



IOWA *PERKINS* RISK-BASED ASSESSMENT
FOR MONITORING CTE PROGRAMS
(A Quick Overview)

CTE RISK-BASED ASSESSMENT MONITORING OBJECTIVE

- ▶ To provide a scientific tool for monitoring secondary and postsecondary career and technical education for quality improvement, compliance with state and federal *Perkins* requirements, and for decision making

SIX RISK DOMAINS

- ▶ Administration
- ▶ Special Populations
- ▶ Fiscal
- ▶ Accountability
- ▶ Program of Study
- ▶ Local Applications

(1) ADMINISTRATION

- ▶ District/Consortium governance structure
 - ▶ Local activities
 - ▶ Required activities (1-9)
 - ▶ Professional development for administrators, instructors, and counselors
 - ▶ Program funding and structure
 - ▶ Program development, implementation and improvement
 - ▶ Review of trend data for planning activities
 - ▶ All aspects of an industry

(2) SPECIAL POPULATIONS

- ▶ District/consortium activities for special populations
- ▶ Professional development for special population instructors
- ▶ Program access/enrollment pattern for special populations
- ▶ Furtherance of educational career for special populations
- ▶ Non-discrimination policy for special populations
- ▶ Special population performance levels

(3) FISCAL

- ▶ Local distribution of funds
- ▶ Inventory and records
- ▶ Maintenance of effort
- ▶ Recruitment of CTE instructors
- ▶ Equipment procurement and disposition
- ▶ Supplementing versus supplanting
- ▶ Contract and debarment
- ▶ Transition from industry to classroom instructor

(4) ACCOUNTABILITY

- ▶ Local data quality system
- ▶ Performance trend
- ▶ Validity and reliability of local data
- ▶ Data accuracy and reporting
- ▶ Information dissemination to parents and stakeholders
- ▶ Timeliness in data submission
- ▶ Local utilization of performance data for *Perkins* application and program improvement
- ▶ Data usage in CTE local planning, curriculum development and effective teaching and learning practices

(5) PROGRAM OF STUDY (POS)

- ▶ Secondary/postsecondary linkages
- ▶ District maintains program standards and benchmarks
- ▶ District/consortium maintains competencies and critical competencies
- ▶ District/consortium provides documentation on committee approval of competencies
- ▶ Program of study course sequence was shared with stakeholder
- ▶ Technical skills assessment and achievement levels were approved by the postsecondary partner(s)
- ▶ Advisory committee approved the technical skill assessment
- ▶ District/consortium provides plan for annual review and continuous improvement of POS

(5) PROGRAM OF STUDY (POS) continued

- ▶ Advisory committees (districtwide/regional)
- ▶ Assessment approval documents (secondary only)
- ▶ Issue of concurrent credits
- ▶ Articulation agreements (local/statewide)
- ▶ POS evaluation/assessment for effectiveness
- ▶ Credentialing (where applicable)

(6) LOCAL APPLICATION

- ▶ Advisory committees (districtwide/regional)
- ▶ Assessment approval documents (secondary only)
- ▶ Issue of concurrent credits
- ▶ Articulation agreements (local/statewide)
- ▶ POS evaluation/assessment for effectiveness
- ▶ Credentialing (where applicable)

IDENTIFY ORGANIZATION'S OBJECTIVES



IDENTIFY MAJOR RISKS



IDENTIFY RISK FACTORS



DEVELOP DATA COLLECTION QUESTIONNAIRE /
INSTRUMENT

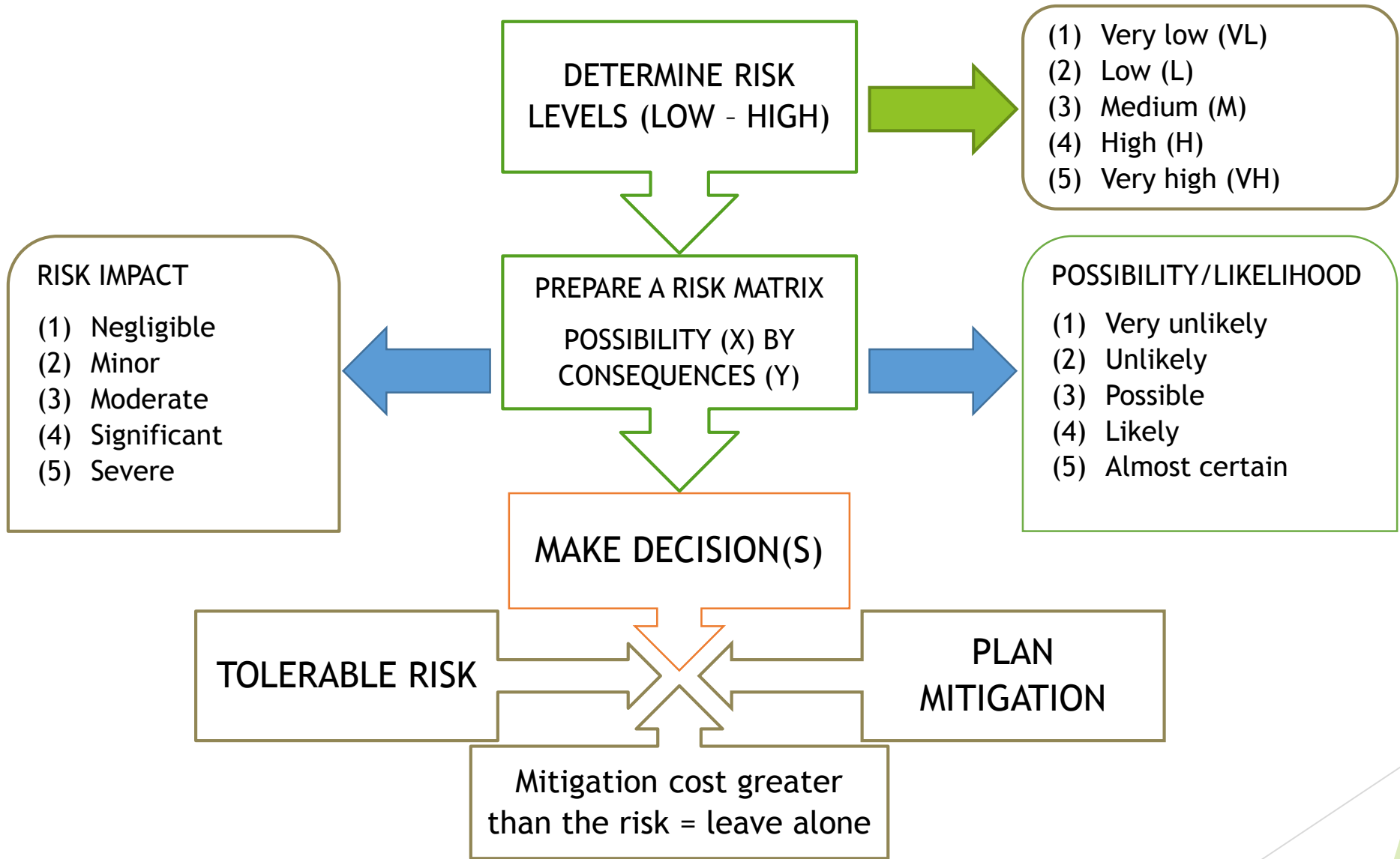


COLLECT DATA USING THE INSTRUMENT



DETERMINE
RISK RANGE

- (1) 1-10
- (2) 11-20
- (3) 21-30
- (4) 31-40
- (5) 41/above



INSTRUMENT DESIGN

<i>Perkins IV</i> Act and Iowa Code	Risk domain	Risk factors		Possible sources of evidence	Evidential documents provided	Scoring using Likert scale (1-5)
		Quantitative (Likert scale)	Qualitative			
	Administration	14	2			
	Special populations	10	3			
	Fiscal	17	4			
	Accountability	16	0			
	Program of study (POS)	14	1			
	Local application	11	0			