**Delaware Department of Education (DDOE) Federal Compliance Monitoring** **Status** [ ]  Compliant

**Subject: FY16 Secondary Career and Technical Education (CTE) Monitoring Form** [ ]  Non-Compliant

**LEA:**

**DDOE Reviewer:**

**Date of Review:**

**PURPOSE:** The Carl D. Perkins Career and Technical Education Improvement Act of 2006 requires that local recipients (local education agencies – LEAs) be monitored to support the improvement of Career & Technical Education (CTE) programs of study. The Delaware Department of Education (DDOE) CTE and STEM workgroup conduct monitoring visits on a five-year rotation schedule**. Each subsequent visit will look at the progress made from the previous monitoring visit.**

The monitoring form, sample interview questions, and draft agenda are provided to local recipients to help facilitate the monitoring process and support the continuous improvement of CTE programs of study in conjunction with the Carl D. Perkins Career and Technical Education Improvement Act of 2006 P. L. 109‐270 [Section 134(b)(5)] and 14 Delaware Admin Code 525.

1. **ORGANIZATION OF THE MONITORING FORM**

The secondary monitoring form has six overarching statements which describe DDOE’s CTE priorities:

1. Career pathways at the LEA level include Delaware CTE programs of study and program quality is ensured by an active program advisory committee;
2. CTE programs of study add value for students (technical skill attainment) and ensure students are able to transition into post-secondary education and a career;
3. All students have access to Delaware CTE programs of study as well as career and support services that facilitate a successful transition between the learning years (middle to high school and to post-secondary education);
4. Collaboration occurs amongst school faculty (school counselors, academic teachers, CTE teachers, and school administrators) to support a career and college ready culture and there are established professional learning experiences;
5. CTE program of study improvement is informed by student achievement, accurate data collection, and comprehensive data analysis (LEA, school, and program of study); and
6. Effective grant and fiscal management.

In each section there is an overarching statement with supporting strategies, references to data points, sources of acceptable evidence, and responses/comments to better understand the local system of CTE. Data should be recorded in the space provided (prior monitoring visit, current data, and established targets). In some instances, the data will already be populated. If a cell is shaded, please do not add information in this space. Acceptable evidence should be compiled for the onsite monitoring visit. Responses and comments should be specific to the stated question and completed prior to the onsite monitoring visit. Responses will be used by the LEA and monitoring team to identify questions for the onsite monitoring visit. During the onsite monitoring visit commendations, recommendations, and next steps will be documented. The DDOE CTE & STEM team will consult to develop a final report.

Each section is organized in the following manor.

**Column A** lists the section’s overarching statement and supporting strategies;

**Column B** speaks to the type of acceptable evidence or prompts where other sources of information can be found prior to the onsite monitoring visit;

**Column C** records the data from the prior monitoring visit;

**Column D** asks for the current data;

**Column E** requires a target or goal to be established for the next monitoring visit (five years from the current monitoring visit); and

**Column F** provides space for responses/comments.

1. **STEPS IN COMPLETING THE MONITORING FORM**

For LEA staff to capture an accurate picture of CTE at the system level, it may be necessary to include input from school administration, department chairs, program coordinators, central office staff, and teachers. Please complete all questions in **Sections** **One** through **Five** including all data for the system’s CTE programs. **Section** **Six** is to be completed by the LEA CTE Director and may require input from the finance office.

1. Read each statement and strategy in **Column A**;
2. Refer to **Column B and/or Column F** for the type of data needed or the resource to locate the required information;
3. Enter the data requested in **Column C** (if it has not been pre-populated and the cell is not shaded);
4. Enter the current data in **Column D** (if the cell is not shaded);
5. List the target to be achieved by the next five year monitoring cycle in **Column E** (if the cell is not shaded); and
6. Record in **Column F** the responses requested and any additional comments prior to the onsite monitoring visit.

Complete the monitoring form with the required data, responses, and comments. If scheduled for a monitoring visit during the current fiscal year, e-mail the completed monitoring form to: Lisa Stoner-Torbert, CTE Policy Advisor on or before the due date: lisa.stoner-torbert@doe.k12.de.us.

1. **SCHEDULING THE ONSITE MONITORING VISIT**

Local education agency (LEA) staff are responsible for scheduling interviews during the onsite monitoring visit. A sample agenda is provided to assist in this process. It is recommended that LEA staff be present for all interviews and collaboratively engage with the monitoring team during the interview process. Please see the DDOE CTE & STEM monitoring interview guide for sample questions that may be asked during the monitoring visit. The list of questions will be narrowed based on LEA responses/comments from the monitoring form. LEA staff will have an opportunity to review selected questions and add additional questions, as applicable, prior to the onsite monitoring visit.

1. **FOLLOW-UP TO THE ONSITE MONITORING VISIT**

The DDOE CTE & STEM team will work with the LEA staff to compile all data and complete the onsite monitoring form. There is space provided in each section to document commendations, recommendations, and next steps to further support the LEA. The DDOE CTE & STEM team will subsequently work with LEA staff to document commendations, recommendations, and next steps through a final report. **Recommendations contained in the final report are to be addressed and included in the Carl D. Perkins portion of the LEA consolidated application when the next annual update is submitted. Next steps are to be addressed on or before the agreed upon date of completion**.

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| **A.** | **B.** | **C.** | **D.** | **E.** | **F.** |
| 1. **Career pathways at the LEA level include Delaware CTE programs of study and program quality is ensured by an active program advisory committee.**
 | **Acceptable Evidence** | **Last Monitoring Visit** | **Current** | **Target** | **Responses/Comments Prior to the Onsite Monitoring Visit** |
| **NA** | **2015-16** | **2020-21** |
| * 1. Number and percent of new CTE programs of study (POS) and existing programs that have been revised within the five year cycle of continuous improvement.
 | # and % of new CTE POS. | **#** | **%** | **#** | **%** | **#** | **%** | Describe the local process and timeline for continuous improvement of CTE POS. |
| # and % of existing CTE POS that have been revised within a five year period. | **#** | **%** | **#** | **%** | **#** | **%** |
| * 1. The Program Advisory Committee (PAC) is a joint committee between the LEA and the community and includes various stakeholders.
 | Provide a list of PAC members.  |  |  |  | Describe the goals the LEA has established for the PAC. |
|  |
| * 1. The PAC works with the existing local and regional workforce partners to make recommendations related to the overall *local system of CTE*, based on issues of economic development, workforce preparation, and student achievement.
 | Provide a sample of PAC minutes for the two most recent meetings. |  |  |  | Describe how the PAC supports new programs of study and/or upgrades to current programs. Include how student outcome data are shared with and analyzed by the PAC to support the continuous improvement of CTE programs of study. |
| * 1. The PAC and other industry partners work with CTE teachers and students to enhance CTE programs of study.
 |  |  |  |  | Describe how the PAC supports CTE teachers and students. |
| **Commendations/Recommendations/Next Steps:** |

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| **A.** | **B.** | **C.** | **D.** | **E.** | **F.** |
| 1. **CTE programs of study add value for students (technical skill attainment) and ensure students are able to transition into post-secondary education and a career.**
 | **Acceptable Evidence** | **Last Monitoring Visit** | **Current** | **Target** | **Responses/Comments Prior to the Onsite Monitoring Visit** |
| **NA** | **2015-16** | **2020-21** |
| * 1. Number and percent of CTE programs of study (POS) that have been approved and include a defined credential, certificate, or license as a measure for technical skill attainment (TSA).
 | # and % of CTE POS with an approved TSA measure.Provide a list of all approved POS and related industry credentials (highlight TSA measures). | # | % | # | % | # | % | Describe the strategies that are in place to increase the number of CTE students who earn a credential which has value at the professional or post-secondary level (TSA). Include how this information is communicated to students and parents. |
| * 1. Number and percent of CTE programs of study (POS) that have been approved and have established articulation/dual enrollment/advanced standing agreements with institutions of higher education as a measure for technical skill attainment (TSA).
 | # and % of CTE POS with advanced standing agreements.Provide a list of all approved POS and related advanced standing agreements that meet TSA standards. | # | % | # | % | # | % | Describe the strategies that are in place to increase the number of CTE students who gain early college credit(s). Include how this information is communicated to students and parents. |
| * 1. Number of CTE students who participate in unpaid work-based learning experiences (WBL - career coaching, mentorship, job shadow, internship, etc.) aligned to their CTE program of study.
 | # of CTE students participating in unpaid WBL. | # | # | # | Describe the strategies that are in place to increase the number of students participating in career awareness (guest speakers, company tours or field trips, career fairs, etc.) career exploration (job shadow, service learning, internships, etc.) experiences. |
| * 1. Number of CTE concentrators who participate in paid work experiences aligned to their CTE program of study.
 | # of CTE concentrators participating in paid WBL. | **#** | **#** | **#** | Describe the strategies that are in place to increase the number of students participating in career immersion (paid work) experiences.  |
| **Commendations/Recommendations/Next Steps:** |

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| **A.** | **B.** | **C.** | **D.** | **E.** | **F.** |
| 1. **All students have access to Delaware CTE programs of study as well as career and support services that facilitate a successful transition between the learning years (middle to high school and to post-secondary education).**
 | **Demographic** | **CTE Enrollment & Percent** | **LEA Enrollment & Percent** | **Percent Comparison**  | **Responses/Comments Prior to the Onsite Monitoring Visit** |
| 3.1 Number of CTE concentrators enrolled in CTE programs of study by gender, race/ethnicity, special populations, and comparable LEA data (school year 2014-15). | All Students | # | % | # | % | +, –, = | Please note these data reflect enrollment for students who have been identified as CTE concentrators or those students that have completed 50% of an approved CTE program of study. Typically, CTE concentrators are in grades 10 – 12. Comparable data are provided for all students in grades 10 – 12 for the LEA. Describe how CTE courses are linked between middle and high school, as well as high school and post-secondary education, and pair academic and technical coursework with the Student Success Plan (SSP). Include examples or links to CTE program information for students and parents. |
| Gender |
| Male  | # | % | # | % | +, –, = |
| Female | # | % | # | % | +, –, = |
| Race/Ethnicity |
| Asian  | # | % | # | % | +, –, = |
| American Indian | # | % | # | % | +, –, = |
| Black  | # | % | # | % | +, –, = |
| Hispanic/Latino | # | % | # | % | +, –, = |
| NH/PI | # | % | # | % | +, –, = |
| White | # | % | # | % | +, –, = |
| Two+ | # | % | # | % | +, –, = |
| Special Populations |
| Economically Disadvantaged | # | % | # | % | +, –, = |
| ELL | # | % | # | % | +, –, = |
| Homeless/Foster | # | % | # | % | +, –, = |
| SWD | # | % | # | % | +, –, = |
|  | **Acceptable Evidence** | **Last Monitoring Visit** | **Current****2014-15** | **Target****2020-21** |  |
| 3.2 CTE students are informed about CTE programs that are considered nontraditional for their gender (school year 2014-15). | # and % of CTE participants in nontraditional CTE POS | **#** | % | # | % | # | % | Describe the strategies that are in place to increase nontraditional enrollment and completion. Include how these strategies are evaluated. |
| # and % of CTE concentrators completing nontraditional CTE POS | **#** | % | # | % | # | % |
| **Commendations/Recommendations/Next Steps:** |

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| **A.** | **B.** | **C.** | **D.** | **E.** | **F.** |
| 1. **Collaboration occurs amongst school faculty (school counselors, academic teachers, CTE teachers, and school administrators) to support a career and college ready culture and there are established professional learning experiences.**
 | **Acceptable Evidence** | **Last Monitoring Visit** | **Current** | **Target** | **Responses/Comments** |
| **NA** | **2014-15** | **2020-21** |
| * 1. There is collaboration between middle and high school CTE staff to place students in appropriate CTE programs of study based on goals identified in their SSP.
 |  |  |  |  | Describe the collaboration that occurs and the process to identify and support students as they enter in a CTE program of study. |
| * 1. There is collaboration between CTE teachers, school counselors, and administrators to place students in appropriate CTE programs of study and provide career development services.
 |  |  |  |  | Describe the collaboration that occurs and the process to identify and support students as they enter and advance in a CTE program of study. |
| * 1. CTE teachers participate in professional learning that is specific to the CTE program of study and work with their academic colleagues to embed the Common Core standards into instruction.
 |  |  |  |  | Describe the types of professional development that are provided and how CTE teachers partner with academic teachers. |
| * 1. CTE teacher certification is aligned to an approved program of study.
 | eSchool/DEEDS to align CTE Course codes and minutes to CTE Teacher Certification |  |  |  | Please see the attached certification document. Please provide additional details regarding the certification status of the following employees:Describe the selection process used to hire teachers and staff CTE programs of study. |
| **Commendations/Recommendations/Next Steps:** |

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| **A.** | **B.** | **C.** | **D.** | **E.** | **F.** |
| 1. **CTE program of study improvement is informed by student achievement, accurate data collection, and comprehensive data analysis (LEA, school, and program of study).**
 | **Acceptable Evidence** | **Last Monitoring Visit** | **Current** | **Target** | **Responses/Comments** |
| **NA** | **2014-15** | **2020-21** |
| * 1. The local education agency CTE program data is accurate and inform decision making for program improvement.
 | Note: Perkins Core Indicators of Performance can be used to address program improvement as well as other data sources that are available to the LEA.If additional LEA data are used, please provide examples of local data that is used to inform decisions. | 1S1:1S2:2S1:3S1:4S1:5S1:6S1:6S2: | 1S1:1S2:2S1:3S1:4S1:5S1:6S1:6S2: | 1S1:1S2:2S1:3S1:4S1:5S1:6S1:6S2: | If data is accurate, provide examples of how data has been used to inform decisions.If data is not accurate, please provide detailed explanation of how data accuracy is being addressed and describe how decisions are made in the absence of accurate data.*\*bold items indicate a Core Indicator of Performance that has not been met at the 90% threshold for one or more years.**\*underlined items indicate a Core Indicator of Performance that has not been met at the 90% threshold for three or more years.* |
| * 1. All CTE educators annually analyze their program data and know the patterns of assessment results, school-wide data, and district-wide data which are used to identify opportunities for improvement.
 |  |  |  |  | Describe the process used to share and analyze data with CTE teachers. Include an example of how CTE teachers are making improvements based upon data analysis. |
| * 1. An Improvement Plan is implemented for each Perkins Core Indicator of Performance that does not meet at least 90% of the negotiated performance target.
 |  |  |  |  | If this is the third consecutive year that the same Core Indicator of Performance was not met the 90% threshold, describe what new actions and strategies are being implemented to ensure progress. |
| **Commendations/Recommendations/Next Steps:** |

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| **A.** | **B.** | **C.** | **D.** | **E.** | **F.** |
| 1. **Effective grant and fiscal management.**
 | **Acceptable Evidence** | **Last Monitoring Visit** | **Current** | **Target** | **Responses/Comments** |
| **NA** | **2015-16** | **2020-21** |
| * 1. Expenditure of federal funds was in accordance with the approved budget. If not, an approved amendment was on file if: the expenditure total exceeds 15% or $5,000 (whichever is greater) of its account code; and/or the new use of funds constituted a programmatic change.
 |  |  |  |  | Document using copies of receipts, executed purchase order, cancelled check, or approved grant amendment in addition to how the approved expenditures was made on a timely basis to allow for full implementation during the school year. |
| * 1. Expenditures were allowable, reasonable and necessary according to the intent and purpose of the funds outlined in the federal program regulations.
 |  |  |  |  | Describe the process of fiscal oversight for all DDOE issued funds for CTE (i.e., funds are obligated within the grant period, expended as per the approved budget, and obligations are liquidated within the timeframe allowed. |
| * 1. Expenditures occurred during the obligation and liquidation period of the federal funds.
 | % of funds released | FY 2014 –Perkins Amount Remitted = $X.XXInnovation Grant Amount Remitted:  xxxx % = $X.XX | FY 2016 –Perkins xxxx % = Available Balance of $X.XX |  |  = Please see the attached FSF report for FY16. This data was pulled from the FSF system on DATE and references to the appropriate project number have been provided where a balance has been carried forward or remitted. Describe the process to ensure all planned activities are completed and funds are spent according to the approved and/or amended budget(s). |
| FY 2015 – Perkins Amount Remitted = $X.XXInnovation Grant Amount Remitted:  xxxx % = $X.XX |
| * 1. Evaluation of federal funding and calculation of return on investment (ROI)- examples could include increased:
* program enrollment to concentrators;
* program concentrators to completers;
* program enrollment to completion;
* nontraditional participation and completion;
* reduction in remediation; and
* other (please explain)
 |  |  |  |  | Describe how the LEA evaluates the use of Perkins funds and calculates return on investment (ROI). Include how the LEA associates programmatic targets with planned expenses during the Consolidated Grant Application. |
| **Commendations/Recommendations/Next Steps:** |