

CTE Federal Program Monitoring Review Process

September 1, 2016 Transcript

[00:00:00] Good afternoon. Welcome. This session will deal with the CTE Federal Program Monitoring Review. You may not have met me yet. I am Bill Hatch, the CTE Planning, Administration, and Accountability Coordinator. I'm looking forward to meeting all of the CTE directors this fall. I have expertise in the area of federal program monitoring as well as dealing with CTE civil rights reviews. This presentation will help explain the components of the CTE Federal Program Monitoring process that will be conducted across the state this year in at least four school divisions that will be selected in September.

[00:00:48] We're going to start the CTE Federal Program Monitoring Review process. We're going to look at the Purpose; the State and Federal Laws, Regulations, and Standards; the Review Process; the Steps before the On-Site Visit; the Scope of the On-Site visit; and the Steps after the On-Site Visit.

[00:01:10] The purpose of the CTE Federal Program Monitoring Review is to fulfill VDOE's obligation to the U.S. Department of Education to ensure that school divisions are meeting the Perkins requirements, particularly of Sections 134 and 135; to assess the school divisions' compliance with state and federal laws, regulations and standards, including the Virginia Administrative Code in Perkins IV; provide technical assistance to school divisions to work toward and/or maintain compliance.

[00:01:55] The CTE Federal Program Monitoring Review Process consists of, first, the CTE Federal Program Monitoring Self-Assessment, then Targeting Plan, Identification Letters, Requests for Information, the On-Site Visit, Report of Findings, Suggested Improvement Strategies, Corrective Action Plan, and Monitoring.

[00:02:22] The steps before the CTE Federal Program Monitoring On-Site Visit. The CTE Federal Program Monitoring Self-Assessment. So that's prior to your, prior to this school year, the submission of the school's local plan. The Targeting Plan is the school divisions, are targeted on a 6-year cycle with about 22 school divisions that are ranked each year. The Selection Letters are then sent to the top four ranked school divisions for that year that are identified by the Targeting Plan. Prior to the on-site review, we will ask for Requests for Information, and that's information that we need to expedite the process.

[00:03:19] Scope of the On-Site Visit. This is when the team comes out to review the data, interviews administrators, counselors, teachers, and students, and then conducts walk-through of the schools to determine compliance of the CTE standards of the following categories: the Financial Report, the Management System, Reporting System, Advisory Committee, Competency Based Education, the Career and Technical Student Organizations, Work-Based Learning, Equipment, Safety, and the Standards of Quality, and the Standards of Accreditation.

[00:04:05] To break it down a bit further, this CTE financial report has eight standards. And the standards that we'll be identifying in the rest of the presentation will essentially be the ones that

school divisions have a little bit more difficulty in meeting, so as I go through these, the ones that we particularly identify are the ones perhaps to pay a little bit more attention to.

So, the CTE financial report has eight standards, including inventory maintained of equipment purchased with federal or state funds, equipment purchased with state or federal funds limited to equipment on the approved list, federal funds to supplement, and not supplant, state or local funds designated for CTE.

[00:05:05] CTE Management System. This has 32 standards, so again I'm going to break down into the ones that particularly school divisions have difficulty with:

Submission and VDOE approval of a local Perkins plan and budget application

CTE programs offered must match an approved sequence of courses in the CTE APG

CTE services, programs, and activities that reflect area labor market needs and student interest

Local Perkins plan developed in consultation with the CTE advisory committee

Equal opportunities in CTE programs provided without discrimination

Students in special populations are provided appropriate supplementary aides and services, and

Career guidance and academic counseling were provided to students, including linkages to future education and training opportunities.

[00:06:13] CTE Reporting System. There are two standards, and they include data on CTE enrollments and completions, and CTE classroom enrollment adheres to maximum class size as specified in the CTE Reporting System.

[00:06:34] CTE Advisory Committee. There's four standards, and they include CTE advisory committee assisted the local school division in developing the current improvement plan, projections for CTE, the annual Perkins plan, CTE funds, and the evaluation of CTE programs; CTE advisory committee advised the local division on the relevance of the programs and/or courses offered in meeting current employment needs.

[00:07:10] Next is Competency Based Education. There's five standards including identifies and states Virginia's established and industry validated competencies, measures of successful performance are used to evaluate achievement of the competencies, and addresses competencies of all aspects of industry and employability skills.

[00:07:37] Then we have the Career and Technical Student Organizations or CTSOs, and there's three standards, including CTE student organization activities are an integral part of each CTE

course regardless of whether students are paid members of the organization, and co-curricular activities are related to the respective CTE student organizations a part of each CTE instructional program.

[00:08:11] Then we have Work-Based Learning, and there are five standards, and they include a written training programs is developed for and followed by each student enrolled in the program using the cooperative education method of instruction, a written training agreement has been prepared and signed by the teacher/coordinator, school administrator, parents or guardian, and cooperative student, and the employer.

[00:08:43] Equipment, and there's only one standard. Equipment is retained in the program project for which it was purchased.

[00:08:53] For Safety, there's three standards. Each student and the teacher has access to his or her own approved eye protection devices and a working sanitizing cabinet or other sanitizing method that is in place. All students and the teacher are wearing approved eye protection devices where appropriate, and health and safety standards that are applicable to the operation of the program are an integral part of program instruction.

[00:09:26] Next are the quality, Standards of Quality and Standards of Accreditation, and there's eight standards including a minimum of 11 courses in CTE are offered in each secondary school, instruction in career and technical exploration were provided in each middle school, at least three career and technical programs that prepare students as career and technical education completers are provided, both academic and career and technical preparations are offered to students who plan to continue their education beyond secondary school or who plan to enter employment.

[00:10:15] Steps after the CTE Federal Program Monitoring On-Site Review. First will be the Report of Findings, and this will be the report dealing with the findings of noncompliance that are provided to the school division within 45 to 60 days of the on-site visit. Then there's Suggested Improvement Strategies that will be included in the Report of Findings, and these are not findings of noncompliance, the recommendations to improve the school division CTE program. Then, from there, the school division develops a Corrective Action Plan, and that plan details the school division's action that will remedy the noncompliance issues. And then there's Monitoring. This will be state-level follow-up with school division to insure completion of the corrective action plan.

[00:11:15] If you have any questions about the CTE Federal Program Monitoring Review Process, please send them to me, Bill Hatch, at the email address below, and I will, I will help you through and work with you to help you better understand the review process, and particularly if your school division is identified in the Targeting Plan and you get the Identification Letters, I will be glad to work with you very closely to help you throughout the process, whether it's before the on-site visit, during, and particularly after.

[00:12:02] The contacts are Lolita Hall, our CTE director; George R. Wilcox, the associate director, and then myself as coordinator.

[12:12:15] The next video streaming session will be Session 7, and it will be the CTE Civil Rights Review Process, and it will be aired on September 8th. Please send questions regarding, again please send questions regarding Session 6, to me, and just to wrap up, the archived sessions are available on the VDOE website on the professional development, and the session evaluation is available at the following web address.

[12:12:52] We hope that you found the session valuable. I just want to let the directors know that they can give me a call if they have any questions or concerns, and I'll be glad to walk them through whether it's the self-assessment or any question regarding the standards that we use in CTE, and what we look for to make sure that the Perkins money is being used correctly. We hope that everyone will take a couple of minutes to complete the evaluation of this session, and certainly we will analyze your input in our efforts to continually improve the video professional development sessions that are offered. Thank you very much.