

Career-Technical Education FY2017 Secondary Self-Assessment

Purpose of the Carl D. Perkins Act of 2006

The purpose of the Carl D. Perkins Act of 2006 is to develop more fully the academic, career and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs by;

1. Building on the efforts of States and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or high demand occupations in current or emerging professions.
2. Promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students.
3. Increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education, including tech prep education.
4. Conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs, services, and activities.
5. Providing technical assistance that:
 - (a) promotes leadership, initial preparation, and professional development at the State and local levels;
 - (b) improves the quality of career and technical education teachers, faculty, administrators, and counselors.
6. Supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries.
7. Providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive.

The Secondary Self-Assessment is now a web based application process. Proceed to the Ohio Department Education Safe account to access *new* Career Technical Compliance (CTE) compliance process.

FY2017-FY2019 Carl D. Perkins Monitoring Districts

Secondary

FY2017		FY2018		FY2019	
Secondary		Secondary		Secondary	
CTPD #	CTPD	CTPD #	CTPD	CTPD #	CTPD
089	Alliance City SD	095	Akron City SD	003	Ashland County-West Holmes JVSD
052	Auburn JVSD	001	Apollo JVSD	004	Ashtabula County JVSD
101	Buckeye JVSD	024	Bedford-Maple Heights City SD	037	Central Ohio JVSD
055	C-TEC	006	Belmont-Harrison JVSD	015	Columbiana County JVSD
090	Canton City SD	008	Butler Technology & Career Development Schools	108	Coshocton County JVSD
115	Canton Local SD	035	Columbus City SD	071	Dayton City SD
120	Centerville City SD	027	Cuyahoga Valley JVSD	016	East Liverpool City SD
043	Cincinnati City SD	036	Eastland-Fairfield Career & Technical Schools	032	EHOVE JVSD
019	Cleveland Municipal SD	030	Four County JVSD	044	Great Oaks Institute of Technology
031	Delaware JVSD	054	Lawrence County JVSD	042	Greene County Career Center
021	East Cleveland City SD	002	Lima City SD	009	Hamilton City SD
096	Four Cities Educational Compact	058	Lorain County JVSD	050	Jefferson County JVSD
040	Gallia-Jackson-Vinton JVSD	081	Madison Local SD	051	Knox County JVSD
117	Greenville City SD	066	Medina County JVSD	119	Lancaster City SD
053	Lake Shore Compact/Mentor Ex Village	067	Meigs Local SD	063	Mahoning County JVSD
057	Lorain City SD	075	Mid-East Career & Technology Centers	078	Maplewood Career Center
072	Mad River Local SD	116	Millstream Career & Technology Center	092	Massillon City SD
082	Mansfield City SD	059	Oregon City SD	073	Miami Valley CTC
025	Mayfield Excel TECC	039	Penta County JVSD	074	Morgan Local SD
107	Ohio Valley Local	083	Pioneer CTC	056	Ohio Hi-Point
026	Parma City SD	038	South-Western City SD	084	Pickaway-Ross CTC
028	Polaris JVSD	011	Springfield-Clark County JVSD	077	Pike County JVSD
033	Sandusky City SD	060	Sylvania City SD	093	Plain Local SD
007	Southern Hills JVSD	111	Tri-Rivers JVSD	098	Portage Lakes JVSD
094	Stark County Area JVSD	012	U.S. Grant JVSD	086	Scioto County JVSD
005	Tri-County JVSD	069	Upper Valley JVSD	097	Six District Educational Compact
020	Tri-Heights Career Prep Consortium	085	Vanguard-Sentinel JVSD	070	Switzerland of Ohio Local SD
099	Trumbull Career & Technical Center	102	Vantage Career Center	061	Toledo City SD
064	Youngstown City SD	104	Washington County JVSD	121	Tri-Star Career Compact
		062	Washington Local SD	103	Warren County JVSD
				105	Wayne County JVSD
				023	West Shore Career Technical Education District
	Total: 29		Total: 30		Total: 32

Perkins Monitoring Process Guidelines

The Perkins monitoring process is a four-step process consisting of 1) a self-assessment, 2) a desk audit, 3) a telephone audit, and in some instances, 4) an on-site review. The intent of monitoring is to directly review compliance with the Carl D. Perkins Act of 2006.

A district will be in compliance if there is a satisfactory review and sufficient evidence to support all items required in the self-assessment. All required evidence must be uploaded in the CTE Compliance Tracking System.

A noncompliant rating requires a recipient to develop a Corrective Action Plan and comply with Ohio's Five-Year Performance Plan and Section 135 of the Carl D. Perkins Act.

1) Self-Assessment

The CTPD self-assessment is the first step of the monitoring process.

1. Local leadership should identify, review and organize all available documentation, addressing at a minimum the evidence cited in this document.
2. Mark the applicable boxes for each question and upload the evidence or supporting materials.
3. All questions in sections A and C must be completed. Items in section B should be completed based on whether the items were selected in the 2016 CCIP.
4. If there is not substantive evidence to support a compliant rating this represents a noncompliant finding and a Corrective Action Plan (CAP) is required.
5. **The fully completed self-assessment must be received at ODE by December 1, 2016. If a self-assessment is submitted after the deadline, an on-site visit will be scheduled.**
6. Electronic submission is highly recommended, although paper documents will be accepted.
7. Any questions should be directed to your assigned Administrative Field Services Specialist.

The information and required evidence for the monitoring process is generally for FY2016.

2) Desk Review

The desk review is the second step of the monitoring process. The desk review will include a review of the completed self-assessment, previous site visit reports, previous Corrective Action Plans, performance data, CCIP, EMIS reports and any other relevant information.

3) Telephone Review

The telephone review is the third step of the monitoring process. After completion of the desk review, a telephone review will be conducted to seek additional information, supporting documentation or clarification of questions generated by the desk review.

At this point, the CTPD may be required to submit supporting documentation.

4) On-Site Review

The on-site review is the fourth step of the monitoring process. Its purpose is to verify and/or clarify appropriate evidence. Any district, whether deemed in compliance or not, may receive an on-site review.

The on-site review selection criteria are as follows: (a) on-site review was requested by a CTPD, or (b) CTPD submitted a self-assessment after the submission deadline, or (c) the reviewer deems it necessary to verify or clarify any information provided in the self-assessment, desk review, or telephone review.

To prepare for an on-site visit, the district may be asked to provide additional evidence. The reviewer will consult with the district and provide a list of items required during the on-site visit.

Final Steps

After completion of the audit, the district superintendent and contact will receive an issues/conditions report detailing any findings. **At that time**, the CTPD must prepare a Corrective Action Plan (CAP) to address each category identified as a finding. The timelines and directions for completing the CAP will be included in the issues/conditions email. If no issues/condition were identified in the self-assessment, no CAP is required.

A. Organizational Structure (Required Questions)

Question 1

Section: SEC.135. (b)(5)

The CTPD's yearly operational plan (CCIP) was reviewed by stakeholders to address the workforce development needs, performance indicators and fiscal expenditures.

- A stakeholders meeting was held in this school year (July 1 - June 30).
- A discussion of workforce needs, fiscal expenditures and Perkins performance are reflected in the minutes.
- An agenda, meeting minutes and a list of attendees are on file and attached to this document as evidence.

Required essential evidence:

1. List of stakeholder invitees including job titles and what constituencies they represent.
2. Stakeholder's meeting attendance sheet.
3. Stakeholder's meeting minutes and agenda.
4. Other supporting evidence.

Question 2

Section: SEC.135. (b)(5)

An advisory committee meeting was held for each program in the CTPD for the purpose of discussing performance, program quality and community need.

- An advisory committee meeting was held for each program in this school year (July 1 - June 30).
- A discussion of performance, program quality and community need are reflected in the minutes.
- A copy of each committee meeting's agenda, minutes and a list of attendees are on file and attached to this document as evidence.

Required essential evidence:

1. Lists of advisory committee members and the constituencies they represent.
2. Advisory committee sign-in sheets for each program.
3. Advisory committee agendas for each program.
4. Advisory committee minutes for each program.
5. Media examples, including mailed flyers concerning the CTPD's programs.
6. Other supporting evidence.

B. Programs Improvement Opportunities

(Provide evidence for ***only*** the boxes you have selected on the CCIP application)

Question 1

Section: SEC.135(b)(1)

Strengthen academic Career and technical skills through academic/technical integration and Programs of Study implementation.

Required essential evidence:

1. Documentation evidencing academic/technical integration is attached.
2. Other supporting evidence.

Question 2

Section: SEC.135(b)(2)

Link secondary and postsecondary education.

Required essential evidence:

1. A sample articulation agreement, POS, or other evidence is attached

Question 3

Section: SEC.135.(b)(3)

Provide experience and understanding of an industry.

Required essential evidence:

1. A list of program activities (e.g. internships, clinicals, job shadowing, etc.) is attached.

Question 4

Section: SEC.135(b)(4)(A)(B)(C)

Develop, improve or expand use of technology.

Required essential evidence:

1. Documentation or a description of the district's effort to develop, improve or expand the use of technology is attached

Question 5

Section: SEC.135.(b)(5)(A)(i)

Provide in-service and pre-service professional development.

Required essential evidence:

1. Sample of approved professional development purchase orders.
2. List of approved professional development activities conducted outside of the district.
3. Agendas of professional development activities provided on-site.
4. Other supporting evidence.

Question 6

Section: SEC.135.(b)(7)

Initiate, improve, expand and modernize quality programs.

Required essential evidence:

1. A description of activities to initiate, improve, expand or modernize quality programs is attached.

Question 7

Section: SEC.135.(b)(8)

Provide effective services in size, scope and quality.

Required essential evidence:

1. The district is in compliance with the 12/8 rule.
2. A description of efforts to increase the size, scope or quality of programming is attached.

Question 8

Section: SEC.135.(b)(6)

Evaluate programs/assess impact on special populations

A copy of the course catalog and/or program brochures are attached.

Required essential evidence:

1. A list or description of activities and services designed to support special populations is attached.
2. Course catalogue/program brochures.
3. Other supporting evidence

Question 9

Section: SEC.135.(b)(9)

Prepare special populations for economic self-sufficiency.

Required essential evidence:

1. A description of activities designed to prepare special populations is attached.

C. Financial Components (Required Questions)

Question 1

Section: OMB Circular A-87 (8) (3)(4)

Time and Effort documentation was maintained for every employee paid partially or completely with federal Perkins Funds.

Required essential evidence:

1. A position description for each employee partially or fully paid using Perkins funds is attached to this document.
2. A work log for each employee paid partially out of Perkins is attached.
3. A semi-annual verification document is attached for each employee paid fully out of Perkins is attached.

Question 2

Section: 34 CFR Part 80.32

A system is in place for tracking the purchase, location and disposal of equipment purchased using federal Perkins Funds.

Required essential evidence:

1. A tracking documentation sample is attached

Question 3

Section: SEC.135. (b)

Section 135 of Perkins legislation requires districts to use funds to help reach required performance levels. Please check all of the following "Requirements for Uses of Funds****" that were selected as strategies on the CTPD's this year's (July 1 - June 30) CCIP application page.

- Dedicate at least 3% of the grant amount to "support for learner success" activities, including assessment and intervention services.

- Strengthen academic Career and technical skills through academic/technical integration and Programs of Study implementation.
- Link secondary and postsecondary education.
- Provide experience and understanding of an industry.
- Develop, improve or expand use of technology.
- Provide in-service and pre-service professional development.
- Evaluate programs/assess impact on special populations.
- Initiate, improve, expand and modernize quality programs.
- Provide effective services in size, scope and quality.
- Prepare special populations for economic self-sufficiency.

Question 4

(Include evidence for **only** the boxes you have **checked** on the application page.)

Section: SEC.135. (b)

Section 135 of Perkins legislation requires districts to use funds to help reach required performance levels. Please check all of the following "Permissive Uses of Funds****" that were selected as strategies on the CTPD's this school year's (July 1 - June 30) CCIP application page. (Include evidence for **only** the boxes you have **checked** on the application page.)

- Involve parents, businesses and labor organizations in planning, implementing, and evaluating vocational and technical education programs.
- Provide career guidance and academic counseling.
- Support local education and business partnerships.
- Provide programs for special populations.
- Assist in career and technical education student organizations.
- Provide mentoring and support services.
- Lease, purchase and upgrade equipment.
- Teacher preparation programs that addresses integration of academic and career and technical education.
- Develop and expand postsecondary program offerings, including distance education.
- Develop initiatives that facilitate the transition of subbaccalaureate career and technical education student into baccalaureate degree programs.
- Support entrepreneurship education and training.
- Develop or improve curriculum, particularly for high skill, high wage or high demand occupations.
- Develop and support career-themed learning communities.
- Support family and consumer science education.
- Provide programs for adults and school dropouts to complete secondary education.
- Provide services for placement in employment and further education.
- Support nontraditional training and employment.
- Support automotive technologies training.
- Other activities consistent with purposes of this Act