**Nebraska Department of Education**

# Carl D. Perkins Career and Technical Education Act of 2006



**Monitoring and Technical Assistance Manual**

*High School Consortium Recipient*

**School:**

**NDE Monitor:**

**Date of Monitoring:**

**Nebraska Department of Education
Monitoring and Technical Assistance Manual**

**For Carl D. Perkins Career and Technical Education Act of 2006**

Career Education is one of the primary systems through which youth and adults are prepared to enter a competitive workforce and continue in lifelong learning. The federal and state investment of financial resources should be used to improve career and technical education programs that will provide opportunities for all students to have access to and benefit from quality educational experiences.

In order to qualify for allocations of the Carl D. Perkins Career and Technical Education Act of 2006 funds, eligible recipients were required to prepare a local application. The Act envisions that students will achieve challenging academic as well as career and technical skill proficiencies, be prepared for postsecondary education and further learning, and attain the skills needed to pursue high-skill, high-wage careers, and not just entry-level jobs. Students in career and technical education should be taught to the same challenging academic standards as other students. The performance measures, which are a part of the Annual Report, address this priority for accountability.

This document has been prepared to assist the staff of the Nebraska Department of Education in monitoring approved projects of the Carl D. Perkins Career and Technical Education Act.

The monitoring process, which should occur twice within a five-year period, has the following purposes:

1. Determine compliance with the assurances as listed in the local application.
2. Evaluate progress toward the goals identified in the local application.
3. Verify that programs that have been approved as meeting program standards are in compliance.
4. Review progress toward meeting core indicators.
5. Provide technical assistance for meeting the goals identified in the local application.

As a part of the monitoring of a Perkins Consortium of schools, each school is asked to complete this monitoring survey. The results will be consolidated for inclusion in the monitoring of the Perkins consortium. During the actual on-sight monitoring visit of the Perkins consortium, a sampling of individual school districts will be included. Documentation for the items identified in this manual should be available for documentation at that time.

***In order for your Perkins consortium to collect implementation evidence, each school in the Perkins consortium is asked to check off as many examples as exist within your district.***

**Review of the Local Application and Procedures**

*This review is designed to be a self-assessment of quality and a documentation of meeting the assurances requirements associated with accepting funds from the Perkins Career and Technical Education Act of 2006****.***

***Please check all of the boxes that are documented for each Quality Indicator/Assurance.*** *Unless noted, it is not required that you check all statements in each area.*

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| **Evidence** | **Check (🗸) if Implemented and Evidence on File** |
| Quality Indicator/Assurance: **Equal Access**  |
| 1. The district uses outreach for increasing the enrollment of special populations in career technical education programs, e.g., marketing materials, newsletters, web site.
 | [ ]  |
| 1. CTE staff in-service activities on diversity, including gender equity, are planned and implemented on an ongoing basis.
 | [ ]  |
| 1. Action plan(s) to improve participation of students participating in programs that are nontraditional for their gender are in place and actively utilized, e.g., Women in Science Workshop, women in Industrial Tech classes, job shadowing.
 | [ ]  |
| 1. Strategies have been implemented for identifying and eliminating barriers to CTE program participation that students may encounter.
 | [ ]  |
| Quality Indicator/Assurance: **Private Schools** |
| 1. Records are kept of communication with private schools that are in the district’s service area informing them of CTE program offerings and how their students can participate.
 | [ ]  |
| 1. Enrollment records identify private school students participating in career technical education programs at the district.
 | [ ]  |
| 1. Private/religious school’s CTE instructors are invited to participate in professional development activities conducted for district CTE instructors.
 | [ ]  |
| 1. No private schools within service area
 | [ ]  |
| Quality Indicator/Assurance:  **Appeals Procedures** |
| 1. Information about the appeals process is disseminated.

-Student handbook -Board policies and procedures -District website -Other       | [ ]  |
| Quality Indicator/Assurance: **Parental Involvement** |
| 1. Parents are involved through student/parent/teacher meetings, attendance at open houses showcasing CTE student work, or other activties.
 | [ ]  |
| 1. Parents and the student meet at least annually with the CTE teacher(s) and/or school counselor to outline/update a personal learning plan that includes approved sequences of academic and CTE courses that prepare the student for postsecondary education, review progress in the program of study, and revise the plan as needed.
 | [ ]  |
| 1. Parent satisfaction surveys are conducted and the data gathered is used to evaluate and improve CTE programs.
 | [ ]  |

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| **Evidence** | **Check (🗸) if Implemented and Evidence on File** |
| **Academic Standards/Coherent Sequence of Courses** |
| 1. Individual and group counseling activities encourage students to pursue a coherent sequence of academic and CTE courses.
 | [ ]  |
| 1. A course syllabus exists for every CTE course that includes evidence of anchor assignments embedded with reading/writing technical reading/writing and mathematics relevant to the career field of study.
 | [ ]  |
| 1. A course syllabus exists for each CTE course within a program of study that includes a course description, goals, major projects, course outline, and assessment plan.
 | [ ]  |
| **All Aspects of an Industry** |
| 1. Curriculum provided and activities conducted that provide students with experience in all aspects of an industry (check all that are offered).

[ ]  Field trips[ ]  Clinicals/workshops/laboratories[ ]  Experiences in health and safety, labor, and community issues [ ]  Experiences in planning, management and finance[ ]  Experiences in technology and technical/production skills | [ ]  |
| 1. Work-based learning activities include a training plan that includes evaluation by a work-based learning coordinator. Work-based learning activities are linked to CTE program(s) of study. Check all that are offered:

[ ]  Supervised entrepreneurial experiences[ ]  Youth apprenticeships[ ]  Cooperative Education/Diversified Occupations[ ]  Internships[ ]  Job shadowing/Field trips | [ ]  |
| **Program Quality** |
| 1. Career and technical education programs reflect Nebraska Career Education standards.
 | [ ]  |
| 1. The district school improvement plan addresses quality, modern career and technical education.
 | [ ]  |
| 1. The district budget allocates funds to improve and expand CTE programs current with industry standards.
 | [ ]  |
| 1. Career and technical education programs utilize industry certifications, dual-credit courses, and capstone experiences where available.
 | [ ]  |
| **Secondary/Postsecondary Linkage** |
| 1. Approved CTE programs of study are offered that align course offerings between secondary and postsecondary education
 | [ ]  |
| 1. Identify CTE courses offered for dual credit by your school district.

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| **Evidence** | **Check (🗸) if Implemented and Evidence on File** |
| **Financial Regulations - Reports and Documentation** |
| 1. Reports, including Perkins Accountability Data as required by the Perkins Consortium have been submitted, reviewed, and approved by the Consortium.
 | [ ]  |
| **Financial Regulations – Use of Funds** |
| 1. Equipment purchased with Perkins funds is appropriately placed in CTE classrooms/laboratories and is clearly marked with an inventory sticker indicating the source of funding.
 | [ ]  |
| **Financial Regulations – Conflict of Interest**  |
| 1. District board policy addresses the conflict of interest assurance.
 | [ ]  |
| **Financial Regulations –Use of Funds** |
| 1. Perkins funds will be used to supplement state and local funds for career and technical education, and not supplant such state and local funds.
 | [ ]  |
| **General – Performance Standards/Career Preparation** |
| 1. Statistical data documents student achievement as defined in the Perkins Act.
 | [ ]  |
| 1. Industry credentialing is offered where possible; students are encouraged to take the appropriate certification exam.
 | [ ]  |
| 1. Data sources are used to make informed decisions about CTE secondary/postsecondary student academic performance and technical skill attainment. Evidence exists that the following sources are reviewed and are the basis for decision-making (check all the apply):

[ ]  Perkins performance measures[ ]  End-of-course exams[ ]  Licensing/certification exams[ ]  Rigorous course-taking patterns (e.g., 4 years of math, 4 years, of science, 4 years English/Language Arts, [ ]  Completion of an approved CTE program of study[ ]  SAT/ACT scores[ ]  Postsecondary entrance exams[ ]  Dual credit or advanced placement data[ ]        | [ ]  |

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| **Evidence** | **Check (🗸) if Implemented and Evidence on File** |
| **General – Guidance/Advisement** |
| 1. District staff includes guidance and counseling staff with appropriate certification/qualifications.
 | [ ]  |
| 1. Computer/online career exploration systems are available for student use.
 | [ ]  |
| 1. Career exploration and development activities are conducted for all students.

[ ]  Career interest inventories are utilized.[ ]  Personal learning plans are prepared no later than the 9th grade with involvement of the student, parents, and counselor(s).[ ]  Students and parents meet with the counselor/adviser at least annually to review progress made toward the personal learning plan. [ ]  High school staff collaborates with middle school staff to make students/parents aware of career and educational opportunities.[ ]  Students are assigned to advisor/advisee groups based on career interest. | [ ]  |
| **General – Alternative Education** |
| 1. Alternative education programs offered are documented and include CTE offerings.
 | [ ]  |
| **Special Populations – Equal Access** |
| 1. IEPs incorporate career technical education programming.
 | [ ]  |
| 1. A list of support services is made available to special population students and their parents/guardians.
 | [ ]  |
| 1. Career guidance and counseling activities include providing access for special populations into CTE programs.
 | [ ]  |
|  **Special Populations – Overcoming Barriers/Career Preparation** |
| 1. Support services provided and evidence of least restrictive environment or modifications, including curriculum, equipment, and/or classroom modifications existing for special populations are documented.
 | [ ]  |
| 1. Career guidance and counseling/advisement activities address overcoming barriers and career preparation for special population students.
 | [ ]  |
| 1. Special population group enrollment in CTE programs, percentage of representation, and student achievement information is documented.
 | [ ]  |

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| **Evidence** | **Check (🗸) if Implemented and Evidence on File** |
|  **Performance Measures – Report Submission and Definitions** |
| 1. Required data has been submitted through NSSRS and reviewed/approved by NDE staff prior to the monitoring visit.
 | [ ]  |
| 1. Appropriate definitions and data sources are used for all data fields including concentrator and completer.
 | [ ]  |
| 1. Data is reviewed by the district for accuracy and quality
 | [ ]  |
|  **Local Education Agency Comparability Assurance** |
| 1. Salary schedules show equitable pay between building sites within a district; program budgets are equitable and student/instructional staff ratios are equitable to other programs and schools in the district.
 | [ ]  |
| **Mission/Vision for CTE** |
| 1. The school mission and policies/procedures relevant to CTE are reviewed periodically to ensure relevance; modifications are made to reflect the evolving knowledge base of CTE.
 | [ ]  |
|  **Nebraska Career Education Model** |
| 1. The district has adopted the Nebraska Career Education Model as the framework for CTE course offerings and guidance/counseling activities. Courses are offered in the following career fields:

[ ]  Business, Management and Marketing[ ]  Communication and Information Systems[ ]  Agriculture, Food and Natural Resources[ ]  Health Sciences[ ]  Human Services and Education[ ]  Skilled and Technical Sciences  | [ ]  |
| 1. Course outcomes match those in the Nebraska Career Education programs of study.
 | [ ]  |
| 1. Course content is reviewed on an established schedule and modifications made to reflect career and technical education course standards and performance indicators.
 | [ ]  |
| 1. The student handbook, course guide, course syllabi, and website content incorporate the Nebraska Career Education Model.
 | [ ]  |

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| **Evidence** | **Check (🗸) if Implemented and Evidence on File** |
| **Career Student Organizations**  |
| 1. At least one CSO is available to students at each participating school building in the district receiving Perkins funds. Chartered and recognized CSOs documented prior to or during the monitoring visit include:

[ ]  DECA[ ]  FBLA[ ]  FCCLA[ ]  FEA (Future Educators of America[ ]  FFA[ ]  HOSA[ ]  SkillsUSA | [ ]  |
| 1. CSO activities offered at consortium schools provide opportunities for career, employability, personal/leadership development and service learning.
 | [ ]  |
| **Marketing, Public Relations, and Community Outreach**  |
| 1. Career and technical education program offerings are described in the district print literature and website content.
 | [ ]  |
| 1. Marketing efforts reflect the value of the career education and CTE course offerings and the alignment to workplace standards, labor market needs, and college/career readiness.

[ ]  Newsletters[ ]  Handbooks[ ]  Brochures[ ]  Press releases[ ]  Newspaper articles[ ]  Fact sheets[ ]  Websites[ ]  Listservs[ ]  Public Forums[ ]        | [ ]  |
| 1. Press releases are issued about the career education program, spotlight students’ activities and awards, and encourage local media to cover program events.
 | [ ]  |
|  |  |
| **Authorized Signature of Local Eligible Recipient** | **Date** |