

07/16/2015

2015 Training Session for Administrators Session 4, Part 2: July 16, 2015 **Transcript CTE Federal Program Monitoring Review**

(00:00)

(George Willcox speaking)

Good afternoon. Welcome to part two of CTE monitoring. This part-two session will deal with Federal Program Monitoring. With us is William Hatch, who is a new staff member with the Department of Education. He has expertise in the area of Federal Program Monitoring, as well as dealing with civil rights, as you viewed in the previous section. Bill will spend several minutes on a presentation that will thoroughly explain the components of the Federal Program Monitoring process that will be conducted across the state this year in at least four school divisions that will be selected in the months ahead. Welcome, Bill.

(William Hatch speaking)

Thank you, George. I can't wait to get started, and I'm looking forward to this presentation. I'm looking forward to meeting all of the CTE directors this fall.

(01:08)

Good afternoon. Today we're going to look at the Federal Program Monitoring Review. Today we'll be going over the purpose of the review; state and federal laws, regulations, and standards; the review process; and then we're going to spend a lot of time on the scope of the on-site visit.

(01:29)

The purpose of the CTE Federal Monitoring Review is essentially to fulfill the VDOE's obligations to the U.S. Department of Education to ensure that school divisions are meeting the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) requirements and, particularly, Section 134. The review also assesses and assists school divisions' compliance with state and federal laws, regulations, and standards, including the Virginia Administrative Code (8 VAC 20-120) and Perkins IV.

(02:06)

Next we have the Federal Program Monitoring Review process. What we have done in the past is done that CTE Federal Program Monitoring Self-Assessment. That has been the big component for a number of years now, looking at that, doing desk audits, and looking at other data, but that only took us so far.

So, what we've done this year is added the review process to that, where we go on-site and look at school divisions, making sure that they're in compliance. Part of that is a targeting plan. The school divisions, again, are targeted on a six-year cycle, with about 22 school divisions

ranked per year. The targeting plan will identify the top four that we'll be reviewing that year. Those school divisions will be getting selection letters that will say, "You have been selected for a Federal Program Monitoring Review," and you will be so happy with us, and you'll be contacting us, wanting to know what this is. There are any number of things I can do: provide you with information if necessary, or come out and talk and provide an orientation. But one of the things I'll be doing is requesting some information; I'll be looking at things prior to the on-site review to speed it up. I'll look at the data, your Web site, and things we collect at the department to make sure we have what we need when we come to the on-site review.

(03:48)

I'll be spending a lot of time today looking at the scope and things we do on the on-site review. One of the things that we have made sure of is that it is aligned with the self-assessment instrument that you complete that prior year. So, the on-site visit does look at what is on the self-assessment.

Then, after the on-site visit, we will report our findings, and we'll detail the areas of noncompliance. One of the things we also do is provide suggested improvement strategies. And these are going to be recommendations that will help your school division improve the CTE program. And again, the suggested improvement strategies are *not* a finding of noncompliance.

Then, the school division will make a plan detailing the proposed actions to remedy the noncompliance issues. Then, finally, we will monitor at the state level to follow up with the school division to ensure that the action plan is completed.

(04:54)

Like I said before, this is going to totally align with that self-assessment. The areas we'll be working on include reviewing data; interviewing administrators, counselors, teachers, and students; and again, we'll be doing walk-throughs of the schools to determine compliance of the CTE standards of the following categories: (And just like on the self-assessment, the categories are) the financial report, the management system, the reporting system, the CTE advisory committee, competency-based education, Career and Technical Student Organizations (CTSOs), work-based learning, equipment, safety, and the standards of quality and accreditation.

(05:43)

First, we'll start with the CTE financial report. Among the standards reviewed are: financial assistance through categorical entitlements, the inventory of equipment purchased with state and federal funds, and ensuring federal funds are used to supplement, not supplant, the state or local funds that are designated for CTE.

(06:08)

Next is CTE management system, and among the standards we look at are the submission and VDOE approval of a local CTE plan; that CTE services, programs, and activities reflect area labor market needs and student interest; making sure there are equal opportunities in CTE programs

provided without discrimination; and that career guidance and academic counseling are provided to CTE students.

(06:40)

Next is the CTE reporting system. Among the standards reviewed are: data on CTE enrollments and completions and ensuring that CTE classroom enrollment adheres to maximum class size as specified in the CTERS.

(06:56)

Next is the CTE advisory committee. Among the standards we look at are: making sure that the CTE advisory committee advises the local division on the relevance of the programs and courses that are offered in meeting the current employment needs of that area; and making sure that the CTE advisory committee is composed of representatives of the general public, including at least one each from business, industry, and labor, and then making sure that there's appropriate representation of both sexes and racial and ethnic minorities found in the school, community, or region served by the committee.

(07:34)

Next is competency-based education. The standards we look at include identifying the state-established and industry-validated competencies, providing specified course competencies to students prior to the instruction, and addressing competencies of all aspects of industry and employability skills.

(07:57)

Then we have the CTSOs. The standards we look at there include making sure CTSO activities are an integral part of each CTE course, regardless of whether or not students are paid members of the organization, and making sure co-curricular instructional activities related to the respective CTE student organizations are a part of each CTE instructional program.

(08:24)

Next is work-based learning. Among the standards we review are making sure a written training plan has been developed for and is followed by each student enrolled in the program, using the cooperative education method of instruction; and also making sure a written training agreement has been prepared and signed by the teacher/coordinator, school administrator, parent(s)/guardian, cooperative student, and employer.

(8:50)

Now, we have equipment. The standard reviewed is that equipment is retained in the program or project for which it was purchased.

(9:00)

For safety, the standards reviewed include ensuring each student and teacher has access to his/her own approved eye protection devices or a working sanitizing cabinet or other sanitizing

method is in place, and then making sure that health and safety standards that are applicable to the operation of that program are an integral part of the program's instruction.

(09:27)

Last are the standards of quality and standards of accreditation. Among the things we look at are that there's a minimum of 11 courses in CTE offered in each secondary school, that at least three career and technical programs that prepare students as career and technical completers are provided, and that both academic and career and technical preparations are offered to students who plan to continue their education beyond secondary school or those who plan to enter employment.

(10:00)

After the CTE federal program monitoring on-site review, we will be providing a Report of Findings, and that will detail the findings of noncompliance. Included in that will be some suggested improvement strategies, and those will be recommendations to improve the school division's CTE program. Again, these are not findings of noncompliance. Then, the school will be providing a Corrective Action Plan. That plan will detail the proposed actions that the school division is going to use to remedy the noncompliance issues. And then of course, we'll be monitoring at a state level to follow up with the school division to ensure the completion of that plan.

(10:51)

If you have questions about the CTE federal program monitoring review, please give me a call or e-mail me. I'll be glad to answer your questions or provide technical assistance. If you need help going through the self-assessment, have any questions on data, or on any of the categories, I'll be glad to answer those for you.

(11:16)

Contacts at VDOE for CTE include Lolita Hall, our director, her contact information (804-225-2051, CTE@doe.virginia.gov) and George Willcox, our coordinator (804-225-2052, CTE@doe.virginia.gov). But for any questions pertaining to the Federal Program Monitoring Review, please give me a call or e-mail me (William Hatch: 804-225-2052, CTE@doe.virginia.gov).

I want to talk with you about the next video streaming training session. That session will be number five: Implementing Career Clusters: Preparing Students for High-Skill, High-Demand, and High-Wage Careers. That will be on August 13, 2015.

Our archived sessions are available on the VDOE Web site, on the Professional Development tab on CTE. This session evaluation will be available at the following link:

<https://www.surveymonkey.com/r/PTKGJSW>

Please fill that out. It will help us continue to provide good training sessions. Thank you for joining us!

(12:25)

(George Willcox speaking)

Bill, thanks for an excellent presentation that explained the Federal Program Monitoring process, the components of the self-assessment, the determinations utilized to select the four school divisions that will be visited during the course of the year. We certainly trust that the CTE directors will call or e-mail you if they have questions. Is there anything you'd like to recap as we bring this session to closure?

(William Hatch speaking)

Essentially, I just want to let the directors know to give me a call if they have any questions at all and I'll be glad to talk them through, whether it's the self-assessment, or any question regarding the standards we use in CTE and what we look to to be sure our Perkins money is being used correctly.

(George Willcox speaking)

Great, and we hope that everyone will take a couple of minutes to complete the evaluation of this session. We certainly will analyze your input in our efforts to continually improve the video professional development sessions that are offered. Thank you very much.