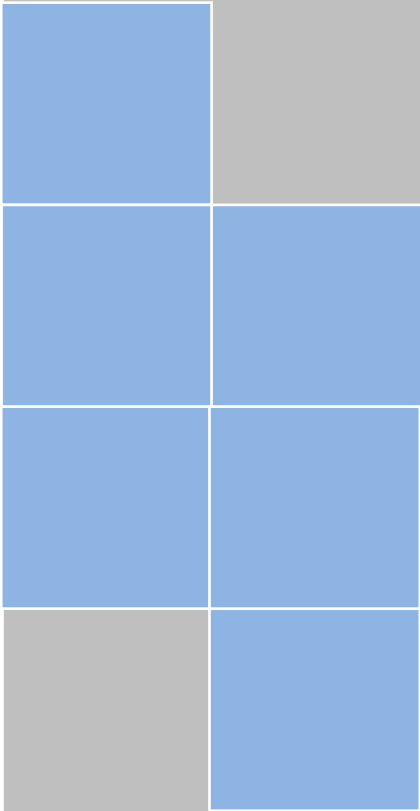




**Oklahoma State Department of Career and Technology
Education**

**Carl Perkins On-site Monitoring Visit
Reviewer Rubric**



On-site Reviewer: John Doe



Review Area - Strategies for Improvement: Academic Achievement

_____ **Meets Standard** _____ **Does Not Meet Standard**

<p>Compliant: Sub-grantee provides sufficient evidence for meeting the compliance requirement and implementation of the approved Perkins sub-grant application.</p>	<p>Noncompliant: Sub-grantee is unable to provide sufficient evidence for meeting the compliance requirement and implementation of the approved Perkins sub-grant application.</p>
--	---

Quality Indicator monitoring questions:	Sub-recipient examples of successful strategies for meeting standard:
<p>1. Explain how your school or consortium encourages high expectations and strong academic course enrollment to your CTE students.</p>	
<p>2. Can your school/consortium describe specific improvement strategies for incorporating more literacy and mathematic skills into your CTE programs?</p>	
<p>3. Describe any additional student data beyond EOI exams that your school/consortium utilize to benchmark, and monitor CTE student academic achievement.</p>	

Reviewer Notes:

Review Area - Strategies for Improvement: Technical Skills Attainment

_____ **Meets Standard** _____ **Does Not Meet Standard**

Compliant: Sub-grantee provides sufficient evidence for meeting the compliance requirement and implementation of the approved Perkins sub-grant application.	Noncompliant: Sub-grantee is unable to provide sufficient evidence for meeting the compliance requirement and implementation of the approved Perkins sub-grant application.
--	---

Quality Indicator monitoring questions:	Sub-recipient examples of successful strategies for meeting standard:
1. Does your school/consortium utilizes advisory committees, regional business/industry councils, and postsecondary partners to evaluate the development and implementation of CTE course curricula to increase student technical skill?	
2. Describe the process your school/consortium uses to align curricula with national and state industry standards.	
3. How does your school/consortium encourage CTE students to take and successfully complete technical skill assessments?	

Reviewer Notes:

Review Area - Strategies for Improvement: Professional Development

_____ **Meets Standard** _____ **Does Not Meet Standard**

Compliant: Sub-grantee provides sufficient evidence for meeting the compliance requirement and implementation of the approved Perkins sub-grant application.	Noncompliant: Sub-grantee is unable to provide sufficient evidence for meeting the compliance requirement and implementation of the approved Perkins sub-grant application.
--	---

Quality Indicator monitoring questions:	Sub-recipient examples of successful strategies for meeting standard:
1. Does your school/consortium provide professional development to demonstrate and practice effective teaching strategies?	
2. Does your school/consortium encourage researching and utilizing promising instructional practices?	
3. How does your school/consortium work to improve parent and community involvement?	
4. Do your school/consortium's academic and CTE instructors participate in professional development activities together?	
5. Describe the training provided for instructors on more effective use of technology.	
6. Does your school/consortium provide Mentorship/Internships experiences to the instructors that are current and relevant to CTE education?	

Reviewer Notes:

Review Area - Strategies for Improvement: All Aspects of the Industry

_____ **Meets Standard** _____ **Does Not Meet Standard**

Compliant:

Sub-grantee provides sufficient evidence for meeting the compliance requirement and implementation of the approved Perkins sub-grant application.

Noncompliant:

Sub-grantee is unable to provide sufficient evidence for meeting the compliance requirement and implementation of the approved Perkins sub-grant application.

Quality Indicator monitoring questions:

Sub-recipient examples of successful strategies for meeting standard:

1. Describe how your school/consortium implements recommendations from local program advisory committee, regional industry councils, and postsecondary partners to ensure relevant learning experiences.

2. Does your school/consortium offer student work simulations, capstone or senior projects, job shadowing, internships and mentoring relationships with individuals from industry should be available for students to utilize to expand their knowledge of all aspects of industry.

Reviewer Notes:

Review Area - Strategies for Improvement: Evaluation & Continuous Improvement

_____ **Meets Standard** _____ **Does Not Meet Standard**

Compliant: Sub-grantee provides sufficient evidence for meeting the compliance requirement and implementation of the approved Perkins sub-grant application.	Noncompliant: Sub-grantee is unable to provide sufficient evidence for meeting the compliance requirement and implementation of the approved Perkins sub-grant application.
--	---

Quality Indicator monitoring questions:	Sub-recipient examples of successful strategies for meeting standard:
1. Explain how your school/consortium monitors and evaluates the success of student placement in employment, advanced training, military, or postsecondary education.	
2. How does your school/consortium monitor student progress for those enrolled in programs that are non-traditional for their gender?	
3. Describe your school/consortium's policy for recruiting, retaining, and monitoring the progress of under-represented populations in CTE programs	
4. How does your school/consortium work to involve parents, students, academic & CTE educators, counselors, business and industry representatives, labor organizations, representatives of special populations, and postsecondary partners in the development, implementation, and evaluation of CTE programs.	
5. Describe your school/consortium's procedure to ensure effective communication of Perkins legislative requirements to all applicable individuals.	

Reviewer Notes:

Review Area - Strategies for Improvement: Special Populations

_____ **Meets Standard** _____ **Does Not Meet Standard**

Compliant:

Sub-grantee provides sufficient evidence for meeting the compliance requirement and implementation of the approved Perkins sub-grant application.

Noncompliant:

Sub-grantee is unable to provide sufficient evidence for meeting the compliance requirement and implementation of the approved Perkins sub-grant application.

Quality Indicator monitoring questions:

Sub-recipient examples of successful strategies for meeting standard:

1. Describe your school/consortium's process to review CTE programs and identify barriers that result in lowering rates of access for special populations. How does the process handle correcting any barriers discovered?

2. Explain how your school/consortium is improving the transition process of special population students, including underrepresented populations, to postsecondary education and employment.

3. How does your school/consortium ensure members of special populations, including single parents and displaced homemakers, are prepared for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency?

Reviewer Notes:

Review Area - Strategies for Improvement: Guidance and Counseling

_____ **Meets Standard** _____ **Does Not Meet Standard**

<p>Compliant: Sub-grantee provides sufficient evidence for meeting the compliance requirement and implementation of the approved Perkins sub-grant application.</p>	<p>Noncompliant: Sub-grantee is unable to provide sufficient evidence for meeting the compliance requirement and implementation of the approved Perkins sub-grant application.</p>
--	---

Quality Indicator monitoring questions:	Sub-recipient examples of successful strategies for meeting standard:
1. Describe your school/consortium's guidance and counseling program. Explain how guidance information is shared with instructional staff in both the secondary and postsecondary environment.	
2. What is your school/consortium's guidance process to assist CTE students with the creation of their individual career plan, and what methods are in place for the regular review and update of the students plan?	
3. How does your school/consortium's guidance program involve the student, parent, counselor and instructors in disseminating course information and recommended course sequences for both academic and technical courses?	
4. Explain how your school/consortium's guidance program identifies assessments and provides interpretation and other resources that help the student develop their individual career plan. These assessments could include Explore, PLAN, ACT, COMPASS, and other postsecondary placement inventories.	
5. What efforts has your school/consortium utilized to strengthen transitions between middle school, high school, technology center, and collegiate institutions? How does your school/consortium ensure that parental involvement is strong and evident?	
6. Is your school/consortium providing students with guided career exploration and planning experiences. Does the process provided labor market and career information from various sources to cover a wide variety of educational, career and employment options available for students to use.	

Reviewer Notes:

Review Area - Strategies for Improvement: Instructor Recruitment & Retention

_____ **Meets Standard** _____ **Does Not Meet Standard**

Compliant:
Sub-grantee provides sufficient evidence for meeting the compliance requirement and implementation of the approved Perkins sub-grant application.

Noncompliant:
Sub-grantee is unable to provide sufficient evidence for meeting the compliance requirement and implementation of the approved Perkins sub-grant application.

Quality Indicator monitoring questions:

Sub-recipient examples of successful strategies for meeting standard:

1. Describe the strategies your school/consortium has established for the recruitment of CTE instructors, faculty, and guidance/academic counselors. Examples could include online job listings, college recruitment, career fairs, and media services/publications.

2. What programs does your school/consortium have in place to retain staff, such as teacher induction programs, mentoring programs and other professional development activities?

Reviewer Notes:

Review Area - Program of Study

_____ **Meets Standard** _____ **Does Not Meet Standard**

<p>Compliant: Sub-grantee provides sufficient evidence for meeting the compliance requirement and implementation of the approved Perkins sub-grant application.</p>	<p>Noncompliant: Sub-grantee is unable to provide sufficient evidence for meeting the compliance requirement and implementation of the approved Perkins sub-grant application.</p>
--	---

Quality Indicator monitoring questions:	Sub-recipient examples of successful strategies for meeting standard:
1. Explain how your school/consortium incorporates secondary and postsecondary educational elements into your Program of Study.	
2. How does your school/consortium ensure inclusion of coherent and rigorous content that is aligned with challenging academic standards and relevant career and technology content in a coordinated, non-duplicative progression of courses that align secondary and postsecondary education to adequately prepare students to succeed in postsecondary education?	
3. Describe how your school/consortium's Program of Study may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits.	
4. How does your school/consortium work to ensure that your Programs of Study lead to industry-recognized credential or certificate at the postsecondary level or to an associate or bachelor's degree?	
5. Describe your school/consortium's procedure to ensure that its Programs of Study are developed and approved in a partnership between a secondary institution and postsecondary institution.	

Required Document(s):
 POS Development with secondary/postsecondary partner documentation
 Student Individual Career Plan

Reviewer Notes:

Review Area - Accountability: Secondary

___ **Meets Standard** ___ **Does Not Meet Standard**

Compliant: Sub-grantee's measured data comes within 90% of established goal for the measurement.	Noncompliant: Sub-grantee's measured data does not reach 90% of the established goal for the measurement.
--	---

Quality Indicator monitoring measurement:	Sub-recipient's measured data:
1S1 – Academic Attainment in Reading/Language Arts	
1S2 – Academic Attainment in Mathematics	
2S1 – Technical Skill Attainment	
3S1 – School Completion	
4S1 – Student Graduation	
5S1 – Student Placement	
6S1 – Nontraditional Participation	
6S2 – Nontraditional Completion	

Reviewer Notes:

Review Area - Accountability: Technology Center - Adult

____ **Meets Standard** ____ **Does Not Meet Standard**

Compliant:
Sub-grantee's measured data comes within 90% of established goal for the measurement.

Noncompliant:
Sub-grantee's measured data does not reach 90% of the established goal for the measurement.

Quality Indicator monitoring measurement:

Sub-recipient's measured data:

1A1 – Technical Skill Attainment

2A1 – Credential, Certification, or Degree

3A1 – Student Retention or Transfer

4A1 – Student Placement

5A1 – Nontraditional Participation

5A2 – Nontraditional Completion

Reviewer Notes:

Review Area - Accountability: Post-Secondary

____ **Meets Standard** ____ **Does Not Meet Standard**

Compliant:
Sub-grantee's measured data comes within 90% of established goal for the measurement.

Noncompliant:
Sub-grantee's measured data does not reach 90% of the established goal for the measurement.

Quality Indicator monitoring measurement:

Sub-recipient's measured data:

1P1 – Technical Skill Attainment

2P1 – Credential, Certificate, or Degree

3P1 – Student Retention or Transfer

4P1 – Student Placement

5P1 – Nontraditional Participation

5P2 – Nontraditional Completion

Reviewer Notes:

Review Area – Fiscal Responsibility

_____ **Meets Standard** _____ **Does Not Meet Standard**

<p style="text-align: center;">Compliant:</p> <p>Sub-grantee provides sufficient evidence for meeting the compliance requirement and implementation of the approved Perkins sub-grant application.</p>	<p style="text-align: center;">Noncompliant:</p> <p>Sub-grantee is unable to provide sufficient evidence for meeting the compliance requirement and implementation of the approved Perkins sub-grant application.</p>
---	--

Quality Indicator monitoring questions:	Required Documentation or procedures:	Sub-recipient examples of success:
1. Explain how your school/consortium ensures that Perkins funds are used to supplement not supplant, programs/activities.		
2. Show that your school/consortium's expenditures correspond to the approved uses specified in the approved application for the year(s) under review.		
3. Provide records that document the compliance with the fiscal requirements related to fiscal control, and/or the accounting of project funds including those required under the record retention provisions of the General Education Provisions Act.		
4. If you utilized Perkins funds in the support of salaries you must provide time and activity reports signed and dated by the employee and supervisor.	Documentation must be available on a semiannual basis for salaries for those individual whose salaries are 100% supported and on a monthly basis for those individuals whose salaries are not 100% supported	
5. The school/consortium must provide a detail and expenditure report for the year(s) requested. In addition the recipient must provide any additional documentation requested such as purchase orders, encumbrance documentation or requisitions.	The school district or college should encumber or obligate funding prior to the release of the purchase order. No invoice should ever pre-date the purchase order.	
6. The school/consortium must provide an inventory list up-dated within the last year of the equipment purchased with grant funds.	An equipment record for each item must be maintained, the record must contain the description, serial number, source, cost, and date of acquisition. Random selections should be made for eyes on equipment checks	
7. Explain how your school/consortium ensures that equipment purchased with grant funds is protected from loss, damage or theft of the instructional equipment.		

Required Document(s):
 Detail and Summary Expenditure report for requested year
 Updated Inventory of Equipment purchased with grant funding.

Reviewer Notes:

Review Area: Recipient's Strength, Weaknesses, Opportunities, and Threat Analysis

Strengths:

Weaknesses:

Opportunities:

Threats:

Review Area: State Assistance

Description

What assistance do you need from ODCTE and the Educational Partnerships and Customized Training - Federal Legislation Team

Overall Standard: Overview of Sub-recipients implementation of Carl Perkins

_____ **Meets Standard** _____ **Does Not Meet Standard**

<p>Compliant: Sub-grantee provides sufficient evidence for meeting the compliance requirement and implementation of the approved Perkins sub-grant application.</p>	<p>Noncompliant: Sub-grantee is unable to provide sufficient evidence for meeting the compliance requirement and implementation of the approved Perkins sub-grant application.</p>
--	---

Quality Indicator monitoring questions:	Sub-recipient examples of successful strategies for meeting standard:
1. Explain how your school/consortium has developed both challenging academic and technical standards to assist students in meeting such standards.	
2. Describe how your school/consortium has developed services and activities that integrate rigorous and challenging academic and career and technical instruction in order to link secondary and postsecondary education.	
3. How has your school/consortium increased local flexibility in providing services and activities designed to develop, implement, and improve career and technical education. Can you provide an example of an activity utilized to meet this goal?	
4. What activities has your school/consortium participated in to support the development of partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local investment boards and business and industry?	

Reviewer Notes: