

Nebraska Department of Education

Carl D. Perkins Career and Technical Education Act of 2006



Skills for Lifelong Learning, Earning, and Living

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.

| Evidence | Check (✓) if Implemented and Evidence on File |
|---|---|
| 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. | <input type="checkbox"/> |
| 2. CTE staff in-service activities on diversity, including gender equity, are planned and implemented on an ongoing basis. | <input type="checkbox"/> |
| 3. 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. | <input type="checkbox"/> |
| 4. Strategies have been implemented for identifying and eliminating barriers to CTE program participation that students may encounter. | <input type="checkbox"/> |
| 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. | <input type="checkbox"/> |
| 2. Enrollment records identify private school students participating in career technical education programs at the district. | <input type="checkbox"/> |
| 3. Private/religious school's CTE instructors are invited to participate in professional development activities conducted for district CTE instructors. | <input type="checkbox"/> |
| 4. No private schools within service area | <input type="checkbox"/> |
| Appeals Procedures | |
| 1. Information about the appeals process is disseminated. -Student handbook -Board policies and procedures -District website -Other | <input type="checkbox"/> |
| Parental Involvement | |
| 1. Parents are involved through student/parent/teacher meetings, attendance at open houses showcasing CTE student work, or other activities. | <input type="checkbox"/> |
| 2. 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. | <input type="checkbox"/> |
| 3. Parent satisfaction surveys are conducted and the data gathered is used to evaluate and improve CTE programs. | <input type="checkbox"/> |

| 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. | <input type="checkbox"/> |
| 2. 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. | <input type="checkbox"/> |
| 3. 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. | <input type="checkbox"/> |
| 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). <input type="checkbox"/> Field trips <input type="checkbox"/> Clinicals/workshops/laboratories <input type="checkbox"/> Experiences in health and safety, labor, and community issues <input type="checkbox"/> Experiences in planning, management and finance <input type="checkbox"/> Experiences in technology and technical/production skills | <input type="checkbox"/> |
| 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: <input type="checkbox"/> Supervised entrepreneurial experiences <input type="checkbox"/> Youth apprenticeships <input type="checkbox"/> Cooperative Education/Diversified Occupations <input type="checkbox"/> Internships <input type="checkbox"/> Job shadowing/Field trips | <input type="checkbox"/> |
| Program Quality | |
| 1. Career and technical education programs reflect Nebraska Career Education standards. | <input type="checkbox"/> |
| 2. The district school improvement plan addresses quality, modern career and technical education. | <input type="checkbox"/> |
| 3. The district budget allocates funds to improve and expand CTE programs current with industry standards. | <input type="checkbox"/> |
| 4. Career and technical education programs utilize industry certifications, dual-credit courses, and capstone experiences where available. | <input type="checkbox"/> |
| Secondary/Postsecondary Linkage | |
| 1. Approved CTE programs of study are offered that align course offerings between secondary and postsecondary education | <input type="checkbox"/> |
| 2. Identify CTE courses offered for dual credit by your school district. | <input type="checkbox"/> |

| 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. | <input type="checkbox"/> |
| 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. | <input type="checkbox"/> |
| Financial Regulations – Conflict of Interest | |
| 1. District board policy addresses that organizations representing the interests of a purchasing entity or its employees or any affiliate of such an organization may not benefit financially from funds used to acquire any equipment (including computer software.) | <input type="checkbox"/> |
| 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. | <input type="checkbox"/> |
| General – Performance Standards/Career Preparation | |
| 1. Statistical data documents student achievement as defined in the Perkins Act. | <input type="checkbox"/> |
| 2. Industry credentialing is offered where possible; students are encouraged to take the appropriate certification exam. | <input type="checkbox"/> |
| <p>3. 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):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Perkins performance measures <input type="checkbox"/> End-of-course exams <input type="checkbox"/> Licensing/certification exams <input type="checkbox"/> Completion of an approved CTE program of study <input type="checkbox"/> SAT/ACT scores <input type="checkbox"/> Postsecondary entrance exams <input type="checkbox"/> Dual credit or advanced placement data | <input type="checkbox"/> |

| Evidence | Check (✓) if Implemented and Evidence on File |
|---|---|
| General – Guidance/Advisement | |
| 1. District staff includes guidance and counseling staff with appropriate certification/qualifications. | <input type="checkbox"/> |
| 2. Computer/online career exploration systems are available for student use. | <input type="checkbox"/> |
| 3. Career exploration and development activities are conducted for all students. <ul style="list-style-type: none"> <input type="checkbox"/> Career interest inventories are utilized. <input type="checkbox"/> Personal learning plans are prepared no later than the 9th grade with involvement of the student, parents, and counselor(s). <input type="checkbox"/> Students and parents meet with the counselor/adviser at least annually to review progress made toward the personal learning plan. <input type="checkbox"/> High school staff collaborates with middle school staff to make students/parents aware of career and educational opportunities. <input type="checkbox"/> Students are assigned to advisor/advisee groups based on career interest. | <input type="checkbox"/> |
| General – Alternative Education | |
| 1. Alternative education programs offered are documented and include CTE offerings. | <input type="checkbox"/> |
| Special Populations – Equal Access | |
| 1. IEPs incorporate career technical education programming. | <input type="checkbox"/> |
| 2. A list of support services is made available to special population students and their parents/guardians. | <input type="checkbox"/> |
| 3. Career guidance and counseling activities include providing access for special populations into CTE programs. | <input type="checkbox"/> |
| 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. | <input type="checkbox"/> |
| 2. Career guidance and counseling/advisement activities address overcoming barriers and career preparation for special population students. | <input type="checkbox"/> |
| 3. Special population group enrollment in CTE programs, percentage of representation, and student achievement information is documented. | <input type="checkbox"/> |

| 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. | <input type="checkbox"/> |
| 2. Appropriate definitions and data sources are used for all data fields including concentrator and completer. | <input type="checkbox"/> |
| 3. Data is reviewed by the district for accuracy and quality | <input type="checkbox"/> |
| 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. | <input type="checkbox"/> |
| Mission/Vision for CTE | |
| 1. The school mission and policies/procedures relevant to CTE are reviewed periodically to ensure relevance and applicability to all students with modifications made to reflect the evolving knowledge base of CTE. | <input type="checkbox"/> |
| 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: <ul style="list-style-type: none"> <input type="checkbox"/> Business, Management and Marketing <input type="checkbox"/> Communication and Information Systems <input type="checkbox"/> Agriculture, Food and Natural Resources <input type="checkbox"/> Health Sciences <input type="checkbox"/> Human Services and Education <input type="checkbox"/> Skilled and Technical Sciences | <input type="checkbox"/> |
| 2. Course outcomes match those in the Nebraska Career Education programs of study. | <input type="checkbox"/> |
| 3. Course content is reviewed on an established schedule and modifications made to reflect career and technical education course standards and performance indicators. | <input type="checkbox"/> |
| 4. The student handbook, course guide, course syllabi, and website content incorporate the Nebraska Career Education Model. | <input type="checkbox"/> |

| 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: <ul style="list-style-type: none"> <input type="checkbox"/> DECA <input type="checkbox"/> FBLA <input type="checkbox"/> FCCLA <input type="checkbox"/> FEA (Future Educators of America) <input type="checkbox"/> FFA <input type="checkbox"/> HOSA <input type="checkbox"/> SkillsUSA | <input type="checkbox"/> |
| 2. CSO activities offered at consortium schools provide opportunities for career, employability, personal/leadership development and service learning. | <input type="checkbox"/> |
| Marketing, Public Relations, and Community Outreach | |
| 1. Career and technical education program offerings are described in the district print literature and website content. | <input type="checkbox"/> |
| 2. 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. <ul style="list-style-type: none"> <input type="checkbox"/> Newsletters <input type="checkbox"/> Handbooks <input type="checkbox"/> Brochures <input type="checkbox"/> Press releases <input type="checkbox"/> Newspaper articles <input type="checkbox"/> Fact sheets <input type="checkbox"/> Websites <input type="checkbox"/> Listservs <input type="checkbox"/> Public Forums <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Press releases are issued about the career education program, spotlight students' activities and awards, and encourage local media to cover program events. | <input type="checkbox"/> |
| | |
| Authorized Signature of Local Eligible Recipient | Date |