required MSIP5 components (Instruction 1-5 MSIP5 Process Standard), Career and Technical Student Organization (CTSO) leadership content and is aligned with appropriate state and national academic and technical standards.

<p>The district has a rigorous, written career education curriculum for the program and/or course(s) that includes the required components and is aligned to the most recent version of Missouri's learning standards and applicable industry standards.</p> <p>Essential content and skills that all students should know and be able to do, including CTISO leadership content, has been identified.</p> <p>Adequate instructional time is available to implement the written curriculum.</p> <p>The written, taught and assessed curriculum is the same.</p>	<input checked="" type="radio"/> Level 4	<p>The district has a rigorous, written career education curriculum for the program and/or course(s) that includes the required components and is aligned to the most recent version of Missouri's learning standards and applicable industry standards.</p>	<input type="radio"/> Level 3	<p>The district has a rigorous, written career education curriculum for the program and/or course(s) that includes the required components and is aligned to the most recent version of Missouri's learning standards and applicable industry standards.</p>	<input type="radio"/> Level 2	<p>The district has a written curriculum for the program and/or course(s) that includes most of the required components and is aligned to the most recent version of Missouri's learning standards and applicable industry standards.</p> <p>Essential content has been identified.</p>	<input type="radio"/> Level 1	<p>The district does not have a written career education curriculum containing the required components and that is aligned to the most recent version of Missouri's learning standards and applicable industry standards.</p>	2.1
	<input type="radio"/> Level 3	<p>The district has a rigorous, written career education curriculum for the program and/or course(s) that includes the required components and is aligned to the most recent version of Missouri's learning standards and applicable industry standards.</p> <p>Essential content and skills that all students should know and be able to do, including CTISO leadership content, has been identified.</p> <p>Adequate instructional time is available to implement the written curriculum.</p>	<input type="radio"/> Level 2	<p>The district has a written curriculum for the program and/or course(s) that includes most of the required components and is aligned to the most recent version of Missouri's learning standards and applicable industry standards.</p>	<input type="radio"/> Level 1	<p>The district does not have a written career education curriculum containing the required components and that is aligned to the most recent version of Missouri's learning standards and applicable industry standards.</p>			

Quality Indicator 2 – The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs and instructional technology.

<p>Written procedures are in place and administrators ensure that the written curriculum is implemented and is a part of the district's program evaluation plan.</p> <p>The curriculum is reviewed annually and revised to reflect changes occurring in industry, student needs and instructional technology.</p> <p>The district's written curriculum development and revision processes include 7-14 vertical teams of instructional staff and administrators (including instructors of all student populations) who meet regularly to ensure articulation and vertical alignment.</p>	<input type="radio"/> Level 4	<p>Written procedures are in place and administrators ensure that the written curriculum is implemented and is a part of the district's program evaluation plan.</p>	<input checked="" type="radio"/> Level 3	<p>Written procedures are in place and administrators ensure that the written curriculum is implemented and is a part of the district's program evaluation plan.</p>	<input type="radio"/> Level 2	<p>Written procedures are in place and administrators ensure that some written curriculum is implemented and is a part of the district's program evaluation plan.</p> <p>The curriculum is reviewed annually but there is no consistency or assurance that revisions reflect changes in industry, student needs and instructional technology.</p>	<input type="radio"/> Level 1	<p>Written procedures may be in place, but procedures to ensure that the written curriculum is implemented and is a part of the district's program evaluation plan are not in place.</p> <p>The curriculum is not annually reviewed and revised to reflect changes occurring in industry, student needs and instructional technology.</p>	2.2
	<input type="radio"/> Level 3	<p>Written procedures are in place and administrators ensure that the written curriculum is implemented and is a part of the district's program evaluation plan.</p> <p>The curriculum is reviewed annually and revised to reflect changes occurring in industry, student needs and instructional technology.</p>	<input type="radio"/> Level 2	<p>Written procedures are in place and administrators ensure that some written curriculum is implemented and is a part of the district's program evaluation plan.</p>	<input type="radio"/> Level 1	<p>Written procedures may be in place, but procedures to ensure that the written curriculum is implemented and is a part of the district's program evaluation plan are not in place.</p>			

### CRITERIA 3 – INSTRUCTION

Written curriculum drives classroom instruction.

Quality Indicator 1 – Daily lesson plans and teaching calendars derived from the curriculum guide are used to direct the instructional process.

<p>A defined process exists to systematically design lesson plans and teaching calendars based on curriculum guides.</p>	<input type="radio"/> Level 4	<p>Daily lesson plans and teaching calendars are clearly based on curriculum guides.</p>	<input checked="" type="radio"/> Level 3	<p>Most daily lesson plans and teaching calendars are based on curriculum guides.</p>	<input type="radio"/> Level 2	<p>Daily lesson plans and teaching calendars are not derived from curriculum guides.</p>	<input type="radio"/> Level 1		3.1
	<input type="radio"/> Level 3	<p>Daily lesson plans and teaching calendars are clearly based on curriculum guides.</p>	<input type="radio"/> Level 2	<p>Most daily lesson plans and teaching calendars are based on curriculum guides.</p>	<input type="radio"/> Level 1	<p>Daily lesson plans and teaching calendars are not derived from curriculum guides.</p>			

Quality Indicator 2 – A variety of instructional methods and strategies are used to accommodate learning needs.

<p>Instructional methods and strategies are consistently varied in lesson plans to accommodate learning needs.</p>	<input checked="" type="radio"/> Level 4	<p>Instructional methods and strategies are varied in most lesson plans to accommodate the learning needs of the majority of students.</p>	<input type="radio"/> Level 3	<p>Instructional methods and strategies are being added to existing lesson plans to accommodate learning needs.</p>	<input type="radio"/> Level 2	<p>Instructional methods and strategies are selected to meet the needs of the instructor rather than students and are not varied to accommodate learning needs.</p>	<input type="radio"/> Level 1		3.2
	<input type="radio"/> Level 3	<p>Instructional methods and strategies are varied in most lesson plans to accommodate the learning needs of the majority of students.</p>	<input type="radio"/> Level 2	<p>Instructional methods and strategies are being added to existing lesson plans to accommodate learning needs.</p>	<input type="radio"/> Level 1	<p>Instructional methods and strategies are selected to meet the needs of the instructor rather than students and are not varied to accommodate learning needs.</p>			

**Quality Indicator 3 – Effective research-based classroom management techniques facilitate instruction.**

<input checked="" type="radio"/> Level 4	A variety of classroom management techniques are consistently used and regularly evaluated.	<input type="radio"/> Level 3	A variety of classroom management techniques are consistently used.	<input type="radio"/> Level 2	Classroom management techniques are incorporated in a majority of lessons.	<input type="radio"/> Level 1	Classroom management techniques are not consistently used to facilitate instruction.
--	---	-------------------------------	---	-------------------------------	--	-------------------------------	--

**Quality Indicator 4 – Program goals, measurable learner objectives, assessment methods and performance expectations are shared with students and parents/guardians prior to instruction.**

<input type="radio"/> Level 4	There is a process to systematically share information regarding objectives, assessment methods and performance expectations with students and parents/guardians prior to instruction.	<input type="radio"/> Level 3	Information regarding objectives, assessment methods and performance expectations is shared consistently with students and parents/guardians prior to instruction.	<input checked="" type="radio"/> Level 2	Information regarding objectives, assessment methods and performance expectations is shared only with students prior to instruction.	<input type="radio"/> Level 1	Information regarding objectives, assessment methods and performance expectations is not shared or shared inconsistently with students and parents/guardians prior to instruction.
-------------------------------	--	-------------------------------	--	--	--	-------------------------------	--

**Quality Indicator 5 – School, community and industry resources are effectively used to achieve curricular and program goals.**

<input type="radio"/> Level 4	There is a process to continually identify, utilize and evaluate school and community resources which can be used to effectively achieve curricular and program goals.	<input checked="" type="radio"/> Level 3	An increasing number of school and community resources are used to effectively achieve curricular and program goals.	<input type="radio"/> Level 2	Several school and/or community resources are regularly used to effectively achieve curricular and program goals.	<input type="radio"/> Level 1	School and/or community resources are occasionally used to effectively achieve curricular and program goals.
-------------------------------	--	--	--	-------------------------------	---	-------------------------------	--

**Quality Indicator 6 – Appropriate technology, equipment and instructional materials are utilized to support the curriculum and instructional process.**

<input checked="" type="radio"/> Level 4	The annual plan for program evaluation specifies a process to systematically budget, purchase, maintain, and evaluate the effectiveness of technology, equipment, and instructional materials for achieving curriculum and instructional goals. The program uses appropriate state of the art technology, equipment, and instructional materials based on industry standards in every course. Students' ability to understand and use technology, equipment, and instructional materials in the context of their occupational field is consistently assessed.	<input type="radio"/> Level 3	A variety of technology, equipment and instructional materials are available and utilized to support the curriculum and instructional process. The program uses appropriate technology, equipment and instructional materials in every course. Students' ability to understand and use technology, equipment and instructional materials in the context of their occupational field is assessed.	<input type="radio"/> Level 2	Limited technology, equipment and instructional materials are available to support the curriculum and instructional process. Technology, equipment and instructional materials are used in a limited way or are outdated. Students' ability to understand and use technology, equipment and instructional materials in the context of their occupational field is inconsistently assessed.	<input type="radio"/> Level 1	Technology, equipment and instructional materials are not available or are of poor quality to support the curriculum and instructional process. Students' ability to understand and use technology, equipment and instructional materials in the context of their occupational field is not assessed.
--	---	-------------------------------	--	-------------------------------	--	-------------------------------	---

**Quality Indicator 7 – Work-based learning supports program objectives, where appropriate.**

<input checked="" type="radio"/> Level 4	Work-based learning opportunities include registered apprenticeships, internships, cooperative work experiences, mentorships, job shadowing, and field trips. A formal internship training plan and the work-based learning opportunities are linked directly to school studies and learner outcomes. There is ongoing formal communication between the school and the business(es) providing the work-based learning to ensure quality experiences for students and employers. Students are required to complete school assignments related to the work-site activities, including maintaining daily logs of work-site activities, preparing weekly summaries, developing a portfolio, etc. A formal evaluation of the program and experience is completed by the student and employer.	<input type="radio"/> Level 3	Work-based learning opportunities include all from Level 4 with the exception of registered apprenticeships. There is a formal internship training plan for students and employers. The program actively solicits local businesses in the career area to provide work-based learning opportunities for students. A formal follow-up on work-based experience is done with employers and students. Students must evaluate and report on the experience.	<input type="radio"/> Level 2	Work-based learning opportunities include all from Level 4 with the exception of registered apprenticeships, internships and cooperative work experiences. The program does not actively solicit local businesses in the career area to provide work-based learning opportunities for students. Students may or may not have to evaluate or report on the experience. There is no evidence of a link between classroom assignments and work-based learning experiences.	<input type="radio"/> Level 1	No work-based learning opportunities are established.
--	--	-------------------------------	--	-------------------------------	---	-------------------------------	---

Quality Indicator 8 – Cooperative education is guided by DESE policies for credit and supervised employment for approved high school cooperative education programs.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input checked="" type="radio"/> Level 1
Cooperative education is available and meets 100% of the standards described in DESE policies.	Cooperative education is available and meets at least 85% of the standards described in DESE policies.	Cooperative education is available and meets at least 70% of the standards described in DESE policies.	Cooperative education is available but meets less than 70% of the standards described in DESE policies or is not available.

**CRITERIA 4 – ASSESSMENT**

A system is in place to measure student progress through appropriate assessments.

Quality Indicator 1 – Effective assessment practices are used to monitor student learning and adjust instruction.

<input type="radio"/> Level 4	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
Effective assessment practices are used to diagnose student progress, revise instructional strategies and shared with students.	Effective assessment practices are used to report mastery of student achievement and results are shared with students.	Effective assessment practices exist and are not consistently utilized but are shared with students.	Effective assessment practices are used to report mastery of student achievement but results are not shared with students.

Quality Indicator 2 – A learning management system exists for reporting student progress and classroom mastery of curriculum competencies.

<input type="radio"/> Level 4	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
The learning management system data is used systematically to diagnose student progress and classroom mastery of curriculum competencies to revise instructional strategies.	The learning management system is used to report mastery of student achievement and results are shared with students.	The learning management system is used to report mastery of student achievement but results are not shared with students.	The learning management system exists but is not consistently utilized.

Quality Indicator 3 – Technical skill attainment demonstrates knowledge and skill of the student and conveys proof of mastery to potential employers.

<input checked="" type="radio"/> Level 4	<input type="radio"/> Level 3	<input checked="" type="radio"/> Level 2	<input type="radio"/> Level 1
100% of student technical skill attainment scores are reported and reflect the quality standards described in DESE policies. District and/or high school provides funding for technical skill assessment/certification exam fees and all students are required to take the exam. Passing this technical skill assessment leads to state licensure or certification. Pass rates on technical skill assessments and/or certification exams exceed 90%.	100% of student technical skill assessment and/or industry certification exam scores are reported and reflect the quality standards described in DESE policies. Students are required to take a technical skill assessment/industry certification exam. Pass rates on technical skill assessments and/or certification exams are 75 to 89%.	50% of student technical skill assessment and/or industry certification exam scores are reported and reflect the quality standards described in DESE policies. Pass rates on technical skill assessments and/or certification exams are 63 to 75%.	Student technical skill attainment and/or industry certification exam scores are not reported or are reported at 65% but does not adhere to the quality standards described in DESE policies. The program does not pursue available industry credentialing. Pass rates on technical skill assessments and/or certification exams are below 63%.

**CRITERIA 5 – CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)**

The appropriate CTSO is affiliated with the state and national organization and is an intra-curricular element of the program.

Quality Indicator 1 – The CTSO program of work is aligned with the CTSO's goals and objectives and is developed annually by students and instructors.

<input checked="" type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
The annual program of work is planned by chapter officers, instructor(s) and committee chairs with input from chapter members; is aligned with all of the goals and objectives; and is approved and implemented by all of the chapter members.	The annual program of work is planned by chapter officers, instructor(s) and committee chairs; is aligned with the majority of the goals and objectives; and is implemented by most of the chapter members.	The annual program of work is planned by the chapter officers and instructor(s), aligned with a limited number of the goals and objectives and has limited implementation.	The annual program of work has not been developed or is developed by the instructor(s), but is not aligned with the goals and objectives and is not implemented.

Quality Indicator 2 – The CTSO program of work includes leadership skills, career competency, community service and school service.

The program of work includes all of the following: leadership skills, career competency, community service and school service.	<input checked="" type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
	The program of work includes three of the four listed in Level 4.	The program of work includes two of the four listed in Level 4.	An annual program of work has not been developed or includes only one of the four listed in Level 4.	
5.2				

Quality Indicator 3 – Curriculum goals and objectives are achieved through the integration of CTSO programs and activities.

CTSO programs and activities are consistently included as an integral part of the instructional program.	<input checked="" type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
	CTSO programs and activities are included as part of the instructional program.	A very limited number of CTSO programs and activities are included as an integral part of the instructional program.	CTSO programs and activities are non-existent or are related to the program/course but take place outside of the program/courses.	
5.3				

Quality Indicator 4 – All students enrolled have the opportunity to participate in CTSO activities.

100% of the students enrolled in the program participate in local or above activities annually.	<input type="radio"/> Level 4	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
	70 to 99% of the students enrolled in the program participate in local or above activities annually.	50 to 69% of the students enrolled in the program participate in local or above activities annually.	Less than 49% of the students enrolled in the program participate in local or above activities annually.	
5.4				

Quality Indicator 5 – The local CTSO chapter is recognized for meeting state and/or national organization standards.

The local CTSO chapter, advisor/adviser and/or members are recognized for participating in national organization programs and activities.	<input checked="" type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
	The local CTSO chapter, advisor/adviser and/or members are recognized for participating in state organization programs and activities.	The local CTSO chapter, advisor/adviser and/or members participate in programs and activities at the local level.	The local CTSO chapter is not recognized for meeting either state or national organization standards, but the advisor/adviser and/or members plan to participate in state/national organization programs and activities.	
5.5				

**CRITERIA 6 – PROGRAM MANAGEMENT AND PLANNING**

A system of data collection and evaluation provides the information necessary for program review and management for continuous improvement so that students are prepared for postsecondary success leading to quality employment opportunities.

Quality Indicator 1 – The program has a written statement of educational mission, goals and objectives which is developed with input from the program advisory committee that includes parents/guardians, students, administration, community/business/industry representatives with a relevant background.

The written statement includes an educational mission, goals and objectives and was developed with input from all four of the following: parents/guardians, students, administration and community/business/industry representatives.	<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input checked="" type="radio"/> Level 1
	The written statement includes an educational mission, goals and objectives and was developed with input from three of the sources listed in Level 4.	The written statement includes an educational mission, goals and objectives and was developed with input from at least one of the sources listed in Level 4.	The written statement does not include all three components or is non-existent.	
6.1				

Quality Indicator 2 – There is a written plan to annually evaluate the continuous improvement of the effectiveness of the program to include, but not limited to, technical skill attainment results, student, graduate and employer (if applicable) feedback; and trended data, as applicable.

The program's improvement plan is specifically included in and is a priority in the district's school improvement plan.  The annual improvement plan includes all of the following: measurable objectives, established performance measures for each measurable objective, an acceptable level of performance determined for each measure, an established procedure for gathering, analyzing and reporting data relevant to each measure of performance and an established procedure and timeline for reporting the outcomes and implementing corrective actions.	<input type="radio"/> Level 4	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
	The program's improvement plan is specifically included in the district's school improvement plan.	The program's improvement plan is generally included in the district's school improvement plan.	The program's improvement plan is not included in the district's school improvement plan.	
6.2				

Quality Indicator 3 – An annual program budget is collaboratively developed by the instructor(s) and administrator(s) to provide adequate funding for professional development, Career and Technical Student Organization activities, equipment, maintenance, supplies and materials.

<input type="radio"/> Level 4 A written annual program budget is collaboratively developed by the instructor(s) and administrator(s). It includes adequate funding for professional development, Career and Technical Student Organization, activities, equipment, maintenance, supplies and materials.	<input type="radio"/> Level 3 The written budget reflects collaborative development by the instructor(s) and administrator(s). Funding is insufficient for only one category from Level 4.	<input checked="" type="radio"/> Level 2 The written budget reflects some collaborative development by the instructor(s) and administrator(s). Funding is insufficient for two or more categories from Level 4.	<input type="radio"/> Level 1 No budget exists.	6.3
--	---	--	--	-----

Quality Indicator 4 – The qualified instructor participates in ongoing, high-quality, program specific professional development activities.

<input type="radio"/> Level 4 The instructor actively participates and takes a leadership role in ongoing, high-quality, program specific professional development activities and maintains professional certification and education in the appropriate discipline.	<input type="radio"/> Level 3 The instructor actively participates in ongoing, high-quality, program specific professional development activities or maintains professional certification and education in the appropriate discipline.	<input checked="" type="radio"/> Level 2 The instructor participates in a limited number of ongoing, high-quality, program specific professional development activities and has no additional industry certifications.	<input type="radio"/> Level 1 The instructor participates in little or no professional development activities and does not maintain professional certification and education the appropriate discipline.	6.4
--	---	---	---	-----

Quality Indicator 5 – Written agreements (dual enrollment, articulation, internships, affiliation agreements, etc.) are developed, implemented and updated regularly.

<input checked="" type="radio"/> Level 4 Written agreements for the program are developed, implemented and updated every three or fewer years. At least 50% of the program concentrators annually utilize dual enrollment, articulation, internships, etc.	<input type="radio"/> Level 3 Written agreements for the program are developed, implemented and updated five or fewer years. At least 25% of the program concentrators annually utilize dual enrollment, articulation, internships, etc.	<input type="radio"/> Level 2 Written agreements for the program of study are developed and implemented but not updated or reviewed. Less than 25% of the program concentrators annually utilize dual enrollment, articulation, internships, etc.	<input type="radio"/> Level 1 No written agreements for the program of study are developed, implemented and updated regularly.	6.5
---	---	--	---	-----

**APPENDIX A**

**Suggested Documentation/Evidence for each Criteria and Quality Indicator**

The purpose of the suggested documentation/evidence is to provide a guide as to the types of information that one might assemble to document the level at which a program is meeting each quality indicator.

**CRITERIA 1 – PROGRAMS OF STUDY**

The district has implemented programs of study for each department-approved career education program offered which sequences academics and career education content, leading students to attain a postsecondary degree, industry-recognized certificate or credential, or entry into the workplace with a skill set conducive toward career advancement.

**1.1 Quality Indicator 1 – Vertically aligned and incorporated secondary and postsecondary education elements.**

Suggested Documentation/Evidence:

1. Example of student's Individual Career and Academic Plan (ICAP) by career pathway
2. Sample postsecondary agreements/articulation/dual enrollment, etc.
3. See documentation for CTE Standard 2 Curriculum

**1.2 Quality Indicator 2 – Horizontally aligned academic and career education content in a coordinated, non-duplicative progression of courses.**

Suggested Documentation/Evidence:

1. See documentation for CTE Standard 2 Curriculum

**1.3 Quality Indicator 3 – Students and parents/guardians are informed of the opportunities available to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits related to the career education program.**

Suggested Documentation/Evidence:

1. Student and parent/guardian communication regarding articulation/dual enrollment agreements
2. See documentation for CTE Standard 2 Curriculum

**1.4 Quality Indicator 4 – Leads to an industry-recognized certificate or credential at the secondary level, if applicable and/or lead to an industry-recognized certificate (IRC) or credential and/or dual credit at the postsecondary level.**

Suggested documentation/evidence:

1. IRC data (student enrollment, program concentrators, number of students tested and number receiving certification or credential)

**CRITERIA 2 – CURRICULUM**

The career education program has a written curriculum for each course with a balance among classroom/laboratory instruction, leadership and personal learning.

**2.1 Quality Indicator 1 – The written curriculum guide includes the required MSIP5 components (Instruction 1-5 MSIP5 Process Standard), Career and Technical Student Organization (CTSO) leadership content and is aligned with appropriate state and national academic and technical standards.**

Suggested Documentation/Evidence:

1. Review of curriculum for the program indicates all required components are in place, the level of rigor for each measurable learning objective has been determined using DOK standards, essential content, skills, employability skills and CTSO leadership content are incorporated and easily identified

**2.2 Quality Indicator 2 – The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs and instructional technology.**

Suggested documentation/evidence:

1. Dates of review and review participants' titles/positions (superintendent, business teacher, curriculum coordinator, etc.)

### **CRITERIA 3 – INSTRUCTION**

Written curriculum drives classroom instruction.

---

- 3.1 Quality Indicator 1** – Daily/lesson plans and teaching calendars derived from the curriculum guide are used to direct the instructional process.  
Suggested Documentation/Evidence:  
1. Documentation of curriculum guides, lesson plans and teaching calendar including evidence of lesson content, objectives, standards met and assessments
- 3.2 Quality Indicator 2** – A variety of instructional methods and strategies are used to accommodate learning needs. Suggested Documentation/Evidence:  
1. Documentation of lesson plans indicating instructional strategies and learner accommodations  
2. Classroom observation reports
- 3.3 Quality Indicator 3** – Effective research-based classroom management techniques facilitate instruction.  
Suggested Documentation/Evidence:  
1. List of current classroom management strategies used for the program as measured through the instructor evaluation instrument  
2. Classroom observation reports
- 3.4 Quality Indicator 4** – Program goals, measurable learner objectives, assessment methods and performance expectations are defined and shared with students and parents/guardians prior to instruction.  
Suggested Documentation/Evidence:  
1. Student and parent/guardian communication
- 3.5 Quality Indicator 5** – School, community and industry resources are effectively used to achieve curricular and program goals.  
Suggested Documentation/Evidence:  
1. Stakeholder communication  
2. List of program goals. Indicate whether goals were met or not met  
3. List of school, community, industry resource partners
- 3.6 Quality Indicator 6** – Appropriate technology, equipment and instructional materials are utilized to support the curriculum and instructional process.  
Suggested Documentation/Evidence:  
1. A written annual plan of technology use  
2. Current inventory of technology, equipment and instructional materials  
3. Documentation of career-related technology usage
- 3.7 Quality Indicator 7** – Work-based learning supports program objectives, where appropriate.  
Suggested Documentation/Evidence:  
1. Documentation of work based learning policies, student learning expectations, student, school, and employer guidelines and expectations  
2. Documentation of registered apprenticeships, Internships, cooperative work experiences, mentorships, job shadowing and/or field trip agreements  
3. Work logs detailing student experiences

Resources:

- Policies for Credit and Supervised Employment for Approved High School Cooperative Career Education Programs:  
[https://dese.mo.gov/sites/default/files/bmit-bmit-policies-for-credit-supervised-employment-2013\\_0.pdf](https://dese.mo.gov/sites/default/files/bmit-bmit-policies-for-credit-supervised-employment-2013_0.pdf)
- Cooperative Career Education: Curriculum Framework: <https://dese.mo.gov/sites/default/files/bmit-cce-handbook.pdf>

- 3.8 **Quality Indicator 8 –** Cooperative education is guided by DESE policies for credit and supervised employment for approved high school cooperative education programs.  
Suggested Documentation/Evidence:
  - 1. Course and/or program enrollment numbers, including current number of concentrators

**CRITERIA 4 – ASSESSMENT**

A system is in place to measure student progress through appropriate assessments.

- 4.1 **Quality Indicator 1 –** Effective assessment practices are used to monitor student learning and adjust instruction (Instruction I-2 MSIPV Process Standards).  
Suggested Documentation/Evidence:
  - 1. Examples of formative and summative assessments
  - 2. List of methods used to improve student performance
  - 3. Communication of assessment results shared with students and parents/guardians
- 4.2 **Quality Indicator 2 –** A learning management system exists for reporting student progress and classroom mastery of curriculum competencies.  
Suggested Documentation/Evidence:
  - 1. Program competency profiles
- 4.3 **Quality Indicator 3 –** Technical skill attainment demonstrates knowledge and skill of the student and conveys proof of mastery to potential employers.  
Suggested Documentation/Evidence:
  - 1. Copy of TSA scores reported
  - 2. Copy of concentrators enrolled

**CRITERIA 5 – CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSO)**

The appropriate CTSO is affiliated with the state and national organization and is an intra-curricular element of the program.

- 5.1 **Quality Indicator 1 –** The CTSO program of work is aligned with the CTSO's goals and objectives and is developed annually by students and instructors.  
Suggested Documentation/Evidence:
  - 1. Program of work and minutes indicating how it was developed
- 5.2 **Quality Indicator 2 –** The CTSO program of work includes leadership skills, career competency, community service and school service.  
Suggested Documentation/Evidence:
  - 1. Program of work aligning activities with the demonstration of leadership skills, career competency, community service and school service
- 5.3 **Quality Indicator 3 –** Curriculum goals and objectives are achieved through the integration of CTSO programs and activities.  
Suggested Documentation/Evidence:
  - 1. Lesson plans demonstrating the use of CTSO programs/activities to support course content competencies
- 5.4 **Quality Indicator 4 –** All students enrolled have the opportunity to participate in CTSO activities.  
Suggested Documentation/Evidence:
  - 1. Log of CTSO activities and student participation

2. Complete CTSO MEMBERSHIP COMPARED TO PROGRAM ENROLLMENT table below

**CTSO MEMBERSHIP COMPARED TO PROGRAM ENROLLMENT**

Enter unduplicated enrollment for grades 9-12 for the current semester for the approved career education program (only for the program area in which this form evaluates).

Enter the current CTSO membership and calculate the percentage by dividing membership by enrollment for each program area.

PROGRAM AREA	UNDULPLICATED ENROLLMENT	CTSO	MEMBERSHIP	PERCENTAGE
Agriculture Education		FFA		
Business Education		FBLA	18	
*Family Consumer Sciences & Human Services		FCCLA		
*Occupational FCS and Human Services		FCCLA		
Health Sciences		HOSA or SkillsUSA		
Skilled Technical Sciences		SkillsUSA		
Marketing and Cooperative Education		DECA		
PLTW – Engineering		SkillsUSA or TSA		
PLTW – Biomedical		HOSA or SkillsUSA		
Technology Education		TSA		

\*For combined FCCLA chapters, separate occupational and comprehensive membership

5.5 **Quality Indicator 5** – The local CTSO chapter is recognized for meeting state and/or national organization standards.

- Suggested Documentation/Evidence:
1. List of regional, state and national recognitions

**CRITERIA 6 – PROGRAM MANAGEMENT AND PLANNING**

A system of data collection and evaluation provides the information necessary for program review and management for continuous improvement so that students are prepared for postsecondary success leading to quality employment opportunities.

6.1 **Quality Indicator 1** – The program has a written statement of educational mission, goals and objectives which is developed with input from the program advisory committee that will include parents/guardians, students, administration and community/business/industry representatives with a relevant background.

- Suggested Documentation/Evidence:
1. Copy of written statement of educational mission, goals and objectives
  2. Student/District handbook
  3. List of program advisory committee members, including their role on the committee
  4. Copy of the most recent advisory committee meeting minutes

6.2 **Quality Indicator 2** – There is a written plan to annually evaluate the continuous improvement of the effectiveness of the program to include, but not limited to, technical skill attainment results; students, graduate and employer (if applicable) feedback; and trended data, as applicable.

- Suggested Documentation/Evidence:
1. Copy of program's written evaluation plan
  2. Copy of district's school improvement plan which includes career education program improvements
  3. List of program improvements from the past three years
  4. Recommendations from third party accrediting bodies/regulatory agencies

**6.3 Quality Indicator 3 –** An annual program budget is collaboratively developed by the instructor(s) and administrator(s) to provide funding for professional development, Career and Technical Student Organization activities, equipment, maintenance, supplies and materials.

- Suggested Documentation/Evidence:
1. Copy of written annual program budget
  2. A description of how the budget was developed

**6.4 Quality Indicator 4 –** The qualified instructor participates in ongoing, high-quality, program specific professional development activities.

- Suggested Documentation/Evidence:
1. List of professional development activities that the instructor has participated in during the past three school years
  2. Copy of professional licensure/certification, as appropriate
  3. Copy of transcripts
  4. Professional development log

**6.5 Quality Indicator 5 –** Written agreements (dual enrollment, articulation, internships, etc.) are developed, implemented and updated regularly.

- Suggested documentation/evidence:
1. Provide the number of completers who participated in the available programs and courses in the last three years.

Common CTE Criteria and Quality Indicators Program Improvement Plan

Program: Date: Jan 5, 2021

Instructor: A. Hawey, B. Lorenzky, L. Janke, S. Brunkenhorst

Standard # Indicator #	Specific Issue to be Addressed	Action Item	Target Date for Completion	Check when complete
1.4	IRc availability		2 years	
3.4	objectives + expectations prior to inst.		2021-2022	
6.1	Mission statement + advisory Committee		2021	
6.3	Budgeting for updated equip + furniture		2 years	
6.4	limited budget for all staff quality trainings		2 years	

SIGNATURES

Instructor: A. Hawey B. Lorenzky L. Janke S. Brunkenhorst

Advisory Committee Chair: \_\_\_\_\_

School Administrator: [Signature]

**ASSESSMENT AND EVALUATION**  
**Sedalia #200 School District**

**PROGRAM:** Engineering and Technology Education- Project Lead the Way

**Project Lead the Way Courses:** Introduction to Engineering Design, Principles of Engineering, Digital Electronics, Aerospace Engineering, Engineering Development and Design, Civil Engineering and Architecture, AP Computer Science Principles, AP Computer Science A Java, Principles of Biomedical Science, and Human Body Systems

**Additional Program Courses:** Robotics, CNC Manufacturing & Machining

**ADMINISTRATION/BOARD REVIEW DATE:** February 22, 2021

**PROGRAM TEACHERS:** Anna Singer, Michael Wright, Rush Walters

**TOTAL OF STUDENTS:**

Course	Male	Female	Total
Introduction to Engineering Design	37	4	41
Principles of Engineering	16	0	16
Digital Electronics	10	0	10
Aerospace Engineering	7	0	7
Engineering Development & Design	N/A	N/A	N/A
Civil Engineering & Architecture	11	1	12
Robotics	5	2	7
CNC Manufacturing & Machining	12	0	12
Computer Science Essentials	N/A	N/A	N/A
Computer Science Principles	N/A	N/A	N/A
Computer Science A- Java	18	1	19
Principles of Biomedical Science	17	47	64
Human Body Systems	4	18	22
	<b>Total Students</b>		210

**Student Demographics Overview:**

- Student numbers dropped this year by fifty-eight students.

## **PROGRAM GOALS:**

1. Maintain and update curriculum and equipment to effectively instruct students so they are prepared for real-world situations.
2. Teachers will participate in professional development to improve their technology skills to ensure effective student instruction.
3. Provide relevant course curriculum to students that will prepare them for life skills after high school and entry-level job skills.
4. Provide dual credit opportunities for students.
5. Provide internship/job shadowing opportunities for students.
6. Provide extracurricular student organizations to further develop leadership and technical skills.

### *Summary of how goals were met:*

1. Teachers in the PLTW program maintain certification in their assigned courses and are provided with a wealth of resources for professional development throughout the PLTW network. Summer training opportunities and conferences are available and taken advantage of. Teachers also maintain active professional memberships with the MOACTE, ACTE and ITEEA. These professional organizations provide fall and summer training conferences that teach new technology skills, workplace changes relevant to students, and curriculum changes at DESE.
2. Current course curriculum includes hands-on activities that give students the opportunity to apply their technology, design, and engineering skills in relevant and practical situations. Feedback is generated from members in the community, previous students now in college, local colleges/universities, and local business leaders.
3. Students are provided with dual credit opportunities in the following courses: Introduction to Engineering Design, Principles of Engineering, and Digital Electronics. These dual credit courses are offered through UCM. Students are eligible to receive AP credit through AP Computer Science Principles and AP Computer Science A- Java. Students are also able to get dual credit for Principles of Biomedical Science and Human Body Systems through Missouri S & T.
4. Students are able to participate in internships and job shadowing opportunities through the FIT Program, Maxion Wheels, and Stanley Black & Decker. These opportunities were greatly reduced due to COVID restrictions.
5. Students have the choice of three different student organizations to participate in for extracurricular: HOSA, TSA, and Team SCREAM Robotics

*What significant changes were made to the program this year?*

1. HOSA has continued with a strong membership of approximately 50 members; 30 members are registered to participate in the 2021 Virtual State Leadership Conference. Chapter activities have included: 1-Interviewing Dr. Jared Engles about his career as an anesthesiologist. HOSA officers were the moderators and hosts for the talk show video conference format.  
2-Seeing an actual cadaver and learning about organs from Ray Vollmer with St. Louis University Cadaver Lab. Although it was via video conference, it was a rare opportunity that students really enjoyed.  
3-Developing a service project to create gift bags for all Sedalia 200 school nurses to show appreciation for their hard work & dedication.
2. PLTW's Computer Science A course was offered for the first time starting in the fall of 2019. This is an AP course that teaches students how to program using Java as the programming language. This year the course is at near capacity.
3. Team SCREAM has been able to meet throughout the season. Even though in person events were canceled, the team chose to develop its own game design challenge. The team was split up into four smaller teams and each team is building their own robot to compete against each other this spring. This has provided an added benefit of giving younger students much more hands-on experience in their first year on the team.

*What areas of improvement are needed?*

1. The PLTW program can better use the CCQI criteria as a metric of program effectiveness. We will begin developing a plan to increase our ratings in each area for next year.
2. The engineering department needs to develop creative ways to help females find an interest in STEM fields.

*Was the program effective?*

Considering the changes due to COVID, the PLTW program has been able to provide an effective means of instruction to students with minimal changes to the curriculum and experience. The Canvas platform has proved to be an excellent resource for students and staff to keep everyone up to date with course content.

The engineering and technology education program does an excellent job of providing students with real-world engineering and design experiences that will better prepare them to be college and career ready. The program has shown improvements in interest

and growth. With technology continually changing and improving it is vital that this program continues to do so as well. We feel that this program is effective and successful but there is room for improvement. We look forward to the challenges to make it a world-class educational opportunity for our students.

### Common Criteria and Quality Indicators for Secondary Career Education Programs Evaluation and Program Improvement Tool

The Office of College and Career Readiness has developed the *Common Criteria and Quality Indicators for Secondary Career Education Programs*.

The six common criteria are:

- Criteria 1 – Programs of Study
- Criteria 2 – Curriculum
- Criteria 3 – Instruction
- Criteria 4 – Assessment
- Criteria 5 – Career and Technical Student Organizations
- Criteria 6 – Program Management and Planning

These criteria, along with the supporting quality indicators, are designed to provide guidance and direction to local school districts in establishing, maintaining and evaluating quality career education programs.

There are three sections to this document:

1. Each Criteria and Quality Indicator has a rubric that can be used as a guide for determining where a program stands with regard to each criteria and quality indicator.
2. Appendix A lists suggested documentation for each of the quality indicators.
3. Appendix B is a sample program improvement template that can be used as a tool by local instructors after completing the rubric as a way of prioritizing improvement strategies.

Level Descriptions			
Level 4 Exemplary	Level 3 Operational Level of Development and Implementation	Level 2 Limited Development or Partial Implementation	Level 1 Little or No Development and Implementation

For more information about the *Common Criteria and Quality Indicators for Secondary Career Education Programs*, contact the Missouri Department of Elementary and Secondary Education, Office of College and Career Readiness at 573-751-3500.

#### Program Area Being Evaluated:

- Agricultural Education
- Business Education
- Cooperative Education
- Family Consumer Sciences and Human Services
- Health Sciences: CIP Code \_\_\_\_\_
- Marketing Education
- Project Lead the Way (PLTW) Biomedical
- Project Lead the Way (PLTW) Computer Science
- Project Lead the Way (PLTW) Engineering
- Skilled Technical Sciences: CIP Code \_\_\_\_\_
- Technology and Engineering

See page 314 of the Core Data Manual for the specific program CIP Code

See page 329 of the Core Data Manual for the specific program CIP Code

Building Name: Smith Cotton High School

**CRITERIA 1 – PROGRAMS OF STUDY**

The district has implemented programs of study for each department-approved career education program offered which sequences academics and career education content, leading students to attain a postsecondary degree, industry-recognized certificate or credential or entry into the workplace with a skill set conducive toward career advancement.

Quality Indicator 1 – Vertically aligned and incorporated secondary and postsecondary education elements.

<p><input type="radio"/> Level 4 At least 90% of the program of study is aligned with current secondary and postsecondary technical content standards. The program of study includes a sequence of 3 or more credits and requires concentrators to take advanced CTE credit to supplement their career focus. The program of study creates a career pathway to prepare students for the transition to postsecondary education.</p>	<p><input checked="" type="radio"/> Level 3 At least 75% of the program of study is aligned with current secondary and postsecondary technical content standards. The program of study includes a sequence of 3 or more credits. The program of study addresses employability skills that employers desire of employees.</p>	<p><input type="radio"/> Level 2 At least 40% of the program of study is aligned with current secondary and postsecondary technical content standards. The program of study includes a sequence of 2 to 2.5 credits. There is no evidence the program of study addresses employability skills that employers desire of employees.</p>	<p><input type="radio"/> Level 1 The program of study is not aligned with current secondary and postsecondary technical content standards. The program of study includes less than 2 credits.</p>	<p>1.1</p>
--	--	---	---	------------

Quality Indicator 2 – Horizontally aligned academic and career education content in a coordinated, non-duplicate progression of courses.

<p><input type="radio"/> Level 4 The program of study is fully aligned with Missouri's Learning Standards for literacy, mathematics, and science.</p>	<p><input checked="" type="radio"/> Level 3 At least 75% of the program of study is aligned with Missouri's Learning Standards for literacy, mathematics and science.</p>	<p><input type="radio"/> Level 2 At least 40% of the program of study is aligned with Missouri's learning standards for literacy, mathematics and science.</p>	<p><input type="radio"/> Level 1 The program is not aligned with Missouri's learning standards for literacy, mathematics and science.</p>	<p>1.2</p>
---	---	--	---	------------

Quality Indicator 3 – Students and parents/guardians are informed of the opportunities available to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits related to the career education program.

<p><input type="radio"/> Level 4 The CTE program is supported by articulation agreements with multiple postsecondary institutions (in-state and out-of-state). Articulation/dual enrollment agreements are reviewed annually.</p>	<p><input checked="" type="radio"/> Level 3 The CTE program is supported by articulation agreements with postsecondary institutions within a region of the state. Articulation/dual enrollment agreements are reviewed every two to three years. Students and parents/guardians are made aware of articulation/dual enrollment opportunities.</p>	<p><input type="radio"/> Level 2 The CTE program is supported by an articulation agreement with a technical or community college. No evidence is found that articulation/dual enrollment agreements are reviewed at least every three to four years. Students and parents/guardians are not made aware of articulation/dual enrollment opportunities.</p>	<p><input type="radio"/> Level 1 No articulation agreement exists for the CTE program. No dual enrollment policy is in effect for the CTE program.</p>	<p>1.3</p>
---	---	---	--	------------

Quality Indicator 4 – Leads to an industry-recognized certificate or credential at the secondary level, if applicable and/or leads to an industry-recognized certificate (RCC) or credential and/or dual credit at the postsecondary level.

<p><input type="radio"/> Level 4 District provides funding for industry-recognized certification exam fees and all students are required to take the exam. Pass rates on industry-recognized certification exams exceed 90%.</p>	<p><input checked="" type="radio"/> Level 3 Students are required to take an industry-recognized certification exam. 51 to 75% of students in program take a certification exam. Pass rates on certification exams are 76 to 90%.</p>	<p><input type="radio"/> Level 2 The program offers one industry credential and encourages students to take the certification exam. 26 to 50% of students in program take a certification exam. Pass rates on certification exams are 60 to 75%.</p>	<p><input type="radio"/> Level 1 Less than 25% of students in the program take a certification exam. Pass rates on certification exams are below 60%. OR The industry does not have a secondary certificate or credential available.</p>	<p>1.4</p>
--	---	--	--	------------

**CRITERIA 2 – CURRICULUM**

The career education program has a written curriculum for each course with a balance among classroom/laboratory instruction, leadership and personal learning.

Quality Indicator 1 – The written curriculum guide includes the required MSJSP components (Instruction 1-5 MSJSP Process Standard), Career and Technical Student Organization (CTSO) leadership content and is aligned with appropriate state and national academic and technical standards.

<p><input type="radio"/> Level 4</p> <p>The district has a rigorous, written career education curriculum for the program and/or course(s) that includes the required components and is aligned to the most recent version of Missouri's learning standards and applicable industry standards.</p> <p>Essential content and skills that all students should know and be able to do, including CTSO leadership content, has been identified.</p> <p>Adequate instructional time is available to implement the written curriculum.</p> <p>The written, taught and assessed curriculum is the same.</p>	<p><input type="radio"/> Level 3</p> <p>The district has a rigorous, written career education curriculum for the program and/or course(s) that includes the required components and is aligned to the most recent version of Missouri's learning standards and applicable industry standards.</p> <p>Essential content and skills that all students should know and be able to do, including CTSO leadership content, has been identified.</p> <p>Adequate instructional time is available to implement the written curriculum.</p>	<p><input checked="" type="radio"/> Level 2</p> <p>The district has a written curriculum for the program and/or course(s) that includes most of the required components and is aligned to the most recent version of Missouri's learning standards and applicable industry standards.</p> <p>Essential content has been identified.</p>	<p><input type="radio"/> Level 1</p> <p>The district does not have a written career education curriculum containing the required components and that is aligned to the most recent version of Missouri's learning standards and applicable industry standards.</p>
2.1			

Quality Indicator 2 – The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs and instructional technology.

<p><input type="radio"/> Level 4</p> <p>Written procedures are in place and administrators ensure that the written curriculum is implemented and is a part of the district's program evaluation plan.</p> <p>The curriculum is reviewed annually and revised to reflect changes occurring in industry, student needs and instructional technology.</p> <p>The district's written curriculum development and revision processes include 7-14 vertical teams of instructional staff and administrators (including instructors of all student populations) who meet regularly to ensure articulation and vertical alignment.</p>	<p><input type="radio"/> Level 3</p> <p>Written procedures are in place and administrators ensure that the written curriculum is implemented and is a part of the district's program evaluation plan.</p> <p>The curriculum is reviewed annually and revised to reflect changes occurring in industry, student needs and instructional technology.</p>	<p><input checked="" type="radio"/> Level 2</p> <p>Written procedures are in place and administrators ensure that the written curriculum is implemented and is a part of the district's program evaluation plan.</p> <p>The curriculum is reviewed annually but there is no consistency or assurance that revisions reflect changes in industry, student needs and instructional technology.</p>	<p><input type="radio"/> Level 1</p> <p>Written procedures may be in place, but procedures to ensure that the written curriculum is implemented and is a part of the district's program evaluation plan are not in place.</p> <p>The curriculum is not annually reviewed and revised to reflect changes occurring in industry, student needs and instructional technology.</p>
2.2			

**CRITERIA 3 – INSTRUCTION**

Written curriculum drives classroom instruction.

Quality Indicator 1 – Daily lesson plans and teaching calendars derived from the curriculum guide are used to direct the instructional process.

<p><input type="radio"/> Level 4</p> <p>A defined process exists to systematically design lesson plans and teaching calendars based on curriculum guides.</p>	<p><input checked="" type="radio"/> Level 3</p> <p>Daily lesson plans and teaching calendars are clearly based on curriculum guides.</p>	<p><input type="radio"/> Level 2</p> <p>Most daily lesson plans and teaching calendars are based on curriculum guides.</p>	<p><input type="radio"/> Level 1</p> <p>Daily lesson plans and teaching calendars are not derived from curriculum guides.</p>
3.1			
<p>Quality Indicator 2 – A variety of instructional methods and strategies are used to accommodate learning needs.</p>			
<p><input type="radio"/> Level 4</p> <p>Instructional methods and strategies are consistently varied in lesson plans to accommodate learning needs.</p>	<p><input type="radio"/> Level 3</p> <p>Instructional methods and strategies are varied in most lesson plans to accommodate the learning needs of the majority of students.</p>	<p><input checked="" type="radio"/> Level 2</p> <p>Instructional methods and strategies are being added to existing lesson plans to accommodate learning needs.</p>	<p><input type="radio"/> Level 1</p> <p>Instructional methods and strategies are selected to meet the needs of the instructor rather than students and are not varied to accommodate learning needs.</p>
3.2			

Quality Indicator 3 – Effective research-based classroom management techniques facilitate instruction.			
<input type="radio"/> Level 4 A variety of classroom management techniques are consistently used and regularly evaluated.	<input checked="" type="radio"/> Level 3 A variety of classroom management techniques are consistently used.	<input type="radio"/> Level 2 Classroom management techniques are incorporated in a majority of lessons.	<input type="radio"/> Level 1 Classroom management techniques are not consistently used to facilitate instruction.
3.3			

Quality Indicator 4 – Program goals, measurable learner objectives, assessment methods and performance expectations are shared with students and parents/guardians prior to instruction.			
<input type="radio"/> Level 4 There is a process to systematically share information regarding objectives, assessment methods and performance expectations with students and parents/guardians prior to instruction.	<input checked="" type="radio"/> Level 3 Information regarding objectives, assessment methods and performance expectations is shared consistently with students and parents/guardians prior to instruction.	<input type="radio"/> Level 2 Information regarding objectives, assessment methods and performance expectations is shared only with students prior to instruction.	<input type="radio"/> Level 1 Information regarding objectives, assessment methods and performance expectations is not shared or shared inconsistently with students and parents/guardians prior to instruction.
4			

Quality Indicator 5 – School, community and industry resources are effectively used to achieve curricular and program goals.			
<input type="radio"/> Level 4 There is a process to continually identify, utilize and evaluate school and community resources which can be used to effectively achieve curricular and program goals.	<input checked="" type="radio"/> Level 3 An increasing number of school and community resources are used to effectively achieve curricular and program goals.	<input type="radio"/> Level 2 Several school and/or community resources are regularly used to effectively achieve curricular and program goals.	<input type="radio"/> Level 1 School and/or community resources are occasionally used to effectively achieve curricular and program goals.
3.5			

Quality Indicator 6 – Appropriate technology, equipment and instructional materials are utilized to support the curriculum and instructional process.			
<input type="radio"/> Level 4 The annual plan for program evaluation specifies a process to systematically budget, purchase, maintain, and evaluate the effectiveness of technology, equipment, and instructional materials for achieving curriculum and instructional goals. The program uses appropriate state of the art technology, equipment, and instructional materials based on industry standards in every course.	<input checked="" type="radio"/> Level 3 A variety of technology, equipment and instructional materials are available and utilized to support the curriculum and instructional process. The program uses appropriate technology, equipment and instructional materials in every course.	<input type="radio"/> Level 2 Limited technology, equipment and instructional materials are available to support the curriculum and instructional process. Technology, equipment and instructional materials are used in a limited way or are outdated.	<input type="radio"/> Level 1 Technology, equipment and instructional materials are not available or are of poor quality to support the curriculum and instructional process.
<input type="radio"/> Level 4 Students' ability to understand and use technology, equipment, and instructional materials in the context of their occupational field is consistently assessed.	<input type="radio"/> Level 3 Students' ability to understand and use technology, equipment and instructional materials in the context of their occupational field is assessed.	<input type="radio"/> Level 2 Students' ability to understand and use technology, equipment and instructional materials in the context of their occupational field is inconsistently assessed.	<input type="radio"/> Level 1 Students' ability to understand and use technology, equipment and instructional materials in the context of their occupational field is not assessed.
6			

Quality Indicator 7 – Work-based learning supports program objectives, where appropriate.			
<input type="radio"/> Level 4 Work-based learning opportunities include registered apprenticeships, internships, cooperative work experiences, mentorships, job shadowing, and field trips. A formal internship training plan and the work-based learning opportunities are linked directly to school studies and learner outcomes. There is ongoing formal communication between the school and the business(es) providing the work-based learning to ensure quality experiences for students and employers. Students are required to complete school assignments related to the work-site activities, including maintaining daily logs of work-site activities, preparing weekly summaries, developing a portfolio, etc. A formal evaluation of the program and experience is completed by the student and employer.	<input checked="" type="radio"/> Level 3 Work-based learning opportunities include all from level 4 with the exception of registered apprenticeships. There is a formal internship training plan for students and employers. The program actively solicits local businesses in the career area to provide work-based learning opportunities for students. A formal follow-up on work-based experience is done with employers and students. Students must evaluate and report on the experience.	<input type="radio"/> Level 2 Work-based learning opportunities include all from level 4 with the exception of registered apprenticeships, internships and cooperative work experiences. The program does not actively solicit local businesses in the career area to provide work-based learning opportunities for students. Students may or may not have to evaluate or report on the experience. There is no evidence of a link between classroom assignments and work-based learning experiences.	<input type="radio"/> Level 1 No work-based learning opportunities are established.
3.7			

Quality Indicator 8 – Cooperative education is guided by DESE policies for credit and supervised employment for approved high school cooperative education programs.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input checked="" type="radio"/> Level 1
Cooperative education is available and meets 100% of the standards described in DESE policies.	Cooperative education is available and meets at least 85% of the standards described in DESE policies.	Cooperative education is available and meets at least 70% of the standards described in DESE policies.	Cooperative education is available but meets less than 70% of the standards described in DESE policies or is not available.
<b>3.8</b>			

**CRITERIA 4 – ASSESSMENT**

A system is in place to measure student progress through appropriate assessments.

Quality Indicator 1 – Effective assessment practices are used to monitor student learning and adjust instruction.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input checked="" type="radio"/> Level 2	<input type="radio"/> Level 1
Effective assessment practices are used to diagnose student progress, revise instructional strategies and shared with students.	Effective assessment practices are used to report mastery of student achievement and results are shared with students.	Effective assessment practices exist and are not consistently utilized but are shared with students.	Effective assessment practices are used to report mastery of student achievement but results are not shared with students.
<b>4.1</b>			

Quality Indicator 2 – A learning management system exists for reporting student progress and classroom mastery of curriculum competencies.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input checked="" type="radio"/> Level 2	<input type="radio"/> Level 1
The learning management system data is used systematically to diagnose student progress and classroom mastery of curriculum competencies to revise instructional strategies.	The learning management system is used to report mastery of student achievement and results are shared with students.	The learning management system is used to report mastery of student achievement but results are not shared with students.	The learning management system exists but is not consistently utilized.
<b>4.2</b>			

Quality Indicator 3 – Technical skill attainment demonstrates knowledge and skill of the student and conveys a proof of mastery to potential employers.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input checked="" type="radio"/> Level 1
100% of student technical skill attainment scores are reported and reflect the quality standards described in DESE policies. District and/or high school provides funding for technical skill assessment/certification exam fees and all students are required to take the exam. Passing this technical skill assessment leads to state licensure or certification. Pass rates on technical skill assessments and/or certification exams exceed 90%.	100% of student technical skill assessment and/or industry certification exam scores are reported and reflect the quality standards described in DESE policies. Students are required to take a technical skill assessment/industry certification exam. Pass rates on technical skill assessments and/or certification exams are 75 to 99%.	50% of student technical skill assessment and/or industry certification exam scores are reported and reflect the quality standards described in DESE policies. Pass rates on technical skill assessments and/or certification exams are 63 to 75%.	Student technical skill attainment and/or industry certification exam scores are not reported or are reported at 65% but does not adhere to the quality standards described in DESE policies. The program does not pursue available industry credentialing. Pass rates on technical skill assessments and/or certification exams are below 65%.
<b>4.3</b>			

**CRITERIA 5 – CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSO)**

The appropriate CTSO is affiliated with the state and national organization and is an intra-curricular element of the program.

Quality Indicator 1 – The CTSO program of work is aligned with the CTSO's goals and objectives and is developed annually by students and instructors.

<input type="radio"/> Level 4	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
The annual program of work is planned by chapter officers, instructor(s) and committee chairs with input from chapter members; is aligned with all of the goals and objectives and is approved and implemented by all of the chapter members.	The annual program of work is planned by chapter officers, instructor(s) and committee chairs; is aligned with the majority of the goals and objectives; and is implemented by most of the chapter members.	The annual program of work is planned by the chapter officers and instructor(s), aligned with a limited number of the goals and objectives and has limited implementation.	The annual program of work has not been developed or is developed by the instructor(s) but is not aligned with the goals and objectives and is not implemented.
<b>5.1</b>			

Quality Indicator 2 – The CTSO program of work includes leadership skills, career competency, community service and school service.		<input type="radio"/> Level 1	<input checked="" type="radio"/> Level 2	<input type="radio"/> Level 3	<input type="radio"/> Level 4
5	The program of work includes all of the following: leadership skills, career competency, community service and school service.	The program of work includes three of the four listed in Level 4.	The program of work includes two of the four listed in Level 4.	The program of work includes one of the four listed in Level 4.	An annual program of work has not been developed or includes only one of the four listed in Level 4.

Quality Indicator 3 – Curriculum goals and objectives are achieved through the integration of CTSD programs and activities.		<input type="radio"/> Level 1	<input checked="" type="radio"/> Level 2	<input type="radio"/> Level 3	<input type="radio"/> Level 4
6	CTSD programs and activities are consistently included as an integral part of the instructional program.	CTSD programs and activities are included as part of the instructional program.	A very limited number of CTSD programs and activities are included as an integral part of the instructional program.	CTSD programs and activities are non-existent or are related to the program/course but take place outside of the program/courses.	

Quality Indicator 4 – All students enrolled have the opportunity to participate in CTSD activities.		<input type="radio"/> Level 1	<input checked="" type="radio"/> Level 2	<input type="radio"/> Level 3	<input type="radio"/> Level 4
5	100% of the students enrolled in the program participate in local or above activities annually.	Less than 49% of the students enrolled in the program participate in local or above activities annually.	50 to 69% of the students enrolled in the program participate in local or above activities annually.	70 to 99% of the students enrolled in the program participate in local or above activities annually.	100% of the students enrolled in the program participate in local or above activities annually.

Quality Indicator 5 – The local CTSD chapter is recognized for meeting state and/or national organization standards.		<input type="radio"/> Level 1	<input checked="" type="radio"/> Level 2	<input type="radio"/> Level 3	<input type="radio"/> Level 4
5	The local CTSD chapter, advisor/adviser and/or members are recognized for participating in national organization programs and activities.	The local CTSD chapter is not recognized for meeting either state or national organization standards, but the advisor/adviser and/or members plan to participate in state/national organization programs and activities.	The local CTSD chapter, advisor/adviser and/or members participate in programs and activities at the local level.	The local CTSD chapter, advisor/adviser and/or members are recognized for participating in state organization programs and activities.	The local CTSD chapter, advisor/adviser and/or members are recognized for participating in national organization programs and activities.

**CRITERIA 6 – PROGRAM MANAGEMENT AND PLANNING**

A system of data collection and evaluation provides the information necessary for program review and management for continuous improvement so that students are prepared for postsecondary success leading to quality employment opportunities.

Quality Indicator 1 – The program has a written statement of educational mission, goals and objectives which is developed with input from the program advisory committee that includes parents/guardians, students, administration, community/business/industry representatives with a relevant background.		<input type="radio"/> Level 1	<input checked="" type="radio"/> Level 2	<input type="radio"/> Level 3	<input type="radio"/> Level 4
6	The written statement includes an educational mission, goals and objectives and was developed with input from all four of the following: parents/guardians, students, administration and community/business/industry representatives.	The written statement does not include all three components or is non-existent.	The written statement includes an educational mission, goals and objectives and was developed with input from at least one of the sources listed in Level 4.	The written statement includes an educational mission, goals and objectives and was developed with input from three of the sources listed in Level 4.	The written statement includes an educational mission, goals and objectives and was developed with input from all four of the following: parents/guardians, students, administration and community/business/industry representatives.

Quality Indicator 2 – There is a written plan to annually evaluate the continuous improvement of the effectiveness of the program to include, but not limited to, technical skill attainment results; student, graduate and employer (if applicable) feedback; and trended data, as applicable.		<input type="radio"/> Level 1	<input checked="" type="radio"/> Level 2	<input type="radio"/> Level 3	<input type="radio"/> Level 4
6	The program's improvement plan is specifically included in and is a priority in the district's school improvement plan.	The program's improvement plan is not included in the district's school improvement plan.	The program's improvement plan is generally included in the district's school improvement plan.	The program's improvement plan is specifically included in the district's school improvement plan.	The annual improvement plan includes all of the following: measurable objectives, established performance measures for each measurable objective, an acceptable level of performance determined for each measure, an established procedure for gathering, analyzing and reporting data relevant to each measure of performance and an established procedure and timeline for reporting the outcomes and implementing corrective actions.

Quality Indicator 3 – An annual program budget is collaboratively developed by the instructor(s) and administrator(s) to provide adequate funding for professional development, Career and Technical Student Organization activities, equipment, maintenance, supplies and materials.

<input checked="" type="radio"/> Level 4 A written annual program budget is collaboratively developed by the instructor(s) and administrator(s). It includes adequate funding for professional development, Career and Technical Student Organization, activities, equipment, maintenance, supplies and materials.	<input type="radio"/> Level 3 The written budget reflects collaborative development by the instructor(s) and administrator(s). Funding is insufficient for only one category from Level 4.	<input type="radio"/> Level 2 The written budget reflects some collaborative development by the instructor(s) and administrator(s). Funding is insufficient for two or more categories from Level 4.	<input type="radio"/> Level 1 No budget exists.	6.3
---	---	---	--	-----

Quality Indicator 4 – The qualified instructor participates in ongoing, high-quality, program specific professional development activities.

<input type="radio"/> Level 4 The instructor actively participates and takes a leadership role in ongoing, high-quality, program specific professional development activities and maintains professional certification and education in the appropriate discipline.	<input type="radio"/> Level 3 The instructor actively participates in ongoing, high-quality, program specific professional development activities or maintains professional certification and education in the appropriate discipline.	<input checked="" type="radio"/> Level 2 The instructor participates in a limited number of ongoing, high-quality, program specific professional development activities and has no additional industry certifications.	<input type="radio"/> Level 1 The instructor participates in little or no professional development activities and does not maintain professional certification and education the appropriate discipline.	6.4
--	---	---	---	-----

Quality Indicator 5 – Written agreements (dual enrollment, articulation, internships, affiliation agreements, etc.) are developed, implemented and updated regularly.

<input type="radio"/> Level 4 Written agreements for the program are developed, implemented and updated every three or fewer years. At least 50% of the program concentrators annually utilize dual enrollment, articulation, internships, etc.	<input checked="" type="radio"/> Level 3 Written agreements for the program are developed, implemented and updated five or fewer years. At least 25% of the program concentrators annually utilize dual enrollment, articulation, internships, etc.	<input type="radio"/> Level 2 Written agreements for the program of study are developed and implemented but not updated or reviewed. Less than 25% of the program concentrators annually utilize dual enrollment, articulation, internships, etc.	<input type="radio"/> Level 1 No written agreements for the program of study are developed, implemented and updated regularly.	6.5
--	--	--	---	-----

**APPENDIX A**

**Suggested Documentation/Evidence for each Criteria and Quality Indicator**

The purpose of the suggested documentation/evidence is to provide a guide as to the types of information that one might assemble to document the level at which a program is meeting each quality indicator.

**CRITERIA 1 – PROGRAMS OF STUDY**

The district has implemented programs of study for each department-approved career education program offered which sequences academics and career education content, leading students to attain a postsecondary degree, industry-recognized certificate or credential, or entry into the workplace with a skill set conducive toward career advancement.

**1.1**

**Quality Indicator 1 – Vertically aligned and incorporated secondary and postsecondary education elements.**

Suggested Documentation/Evidence:

1. Example of student's Individual Career and Academic Plan (ICAP) by career pathway
2. Sample postsecondary agreements/articulation/dual enrollment, etc.
3. See documentation for CTE Standard 2 Curriculum

**1.2**

**Quality Indicator 2 – Horizontally aligned academic and career education content in a coordinated, non-duplicative progression of courses.**

Suggested Documentation/Evidence:

1. See documentation for CTE Standard 2 Curriculum

**1.3**

**Quality Indicator 3 – Students and parents/guardians are informed of the opportunities available to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits related to the career education program.**

Suggested Documentation/Evidence:

1. Student and parent/guardian communication regarding articulation/dual enrollment agreements
2. See documentation for CTE Standard 2 Curriculum

**1.4**

**Quality Indicator 4 – Leads to an industry-recognized certificate or credential at the secondary level, if applicable and/or lead to an industry-recognized certificate (IRC) or credential and/or dual credit at the postsecondary level.**

Suggested documentation/evidence:

1. IRC data (student enrollment, program concentrators, number of students tested and number receiving certification or credential)

**CRITERIA 2 – CURRICULUM**

The career education program has a written curriculum for each course with a balance among classroom/laboratory instruction, leadership and personal learning.

**2.1**

**Quality Indicator 1 – The written curriculum guide includes the required MSIPs components (Instruction 1-5 MSIPs Process Standard), Career and Technical Student Organization (CTSO) leadership content and is aligned with appropriate state and national academic and technical standards.**

Suggested Documentation/Evidence:

1. Review of curriculum for the program indicates all required components are in place, the level of rigor for each measurable learning objective has been determined using DOK standards, essential content, skills, employability skills and CTSO leadership content are incorporated and easily identified

**2.2**

**Quality Indicator 2 – The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs and instructional technology.**

1. Dates of review and review participants' titles/positions (superintendent, business teacher, curriculum coordinator, etc.)

**CRITERIA 3 – INSTRUCTION**

Written curriculum drives classroom instruction.

**3.1 Quality Indicator 1 –** Daily lesson plans and teaching calendars derived from the curriculum guide are used to direct the instructional process.

Suggested Documentation/Evidence:

1. Documentation of curriculum guides, lesson plans and teaching calendar including evidence of lesson content, objectives, standards met and assessments

**3.2 Quality Indicator 2 –** A variety of instructional methods and strategies are used to accommodate learning needs. Suggested Documentation/Evidence:

1. Documentation of lesson plans indicating instructional strategies and learner accommodations
2. Classroom observation reports

**3.3 Quality Indicator 3 –** Effective research-based classroom management techniques facilitate instruction.

Suggested Documentation/Evidence:

1. List of current classroom management strategies used for the program as measured through the instructor evaluation instrument
2. Classroom observation reports

**3.4 Quality Indicator 4 –** Program goals, measurable learner objectives, assessment methods and performance expectations are defined and shared with students and parents/guardians prior to instruction.

Suggested Documentation/Evidence:

1. Student and parent/guardian communication

**3.5 Quality Indicator 5 –** School, community and industry resources are effectively used to achieve curricular and program goals.

Suggested Documentation/Evidence:

1. Stakeholder communication
2. List of program goals. Indicate whether goals were met or not met
3. List of school, community, industry/resource partners

**3.6 Quality Indicator 6 –** Appropriate technology, equipment and instructional materials are utilized to support the curriculum and instructional process.

Suggested Documentation/Evidence:

1. A written annual plan of technology use
2. Current inventory of technology, equipment and instructional materials
3. Documentation of career-related technology usage

**3.7 Quality Indicator 7 –** Work-based learning supports program objectives, where appropriate.

Suggested Documentation/Evidence:

1. Documentation of work based learning policies, student learning expectations, student, school, and employer guidelines and expectations
2. Documentation of registered apprenticeships, internships, cooperative work experiences, mentorships, job shadowing and/or field trip agreements
3. Work logs detailing student experiences

Resources:

- Policies for Credit and Supervised Employment for Approved High School Cooperative Career Education Programs: [https://dese.mo.gov/sites/default/files/bmlt-bmlt-policies-for-credit-supervised-employment-2013\\_0.pdf](https://dese.mo.gov/sites/default/files/bmlt-bmlt-policies-for-credit-supervised-employment-2013_0.pdf)
- Cooperative Career Education: Curriculum Framework: <https://dese.mo.gov/sites/default/files/bmlt-ccc-handbook.pdf>

- 3.8 Quality Indicator 8** – Cooperative education is guided by DESE policies for credit and supervised employment for approved high school cooperative education programs.  
Suggested Documentation/Evidence:
1. Course and/or program enrollment numbers, including current number of concentrators

**CRITERIA 4 – ASSESSMENT**

A system is in place to measure student progress through appropriate assessments.

- 4.1 Quality Indicator 1** – Effective assessment practices are used to monitor student learning and adjust instruction (Instruction I-2 MSIPV Process Standards).  
Suggested Documentation/Evidence:
1. Examples of formative and summative assessments
  2. List of methods used to improve student performance
  3. Communication of assessment results shared with students and parents/guardians
- 4.2 Quality Indicator 2** – A learning management system exists for reporting student progress and classroom mastery of curriculum competencies.  
Suggested Documentation/Evidence:
1. Program competency profiles

- 4.3 Quality Indicator 3** – Technical skill attainment demonstrates knowledge and skill of the student and conveys proof of mastery to potential employers.  
Suggested Documentation/Evidence:
1. Copy of TSA scores reported
  2. Copy of concentrators enrolled

**CRITERIA 5 – CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSO)**

The appropriate CTSO is affiliated with the state and national organization and is an intra-curricular element of the program.

- 5.1 Quality Indicator 1** – The CTSO program of work is aligned with the CTSO's goals and objectives and is developed annually by students and instructors.  
Suggested Documentation/Evidence:
1. Program of work and minutes indicating how it was developed
- 5.2 Quality Indicator 2** – The CTSO program of work includes leadership skills, career competency, community service and school service.  
Suggested Documentation/Evidence:
1. Program of work aligning activities with the demonstration of leadership skills, career competency, community service and school service
- 5.3 Quality Indicator 3** – Curriculum goals and objectives are achieved through the integration of CTSO programs and activities.  
Suggested Documentation/Evidence:
1. Lesson plans demonstrating the use of CTSO programs/activities to support course content competencies
- 5.4 Quality Indicator 4** – All students enrolled have the opportunity to participate in CTSO activities.  
Suggested Documentation/Evidence:
1. Log of CTSO activities and student participation

2. Complete CTISO MEMBERSHIP COMPARED TO PROGRAM ENROLLMENT table below

**CTISO MEMBERSHIP COMPARED TO PROGRAM ENROLLMENT**

Enter unduplicated enrollment for grades 9-12 for the current semester for the approved career education program (only for the program area in which this form evaluates);

Enter the current CTISO membership and calculate the percentage by dividing membership by enrollment for each program area.

PROGRAM AREA	UNDULICATED ENROLLMENT	CTISO	MEMBERSHIP	PERCENTAGE
Agriculture Education		FFA		
Business Education		FBLA		
*Family Consumer Sciences & Human Services		FCCLA		
*Occupational FCS and Human Services		FCCLA		
Health Sciences		HOSA or SkillsUSA		
Skilled Technical Sciences		SkillsUSA		
Marketing and Cooperative Education		DECA		
PLTW – Engineering		SkillsUSA or TSA		
PLTW – Biomedical	86	HOSA or SkillsUSA	30	35%
Technology Education		TSA		

\*For combined FCCLA chapters, separate occupational and comprehensive membership

5.5

**Quality Indicator 5** – The local CTISO chapter is recognized for meeting state and/or national organization standards.  
Suggested Documentation/Evidence:

1. List of regional, state and national recognitions

**CRITERIA 6 – PROGRAM MANAGEMENT AND PLANNING**

A system of data collection and evaluation provides the information necessary for program review and management for continuous improvement so that students are prepared for postsecondary success leading to quality employment opportunities.

6.1

**Quality Indicator 1** – The program has a written statement of educational mission, goals and objectives which is developed with input from the program advisory committee that will include parents/guardians, students, administration and community/business/industry representatives with a relevant background.  
Suggested Documentation/Evidence:

1. Copy of written statement of educational mission, goals and objectives
2. Student/District handbook
3. List of program advisory committee members, including their role on the committee
4. Copy of the most recent advisory committee meeting minutes

6.2

**Quality Indicator 2** – There is a written plan to annually evaluate the continuous improvement of the effectiveness of the program to include, but not limited to, technical skill attainment results; students, graduate and employer (if applicable) feedback; and trended data, as applicable.  
Suggested Documentation/Evidence:

1. Copy of program's written evaluation plan
2. Copy of district's school improvement plan which includes career education program improvements
3. List of program improvements from the past three years
4. Recommendations from third party accrediting bodies/regulatory agencies

**6.3 Quality Indicator 3 – An annual program budget is collaboratively developed by the instructor(s) and administrator(s) to provide funding for professional development, Career and Technical Student Organization activities, equipment, maintenance, supplies and materials.**

Suggested Documentation/Evidence:

1. Copy of written annual program budget
2. A description of how the budget was developed

**6.4 Quality Indicator 4 – The qualified instructor participates in ongoing, high-quality, program specific professional development activities.**

Suggested Documentation/Evidence:

1. List of professional development activities that the instructor has participated in during the past three school years
2. Copy of professional licensure/certification, as appropriate
3. Copy of transcripts
4. Professional development log

**6.5 Quality Indicator 5 – Written agreements (dual enrollment, articulation, internships, etc.) are developed, implemented and updated regularly.**

Suggested documentation/evidence:

1. Provide the number of completers who participated in the available programs and courses in the last three years.



## Common Criteria and Quality Indicators for Secondary Career Education Programs Evaluation and Program Improvement Tool

The Office of College and Career Readiness has developed the *Common Criteria and Quality Indicators for Secondary Career Education Programs*.

The six common criteria are:

- Criteria 1 – Programs of Study
- Criteria 2 – Curriculum
- Criteria 3 – Instruction
- Criteria 4 – Assessment
- Criteria 5 – Career and Technical Student Organizations
- Criteria 6 – Program Management and Planning

These criteria, along with the supporting quality indicators, are designed to provide guidance and direction to local school districts in establishing, maintaining and evaluating quality career education programs.

There are three sections to this document:

1. Each Criteria and Quality Indicator has a rubric that can be used as a guide for determining where a program stands with regard to each criteria and quality indicator.
2. Appendix A lists suggested documentation for each of the quality indicators.
3. Appendix B is a sample program improvement template that can be used as a tool by local instructors after completing the rubric as a way of prioritizing improvement strategies.

Level Descriptions			
Level 4 Exemplary	Level 3 Operational Level of Development and Implementation	Level 2 Limited Development or Partial Implementation	Level 1 Little or No Development and Implementation

For more information about the *Common Criteria and Quality Indicators for Secondary Career Education Programs*, contact the Missouri Department of Elementary and Secondary Education, Office of College and Career Readiness at 573-751-3500.

**Program Area Being Evaluated:**

- Agricultural Education
  - Business Education
  - Cooperative Education
  - Family Consumer Sciences and Human Services
  - Health Sciences: CIP Code \_\_\_\_\_
  - Marketing Education
  - Project Lead the Way (PLTW) Biomedical
  - Project Lead the Way (PLTW) Computer Science
  - Project Lead the Way (PLTW) Engineering
  - Skilled Technical Sciences: CIP Code \_\_\_\_\_
  - Technology and Engineering
- See page 329 of the Core Data Manual for the specific program CIP Code

**Building Name:** Smith-Cotton High School

**CRITERIA 1 – PROGRAMS OF STUDY**

The district has implemented programs of study for each department-approved career education program offered which sequences academics and career education content, leading students to attain a postsecondary degree, industry-recognized certificate or credential or entry into the workplace with a skill set conducive toward career advancement.

**Quality Indicator 1 – Vertically aligned and incorporated secondary and postsecondary education elements.**

<input type="radio"/> Level 4	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
At least 90% of the program of study is aligned with current secondary and postsecondary technical content standards.  The program of study includes a sequence of 3 or more credits and requires concentrators to take advanced CTE credit to supplement their career focus.  The program of study creates a career pathway to prepare students for the transition to postsecondary education.	At least 75% of the program of study is aligned with current secondary and postsecondary technical content standards.  The program of study includes a sequence of 3 or more credits.  The program of study addresses employability skills that employers desire of employees.	At least 40% of the program of study is aligned with current secondary and postsecondary technical content standards.  The program of study includes a sequence of 2 to 2.5 credits.  There is no evidence the program of study addresses the employability skills that employers desire of employees.	The program of study is not aligned with current secondary and postsecondary technical content standards.  The program of study includes less than 2 credits.

**Quality Indicator 2 – Horizontally aligned academic and career education content in a coordinated, non-duplicative progression of courses.**

<input type="radio"/> Level 4	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
The program of study is fully aligned with Missouri's learning standards for literacy, mathematics, and science.	At least 75% of the program of study is aligned with Missouri's learning standards for literacy, mathematics and science.	At least 40% of the program of study is aligned with Missouri's learning standards for literacy, mathematics and science.	The program is not aligned with Missouri's learning standards for literacy, mathematics and science.

**Quality Indicator 3 – Students and parents/guardians are informed of the opportunities available to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits related to the career education program.**

<input type="radio"/> Level 4	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
The CTE program is supported by articulation agreements with multiple postsecondary institutions (instate and outstate).  Articulation/dual enrollment agreements are reviewed annually.  Students are participating in articulation/dual enrollment as indicated in their Individual Career and Academic Plan (ICAP).	The CTE program is supported by articulation agreements with postsecondary institutions within a region of the state.  Articulation/dual enrollment agreements are reviewed every two to three years.  Students and parents/guardians are made aware of articulation/dual enrollment opportunities.	The CTE program is supported by an articulation agreement with a technical or community college.  No evidence is found that articulation/dual enrollment agreements are reviewed at least every three to four years.  Students and parents/guardians are not made aware of articulation/dual enrollment opportunities.	No articulation agreement exists for the CTE program.  No dual enrollment policy is in effect for the CTE program.

**Quality Indicator 4 – Leads to an industry-recognized certificate or credential at the secondary level, if applicable and/or leads to an industry-recognized certificate (IRC) or credential and/or dual credit at the postsecondary level.**

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input checked="" type="radio"/> Level 2	<input type="radio"/> Level 1
District provides funding for industry-recognized certification exam fees and all students are required to take the exam.  Pass rates on industry-recognized certification exams exceed 90%.	Students are required to take an industry-recognized certification exam.  51 to 75% of students in program take a certification exam.  Pass rates on certification exams are 76 to 90%.	The program offers one industry credential and encourages students to take the certification exam.  26 to 50% of students in program take a certification exam.  Pass rates on certification exams are 60 to 75%.	Less than 25% of students in the program take a certification exam.  Pass rates on certification exams are below 60%. <b>OR</b> The industry does not have a secondary certificate or credential available.

**CRITERIA 2 – CURRICULUM**

The career education program has a written curriculum for each course with a balance among classroom/laboratory instruction, leadership and personal learning.

Quality indicator 1 – The written curriculum guide includes the required MSIP5 components (Instruction 1-5 MSIP5 Process Standard), Career and Technical Student Organization (CTSO) leadership content and is aligned with appropriate state and national academic and technical standards.

<p><input type="radio"/> Level 4</p> <p>The district has a rigorous, written career education curriculum for the program and/or course(s) that includes the required components and is aligned to the most recent version of Missouri's learning standards and applicable industry standards.</p> <p>Essential content and skills that all students should know and be able to do, including CTSO leadership content, has been identified.</p> <p>Adequate instructional time is available to implement the written curriculum.</p> <p>The written, taught and assessed curriculum is the same.</p>	<p><input checked="" type="radio"/> Level 3</p> <p>The district has a rigorous, written career education curriculum for the program and/or course(s) that includes the required components and is aligned to the most recent version of Missouri's learning standards and applicable industry standards.</p> <p>Essential content and skills that all students should know and be able to do, including CTSO leadership content, has been identified.</p> <p>Adequate instructional time is available to implement the written curriculum.</p>	<p><input type="radio"/> Level 2</p> <p>The district has a written curriculum for the program and/or course(s) that includes most of the required components and is aligned to the most recent version of Missouri's learning standards and applicable industry standards.</p> <p>Essential content has been identified.</p>	<p><input type="radio"/> Level 1</p> <p>The district does not have a written career education curriculum containing the required components and that is aligned to the most recent version of Missouri's learning standards and applicable industry standards.</p>
---	--	--	--

Quality indicator 2 – The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs and instructional technology.

<p><input type="radio"/> Level 4</p> <p>Written procedures are in place and administrators ensure that the written curriculum is implemented and is a part of the district's program evaluation plan.</p> <p>The curriculum is reviewed annually and revised to reflect changes occurring in industry, student needs and instructional technology.</p> <p>The district's written curriculum development and revision processes include 7-14 vertical teams of instructional staff and administrators (including instructors of all student populations) who meet regularly to ensure articulation and vertical alignment.</p>	<p><input checked="" type="radio"/> Level 3</p> <p>Written procedures are in place and administrators ensure that the written curriculum is implemented and is a part of the district's program evaluation plan.</p> <p>The curriculum is reviewed annually and revised to reflect changes occurring in industry, student needs and instructional technology.</p>	<p><input type="radio"/> Level 2</p> <p>Written procedures are in place and administrators ensure that some written curriculum is implemented and is a part of the district's program evaluation plan.</p> <p>The curriculum is reviewed annually but there is no consistency or assurance that revisions reflect changes in industry, student needs and instructional technology.</p>	<p><input type="radio"/> Level 1</p> <p>Written procedures may be in place, but procedures to ensure that the written curriculum is implemented and is a part of the district's program evaluation plan are not in place.</p> <p>The curriculum is not annually reviewed and revised to reflect changes occurring in industry, student needs and instructional technology.</p>
---	---	--	--

**CRITERIA 3 – INSTRUCTION**

Written curriculum drives classroom instruction.

Quality indicator 1 – Daily lesson plans and teaching calendars derived from the curriculum guide are used to direct the instructional process.

<p><input type="radio"/> Level 4</p> <p>A defined process exists to systematically design lesson plans and teaching calendars based on curriculum guides.</p>	<p><input checked="" type="radio"/> Level 3</p> <p>Daily lesson plans and teaching calendars are clearly based on curriculum guides.</p>	<p><input type="radio"/> Level 2</p> <p>Most daily lesson plans and teaching calendars are based on curriculum guides.</p>	<p><input type="radio"/> Level 1</p> <p>Daily lesson plans and teaching calendars are not derived from curriculum guides.</p>
---	--	--	---

Quality indicator 2 – A variety of instructional methods and strategies are used to accommodate learning needs.

<p><input type="radio"/> Level 4</p> <p>Instructional methods and strategies are consistently varied in lesson plans to accommodate learning needs.</p>	<p><input checked="" type="radio"/> Level 3</p> <p>Instructional methods and strategies are varied in most lesson plans to accommodate the learning needs of the majority of students.</p>	<p><input type="radio"/> Level 2</p> <p>Instructional methods and strategies are being added to existing lesson plans to accommodate learning needs.</p>	<p><input type="radio"/> Level 1</p> <p>Instructional methods and strategies are selected to meet the needs of the instructor rather than students and are not varied to accommodate learning needs.</p>
---	--	--	--

**Quality Indicator 3 – Effective research-based classroom management techniques facilitate instruction.**

<input type="radio"/> Level 4	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
A variety of classroom management techniques are consistently used and regularly evaluated.	A variety of classroom management techniques are consistently used.	Classroom management techniques are incorporated in a majority of lessons.	Classroom management techniques are not consistently used to facilitate instruction.

**Quality Indicator 4 – Program goals, measurable learner objectives, assessment methods and performance expectations are shared with students and parents/guardians prior to instruction.**

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input checked="" type="radio"/> Level 2	<input type="radio"/> Level 1
There is a process to systematically share information regarding objectives, assessment methods and performance expectations with students and parents/guardians prior to instruction.	Information regarding objectives, assessment methods and performance expectations is shared consistently with students and parents/guardians prior to instruction.	Information regarding objectives, assessment methods and performance expectations is shared only with students prior to instruction.	Information regarding objectives, assessment methods and performance expectations is not shared or shared inconsistently with students and parents/guardians prior to instruction.

**Quality Indicator 5 – School, community and industry resources are effectively used to achieve curricular and program goals.**

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input checked="" type="radio"/> Level 2	<input type="radio"/> Level 1
There is a process to continually identify, utilize and evaluate school and community resources which can be used to effectively achieve curricular and program goals.	An increasing number of school and community resources are used to effectively achieve curricular and program goals.	Several school and/or community resources are regularly used to effectively achieve curricular and program goals.	School and/or community resources are occasionally used to effectively achieve curricular and program goals.

**Quality Indicator 6 – Appropriate technology, equipment and instructional materials are utilized to support the curriculum and instructional process.**

<input type="radio"/> Level 4	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
The annual plan for program evaluation specifies a process to systematically budget, purchase, maintain, and evaluate the effectiveness of technology, equipment, and instructional materials for achieving curricular and instructional goals.	A variety of technology, equipment and instructional materials are available and utilized to support the curriculum and instructional process.	Limited technology, equipment and instructional materials are available to support the curriculum and instructional process.	Technology, equipment and instructional materials are not available or are of poor quality to support the curriculum and instructional process.
The program uses appropriate state of the art technology, equipment, and instructional materials based on industry standards in every course.	The program uses appropriate technology, equipment and instructional materials in every course.	Technology, equipment and instructional materials are used in a limited way or are outdated.	Students' ability to understand and use technology, equipment and instructional materials in the context of their occupational field is not assessed.
Students' ability to understand and use technology, equipment, and instructional materials in the context of their occupational field is consistently assessed.	Students' ability to understand and use technology, equipment and instructional materials in the context of their occupational field is assessed.	Students' ability to understand and use technology, equipment and instructional materials in the context of their occupational field is inconsistently assessed.	Students' ability to understand and use technology, equipment and instructional materials in the context of their occupational field is not assessed.

**Quality Indicator 7 – Work-based learning supports program objectives, where appropriate.**

<input type="radio"/> Level 4	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
Work-based learning opportunities include registered apprenticeships, internships, cooperative work experiences, mentorships, job shadowing, and field trips.	Work-based learning opportunities include all from Level 4 with the exception of registered apprenticeships.	Work-based learning opportunities include all from Level 4 with the exception of registered apprenticeships, internships and cooperative work experiences.	No work-based learning opportunities are established.
A formal internship training plan and the work-based learning opportunities are linked directly to school studies and learner outcomes.	There is a formal internship training plan for students and employers.	The program does not actively solicit local businesses in the career area to provide work-based learning opportunities for students.	
There is ongoing formal communication between the school and the business(es) providing the work-based learning to ensure quality experiences for students and employers.	The program actively solicits local businesses in the career area to provide work-based learning opportunities for students.	Students may or may not have to evaluate or report on the experience.	
Students are required to complete school assignments related to the work-site activities, including maintaining daily logs of work-site activities, preparing weekly summaries, developing a portfolio, etc.	A formal follow-up on work-based experience is done with employers and students.	There is no evidence of a link between classroom assignments and work-based learning experiences.	
A formal evaluation of the program and experience is completed by the student and employer.	Students must evaluate and report on the experience.		

**Quality Indicator 8 – Cooperative education is guided by DESE policies for credit and supervised employment for approved high school cooperative education programs.**

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input checked="" type="radio"/> Level 1
Cooperative education is available and meets 100% of the standards described in DESE policies.	Cooperative education is available and meets at least 85% of the standards described in DESE policies.	Cooperative education is available and meets at least 70% of the standards described in DESE policies.	Cooperative education is available but meets less than 70% of the standards described in DESE policies or is not available.

**CRITERIA 4 – ASSESSMENT**

A system is in place to measure student progress through appropriate assessments.

**Quality Indicator 1 – Effective assessment practices are used to monitor student learning and adjust instruction.**

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input checked="" type="radio"/> Level 2	<input type="radio"/> Level 1
Effective assessment practices are used to diagnose student progress, revise instructional strategies and shared with students.	Effective assessment practices are used to report mastery of student achievement and results are shared with students.	Effective assessment practices exist and are not consistently utilized but are shared with students.	Effective assessment practices are used to report mastery of student achievement but results are not shared with students.

**Quality Indicator 2 – A learning management system exists for reporting student progress and classroom mastery of curriculum competencies.**

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input checked="" type="radio"/> Level 2	<input type="radio"/> Level 1
The learning management system data is used systematically to diagnose student progress and classroom mastery of curriculum competencies to revise instructional strategies.	The learning management system is used to report mastery of student achievement and results are shared with students.	The learning management system is used to report mastery of student achievement but results are not shared with students.	The learning management system exists but is not consistently utilized.

**Quality Indicator 3 – Technical skill attainment demonstrates knowledge and skill of the student and conveys proof of mastery to potential employers.**

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input checked="" type="radio"/> Level 2	<input type="radio"/> Level 1
100% of student technical skill attainment scores are reported and reflect the quality standards described in DESE policies.  District and/or high school provides funding for technical skill assessment/certification exam fees and all students are required to take the exam.  Passing this technical skill assessment leads to state licensure or certification.  Pass rates on technical skill assessments and/or certification exams exceed 90%.	100% of student technical skill assessment and/or industry certification exam scores are reported and reflect the quality standards described in DESE policies.  Students are required to take a technical skill assessment/industry certification exam.  Pass rates on technical skill assessments and/or certification exams are 75 to 89%.	50% of student technical skill assessment and/or industry certification exam scores are reported and reflect the quality standards described in DESE policies.  Pass rates on technical skill assessments and/or certification exams are 63 to 75%.	Student technical skill attainment and/or industry certification exam scores are not reported or are reported at 65% but does not adhere to the quality standards described in DESE policies.  The program does not pursue available industry credentialing.  Pass rates on technical skill assessments and/or certification exams are below 63%.

**CRITERIA 5 – CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)**

The appropriate CTSO is affiliated with the state and national organization and is an intra-curricular element of the program.

**Quality Indicator 1 – The CTSO program of work is aligned with the CTSO's goals and objectives and is developed annually by students and instructors.**

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input checked="" type="radio"/> Level 2	<input type="radio"/> Level 1
The annual program of work is planned by chapter officers, instructor(s) and committee chairs with input from chapter members; is aligned with all of the goals and objectives; and is approved and implemented by all of the chapter members.	The annual program of work is planned by chapter officers, instructor(s) and committee chairs; is aligned with the majority of the goals and objectives; and is implemented by most of the chapter members.	The annual program of work is planned by the chapter officers and instructor(s), aligned with a limited number of the goals and objectives and has limited implementation.	The annual program of work has not been developed or is developed by the instructor(s), but is not aligned with the goals and objectives and is not implemented.

**Quality Indicator 2 – The CTSO program of work includes leadership skills, career competency, community service and school service.**

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input checked="" type="radio"/> Level 2	<input type="radio"/> Level 1
The program of work includes all of the following: leadership skills, career competency, community service and school service.	The program of work includes three of the four listed in Level 4.	The program of work includes two of the four listed in Level 4.	An annual program of work has not been developed or includes only one of the four listed in Level 4.

**Quality Indicator 3 – Curriculum goals and objectives are achieved through the integration of CTSO programs and activities.**

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input checked="" type="radio"/> Level 2	<input type="radio"/> Level 1
CTSO programs and activities are consistently included as an integral part of the instructional program.	CTSO programs and activities are included as part of the instructional program.	A very limited number of CTSO programs and activities are included as an integral part of the instructional program.	CTSO programs and activities are non-existent or are related to the program/course but take place outside of the program/courses.

**Quality Indicator 4 – All students enrolled have the opportunity to participate in CTSO activities.**

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input checked="" type="radio"/> Level 2	<input type="radio"/> Level 1
100% of the students enrolled in the program participate in local or above activities annually.	70 to 99% of the students enrolled in the program participate in local or above activities annually.	50 to 69% of the students enrolled in the program participate in local or above activities annually.	Less than 49% of the students enrolled in the program participate in local or above activities annually.

**Quality Indicator 5 – The local CTSO chapter is recognized for meeting state and/or national organization standards.**

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input checked="" type="radio"/> Level 2	<input type="radio"/> Level 1
The local CTSO chapter, advisor/adviser and/or members are recognized for participating in national organization programs and activities.	The local CTSO chapter, advisor/adviser and/or members are recognized for participating in state organization programs and activities.	The local CTSO chapter, advisor/adviser and/or members participate in programs and activities at the local level.	The local CTSO chapter is not recognized for meeting either state or national organization standards, but the advisor/adviser and/or members plan to participate in state/national organization programs and activities.

**CRITERIA 6 – PROGRAM MANAGEMENT AND PLANNING**

A system of data collection and evaluation provides the information necessary for program review and management for continuous improvement so that students are prepared for postsecondary success leading to quality employment opportunities.

**Quality Indicator 1 – The program has a written statement of educational mission, goals and objectives which is developed with input from the program advisory committee that includes parents/guardians, students, administration, community/business/industry representatives with a relevant background.**

<input type="radio"/> Level 4	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
The written statement includes an educational mission, goals and objectives and was developed with input from all four of the following: parents/guardians, students, administration and community/business/industry representatives.	The written statement includes an educational mission, goals and objectives and was developed with input from three of the sources listed in Level 4.	The written statement includes an educational mission, goals and objectives and was developed with input from at least one of the sources listed in Level 4.	The written statement does not include all three components or is non-existent.

**Quality Indicator 2 – There is a written plan to annually evaluate the continuous improvement of the effectiveness of the program to include, but not limited to, technical skill attainment results; student, graduate and employer (if applicable) feedback; and trended data, as applicable.**

<input type="radio"/> Level 4	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
The program's improvement plan is specifically included in and is a priority in the district's school improvement plan. The annual improvement plan includes all of the following: measurable objectives, established performance measures for each measurable objective, an acceptable level of performance determined for each measure, an established procedure for gathering, analyzing and reporting data relevant to each measure of performance and an established procedure and timeline for reporting the outcomes and implementing corrective actions.	The program's improvement plan is specifically included in the district's school improvement plan. The annual improvement plan includes four of the five components from Level 4.	The program's improvement plan is generally included in the district's school improvement plan. The annual improvement plan includes three of the five components from Level 4.	The program's improvement plan is not included in the district's school improvement plan.

**Quality Indicator 3 – An annual program budget is collaboratively developed by the instructor(s) and administrator(s) to provide adequate funding for professional development, Career and Technical Student Organization activities, equipment, maintenance, supplies and materials.**

<p><input checked="" type="radio"/> <b>Level 4</b></p> <p>A written annual program budget is collaboratively developed by the instructor(s) and administrator(s). It includes adequate funding for professional development, Career and Technical Student Organization, activities, equipment, maintenance, supplies and materials.</p>	<p><input type="radio"/> <b>Level 3</b></p> <p>The written budget reflects collaborative development by the instructor(s) and administrator(s). Funding is insufficient for only one category from Level 4.</p>	<p><input type="radio"/> <b>Level 2</b></p> <p>The written budget reflects some collaborative development by the instructor(s) and administrator(s). Funding is insufficient for two or more categories from Level 4.</p>	<p><input type="radio"/> <b>Level 1</b></p> <p>No budget exists.</p>	<p>39</p>
---	---	---	--	-----------

**Quality Indicator 4 – The qualified instructor participates in ongoing, high-quality, program specific professional development activities.**

<p><input type="radio"/> <b>Level 4</b></p> <p>The instructor actively participates and takes a leadership role in ongoing, high-quality, program specific professional development activities and maintains professional certification and education in the appropriate discipline.</p>	<p><input checked="" type="radio"/> <b>Level 3</b></p> <p>The instructor actively participates in ongoing, high-quality, program specific professional development activities or maintains professional certification and education in the appropriate discipline.</p>	<p><input type="radio"/> <b>Level 2</b></p> <p>The instructor participates in a limited number of ongoing, high-quality, program specific professional development activities and has no additional industry certifications.</p>	<p><input type="radio"/> <b>Level 1</b></p> <p>The instructor participates in little or no professional development activities and does not maintain professional certification and education in the appropriate discipline.</p>	<p>49</p>
--	--	--	--	-----------

**Quality Indicator 5 – Written agreements (dual enrollment, articulation, internships, affiliation agreements, etc.) are developed, implemented and updated regularly.**

<p><input type="radio"/> <b>Level 4</b></p> <p>Written agreements for the program are developed, implemented and updated every three or fewer years.</p> <p>At least 50% of the program concentrators annually utilize dual enrollment, articulation, internships, etc.</p>	<p><input type="radio"/> <b>Level 3</b></p> <p>Written agreements for the program are developed, implemented and updated five or fewer years.</p> <p>At least 25% of the program concentrators annually utilize dual enrollment, articulation, internships, etc.</p>	<p><input checked="" type="radio"/> <b>Level 2</b></p> <p>Written agreements for the program of study are developed and implemented but not updated or reviewed.</p> <p>Less than 25% of the program concentrators annually utilize dual enrollment, articulation, internships, etc.</p>	<p><input type="radio"/> <b>Level 1</b></p> <p>No written agreements for the program of study are developed, implemented and updated regularly.</p>	<p>59</p>
---	--	--	---	-----------

## APPENDIX A

### Suggested Documentation/Evidence for each Criteria and Quality Indicator

The purpose of the suggested documentation/evidence is to provide a guide as to the types of information that one might assemble to document the level at which a program is meeting each quality indicator.

---

#### CRITERIA 1 – PROGRAMS OF STUDY

The district has implemented programs of study for each department-approved career education program offered which sequences academics and career education content, leading students to attain a postsecondary degree, industry-recognized certificate or credential, or entry into the workplace with a skill set conducive toward career advancement.

##### 1.1 Quality Indicator 1 – Vertically aligned and incorporated secondary and postsecondary education elements.

Suggested Documentation/Evidence:

1. Example of student's Individual Career and Academic Plan (ICAP) by career pathway
2. Sample postsecondary agreements/articulation/dual enrollment, etc.
3. See documentation for CTE Standard 2 Curriculum

##### 1.2 Quality Indicator 2 – Horizontally aligned academic and career education content in a coordinated, non-duplicative progression of courses.

Suggested Documentation/Evidence:

1. See documentation for CTE Standard 2 Curriculum

##### 1.3 Quality Indicator 3 – Students and parents/guardians are informed of the opportunities available to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits related to the career education program.

Suggested Documentation/Evidence:

1. Student and parent/guardian communication regarding articulation/dual enrollment agreements
2. See documentation for CTE Standard 2 Curriculum

##### 1.4 Quality Indicator 4 – Leads to an industry-recognized certificate or credential at the secondary level, if applicable and/or lead to an industry-recognized certificate (IRC) or credential and/or dual credit at the postsecondary level.

Suggested documentation/evidence:

1. IRC data (student enrollment, program concentrators, number of students tested and number receiving certification or credential)

---

#### CRITERIA 2 – CURRICULUM

The career education program has a written curriculum for each course with a balance among classroom/laboratory instruction, leadership and personal learning.

##### 2.1 Quality Indicator 1 – The written curriculum guide includes the required MSIP5 components (Instruction 1-5 MSIP5 Process Standard), Career and Technical Student Organization (CTSO) leadership content and is aligned with appropriate state and national academic and technical standards.

Suggested Documentation/Evidence:

1. Review of curriculum for the program indicates all required components are in place, the level of rigor for each measurable learning objective has been determined using DOK standards, essential content, skills, employability skills and CTSO leadership content are incorporated and easily identified

##### 2.2 Quality Indicator 2 – The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs and instructional technology.

Suggested documentation/evidence:

1. Dates of review and review participants' titles/positions (superintendent, business teacher, curriculum coordinator, etc.)

### **CRITERIA 3 – INSTRUCTION**

Written curriculum drives classroom instruction.

- 3.1 Quality Indicator 1** – Daily lesson plans and teaching calendars derived from the curriculum guide are used to direct the instructional process.  
Suggested Documentation/Evidence:
1. Documentation of curriculum guides, lesson plans and teaching calendar including evidence of lesson content, objectives, standards met and assessments
- 3.2 Quality Indicator 2** – A variety of instructional methods and strategies are used to accommodate learning needs. Suggested Documentation/Evidence:
1. Documentation of lesson plans indicating instructional strategies and learner accommodations
  2. Classroom observation reports
- 3.3 Quality Indicator 3** – Effective research-based classroom management techniques facilitate instruction.  
Suggested Documentation/Evidence:
1. List of current classroom management strategies used for the program as measured through the instructor evaluation instrument
  2. Classroom observation reports
- 3.4 Quality Indicator 4** – Program goals, measurable learner objectives, assessment methods and performance expectations are defined and shared with students and parents/guardians prior to instruction.  
Suggested Documentation/Evidence:
1. Student and parent/guardian communication
- 3.5 Quality Indicator 5** – School, community and industry resources are effectively used to achieve curricular and program goals.  
Suggested Documentation/Evidence:
1. Stakeholder communication
  2. List of program goals. Indicate whether goals were met or not met
  3. List of school, community, industry resource partners
- 3.6 Quality Indicator 6** – Appropriate technology, equipment and instructional materials are utilized to support the curriculum and instructional process.  
Suggested Documentation/Evidence:
1. A written annual plan of technology use
  2. Current inventory of technology, equipment and instructional materials
  3. Documentation of career-related technology usage
- 3.7 Quality Indicator 7** – Work-based learning supports program objectives, where appropriate.  
Suggested Documentation/Evidence:
1. Documentation of work based learning policies, student learning expectations, student, school, and employer guidelines and expectations
  2. Documentation of registered apprenticeships, internships, cooperative work experiences, mentorships, job shadowing and/or field trip agreements
  3. Work logs detailing student experiences

Resources:

- Policies for Credit and Supervised Employment for Approved High School Cooperative Career Education Programs:  
[https://dese.mo.gov/sites/default/files/bmit-bmit-policies-for-credit-supervised-employment-2013\\_0.pdf](https://dese.mo.gov/sites/default/files/bmit-bmit-policies-for-credit-supervised-employment-2013_0.pdf)
- Cooperative Career Education: Curriculum Framework: <https://dese.mo.gov/sites/default/files/bmit-ccc-handbook.pdf>

- 3.8 Quality Indicator 8** – Cooperative education is guided by DESE policies for credit and supervised employment for approved high school cooperative education programs.  
Suggested Documentation/Evidence:
1. Course and/or program enrollment numbers, including current number of concentrators

---

**CRITERIA 4 – ASSESSMENT**

A system is in place to measure student progress through appropriate assessments.

- 4.1 Quality Indicator 1** – Effective assessment practices are used to monitor student learning and adjust instruction (Instruction 1-2 MSIPV Process Standards).  
Suggested Documentation/Evidence:
1. Examples of formative and summative assessments
  2. List of methods used to improve student performance
  3. Communication of assessment results shared with students and parents/guardians
- 4.2 Quality Indicator 2** – A learning management system exists for reporting student progress and classroom mastery of curriculum competencies.  
Suggested Documentation/Evidence:
1. Program competency profiles
- 4.3 Quality Indicator 3** – Technical skill attainment demonstrates knowledge and skill of the student and conveys proof of mastery to potential employers.  
Suggested Documentation/Evidence:
1. Copy of TSA scores reported
  2. Copy of concentrators enrolled

---

**CRITERIA 5 – CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)**

The appropriate CTSO is affiliated with the state and national organization and is an intra-curricular element of the program.

- 5.1 Quality Indicator 1** – The CTSO program of work is aligned with the CTSO's goals and objectives and is developed annually by students and instructors.  
Suggested Documentation/Evidence:
1. Program of work and minutes indicating how it was developed
- 5.2 Quality Indicator 2** – The CTSO program of work includes leadership skills, career competency, community service and school service.  
Suggested Documentation/Evidence:
1. Program of work aligning activities with the demonstration of leadership skills, career competency, community service and school service
- 5.3 Quality Indicator 3** – Curriculum goals and objectives are achieved through the integration of CTSO programs and activities.  
Suggested Documentation/Evidence:
1. Lesson plans demonstrating the use of CTSO programs/activities to support course content competencies
- 5.4 Quality Indicator 4** – All students enrolled have the opportunity to participate in CTSO activities.  
Suggested Documentation/Evidence:
1. Log of CTSO activities and student participation

APPENDIX B

Common CTE Criteria and Quality Indicators Program Improvement Plan

Program: Date: 2-1-2021

Instructor: MICHAEL WRIGHT RUSH WALTERS

Standard # Indicator #	Specific Issue to be Addressed	Action Item	Target Date for Completion	Check when complete
S.4	Low participation in CTDO	Recruit more members	Feb/2022	
S.3	Low lesson plans integrating CTDO	Integrate more CTDO into lesson plans	Feb/2022	

SIGNATURES

Instructor: 

Advisory Committee Chair: \_\_\_\_\_

School Administrator: \_\_\_\_\_

**ASSESSMENT AND EVALUATION**  
**Sedalia #200 School District**

**PROGRAM:** Family and Consumer Sciences

**Vocational Program Courses:** Nutrition & Wellness; Creative Foods I & II; International Foods; Interpersonal Relationships; Apparel, Textiles & Fashion; Advanced Apparel, Textiles & Fashion; Housing Environments & Design; Child Development; Parenting; Career Pathways to the Teaching Profession; Practicum in the Teaching Pathway and ProSTART I

**FCS Departmental Courses:** FCCLA Leadership

**ADMINISTRATION/BOARD REVIEW DATE:** February 22, 2021

**PROGRAM TEACHERS:** Elizabeth Shaffer, Kathy O'Dell, Lakin Janke

**TOTAL NUMBER OF STUDENTS S-CHS CAMPUS ENROLLMENT 2020-2021:**

All Courses	Male	Female	TOTAL	ELL	SPED
Child Development	3	60	63	4	8
Parenting	3	17	20	1	3
Interpersonal Relationships	12	22	34	0	7
Interpersonal Relationships (Virtual)	10	20	30	4	4
Nutrition and Wellness	19	31	50	2	10
Creative Foods I	156	126	282	20	61
Creative Foods II	32	41	73	3	27
International Foods	31	41	72	3	8
ProStart I	0	0	0	0	0
Housing Environments & Design	1	9	10	3	0
Apparel, Textiles & Fashion I	8	31	39	4	4
Apparel, Textiles & Fashion II	0	5	5	2	1
Career Pathway to the Teaching Profession	0	0	0	0	0
<b>2020-2021 TOTAL</b>			<b>678 21.9% increase</b>		
<b>2019-2020 TOTAL</b>	<b>194</b>	<b>362</b>	<b>556 (17.9% increase)</b>	<b>57(11%)</b>	<b>74(13%)</b>
<b>2018-2019 TOTAL</b>			<b>474</b>		

\* In the 2020-2021 school year there are 33 sections of classes offered with an average of 20.5 students per class.

\*In the 2019-2020 school year there were 24 sections of classes offered with an average of 23.16 students per class.

\*In the 2018-19 school year there were 25 sections of classes offered with an average of 18.96 students per class.

## **PROGRAM GOALS:**

1. Maintain and update curriculum and equipment to effectively instruct students so they are prepared for real world situations.
2. Teachers will participate in professional development to ensure effective student instruction.
3. Provide relevant course curriculum to students that will prepare them for life skills after high school and entry level job skills.
4. Expand pathways and course offerings.
  - Culinary Essentials and Catering
  - Career Pathway to the Teaching Profession
  - Apparels, Textiles & Fashion I & II

### ***Summary of how goals are being met:***

1. Throughout the year the equipment needs and conditions of existing equipment has been evaluated. These needs are based on the concentrator students in our programs and the increase in our class enrollments. In the fall of the 2020-21 school year additional kitchen equipment was purchased due to the continued increase in the number of students enrolled in the Creative Foods 1, Creative Foods 2, and International Foods courses. Also, in the fall of 2020-2021, 20 new sewing machines were purchased to accommodate the increased enrollment of Apparels, Textiles & Fashion I students; and to replace machines that were not working properly.
2. Teachers in our program currently maintain active professional memberships with the MOACTE, ACTE, NAFCS, MoEFCS, MSTA, SCEA, and FCCLA organizations to stay current on the educational trends and change within our field and within Career & Technical education as a whole.

Mrs. O'Dell currently serves as a MSTA Central Region Board member, along with Smith-Cotton Building Representative for SCEA. Mrs. O'Dell and Ms. Shaffer both attended the MoEFCS virtual summer conference and additional training as provided by DESE to complement and expand on relevant skill development. To implement both the Career Pathways to the Teaching Profession and ProStart programs of study, teachers must meet professional development training requirements as set forth by DESE and national certification guidelines.

Mrs. Janke joined the department this year as a half time FACS and half time Business teacher. She passed the required testing to become a Certified FACS teacher in December 2020.

Training for ProStart was completed in the Summer of 2018. We are hopeful that enrollment numbers will be large enough for this program to be implemented in the fall of 2021. Ms. Shaffer attended a two day training for the Pathways to the Teaching Profession in 2020. The Pathways to the Teaching Profession class was not offered in the 2020-2021 school year due to Covid-19 because many of the learning activities in the class require working with elementary students. We hope the course is reinstated at S-CHS for the 2021-2022 school year.

3. The current course curriculum includes hands-on activities that give students the opportunity to apply their skills in relevant and practical situations. Some of these activities are generated from the feedback received at our annual Advisory Committee meeting, others are in direct alignment with National FCS standards which guide all program and curriculum implementation. Coursework is also being completed through the CANVAS platform; helping teach students technology skills that are needed in after high school education programs and real life settings. Feedback is generated from members in the community, previous students now in college, local colleges/universities, school administration, and local business owners.
4. We continue to work through the new processes required by DESE to identify program goals as the Common Criteria and Quality Indicators state.

***What significant changes were made to the program this year?***

1. At S-CHS, We are an approved CTE program and have two approved programs of study. An alignment with SFCC Career Center offers our students an additional third program of study in Child Development. We would like to revisit with SFCC to expand our course offerings in Child Development on our High School campus.
2. A half time position has been added to our department however we are still understaffed to meet the needs of our students that are wanting to take non-foods FCS courses.
3. In October 2020, 20 new basic sewing machines were purchased to replace our older and non-working sewing machines. Other items were also purchased to help accommodate the enrollment of 39 students in Apparels, Textiles and Fashion during the Fall 2020 semester.) The Jiffy Steam machine arrived. It was donated to the FACS department by Jiffy Steam Company. The enrollment of the Apparels, Textiles and Fashion 1 class increased 205% from the 2019-2020 school year to the 2020-2021 school year. This semester we are offering an Advanced Apparels, Textiles and Fashion class for the first time in at least 7 years. There are 5 currently enrolled with others that wanted to take it but had schedule conflicts.

The additional classroom and reorganization of the storage closet has allowed for more space within the main FACS classrooms. However, storage for equipment and supplies remains an issue especially with the additional equipment we have had to purchase to serve our students' needs. The department is still waiting for the remodel. We are working with many larger appliances that are showing a large amount of wear and tear. Our sinks and drains are constantly needing to be serviced by maintenance; and we continually run out of hot water on lab days. The remodel would also change over the kitchens from home style kitchens to more industrial type kitchens.

4. Curriculum including course objectives, essential questions, guiding questions, and common formative assessments was completed in the spring of 2020 school year. We completed the Common Criteria and Quality Indicators in January of 2021. These will be reviewed annually.
5. As a complement to the curriculum, two Career and Technical Student Organizations are active within the FCS Department. Family Career & Community Leaders of America is open to all students who have taken a FCS class, and Educators Rising is open to all students interested in teaching careers. Both CTSO chapters are active.

The Educator Rising Organization was continued in the 2020-2021 school year by Ms. Shaffer. Ms. Shaffer attended the required Professional Development for teaching this coursework in August of 2020 so that it can again be offered during the 2021-2022 school year, pending Covid-19 restrictions. In its fourth year on the SCHS campus, the Educators Rising chapter draws students in grades 9-12 who have expressed an interest in becoming educators. Due to Covid-19, students were unable to participate in normal activities such as helping with elementary classroom parties, reading to younger students, and teaching lessons. In addition, Covid-19 led to the loss of the Career Pathways to Teaching course for the second year. Therefore, members have been unable to interact with teachers or work with lower grade level classrooms. Educators rising still hopes to connect to the elementary schools via google meets in the near future as well as prepare goodies for teacher appreciation week.

In the 2020-2021 school year, FCCLA had 2 Regional Officer candidates, and 2 members competing in the online version of STAR Events. Regional Officer Elections will be held later in the spring. There are no Missouri STAR events this year due to COVID. Results will be announced at the National Virtual FCCLA conference this summer.

By providing opportunities for CTSOs within the FCS Department, students have the opportunity to serve at the local level and use the skills obtained in the classroom to apply to a competitive environment, further developing their leadership and individual life skill competencies.

6. All of the department teachers have implemented the use of CANVAS in their courses. We are thankful for the district providing our students with individual chrome books so that they can still have access to a quality education even when they are out of the classroom. Because of this, we are also able to offer a Virtual Interpersonal Relationships course this semester.

### ***What areas of improvement are needed?***

1. Also through discovery of the Common Criteria Quality Indicator, each CTSO needs to have a published program of work for the year created by students and shared with the entire student body and parents.
2. Additional equipment funds are needed to upgrade the kitchen lab area to complement the ProStart I & II curriculum. Funds are available via grant matches within DESE, but

additional funds will be needed to supplement those funds to provide items not supported through grant funds. A full kitchen upgrade is tentatively scheduled for ?????

***Is the program effective?***

The FCS Department offers two distinct purposes- to prepare students for the realities of adulthood and specific career pathway planning.

It is our consensus that part of our department goals are being met and our progress toward our long-range planning does indeed provide an opportunity to equip and prepare our students for the future.

To completely meet our department goals several things need to happen. Either the course loads of our department offerings need to be balanced OR the following changes need to be implemented:

The department needs **at least** 3 full time FCS teachers.

The Culinary portion of our department needs a complete remodel.

Storage for equipment and supplies needs to be addressed.

## Common Criteria and Quality Indicators for Secondary Career Education Programs Evaluation and Program Improvement Tool

The Office of College and Career Readiness has developed the *Common Criteria and Quality Indicators for Secondary Career Education Programs*.

The six common criteria are:

- Criteria 1 – Programs of Study
- Criteria 2 – Curriculum
- Criteria 3 – Instruction
- Criteria 4 – Assessment
- Criteria 5 – Career and Technical Student Organizations
- Criteria 6 – Program Management and Planning

These criteria, along with the supporting quality indicators, are designed to provide guidance and direction to local school districts in establishing, maintaining and evaluating quality career education programs.

There are three sections to this document:

1. Each Criteria and Quality Indicator has a rubric that can be used as a guide for determining where a program stands with regard to each criteria and quality indicator.
2. Appendix A lists suggested documentation for each of the quality indicators.
3. Appendix B is a sample program improvement template that can be used as a tool by local instructors after completing the rubric as a way of prioritizing improvement strategies.

Level Descriptions			
Level 4 Exemplary	Level 3 Operational Level of Development and Implementation	Level 2 Limited Development or Partial Implementation	Level 1 Little or No Development and Implementation

For more information about the *Common Criteria and Quality Indicators for Secondary Career Education Programs*, contact the Missouri Department of Elementary and Secondary Education, Office of College and Career Readiness at 573-751-3500.

**Program Area Being Evaluated:**

- Agricultural Education
- Business Education
- Cooperative Education
- Family Consumer Sciences and Human Services
- Health Sciences: CIP Code \_\_\_\_\_  
See page 314 of the Core Data Manual for the specific program CIP Code
- Marketing Education
- Project Lead the Way (PLTW) Biomedical
- Project Lead the Way (PLTW) Computer Science
- Project Lead the Way (PLTW) Engineering
- Skilled Technical Sciences: CIP Code \_\_\_\_\_  
See page 329 of the Core Data Manual for the specific program CIP Code
- Technology and Engineering

**Building Name:** S-CHS

**CRITERIA 1 – PROGRAMS OF STUDY**

The district has implemented programs of study for each department-approved career education program offered which sequences academics and career education content, leading students to attain a postsecondary degree, industry-recognized certificate or credential or entry into the workplace with a skill set conducive toward career advancement.

**Quality Indicator 1 – Vertically aligned and incorporated secondary and postsecondary education elements.**

<input type="radio"/> Level 4	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
At least 90% of the program of study is aligned with current secondary and postsecondary technical content standards.  The program of study includes a sequence of 3 or more credits and requires concentrators to take advanced CTE credit to supplement their career focus.  The program of study creates a career pathway to prepare students for the transition to postsecondary education.	At least 75% of the program of study is aligned with current secondary and postsecondary technical content standards.  The program of study includes a sequence of 3 or more credits.  The program of study addresses employability skills that employers desire of employees.	At least 40% of the program of study is aligned with current secondary and postsecondary technical content standards.  The program of study includes a sequence of 2 to 2.5 credits.  There is no evidence the program of study addresses the employability skills that employers desire of employees.	The program of study is not aligned with current secondary and postsecondary technical content standards.  The program of study includes less than 2 credits.

**Quality Indicator 2 – Horizontally aligned academic and career education content in a coordinated, non-duplicative progression of courses.**

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input checked="" type="radio"/> Level 2	<input type="radio"/> Level 1
The program of study is fully aligned with Missouri's learning standards for literacy, mathematics, and science.	At least 75% of the program of study is aligned with Missouri's learning standards for literacy, mathematics and science.	At least 40% of the program of study is aligned with Missouri's learning standards for literacy, mathematics and science.	The program is not aligned with Missouri's learning standards for literacy, mathematics and science.

**Quality Indicator 3 – Students and parents/guardians are informed of the opportunities available to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits related to the career education program.**

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input checked="" type="radio"/> Level 2	<input type="radio"/> Level 1
The CTE program is supported by articulation agreements with multiple postsecondary institutions (instate and outstate).  Articulation/dual enrollment agreements are reviewed annually.  Students are participating in articulation/dual enrollment as indicated in their Individual Career and Academic Plan (ICAP).	The CTE program is supported by articulation agreements with postsecondary institutions within a region of the state.  Articulation/dual enrollment agreements are reviewed every two to three years.  Students and parents/guardians are made aware of articulation/dual enrollment opportunities.	The CTE program is supported by an articulation agreement with a technical or community college.  No evidence is found that articulation/dual enrollment agreements are reviewed at least every three to four years.  Students and parents/guardians are not made aware of articulation/dual enrollment opportunities.	No articulation agreement exists for the CTE program.  No dual enrollment policy is in effect for the CTE program.

**Quality Indicator 4 – Leads to an industry-recognized certificate or credential at the secondary level, if applicable and/or leads to an industry-recognized certificate (IRC) or credential and/or dual credit at the postsecondary level.**

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input checked="" type="radio"/> Level 1
District provides funding for industry-recognized certification exam fees and all students are required to take the exam.  Pass rates on industry-recognized certification exams exceed 90%.	Students are required to take an industry-recognized certification exam.  51 to 75% of students in program take a certification exam.  Pass rates on certification exams are 76 to 90%.	The program offers one industry credential and encourages students to take the certification exam.  26 to 50% of students in program take a certification exam.  Pass rates on certification exams are 60 to 75%.	Less than 25% of students in the program take a certification exam.  Pass rates on certification exams are below 60%. <b>OR</b> The industry does not have a secondary certificate or credential available.

**CRITERIA 2 – CURRICULUM**

The career education program has a written curriculum for each course with a balance among classroom/laboratory instruction, leadership and personal learning.

Quality Indicator 1 – The written curriculum guide includes the required MSIPS components (Instruction I-5 MSIPS Process Standard), Career and Technical Student Organization (CTSO) leadership content and is aligned with appropriate state and national academic and technical standards.

Level 4	Level 3	Level 2	Level 1
<p>The district has a rigorous, written career education curriculum for the program and/or course(s) that includes the required components and is aligned to the most recent version of Missouri's learning standards and applicable industry standards.</p> <p>Essential content and skills that all students should know and be able to do, including CTSO leadership content, has been identified.</p> <p>Adequate instructional time is available to implement the written curriculum.</p> <p>The written, taught and assessed curriculum is the same.</p>	<p>The district has a rigorous, written career education curriculum for the program and/or course(s) that includes the required components and is aligned to the most recent version of Missouri's learning standards and applicable industry standards.</p> <p>Essential content and skills that all students should know and be able to do, including CTSO leadership content, has been identified.</p> <p>Adequate instructional time is available to implement the written curriculum.</p>	<p>The district has a written curriculum for the program and/or course(s) that includes most of the required components and is aligned to the most recent version of Missouri's learning standards and applicable industry standards.</p> <p>Essential content has been identified.</p>	<p>The district does not have a written career education curriculum containing the required components and that is aligned to the most recent version of Missouri's learning standards and applicable industry standards.</p>

Quality Indicator 2 – The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs and instructional technology.

Level 4	Level 3	Level 2	Level 1
<p>Written procedures are in place and administrators ensure that the written curriculum is implemented and is a part of the district's program evaluation plan.</p> <p>The curriculum is reviewed annually and revised to reflect changes occurring in industry, student needs and instructional technology.</p> <p>The district's written curriculum development and revision processes include 7-14 vertical teams of instructional staff and administrators (including instructors of all student populations) who meet regularly to ensure articulation and vertical alignment.</p>	<p>Written procedures are in place and administrators ensure that the written curriculum is implemented and is a part of the district's program evaluation plan.</p> <p>The curriculum is reviewed annually and revised to reflect changes occurring in industry, student needs and instructional technology.</p>	<p>Written procedures are in place and administrators ensure that some written curriculum is implemented and is a part of the district's program evaluation plan.</p> <p>The curriculum is reviewed annually but there is no consistency or assurance that revisions reflect changes in industry, student needs and instructional technology.</p>	<p>Written procedures may be in place, but procedures to ensure that the written curriculum is implemented and is a part of the district's program evaluation plan are not in place.</p> <p>The curriculum is not annually reviewed and revised to reflect changes occurring in industry, student needs and instructional technology.</p>

**CRITERIA 3 – INSTRUCTION**

Written curriculum drives classroom instruction.

Quality Indicator 1 – Daily lesson plans and teaching calendars derived from the curriculum guide are used to direct the instructional process.

Level 4	Level 3	Level 2	Level 1
<p>A defined process exists to systematically design lesson plans and teaching calendars based on curriculum guides.</p>	<p>Daily lesson plans and teaching calendars are clearly based on curriculum guides.</p>	<p>Most daily lesson plans and teaching calendars are based on curriculum guides.</p>	<p>Daily lesson plans and teaching calendars are not derived from curriculum guides.</p>

Quality Indicator 2 – A variety of instructional methods and strategies are used to accommodate learning needs.

Level 4	Level 3	Level 2	Level 1
<p>Instructional methods and strategies are consistently varied in lesson plans to accommodate learning needs.</p>	<p>Instructional methods and strategies are varied in most lesson plans to accommodate the learning needs of the majority of students.</p>	<p>Instructional methods and strategies are being added to existing lesson plans to accommodate learning needs.</p>	<p>Instructional methods and strategies are selected to meet the needs of the instructor rather than students and are not varied to accommodate learning needs.</p>

**Quality Indicator 3 – Effective research-based classroom management techniques facilitate instruction.**

<p><input type="radio"/> Level 4 A variety of classroom management techniques are consistently used and regularly evaluated.</p>	<p><input checked="" type="radio"/> Level 3 A variety of classroom management techniques are consistently used.</p>	<p><input type="radio"/> Level 2 Classroom management techniques are incorporated in a majority of lessons.</p>	<p><input type="radio"/> Level 1 Classroom management techniques are not consistently used to facilitate instruction.</p>
--	---	---	---

**Quality Indicator 4 – Program goals, measurable learner objectives, assessment methods and performance expectations are shared with students and parents/guardians prior to instruction.**

<p><input type="radio"/> Level 4 There is a process to systematically share information regarding objectives, assessment methods and performance expectations with students and parents/guardians prior to instruction.</p>	<p><input checked="" type="radio"/> Level 3 Information regarding objectives, assessment methods and performance expectations is shared consistently with students and parents/guardians prior to instruction.</p>	<p><input type="radio"/> Level 2 Information regarding objectives, assessment methods and performance expectations is shared only with students prior to instruction.</p>	<p><input type="radio"/> Level 1 Information regarding objectives, assessment methods and performance expectations is not shared or shared inconsistently with students and parents/guardians prior to instruction.</p>
---	--	---	---

**Quality Indicator 5 – School, community and industry resources are effectively used to achieve curricular and program goals.**

<p><input type="radio"/> Level 4 There is a process to continually identify, utilize and evaluate school and community resources which can be used to effectively achieve curricular and program goals.</p>	<p><input type="radio"/> Level 3 An increasing number of school and community resources are used to effectively achieve curricular and program goals.</p>	<p><input type="radio"/> Level 2 Several school and/or community resources are regularly used to effectively achieve curricular and program goals.</p>	<p><input checked="" type="radio"/> Level 1 School and/or community resources are occasionally used to effectively achieve curricular and program goals.</p>
---	---	--	--

**Quality Indicator 6 – Appropriate technology, equipment and instructional materials are utilized to support the curriculum and instructional process.**

<p><input type="radio"/> Level 4 The annual plan for program evaluation specifies a process to systematically budget, purchase, maintain, and evaluate the effectiveness of technology, equipment, and instructional materials for achieving curriculum and instructional goals.  The program uses appropriate state of the art technology, equipment, and instructional materials based on industry standards in every course.  Students' ability to understand and use technology, equipment, and instructional materials in the context of their occupational field is consistently assessed.</p>	<p><input type="radio"/> Level 3 A variety of technology, equipment and instructional materials are available and utilized to support the curriculum and instructional process.  The program uses appropriate technology, equipment and instructional materials in every course.  Students' ability to understand and use technology, equipment and instructional materials in the context of their occupational field is assessed.</p>	<p><input checked="" type="radio"/> Level 2 Limited technology, equipment and instructional materials are available to support the curriculum and instructional process.  Technology, equipment and instructional materials are used in a limited way or are outdated.  Students' ability to understand and use technology, equipment and instructional materials in the context of their occupational field is inconsistently assessed.</p>	<p><input type="radio"/> Level 1 Technology, equipment and instructional materials are not available or are of poor quality to support the curriculum and instructional process.  Students' ability to understand and use technology, equipment and instructional materials in the context of their occupational field is not assessed.</p>
--	---	--	---

**Quality Indicator 7 – Work-based learning supports program objectives, where appropriate.**

<p><input type="radio"/> Level 4 Work-based learning opportunities include registered apprenticeships, internships, cooperative work experiences, mentorships, job-shadowing, and field trips.  A formal internship training plan and the work-based learning opportunities are linked directly to school studies and learner outcomes.  There is ongoing formal communication between the school and the business(es) providing the work-based learning to ensure quality experiences for students and employers.  Students are required to complete school assignments related to the work-site activities, including maintaining daily logs of work-site activities, preparing weekly summaries, developing a portfolio, etc.  A formal evaluation of the program and experience is completed by the student and employer.</p>	<p><input type="radio"/> Level 3 Work-based learning opportunities include all from Level 4 with the exception of registered apprenticeships.  There is a formal internship training plan for students and employers.  The program actively solicits local businesses in the career area to provide work-based learning opportunities for students.  A formal follow-up on work-based experience is done with employers and students.  Students must evaluate and report on the experience.</p>	<p><input type="radio"/> Level 2 Work-based learning opportunities include all from Level 4 with the exception of registered apprenticeships, internships and cooperative work experiences.  The program does not actively solicit local businesses in the career area to provide work-based learning opportunities for students.  Students may or may not have to evaluate or report on the experience.  There is no evidence of a link between classroom assignments and work-based learning experiences.</p>	<p><input checked="" type="radio"/> Level 1 No work-based learning opportunities are established.</p>
---	---	---	---

**Quality Indicator 8 – Cooperative education is guided by DESE policies for credit and supervised employment for approved high school cooperative education programs.**

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input checked="" type="radio"/> Level 1
Cooperative education is available and meets 100% of the standards described in DESE policies.	Cooperative education is available and meets at least 85% of the standards described in DESE policies.	Cooperative education is available and meets at least 70% of the standards described in DESE policies.	Cooperative education is available but meets less than 70% of the standards described in DESE policies or is not available.

**CRITERIA 4 – ASSESSMENT**

A system is in place to measure student progress through appropriate assessments.

**Quality Indicator 1 – Effective assessment practices are used to monitor student learning and adjust instruction.**

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input checked="" type="radio"/> Level 2	<input type="radio"/> Level 1
Effective assessment practices are used to diagnose student progress, revise instructional strategies and shared with students.	Effective assessment practices are used to report mastery of student achievement and results are shared with students.	Effective assessment practices exist and are not consistently utilized but are shared with students.	Effective assessment practices are used to report mastery of student achievement but results are not shared with students.

**Quality Indicator 2 – A learning management system exists for reporting student progress and classroom mastery of curriculum competencies.**

<input checked="" type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
The learning management system data is used systematically to diagnose student progress and classroom mastery of curriculum competencies to revise instructional strategies.	The learning management system is used to report mastery of student achievement and results are shared with students.	The learning management system is used to report mastery of student achievement but results are not shared with students.	The learning management system exists but is not consistently utilized.

**Quality Indicator 3 – Technical skill attainment demonstrates knowledge and skill of the student and conveys proof of mastery to potential employers.**

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input checked="" type="radio"/> Level 1
100% of student technical skill attainment scores are reported and reflect the quality standards described in DESE policies. District and/or high school provides funding for technical skill assessment/certification exam fees and all students are required to take the exam. Passing this technical skill assessment leads to state licensure or certification. Pass rates on technical skill assessments and/or certification exams exceed 90%.	100% of student technical skill assessment and/or industry certification exam scores are reported and reflect the quality standards described in DESE policies. Students are required to take a technical skill assessment/industry certification exam. Pass rates on technical skill assessments and/or certification exams are 75 to 89%.	50% of student technical skill assessment and/or industry certification exam scores are reported and reflect the quality standards described in DESE policies. Pass rates on technical skill assessments and/or certification exams are 63 to 75%.	Student technical skill attainment and/or industry certification exam scores are not reported or are reported at 65% but does not adhere to the quality standards described in DESE policies. The program does not pursue available industry credentialing. Pass rates on technical skill assessments and/or certification exams are below 63%.

**CRITERIA 5 – CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)**

The appropriate CTSO is affiliated with the state and national organization and is an intra-curricular element of the program.

**Quality Indicator 1 – The CTSO program of work is aligned with the CTSO's goals and objectives and is developed annually by students and instructors.**

<input type="radio"/> Level 4	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
The annual program of work is planned by chapter officers, instructor(s) and committee members; is aligned with all of the goals and objectives; and is approved and implemented by all of the chapter members.	<i>FCCLA</i> The annual program of work is planned by chapter officers, instructor(s), and committee chairs; is aligned with the majority of the goals and objectives; and is implemented by most of the chapter members.	The annual program of work is planned by the chapter officers and instructor(s), aligned with a limited number of the goals and objectives and has limited implementation.	The annual program of work has not been developed or is developed by the instructor(s), but is not aligned with the goals and objectives and is not implemented.

**Quality Indicator 2 – The CTSO program of work includes leadership skills, career competency, community service and school service.**

<input checked="" type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
The program of work includes all of the following: leadership skills, career competency, community service and school service.	The program of work includes three of the four listed in Level 4.	The program of work includes two of the four listed in Level 4.	An annual program of work has not been developed or includes only one of the four listed in Level 4.

**Quality Indicator 3 – Curriculum goals and objectives are achieved through the integration of CTSO programs and activities.**

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input checked="" type="radio"/> Level 2	<input type="radio"/> Level 1
CTSO programs and activities are consistently included as an integral part of the instructional program.	CTSO programs and activities are included as part of the instructional program.	A very limited number of CTSO programs and activities are included as an integral part of the instructional program.	CTSO programs and activities are non-existent or are related to the program/course but take place outside of the program/courses.

**Quality Indicator 4 – All students enrolled have the opportunity to participate in CTSO activities.**

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input checked="" type="radio"/> Level 2	<input type="radio"/> Level 1
100% of the students enrolled in the program participate in local or above activities annually.	70 to 99% of the students enrolled in the program participate in local or above activities annually.	50 to 69% of the students enrolled in the program participate in local or above activities annually.	Less than 49% of the students enrolled in the program participate in local or above activities annually.

**Quality Indicator 5 – The local CTSO chapter is recognized for meeting state and/or national organization standards.**

<input type="radio"/> Level 4	<input checked="" type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1
The local CTSO chapter, advisor/adviser and/or members are recognized for participating in national organization programs and activities.	The local CTSO chapter, advisor/adviser and/or members are recognized for participating in state organization programs and activities.	The local CTSO chapter, advisor/adviser and/or members participate in programs and activities at the local level.	The local CTSO chapter is not recognized for meeting either state or national organization standards, but the advisor/adviser and/or members plan to participate in state/national organization programs and activities.

**CRITERIA 6 – PROGRAM MANAGEMENT AND PLANNING**

A system of data collection and evaluation provides the information necessary for program review and management for continuous improvement so that students are prepared for postsecondary success leading to quality employment opportunities.

**Quality Indicator 1 – The program has a written statement of educational mission, goals and objectives which is developed with input from the program advisory committee that includes parents/guardians, students, administration, community/business/industry representatives with a relevant background.**

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input checked="" type="radio"/> Level 2	<input type="radio"/> Level 1
The written statement includes an educational mission, goals and objectives and was developed with input from all four of the following: parents/guardians, students, administration and community/business/industry representatives.	The written statement includes an educational mission, goals and objectives and was developed with input from three of the sources listed in Level 4.	The written statement includes an educational mission, goals and objectives and was developed with input from at least one of the sources listed in Level 4.	The written statement does not include all three components or is non-existent.

**Quality Indicator 2 – There is a written plan to annually evaluate the continuous improvement of the effectiveness of the program to include, but not limited to, technical skill attainment results; student, graduate and employer (if applicable) feedback; and trended data, as applicable.**

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input checked="" type="radio"/> Level 2	<input type="radio"/> Level 1
The program's improvement plan is specifically included in and is a priority in the district's school improvement plan.  The annual improvement plan includes all of the following: measurable objectives, established performance measures for each measurable objective, an acceptable level of performance determined for each measure, an established procedure for gathering, analyzing and reporting data relevant to each measure of performance and an established procedure and timeline for reporting the outcomes and implementing corrective actions.	The program's improvement plan is specifically included in the district's school improvement plan.  The annual improvement plan includes four of the five components from Level 4.	The program's improvement plan is generally included in the district's school improvement plan.  The annual improvement plan includes three of the five components from Level 4.	The program's improvement plan is not included in the district's school improvement plan.

**Quality Indicator 3 – An annual program budget is collaboratively developed by the instructor(s) and administrator(s) to provide adequate funding for professional development, Career and Technical Student Organization activities, equipment, maintenance, supplies and materials.**

<p><input type="radio"/> Level 4 A written annual program budget is collaboratively developed by the instructor(s) and administrator(s). It includes adequate funding for professional development, Career and Technical Student Organization, activities, equipment, maintenance, supplies and materials.</p>	<p><input type="radio"/> Level 3 The written budget reflects collaborative development by the instructor(s) and administrator(s). Funding is insufficient for only one category from Level 4.</p>	<p><input checked="" type="radio"/> Level 2 The written budget reflects some collaborative development by the instructor(s) and administrator(s). Funding is insufficient for two or more categories from Level 4.</p>	<p><input type="radio"/> Level 1 No budget exists.</p>
--	---	--	--

**Quality Indicator 4 – The qualified instructor participates in ongoing, high-quality, program specific professional development activities.**

<p><input type="radio"/> Level 4 The instructor actively participates and takes a leadership role in ongoing, high-quality, program specific professional development activities and maintains professional certification and education in the appropriate discipline.</p>	<p><input checked="" type="radio"/> Level 3 The instructor actively participates in ongoing, high-quality, program specific professional development activities or maintains professional certification and education in the appropriate discipline.</p>	<p><input type="radio"/> Level 2 The instructor participates in a limited number of ongoing, high-quality, program specific professional development activities and has no additional industry certifications.</p>	<p><input type="radio"/> Level 1 The instructor participates in little or no professional development activities and does not maintain professional certification and education in the appropriate discipline.</p>
--	--	--	--

**Quality Indicator 5 – Written agreements (dual enrollment, articulation, internships, affiliation agreements, etc.) are developed, implemented and updated regularly.**

<p><input type="radio"/> Level 4 Written agreements for the program are developed, implemented and updated every three or fewer years. At least 50% of the program concentrators annually utilize dual enrollment, articulation, internships, etc.</p>	<p><input type="radio"/> Level 3 Written agreements for the program are developed, implemented and updated five or fewer years. At least 25% of the program concentrators annually utilize dual enrollment, articulation, internships, etc.</p>	<p><input type="radio"/> Level 2 Written agreements for the program of study are developed and implemented but not updated or reviewed. Less than 25% of the program concentrators annually utilize dual enrollment, articulation, internships, etc.</p>	<p><input checked="" type="radio"/> Level 1 No written agreements for the program of study are developed, implemented and updated regularly.</p>
--	---	--	--

## APPENDIX A

### Suggested Documentation/Evidence for each Criteria and Quality Indicator

The purpose of the suggested documentation/evidence is to provide a guide as to the types of information that one might assemble to document the level at which a program is meeting each quality indicator.

#### CRITERIA 1 – PROGRAMS OF STUDY

The district has implemented programs of study for each department-approved career education program offered which sequences academics and career education content, leading students to attain a postsecondary degree, industry-recognized certificate or credential, or entry into the workplace with a skill set conducive toward career advancement.

##### 1.1 Quality Indicator 1 – Vertically aligned and incorporated secondary and postsecondary education elements.

Suggested Documentation/Evidence:

1. Example of student's Individual Career and Academic Plan (ICAP) by career pathway
2. Sample postsecondary agreements/articulation/dual enrollment, etc.
3. See documentation for CTE Standard 2 Curriculum

##### 1.2 Quality Indicator 2 – Horizontally aligned academic and career education content in a coordinated, non-duplicative progression of courses.

Suggested Documentation/Evidence:

1. See documentation for CTE Standard 2 Curriculum

##### 1.3 Quality Indicator 3 – Students and parents/guardians are informed of the opportunities available to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits related to the career education program.

Suggested Documentation/Evidence:

1. Student and parent/guardian communication regarding articulation/dual enrollment agreements
2. See documentation for CTE Standard 2 Curriculum

##### 1.4 Quality Indicator 4 – Leads to an industry-recognized certificate or credential at the secondary level, if applicable and/or lead to an industry-recognized certificate (IRC) or credential and/or dual credit at the postsecondary level.

Suggested documentation/evidence:

1. IRC data (student enrollment, program concentrators, number of students tested and number receiving certification or credential)

#### CRITERIA 2 – CURRICULUM

The career education program has a written curriculum for each course with a balance among classroom/laboratory instruction, leadership and personal learning.

##### 2.1 Quality Indicator 1 – The written curriculum guide includes the required MSIP5 components (Instruction 1-5 MSIP5 Process Standard), Career and Technical Student Organization (CTSO) leadership content and is aligned with appropriate state and national academic and technical standards.

Suggested Documentation/Evidence:

1. Review of curriculum for the program indicates all required components are in place, the level of rigor for each measurable learning objective has been determined using DOK standards, essential content, skills, employability skills and CTSO leadership content are incorporated and easily identified

##### 2.2 Quality Indicator 2 – The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs and instructional technology.

Suggested documentation/evidence:

1. Dates of review and review participants' titles/positions (superintendent, business teacher, curriculum coordinator, etc.)

### **CRITERIA 3 – INSTRUCTION**

Written curriculum drives classroom instruction.

**3.1 Quality Indicator 1** – Daily lesson plans and teaching calendars derived from the curriculum guide are used to direct the instructional process.

Suggested Documentation/Evidence:

1. Documentation of curriculum guides, lesson plans and teaching calendar including evidence of lesson content, objectives, standards met and assessments

**3.2 Quality Indicator 2** – A variety of instructional methods and strategies are used to accommodate learning

needs. Suggested Documentation/Evidence:

1. Documentation of lesson plans indicating instructional strategies and learner accommodations
2. Classroom observation reports

**3.3 Quality Indicator 3** – Effective research-based classroom management techniques facilitate instruction.

Suggested Documentation/Evidence:

1. List of current classroom management strategies used for the program as measured through the instructor evaluation instrument
2. Classroom observation reports

**3.4 Quality Indicator 4** – Program goals, measurable learner objectives, assessment methods and performance expectations are defined and shared with students and parents/guardians prior to instruction.

Suggested Documentation/Evidence:

1. Student and parent/guardian communication

**3.5 Quality Indicator 5** – School, community and industry resources are effectively used to achieve curricular and program goals.

Suggested Documentation/Evidence:

1. Stakeholder communication
2. List of program goals. Indicate whether goals were met or not met
3. List of school, community, industry resource partners

**3.6 Quality Indicator 6** – Appropriate technology, equipment and instructional materials are utilized to support the curriculum and instructional process.

Suggested Documentation/Evidence:

1. A written annual plan of technology use
2. Current inventory of technology, equipment and instructional materials
3. Documentation of career-related technology usage

**3.7 Quality Indicator 7** – Work-based learning supports program objectives, where appropriate.

Suggested Documentation/Evidence:

1. Documentation of work based learning policies, student learning expectations, student learning guidelines and employer guidelines and expectations
2. Documentation of registered apprenticeships, internships, cooperative work experiences, mentorships, job shadowing and/or field trip agreements
3. Work logs detailing student experiences

Resources:

- Policies for Credit and Supervised Employment for Approved High School Cooperative Career Education Programs: [https://dese.mo.gov/sites/default/files/bmit-bmit-policies-for-credit-supervised-employment-2013\\_0.pdf](https://dese.mo.gov/sites/default/files/bmit-bmit-policies-for-credit-supervised-employment-2013_0.pdf)
- Cooperative Career Education: Curriculum Framework: <https://dese.mo.gov/sites/default/files/bmit-ccce-handbook.pdf>

- 3.8 Quality Indicator 8** – Cooperative education is guided by DESE policies for credit and supervised employment for approved high school cooperative education programs.  
Suggested Documentation/Evidence:
1. Course and/or program enrollment numbers, including current number of concentrators

**CRITERIA 4 – ASSESSMENT**

A system is in place to measure student progress through appropriate assessments.

- 4.1 Quality Indicator 1** – Effective assessment practices are used to monitor student learning and adjust instruction (Instruction 1-2 MSIPV Process Standards).  
Suggested Documentation/Evidence:
1. Examples of formative and summative assessments
  2. List of methods used to improve student performance
  3. Communication of assessment results shared with students and parents/guardians
- 4.2 Quality Indicator 2** – A learning management system exists for reporting student progress and classroom mastery of curriculum competencies.  
Suggested Documentation/Evidence:
1. Program competency profiles
- 4.3 Quality Indicator 3** – Technical skill attainment demonstrates knowledge and skill of the student and conveys proof of mastery to potential employers.  
Suggested Documentation/Evidence:

1. Copy of TSA scores reported
2. Copy of concentrators enrolled

**CRITERIA 5 – CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSO)**

The appropriate CTSO is affiliated with the state and national organization and is an intra-curricular element of the program.

- 5.1 Quality Indicator 1** – The CTSO program of work is aligned with the CTSO's goals and objectives and is developed annually by students and instructors.  
Suggested Documentation/Evidence:
1. Program of work and minutes indicating how it was developed
- 5.2 Quality Indicator 2** – The CTSO program of work includes leadership skills, career competency, community service and school service.  
Suggested Documentation/Evidence:
1. Program of work aligning activities with the demonstration of leadership skills, career competency, community service and school service
- 5.3 Quality Indicator 3** – Curriculum goals and objectives are achieved through the integration of CTSO programs and activities.  
Suggested Documentation/Evidence:
1. Lesson plans demonstrating the use of CTSO programs/activities to support course content competencies
- 5.4 Quality Indicator 4** – All students enrolled have the opportunity to participate in CTSO activities.  
Suggested Documentation/Evidence:
1. Log of CTSO activities and student participation

2. Complete CTSO MEMBERSHIP COMPARED TO PROGRAM ENROLLMENT table below

**CTSO MEMBERSHIP COMPARED TO PROGRAM ENROLLMENT**

Enter unduplicated enrollment for grades 9-12 for the current semester for the approved career education program (only for the program area in which this form evaluates).

Enter the current CTSO membership and calculate the percentage by dividing membership by enrollment for each program area.

PROGRAM AREA	UNDULPLICATED ENROLLMENT	CTSO	MEMBERSHIP	PERCENTAGE
Agriculture Education		FFA		
Business Education		FBLA		
*Family Consumer Sciences & Human Services		FCCLA		
*Occupational FCS and Human Services		FCCLA		
Health Sciences		HOSA or SkillsUSA		
Skilled Technical Sciences		SkillsUSA		
Marketing and Cooperative Education		DECA		
PLTW – Engineering		SkillsUSA or TSA		
PLTW – Biomedical		HOSA or SkillsUSA		
Technology Education		TSA		

\*For combined FCCLA chapters, separate occupational and comprehensive membership

**5.5 Quality Indicator 5** – The local CTSO chapter is recognized for meeting state and/or national organization standards.

Suggested Documentation/Evidence:

1. List of regional, state and national recognitions

**CRITERIA 6 – PROGRAM MANAGEMENT AND PLANNING**

A system of data collection and evaluation provides the information necessary for program review and management for continuous improvement so that students are prepared for postsecondary success leading to quality employment opportunities.

**6.1 Quality Indicator 1** – The program has a written statement of educational mission, goals and objectives which is developed with input from the program advisory committee that will include parents/guardians, students, administration and community/business/industry representatives with a relevant background.

Suggested Documentation/Evidence:

1. Copy of written statement of educational mission, goals and objectives
2. Student/District handbook
3. List of program advisory committee members, including their role on the committee
4. Copy of the most recent advisory committee meeting minutes

**6.2 Quality Indicator 2** – There is a written plan to annually evaluate the continuous improvement of the effectiveness of the program to include, but not limited to, technical skill attainment results; students, graduate and employer (if applicable) feedback; and trended data, as applicable.

Suggested Documentation/Evidence:

1. Copy of program’s written evaluation plan
2. Copy of district’s school improvement plan which includes career education program improvements
3. List of program improvements from the past three years
4. Recommendations from third party accrediting bodies/regulatory agencies

**6.3 Quality Indicator 3** – An annual program budget is collaboratively developed by the instructor(s) and administrator(s) to provide funding for professional development, Career and Technical Student Organization activities, equipment, maintenance, supplies and materials.

Suggested Documentation/Evidence:

1. Copy of written annual program budget
2. A description of how the budget was developed

**6.4 Quality Indicator 4** – The qualified instructor participates in ongoing, high-quality, program specific professional development activities.

Suggested Documentation/Evidence:

1. List of professional development activities that the instructor has participated in during the past three school years
2. Copy of professional licensure/certification, as appropriate
3. Copy of transcripts
4. Professional development log

**6.5 Quality Indicator 5** – Written agreements (dual enrollment, articulation, internships, etc.) are developed, implemented and updated regularly.

Suggested documentation/evidence:

1. Provide the number of completers who participated in the available programs and courses in the last three years.

APPENDIX B

Common CTE Criteria and Quality Indicators Program Improvement Plan

Program: Date: \_\_\_\_\_

Instructor: Elizabeth Shaffer, Kathy O'Dell, Lakin Janke

Standard # Indicator #	Specific Issue to be Addressed	Action Item	Target Date for Completion	Check when complete
1.4	Irc's aren't required		2022	
3.5	Community Resources		2022	
3.7	No work-based opportunities		2022	
3.8	No coop. ed is offered		2022	
4.3	No Tech skills Assessments given		2022	
6.5	Written agreement w/ CTC		2022	

SIGNATURES

Instructor: Elizabeth A. Shaffer, Kathy S. O'Dell, Lakin Janke

Advisory Committee Chair: \_\_\_\_\_

School Administrator: \_\_\_\_\_



# SEDALIA SCHOOL DISTRICT #200

2806 Matthew Drive, Sedalia, MO 65301-7981 p:660.829.6450 f:660-827-8938

**Steven G. Triplett, Ed.S**  
Superintendent

**Todd Fraley, Ed.D.**  
Assistant Superintendent

**Chris Pyle, Ed.S.**  
Assistant Superintendent

**Jason Curry, Ed.S.**  
Assistant Superintendent

**Devon Gilmore, M.E.D.**  
Director of K-5 Curriculum  
Instruction & Assessment

**Becky Brownfield, Ed.S**  
Director of 6-12 Curriculum  
Instruction & Assessment

**Bob Satnan, B.A.**  
Communications Director

**Missouri Model District**  
[www.sedalia200.org](http://www.sedalia200.org)

**We Live Tiger  
Pride Everyday**

Sedalia #200 is an equal  
opportunity and affirmative  
action employer

**DATE: February 22, 2021**

**TO: Mr. Triplett and Board of Education**

**FROM: Dr. Todd Fraley**

**RE: SCHS Track Re-Surface Spray**

The district would like Board approval to proceed in seeking contracting to resurface spray the current track at the Jennie Jaynes Sports Complex. This preventative maintenance is recommended on a 7-year basis to extend the life and quality of the existing base surface.

The project cost is estimated at approximately \$100,000.00 according the original installation company (McConnell and Associates). The surface spray could be done this June and cost incurred during this fiscal year.

If you have any questions, please contact me at 660-829-6456. Thank you.



**PROPOSAL**

Bid ID Number:47295

Date:2/15/2021

1225 Iron - North Kansas City, Missouri 64116 - Office (816) 842-6066 - Fax (816) 842-1638

<p><b>Bid Submitted To:</b></p> <p>Sedalia Public Schools 2806 Matthew Dr Sedalia, MO 65301</p> <p><b>PHONE:</b> _____ <b>FAX:</b> _____</p> <p><b>CONTACT:</b> Rob Davis</p>	<p><b>Job Proposed:</b></p> <p>Smith-Cotton Running Track 2010 Tiger Pride BLVD #8603 Sedalia, MO 65301</p>
---	---

Description	Quantity	Units	Net Price
Patching- Repair any loose areas and holes before structural spray			
Apply (2) coats of structural spray.	6265	SY	
Layout and Stripe Running Track			
<b>Total Cost - Structural Spray and Striping</b>			<b><u>\$98,217.00</u></b>

NOTICE TO OWNER: FAILURE OF THIS CONTRACTOR TO PAY THOSE PERSONS SUPPLYING MATERIAL OR SERVICES TO COMPLETE THIS CONTRACT CAN RESULT IN THE FILING OF A MECHANIC'S LIEN ON THE PROPERTY WHICH IS THE SUBJECT OF THIS CONTRACT PURSUANT TO CHAPTER 429, RSMO. TO AVOID THIS RESULT YOU MAY ASK THIS CONTRACTOR FOR "LIEN WAIVERS" FROM ALL PERSONS SUPPLYING MATERIAL OR SERVICES FOR THE WORK DESCRIBED IN THIS CONTRACT. FAILURE TO SECURE LIEN WAIVERS MAY RESULT IN YOUR PAYING FOR LABOR AND MATERIAL TWICE.

PAYMENT and COLLECTION: Payment is due upon receipt of Company's invoice. If Company provides this agreement/proposal/bid to an attorney for enforcement of its terms including but not limited to collection of amounts due, you agree to pay all expenses and cost, including but not limited to attorney's fees incurred by Company in such enforcement or collection. In the event all sums are not paid when due, all unpaid sums shall bear interest at the (18%) per annum until paid in full.

**Acceptance of Proposal**

***The above prices, specifications and conditions are satisfactory, and are hereby accepted.***

Signature: \_\_\_\_\_

Name & Title (Please Print): \_\_\_\_\_

Date Accepted: \_\_\_\_\_

Adam Pouliot

**NOTES: THIS PROPOSAL MAY BE WITHDRAWN BY US IF NOT ACCEPTED WITHIN 30 DAYS.**

# SEDALIA SCHOOL DISTRICT #200

Membership & Enrollment January 27, 2021

Count by School

# Early Graduates = 42

<u>School</u>	<b>Membership</b>			<u>Enrolled on Count Date or 10 Day Absence</u>	<b>Enrollment</b>	
	<u>Full-Time</u>	<u>Part-Time</u>	<u>Part-Time Body Count</u>		<u>Resident</u>	<u>Non- Resident</u>
Heber Hunt Elementary	415	0.94	5	0	420	0
Horace Mann Elementary	256	1.14	7	0	263	0
Parkview Elementary	495	0.41	2	0	497	0
Skyline Elementary	452	0.37	2	0	454	0
Washington Elementary	224	0.44	1	0	225	0
Sedalia Middle School	371	1.70	4	0	375	0
Smith-Cotton Jr High School	1124	5.67	13	0	1137	0
Smith-Cotton High School	1197	19.15	44	0	1241	23
Whittier Alternative High School	97	0.87	1	0	98	2
Pettis County Early Childhood	n/a	n/a	n/a	0	200	27
<b>Total</b>	<b>4631</b>	<b>30.69</b>	<b>79</b>	<b>0</b>	<b>4910</b>	<b>52</b>

Total Membership Jan. 2021

4661.69

30.69

79

Enrollment Jan. 2021

4962

Total Membership Sept. 2020

4693.78

32.78

74

Enrollment Sept. 2020

4958

DIFFERENCE

-32.09

-2.09

5

DIFFERENCE

4

# SEDALIA SCHOOL DISTRICT #200

Membership & Enrollment January 27, 2021  
Count by Grade Level

<u>Grade</u>	<b>Membership</b>			<u>Enrolled on Count Day or 10 Day Absence</u>	<b>Enrollment</b>	
	<u>Full-Time</u>	<u>Part-Time</u>	<u>Part-Time Body Count</u>		<u>Resident</u>	<u>Non- Resident</u>
PK	n/a	n/a	n/a	0	200	27
K	346	1.44	6	0	352	0
1	379	0.32	4	0	383	0
2	361	0.33	1	0	362	0
3	378	0.56	2	0	380	0
4	378	0.65	4	0	382	0
5	371	1.70	4	0	375	0
6	365	0.00	0	0	365	0
7	358	2.69	5	0	363	0
8	401	2.98	8	0	409	0
9	361	0.82	2	0	363	2
10	358	1.59	3	0	361	5
11	332	1.14	3	0	335	7
12	243	16.47	37	0	280	11
<b>Total</b>	<b>4631</b>	<b>30.69</b>	<b>79</b>	<b>0</b>	<b>4910</b>	<b>52</b>

Enrollment = # students actually on the attendance rolls

Membership = students reported according to full-time/part-time equivalency



District: 080-125 SEDALIA 200

Year: 2020-2021 Status: OPEN-Cycle is available for data entry.

Location: Core Data Collection - February Cycle - 15 Home School/Free and Reduced Lunch

Save

Home School Students

Federal Programs Head Count taken the last Wednesday in September of children ages 5-17 (as of October 1 of the current school year) who reside in the district and whose eligibility has been documented. Include PK students only if they meet the appropriate age span.

**Federal Programs Headcount**

Free Lunch  Reduced Lunch  Unreduced Lunch  Total

**PK Eligible for State Aid Count**

Head Count taken of resident students ages 5-18 (as of October 1 of the current school year) who were in grades K-12 that were enrolled on the count day whose eligibility for free and reduced lunch has been documented (or if participating in CEP all students between 5-18 in grades K-12 enrolled on the count day), multiplied by the applicable CEP percentage, then multiplied by 4%.

Free and Reduced Lunch Headcount  CEP Percentage  Calculated Free and Reduced Lunch Headcount  Total Number of PK Students Eligible to be Claimed for State Aid

State FTE (full-time equivalency) count taken the last Wednesday in January of resident students enrolled in grades K-12 and in attendance one of the ten preceding school days and whose eligibility has been documented. Do not include PK students.

Select School

State FTE	District Totals			2225.23	205.33	0	0	2430.56
Code	Attendance Center	Begin Grade	End Grade	Free Lunch	Reduced Lunch	Deseg In Free	Deseg In Reduced	Total
N/A	RESIDENT II STUDENTS	XX	XX	1.00	0.00	N/A	N/A	1.00
1050	SMITH-COTTON HIGH SCHOOL	09	12	526.38	37.00	N/A	N/A	563.38
2000	SMITH COTTON JUNIOR HIGH SCHL	06	08	539.20	51.00	N/A	N/A	590.20
3000	SEDALIA MIDDLE SCHOOL	05	05	175.86	11.00	N/A	N/A	186.86
4020	HEBER HUNT ELEM.	K	04	268.79	21.00	N/A	N/A	289.79
4030	PARKVIEW ELEM.	K	04	261.00	37.00	N/A	N/A	298.00
4040	HORACE MANN ELEM.	K	04	141.00	15.00	N/A	N/A	156.00
4050	SKYLINE ELEM.	K	04	169.00	17.33	N/A	N/A	186.33
5020	WASHINGTON ELEM.	K	04	143.00	16.00	N/A	N/A	159.00
7500	EARLY CHILDHOOD CTR.	PK	PK	0.00	0.00	N/A	N/A	0.00

Save

Email: coredata-mosis@dese.mo.gov (mailto:coredata-mosis@dese.mo.gov)

Current User: pmoon Last Modified User: pmoon Last Modified Date: Jan-29-2021  
Improving Lives through Education



# SEDALIA SCHOOL DISTRICT #200

2806 Matthew Drive, Sedalia, MO 65301-7981 p:660.829.6450 f:660-827-8938

**Steven G. Triplett,**  
Ed.S Superintendent

**Todd Fraley, Ed.D.**  
Assistant Superintendent

**Chris Pyle, Ed.S.**  
Assistant Superintendent

**Jason Curry, Ed.S.**  
Assistant Superintendent

**Devon Gilmore, M.E.D.**  
Director of K-5  
Curriculum  
Instruction & Assessment

**Becky Brownfield, Ed.S**  
Director of 6-12  
Curriculum  
Instruction & Assessment

**Bob Satnan, B.A.**  
Communications  
Director

**Missouri Model  
District**  
[www.sedalia200.org](http://www.sedalia200.org)

**We Live Tiger  
Pride Everyday**

Sedalia #200 is an equal  
opportunity and  
affirmative action  
employer

TO: Sedalia #200 Board of Education and Mr. Triplett

FROM: Dr. Scott and Chris Pyle

DATE: February 22, 2021

SUBJECT: Donation from Central Missouri Community Credit Union

Our Sedalia School District #200 Federal Programs team would like to extend our sincere appreciation and recognize the Central Missouri Community Credit Union for their generous monetary donation to our HOPE fund. The HOPE fund is designated to help meet the needs of our students that meet the criteria for McKinney-Vento.

We are very fortunate to have the Central Missouri Community Credit Union as a business support for our District. Their \$3,515.68 donation will be used for a worthy cause. The money will be dedicated to our McKinney-Vento students for needs that may arise that our federal grant will not cover.

If you have any questions, please contact me at 660-829-6457. Thank You.