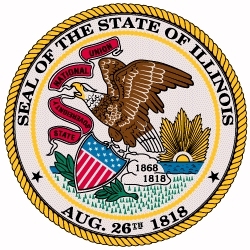
**Illinois Community College Board**

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Federal Postsecondary Perkins

Programmatic Monitoring Tool

FY 2017

**Perkins Programmatic Monitoring**

The intent of Perkins programmatic monitoring is to directly review compliance with the Carl D. Perkins Career and Technical Education Improvement Act of 2006, as well as observe evidence of progress on program activities and services. During the monitoring process, information is requested and analyzed to determine the compliance of specific review items. In general, Perkins Programmatic site visits are completed in one day and are conducted by ICCB CTE staff.

Programmatic monitoring is based on a two-year cycle. On-site monitoring focuses mostly on the previous fiscal year’s grant plan and activities; however, current fiscal year technical assistance issues are also addressed as needed. It is important to note that colleges are not exempt from back-to-back reviews if problems occur or issues arise with executing their Perkins Plan. Colleges that are not scheduled for on-site monitoring will receive informal but targeted technical assistance throughout the year.

**Perkins programmatic monitoring is a multi-step process which includes the following:**

Step 1: Based on the monitoring schedule, colleges are notified and a monitoring visit is set at least one month prior to the visit.

Step 2: The Monitoring Tool is completed as a self-assessment and is submitted to the ICCB CTE liaison at least two weeks prior to the visit.

Step 3: A documentation request (based on the self-assessment, FY 2016 Perkins plan, and other reports) is sent to the Perkins Administrator to have available at the monitoring visit, although the documentation may also be submitted to the CTE liaison previous to the visit.

Step 4: On-site monitoring visit occurs.

Step 5: A letter of findings (LOF) is issued by the ICCB including any findings and/or recommendations within 30-45 calendars days of the visit. This letter is sent to the Perkins Administrator and the Chief Academic Officer (CAO).

Step 6: The college has 30 calendar days from the receipt of the LOF to refute or clarify any findings. If no correspondence is made prior to the 30 days, the LOF becomes final.

*If there are any unsatisfactory (U) findings, the college must develop and submit a Corrective Action Plan for each item marked unsatisfactory.*

Step 7: A Corrective Action Plan is submitted for ICCB review within 60 days of the final report submission to the college.

Step 8: Follow-up is conducted during the subsequent year’s on-site monitoring visit.

Step 9: Findings are resolved or further follow-up may be required.

**Examples of Supporting Documentation**

During the monitoring process, community colleges will be asked to provide documentation to assist ICCB staff in determining the compliance of specific Perkins elements. The following list contains items that may be reviewed during this process. This is not a complete and exhaustive list; additional items may also be requested.

* Advisory committee meeting minutes and member lists
* Articulation Agreements
* Available industry-recognized credentials or certificates
* Budget and fiscal documentation
* Completed Expectations Tool for FY2016 POS Focus
* Data Sharing Agreements
* Dual Credit/Postsecondary Credit Options
* Examples of CTE/Academic Integration
* List Programs of Study currently being offered
* Other CTE Grant Plans
* PODS data and other relevant data collected such as labor market information
* Previous Monitoring Findings and corresponding documents
* Professional development offered to faculty and staff
* Sequence of courses, including secondary and postsecondary elements
* Updated college contacts and/or staff information (if applicable)
* Work based learning opportunities

**Monitoring Tool**

The Monitoring Tool is completed by the college as a self-assessment and is submitted to the ICCB CTE liaison two weeks prior to the on-site visit. It also is used as a guide by the ICCB CTE liaison during the monitoring visit. It contains review items that are specific to the Six Guiding Principles and supporting elements. Colleges will rate each review item on the monitoring tool using the following descriptions and provide a rationale and written supporting evidence for each element. During and following the visit, the ICCB CTE liaison will assign a final rating which may require subsequent actions by the college as described below.

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| **Rating** | **Description** | **Subsequent Action** |
| Satisfactory (S) | The activity or service clearly met or exceeded the necessary requirement. | No follow up required. |
| Opportunity for Improvement (OFI) | The activity or service minimally met the requirement and needs improvement. | No Corrective Action Plan required; however, continued technical assistance and support will occur. |
| Unsatisfactory (U) | The activity or service did not meet the necessary requirement. | Corrective Action Plan is to be developed and submitted by the College. |

Completing the Monitoring Tool includes the following steps:

1. The College will review their Perkins grant plan for the fiscal year being monitored including all quarterly and final reports.
2. After review, the College will complete the tool as a self-assessment by filling out all applicable sections and rating each element/review item S, OFI, or U. Descriptions of each rating are described above.
3. The College will provide remarks on their rating of each element including the description of completed activities, outcomes, and any barriers that existed.
4. The College will submit the completed monitoring tool to their ICCB CTE liaison at least two weeks prior to the on-site visit.
5. During the monitoring visit, ICCB CTE staff members will use the monitoring tool along with the documented evidence provided by the college for discussion and review. The ICCB CTE liaison will complete the “ICCB Review” column detailing notes and indicating the final assigned ratings of each element based on all reviewed documentation and interviews with College staff during the on-site visit. *NOTE: All notes completed by the ICCB CTE liaison within the monitoring tool will be kept on file for ICCB use. Colleges will be provided a Letter of Findings (LOF) which will summarize results from the monitoring visit including a list of all findings and recommendations.*

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| **Perkins Programmatic Monitoring Tool (Self-Assessment)**  Complete all sections below. Rate each review item and provide written support/evidence for the basis of each given rating in the *Remarks*/*Rationale* column. The review items and corresponding comments should only reflect activities and/or services that occurred in fiscal year 2016. Descriptors of each rating are located on page 4 of this document. If you have additional questions, contact your ICCB CTE liaison. | | | | | |
| **Community College:** |  | | | | |
| **Perkins Administrator:** |  | | | | |
| **Fiscal Year Under Review:** |  | | | | |
| **Anticipated Visit Date:** |  | | | | |
| **General Review Items** | | | | | |
| **Budgetary Review Items** | **S** | **OFI** | **U** | **Remarks/Rationale** | **ICCB Review** *to be completed by ICCB staff* |
| Funds are being used/expended according to the approved budget. |  |  |  |  |  |
| Budgets are monitored appropriately and budget modifications are submitted in a timely manner. |  |  |  |  |  |
| **Reporting Review Items** | **S** | **OFI** | **U** | **Remarks/Rationale** | **ICCB Review** |
| The college has submitted all required reports accurately and in a timely manner. |  |  |  |  |  |
| The college has captured and reported all data specific to special populations students as accurately as possible. Describe the process for retrieving and reporting this data. |  |  |  |  |  |

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| **Performance Improvement Plan (PIP) Update**   1. Check all performance measures that required completion of PIP activities during FY 2016. 2. Provide a description of all PIP activities identified in your FY 2016 grant plan and list their outcomes. Add additional rows as necessary. | | | |
| **Performance Measures** | | **Activities** | **Outcomes** |
| 1P1: Technical Skill Attainment |  | |  | | --- | |  | |  | | |  | | --- | |  | |  | |
| 2P1: Credential, Certificate, or Degree |  | |  | | --- | |  | |  | | |  | | --- | |  | |  | |
| 3P1: Student Retention or Transfer |  | |  | | --- | |  | |  | | |  | | --- | |  | |  | |
| 4P1: Student Placement |  | |  | | --- | |  | |  | | |  | | --- | |  | |  | |
| 5P1: Nontraditional Participation |  | |  | | --- | |  | |  | | |  | | --- | |  | |  | |
| 5P2: Nontraditional Completers |  | |  | | --- | |  | |  | | |  | | --- | |  | |  | |
| **ICCB Review** *to be completed by ICCB staff* | | | |
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| **Principle 1: Leadership, Organization, And Support**  Did the college execute activities that engaged the following partners in the development, implementation and evaluation of CTE programs? Please describe these efforts including specific activities, outcomes, barriers, etc. | | | | | |
| **Review Items** | **S** | **OFI** | **U** | **Remarks/Rationale** | **ICCB Review** *to be completed by ICCB staff* |
| 1. Program advisory committees |  |  |  |  |  |
| 1. Faculty |  |  |  |  |  |
| 1. Counselors (career or academic) |  |  |  |  |  |
| 1. Local employers |  |  |  |  |  |
| 1. High Schools / Education for Employment Regions |  |  |  |  |  |
| 1. Adult education providers |  |  |  |  |  |
| 1. Other partners (four-year universities, community based organizations, WIB, etc.) |  |  |  |  |  |
| 1. Disseminating information about CTE programs to stakeholders. |  |  |  |  |  |

| **Principle 2: Access, Equity And Opportunity**  Did the college execute activities that focused on providing students with the following? Please describe these efforts including specific activities, outcomes, barriers, etc. | | | | | |
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| **Review Items** | **S** | **OFI** | **U** | **Remarks/Rationale** | **ICCB Review**  *to be completed by ICCB staff* |
| 1. Industry understanding / experience |  |  |  |  |  |
| 1. Work-based learning |  |  |  |  |  |
| 1. Career guidance and academic counseling |  |  |  |  |  |
| 1. Program accessibility for *special populations students* |  |  |  |  |  |
| 1. Training and assistance to prepare *special populations students* for employment |  |  |  |  |  |
| 1. Assistance in overcoming barriers for *special populations students* that may limit opportunities for success |  |  |  |  |  |
| 1. Anti-discrimination efforts for *special populations students* |  |  |  |  |  |
| 1. Program Accessibility for *nontraditional students* |  |  |  |  |  |
| 1. Training and assistance to prepare *nontraditional students* for employment |  |  |  |  |  |
| 1. Assistance in overcoming barriers for *nontraditional students* that may limit opportunities for success |  |  |  |  |  |
| 1. Anti-discrimination efforts for *nontraditional* students |  |  |  |  |  |

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| **Principle 3: Alignment And Transition: CTE Programs of Study (Career Pathways)**  Did the college complete activities that focused on offering CTE programs of study (POS) that met the following conditions? Please describe these efforts including specific activities, outcomes, barriers, etc. [Programs of Study are described in Section 122(c)(1)(A) of Perkins IV.] | | | | | |
| **Review Items** | **S** | **OFI** | **U** | **Remarks/Rationale** | **ICCB Review**  *to be completed by ICCB staff* |
| 1. Fully articulated curriculum from secondary to postsecondary |  |  |  |  |  |
| 1. Stackable Credentials |  |  |  |  |  |
| 1. Industry Recognized Credentials |  |  |  |  |  |
| 1. Dual Credit |  |  |  |  |  |
| 1. Alignment of programs and the labor market |  |  |  |  |  |

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| **Principle 4: Enhanced Curriculum and Instruction**  The college completed activities that focused on strengthening the academic and career and technical skills of students in CTE programs through the following elements? Please describe these efforts including specific activities, outcomes, barriers, etc. | | | | | |
| **Review Items** | **S** | **OFI** | **U** | **Remarks/Rationale** | **ICCB Review**  *to be completed by ICCB staff* |
| 1. Academic and CTE Integration | ☐ | ☐ | ☐ |  |  |
| 1. Coherent and rigorous content standards | ☐ | ☐ | ☐ |  |  |
| 1. Use of technology | ☐ | ☐ | ☐ |  |  |
| 1. Integration of basic skills and career and technical education |  |  |  |  |  |

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| **Principle 5: Professional Preparation and Development**  The college completed activities that focused on providing professional development opportunities for faculty, guidance counselors and administrators on the following? Please describe these efforts including specific activities, outcomes, barriers, etc. | | | | | |
| **Review Items** | **S** | **OFI** | **U** | **Remarks/Rationale** | **ICCB Review** *to be completed by ICCB staff* |
| 1. Current industry standards and innovations |  |  |  |  |  |
| 1. Externship opportunities to gain relevant business experience |  |  |  |  |  |
| 1. Use and application of technology to improve instruction |  |  |  |  |  |
| 1. Integrating academics and CTE |  |  |  |  |  | |
| 1. Teaching skills that include promising practices |  |  |  |  |  | |
| 1. Improving parental and community involvement |  |  |  |  |  | |
| 1. Using research and data to improve instruction |  |  |  |  |  | |
| **Faculty Recruitment, Retention and Transition**  Didthe college complete activities that focused on the following? Please describe these efforts including specific activities, outcomes, barriers, etc. | | | | | | |
| 1. Recruitment and retention of CTE faculty and staff |  |  |  |  |  | |
| 1. Recruitment and retention for underrepresented groups in the teaching profession |  |  |  |  |  | |
| 1. Improving the transition to teaching from business and industry |  |  |  |  |  | |

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| **Principle 6: Accountability and Program Improvement**  Did the college complete activities that focused on the following program improvement elements? Please describe these efforts including specific activities, outcomes, barriers, etc. | | | | | |
| **Review Items** | **S** | **OFI** | **U** | **Remarks/Rationale** | **ICCB Review**  *to be completed by ICCB staff* |
| 1. The continuous evaluation and improvement of CTE programs |  |  |  |  |  | |
| 1. Special Populations needs assessment |  |  |  |  |  | |
| 1. Special Populations levels of performance |  |  |  |  |  | |
| 1. Ensuring program quality was improved, expanded, and modernized |  |  |  |  |  | |
| 1. Ensuring services and activities are of sufficient size, scope, and quality. |  |  |  |  |  | |

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| **Programs of Study** Program of Study requirements are detailed in Perkins IV [Section 122(c)(1)(A)] and are also referenced within Principle 3 of this tool. | | | | | |
| **Review Items** | **S** | **OFI** | **U** | **Remarks/Rationale** | **ICCB Review** *to be completed by ICCB staff* |
| How would you rate the college’s overall implementation and evaluation of Programs of Study? |  |  |  |  |  |
| For FY16, what work was done to develop any new Programs of Study? | | | |  |  |
| Were any existing Programs of Study evaluated and/or modified during this fiscal year? | | | |  |  |
| What Programs of Study, as defined by Perkins, were fully developed and fully articulated at the end of FY16? | | | |  |  |

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| **Additional Comments** Please denote additional comments here. | **ICCB Review** |
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| **Technical Assistance** If applicable, identify any technical assistance needs or concerns including any barriers to Perkins implementation. Additionally, is there anything you would like to see as part of our professional development platform? | **ICCB Review** |
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