WHAT STATE ARE YOU JOINING FROM RESULTS

WHAT STATE ARE YOU JOINING US FROM?

('stamp' your response using the 'annotate' feature – chat your response to Sandra Staklis if you can

Stamp Key:
CTE Staff = ♥
MOA Staff = ★
DQI 2020 Virtual Series

“Learn” Session: Aligning Perkins V and Methods of Administration (MOA) Plans

September 2, 2020
WELCOME!

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RTI International Facilitators

Olivia Rice  Michelle Tolbert  Laura Rasmussen Foster  Jordan Hudson

Sandra Staklis  Natassia Rodriguez Ott  John Boyette  Jessie Stadd
DQI-20 PLANNING TEAM: STATE REPRESENTATIVES

1. Nicassia Belton – Maryland (Director of Data and Accountability)
2. Richard Kincaid – District of Columbia (State Director)
3. Wendi Morton – Utah (CTE Coordinator)
4. Elaine Perea – New Mexico (State Director)
5. Luke Rhine – Delaware (State Director)
6. Maria Swygert – South Carolina (Team Lead Federal and State Accountability and Fiscal Compliance)
7. Michael Tinsley – Tennessee (Assistant Vice Chancellor, College System of Tennessee)
“Connect” Session
Who:
• State CTE directors and staff
Why:
• To get a better understanding of the DQI series/meetings
• To hear about innovative strategies in state plans
• To discuss how COVID is impacting data collection
When:
• August 5, 2:00-4:00 ET

Perkins V: Accountability 101
Who:
• Targeted towards new CTE staff
• No more than 200 attendees
Why:
• To learn about Perkins V accountability
When:
• August 26, 12:00-2:00 ET

“Learn” Sessions
Who:
• State CTE directors and staff
Why:
• To learn how other states are addressing challenges pertaining to the topic
• To discuss potential solutions
When:
1. Aligning Perkins V Data and Methods of Administration (MOA) Plans (September 2, 1:00-3:00 ET)
2. Determining Concentrator Status (September 14, 2:00-4:00 ET)
3. Quality Indicators (September 23, 1:00-3:00 ET)
4. Local Needs Assessments and Applications (September 30, 12:00-2:00 ET)
5. Data Collection for Special Populations (October 7, 1:00-3:00 ET)

“Report/Plan” Session
Who:
• State CTE directors and staff
Why:
• To provide a synthesis of and reflect on the topics from the Learn Sessions
• To identify strategies for adopting practices discussed during DQI series
When:
• November 17, 1:00-3:00 ET
ALIGNING Perkins V Data and MOA Plans “Learn” Session Agenda

- **Welcome!**
  - Sharon Lee Miller, Director, Division of Academic and Technical Education (DATE), Office of Career, Technical, and Adult Education (OCTAE), U.S. Department of Education

- **Overview of MOA and Perkins V**
  - Maria Litsakis, Office for Civil Rights (OCR)
  - Marilyn Fountain, PRC, DATE, OCTAE

- **CTE & MOA State Panel**
  - Cathie Raymond & Mary Medina, Arizona
  - Sarah Heath & Becky Giacomelli, Colorado
  - Nicassia Belton, Maryland
  - Erskine Glover & Michele Doughty, New Jersey

- **Breakout Groups**
  - Led by RTI International Facilitators

- **Closing Comments**
  - Sharon Lee Miller, Director, DATE, OCTAE
ALIGNING PERKINS V DATA AND MOA PLANS “LEARN” SESSION

OBJECTIVES

- To support alignment of MOA and Perkins V Plans, the session will:
  - Increase understanding of MOA Requirements
  - Provide opportunities to hear and learn from state experiences
  - Provide opportunities to collaborate and discuss alignment strategies with peers
We agree to…

- **Be present.** We will minimize distractions and stay focused on accomplishing team tasks and goals.
- **Participate.** We will try to participate like we would in face-to-face meetings to the extent possible. We will be on video whenever possible. We will use the chat box and other Zoom features to enhance communication and the sharing of ideas and questions.
- **Support productive collaboration.** We will use a “Yes, and…” mindset to build on each other’s ideas and to address challenges as they arise.
- **Share airtime equitably.** We will listen actively and invite the contribution of all members.
- **Have grace.** We understand that working remotely can bring additional challenges. We will be professional and supportive of each other in our work together.
- **Begin and end on time.**
ZOOM TECHNOLOGY – MEETING CONTROLS

● Audio
  ▪ During the whole group activities, please stay muted when not speaking.
  ▪ You can change audio options at any time by clicking on the audio/mic button in the bottom left of your screen.

● Video
  ▪ Turn the camera on! It helps everyone have a more engaging and productive virtual experience. You can turn the video on/off by clicking on the video button in the bottom left of your screen.
  ▪ Put your webcam at eye level or higher – experiment for best angles.
  ▪ Make Eye Contact - Try to look at your webcam while speaking versus the screen.

● Layout Options
  ▪ Active Speaker View
  ▪ Gallery View
  ▪ Side-by-Side Mode
ZOOM TECHNOLOGY – MEETING CONTROLS

- **Participants**
  - You can click on the “Participants” button to view the names of the other participants.
  - From this screen, you can also use features such as raising your hand, responding yes/no, giving a thumbs up/down, asking the speaker to go slower or faster, ask for a break, or indicate that you have stepped away momentarily.

- **Chat**
  - Click “Chat” to start an in-meeting message with participants in the meeting. The dropdown on the chat window will allow you to message Everyone, or privately message a specific participant. Note that all chats, even private, will be saved and available to meeting staff.

- **Reactions**
  - Click “Reactions” to “Clap” for or give “Thumbs Up” to a speaker during the meeting. These are encouraged throughout the sessions!
OVERVIEW OF MOA AND PERKINS V PRESENTERS

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Marilyn Fountain
DATE
OCTAE
marilyn.fountain@ed.gov
Aligning Perkins Data to Methods of Administration (MOA) Plans

Perkins Data Quality Institute (DQI) ● September 2, 2020
### Overview of Presentation

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<th>MOA Plans Overview</th>
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<th>Perkins Data in MOA Plans</th>
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<td>3</td>
<td>Disaggregated subpopulations</td>
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<td>Core indicators of performance</td>
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<td></td>
<td>Examples from States’ MOA Plans</td>
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</table>
Overview of the MOA Program

• OCR oversees the civil rights compliance programs of 68 state agencies that administer the CTE MOA program at the secondary and post-secondary levels.

• **Authority:** OCR’s 1979 Vocational Education Guidelines (Appendix B to 34 CFR Parts 100 and 104 and Appendix A to 34 CFR Part 106).

• The MOA program ensures students have equal access to Career and Technical Education (CTE) programs and activities regardless of race, color, national origin, sex, or disability.
How the MOA Program Works

OCR in consultation w/ OCTAE

Delegates the authority to conduct compliance reviews of CTE subrecipients

Oversees the work of state agencies by:
• Reviewing MOA Plans
• Reviewing Biennial Reports
• Providing technical assistance

68 State MOA Agencies
Secondary and Postsecondary

• Formulate MOA plans to analyze data and identify subrecipients for compliance reviews.
• Conduct civil rights compliance reviews of subrecipients
• Provide technical assistance to subrecipients

CTE Subrecipients of Federal Funds
Background on MOA and Perkins

• Under the MOA program, created in 1979, OCR has overseen state civil rights activities to ensure students have equal access to CTE programs.
• Under the Perkins Act, first enacted in 1984, OCTAE has supported and funded secondary and postsecondary CTE programs.
• Perkins Act amendments in 1990, 1998, 2006, and 2018 (Perkins V) have strengthened the Act’s civil rights provisions making equity a key element.
• To ensure equal access and success for all students in CTE programs, OCR and OCTAE issued an updated MOP to allow state agencies to align their civil rights work under both the MOA and Perkins programs.
2020 Memorandum of Procedures

- Issued jointly by OCR and OCTAE on February 6, 2020.
- Continues the longstanding commitment of OCR and OCTAE to ensure equal access in CTE programs.
- Provides new flexibility to enable and encourages states to harmonize their civil rights activities under MOA and Perkins.
- Does not alter any civil rights law, regulation, or the MOA Guidelines.
- Withdrew the 1996 MOP and Dear Colleague Letters on biennial reports (1998), targeting plans (2005), and MOA reviews (2012).
2020 MOP Objectives

• Continue the partnership between states and OCR in protecting the civil rights of all CTE students.
• Allow states to align their MOA and Perkins management systems so they can be harmonized and more effective.
• Improve civil rights technical assistance to states and subrecipients to facilitate voluntary compliance.
• Use existing Perkins data to support civil rights oversight and technical assistance.
• Strengthen state use of OCR resources.
MOA Plans: Purpose and Content

• Under the Guidelines, each state must have a compliance program to prevent, identify, and remedy race, color, national origin, sex, and disability discrimination in its subrecipients’ CTE programs:
  1. Collect and analyze civil rights data and information;
  2. Conduct periodic compliance reviews of select subrecipients;
  3. Provide technical assistance to subrecipients on request; and
  4. Periodically report its activities and findings to OCR.

• The 2020 MOP sets out three suggested sections for MOA Plans:
  1. Introductory information
  2. Plan for performing oversight responsibilities
  3. Technical assistance
MOA Plans: Data Possibilities
Oversight and Technical Assistance

• Civil rights and Perkins data can be used in MOA plans to help state agencies decide…

1. Which subrecipients to select for MOA compliance reviews
2. What issues to investigate during particular compliance reviews
3. How to tailor technical assistance to maximize its effectiveness
4. When to undertake outreach on specific civil rights concerns
Civil Rights Data: Past Use of Data

• In the past, state agencies used civil rights data mostly in their selection criteria to pick subrecipients to review.

• Some common selection criteria included the following:
  ▫ Race, sex, and disability enrollment disparities in CTE
  ▫ Time since last review
  ▫ Number of CTE students or programs
  ▫ Civil rights complaints
Civil Rights Data: Additional Options

- States can now use various civil rights data to inform their MOA work.

- For example, OCR’s Civil Rights Data Collection (CRDC) [https://ocrdata.ed.gov/](https://ocrdata.ed.gov/) has many helpful data elements:
  - Race, sex, disability, and EL data on enrollment, harassment, discipline, restraint, seclusion, retention, gifted and talented, etc.
  - Details on civil rights coordinators, harassment policy, single-sex classes, incidents of sexual assault, Title I schools, etc.

- Perkins data is especially helpful because it is CTE-focused, but some of these civil rights data elements may also be helpful options for states to consider.
Civil Rights Data: A Few Examples

• To examine if students with disabilities (SWD) have equal access to CTE programs, a state agency might select for review subrecipients with the lowest SWD participation rates and outcomes, or highest SWD discipline, restraint, or seclusion rates.

• Use CRDC data to identify schools without civil rights coordinators or a harassment policy for proactive technical assistance on the MOA Guidelines’ obligations regarding coordinators and grievance procedures.

• Categorize districts with the oldest CTE facilities or most students with mobility impairments and focus outreach to share with them remedies for some of the most common accessibility violations.
Perkins Data

• Enrollment
  ▫ Participants – one course (secondary and postsecondary)
  ▫ Concentrators – at least two courses (secondary) at least 12 credits (postsecondary)

• Performance on 13 core indicators
  ▫ Secondary – 10 indicators
  ▫ Postsecondary – 3 indicators
Perkins Data: Core Indicators - Secondary Level

1. Four-year graduation rate
2. Extended graduation rate
3. Academic proficiency in reading/language arts
4. Academic proficiency in mathematics
5. Academic proficiency in science
6. Postsecondary placement
7. Nontraditional program enrollment
8. Program quality:
   ▫ Attained recognized postsecondary credential
   ▫ Attained postsecondary credits
   ▫ Participated in work-based learning
   ▫ Other as defined by the State
Perkins Data: Core Indicators - Postsecondary Level

1. Postsecondary retention and placement
2. Credential, certificate or diploma
3. Nontraditional program enrollment
Perkins Data: Disaggregated Categories

- Gender
- Race/Ethnicity
- Special population categories
- CTE Clusters (program area)
Perkins Data: Special Population Categories

- Individuals with disabilities
- Individuals from economically disadvantaged families, including low-income youth and adults
- Individuals preparing for non-traditional fields
- Single parents, including single pregnant women
- Out-of-workforce individuals
- English learners
- Homeless individuals
- Youth who are in, or have aged out of, the foster care system;
- Youth with a parent is on active duty in the armed forces
- Migrant (secondary only)
Perkins Data: State Determined Performance Levels

• Established by the State, for each of the core indicators for each year of the State plan.

• Program improvement plans if a State misses one or more core indicators by the 90 percent level for all students.
Perkins Data: A Few Examples

- **Identify subgroups** such as race, gender, disability, English leaners, etc.
- **Track rates and disparities** in enrollment, academic proficiency, graduation, etc.
- **Focused support and reviews** to prevent discrimination, eliminate barriers to access, and boost success for all students.
Example: Maryland’s use of Perkins Data in MOA Data Analysis/Subrecipient Selection

**Maryland Methods of Administration (MOA) Plan**

<table>
<thead>
<tr>
<th>Table 5: Selection criteria for local school system and community colleges</th>
</tr>
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<tbody>
<tr>
<td>ACCESS</td>
</tr>
<tr>
<td>I CTE Disproportionate Gender Enrollment</td>
</tr>
<tr>
<td>- Enrollment percentage of students based on gender compared to recipient’s total enrollment percentage (+/-20% or greater).</td>
</tr>
<tr>
<td>- 2 points assigned to each CTE cluster that is disproportionate by gender.</td>
</tr>
<tr>
<td>II CTE Disproportionate Disability Enrollment</td>
</tr>
<tr>
<td>- Enrollment percentage of students with disabilities in CTE programs compared to recipient’s total enrollment percentage of students with disabilities (+/-5% or greater).</td>
</tr>
<tr>
<td>- 2 points assigned to each CTE cluster having a disproportionate enrollment of students with disabilities.</td>
</tr>
<tr>
<td>III CTE Disproportionate Minority Enrollment</td>
</tr>
<tr>
<td>- Enrollment percentage of students with minority status in CTE programs compared to recipient’s total enrollment percentage of students with minority status (+/-10% or greater).</td>
</tr>
<tr>
<td>- 2 points assigned to each CTE cluster having a disproportionate minority student enrollment.</td>
</tr>
<tr>
<td>IV CTE Disproportionate Economically Disadvantaged Enrollment</td>
</tr>
<tr>
<td>- Enrollment percentage of economically disadvantaged students compared to recipient’s total enrollment percentage of economically disadvantaged students (+/-20% or greater).</td>
</tr>
<tr>
<td>- 2 points assigned to each CTE cluster having a disproportionate enrollment of students from economically disadvantaged backgrounds.</td>
</tr>
<tr>
<td>EQUITY</td>
</tr>
<tr>
<td>VI CTE Disproportionate Performance for Gender</td>
</tr>
<tr>
<td>- For each CTE cluster, the gender student group not meeting target for each performance indicator once target was met in the cluster.</td>
</tr>
<tr>
<td>- 1 point assigned for each CTE cluster where a gender student group did not meet performance target for each performance indicator. (Non-traditional concentrator enrollment indicator excluded)</td>
</tr>
<tr>
<td>VII CTE Disproportionate Performance for Race</td>
</tr>
<tr>
<td>- For each CTE cluster, the racial student group not meeting target for each performance indicator once target was met in the cluster.</td>
</tr>
<tr>
<td>- 1 point assigned for each CTE cluster where a racial student group did not meet performance target for each performance indicator.</td>
</tr>
<tr>
<td>VIII CTE Disproportionate Performance for Economically Disadvantaged</td>
</tr>
<tr>
<td>- For each CTE cluster, the economically disadvantaged student group not meeting performance target for each performance indicator once target was met in the cluster.</td>
</tr>
<tr>
<td>- 1 point assigned for each CTE cluster where the economically disadvantaged student group did not meet performance target for each performance indicator.</td>
</tr>
</tbody>
</table>

**Maryland Methods of Administration (MOA) Plan**

<table>
<thead>
<tr>
<th>Table 5: Selection criteria for local school system and community colleges</th>
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<tbody>
<tr>
<td>EQUITY</td>
</tr>
<tr>
<td>IX CTE Disproportionate Performance for Students with Disabilities</td>
</tr>
<tr>
<td>- For each CTE cluster, students with disabilities not meeting target for each performance indicator once target was met in the cluster.</td>
</tr>
<tr>
<td>- +1 point assigned for each CTE cluster where students with disabilities did not meet performance target for each performance indicator.</td>
</tr>
<tr>
<td>X CTE Disproportionate Performance for English Learner Students</td>
</tr>
<tr>
<td>- For each CTE cluster, English Learner students not meeting target for each performance indicator once target was met in the cluster.</td>
</tr>
<tr>
<td>- +1 point assigned for each CTE cluster where English Learner students did not meet performance target for each performance indicator.</td>
</tr>
<tr>
<td>XI CTE Program Performance</td>
</tr>
<tr>
<td>- For each CTE program of study, students not meeting performance target within 90%.</td>
</tr>
<tr>
<td>- +3 points assigned for each CTE program of study for every year target is not met in a three year span for each performance indicator.</td>
</tr>
<tr>
<td>QUALITY</td>
</tr>
<tr>
<td>XII Time Since Last Review</td>
</tr>
<tr>
<td>- The number of years since the recipient’s last on-site MOA review.</td>
</tr>
<tr>
<td>- +1 Index Point assigned for each year. Recipient history is calculated directly into the Index Score.</td>
</tr>
</tbody>
</table>

*Minority status percentage metrics are defined as the combined percentages of African American, Pacific Islander, Native American/Alaskan and Hispanic students enrolled in a sub-region.*
Example: Maryland’s use of Perkins Data in MOA Technical Assistance

- MOA and Perkins data used to inform content for statewide technical assistance.
  - Quarterly meetings are held with CTE Directors of local school systems, Perkins Points of contact from community colleges, and representatives of state-operated programs. Technical assistance for MOA and Perkins are provided at quarterly meetings.

- There is a CTE Blackboard site for recipients where technical assistance resources (memos, presentations, bulletins, etc.) are posted.

- Consolidated Perkins and MOA Monitoring Program website was launched.
Example: Louisiana (ESE)’s Use of Perkins Data in MOA Compliance Reviews

- MOA universe limited to Perkins grant subrecipients.
- Use civil rights and Perkins data to determine subrecipients most at risk for civil rights noncompliance:
  - Super App – provides access to Perkins grant “approved” applications and the results of LEAs’ local comprehensive needs assessment (CNA)
  - Louisiana’s Perkins V State Accountability Report – provides a snapshot of reporting categories and performance indicators for Perkins funded recipients
- Using this data, MOA reviews will only address the compliance indicators identified by LA, specifically for each subrecipient, as having the greatest potential for civil rights noncompliance
Example: Nebraska’s use of Perkins Data in MOA Compliance Reviews

- Use civil rights and Perkins data to determine type of reviews subrecipients will receive:
  - “Targeted Review”: Data risk assessment suggests a risk of noncompliance in a specific area(s) and thus further review of that area(s) is conducted using various investigative techniques.
  - “Comprehensive Review”: Review of all 8 or 9 MOA issue areas when multiple indicators of noncompliance exist.
MOA Web Resources

- OCR MOA site

- Perkins (PCRN) MOA site
  https://cte.ed.gov/legislation/methods-of-administration
Aligning Perkins Data and MOA Plans

Questions?
Contacts at OCR and OCTAE

- Maria Litsakis, OCR MOA Attorney
  Maria.Litsakis@ed.gov  646-428-3768

- Marilyn Fountain, OCTAE Education Program Specialist
  Marilyn.Fountain@ed.gov  202-245-7346
Disclaimers

• This presentation provides general information and does not represent a complete recitation of applicable law and OCR policy in this area.

• It does not address specific issues of compliance because determinations of compliance depend on specific facts on a case-by-case basis.

• The language used in these slides is approved for the purposes of this presentation only and should not be used for other purposes.
Q&A

Type your question in the chat box, or ‘raise your hand’ to ask your question directly [click on “Participants,” “More,” and then “Raise Hand.”]
Polls: Tell us about your State's MOA Plans

- For which issue areas will your state conduct compliance reviews? Select all that apply.
- Which of these investigative strategies does your state intend to use to conduct compliance reviews? Select all that apply.
- Has your state made changes based on the flexibilities provided through the 2020 Memo of Procedure (MOP)? Select the best answer.
STATE PANEL

Cathie Raymond and Mary Medina, Arizona
Sarah Heath & Becky Giacomelli, Colorado
Nicassia Belton, Maryland
Erskine Glover and Michele Doughty, New Jersey
DQI-20: Operationalizing Perkins V while coping with COVID-19

2020 Data Quality Institute (DQI) Virtual Series

Arizona

Cathie Raymond
CTE State Director

Mary Medina
CTE Grants Supervisor

Career and Technical Education Unit
Arizona Department of Education
Arizona Department of Education

Alignment of Perkins V and MOA

Presenters:

Cathie Raymond
Deputy Associate Superintendent / State Director

Mary Medina
CTE Grants Supervisor
How CTE / MOA is Organizationally Structured in Arizona

• The MOA program is housed in the CTE Unit within the Arizona Department of Education. The CTE Unit dedicates a position for MOA program responsibilities.

• The OCR Special Populations Program Specialist is responsible for the MOA program. This individual also oversees assigned Perkins, State Priority and Innovative grants as well as other CTE related responsibilities.
Direct Line of Supervision for MOA Program

Cathie Raymond, Deputy Associate Superintendent / State Director

Bobby Neves, Fiscal, Grants & Accountability Director

Mary Medina, CTE Grants Supervisor

John Jones, OCR Special Populations Program Specialist
Alignment of Arizona State Plan and MOA State Plans

- State Plan includes a description of the process for MOA reviews
- Shared data system to analyze data elements
- Stakeholder input for both plans
- Performance Measures selection consideration for MOA reviews
- Emphasis on accessibility and equity for Special Populations
- Assurance of technical assistance, leadership and support for subrecipients
Impetus Driving Alignment

- MOA Program lives within the CTE Unit
- Data elements reported by LEAs into a shared data system
- MOA Coordinator is also assigned CTE Unit related responsibilities
- CTE Grant Program Specialists assist with MOA monitoring reviews
- MOA Coordinator was directly involved in providing input for the development of State Plan
How Monitoring is Handled

- Targeting Plan – Now referred to as the Memorandum Of Procedures (MOP) processes
- Analysis of data points reported by universe of subrecipients by sites as outlined in MOP
- Selection of 7 sites with a postsecondary institution every other year of the biennial cycle
How Monitoring is Handled

- Document review /website
- Interviews
- Facility review
How Monitoring is Handled

Areas of Review for Secondary Sites

• Administrative Requirements
• Recruitment, Admissions and Counseling
• Accessibility
• Comparable Facilities
• Services for Students with Disabilities
• Financial Assistance
• Work-study, Cooperative Programs and Job Placement
• Employment
Areas of Review for Postsecondary Institutions

• Administrative Requirements
• Recruitment, Admissions and Counseling
• Accessibility
• Comparable Facilities
• Services for Students with Disabilities
• Financial Assistance
• Work-Study, Cooperative Programs and Job Placement
• Employment
Thank you!
COLORADO

Sarah Heath, PhD
State Director
Colorado CTE
Colorado Community College System

Becky Giacomelli
MOA Coordinator
Internal Audit
Colorado Community College System
Organization

Department within the Division of Academic Affairs

Internal Audit Department
Foundational Elements

Foundational elements are internal imperatives that foster an environment of health, growth, and progress within the CTE system. These elements promote continuous improvement by identifying key concepts inherent within CTE programs, institutions, and partnerships. There are two foundational elements for the CTE Strategic Plan: Equity & Access and Inclusivity.

For example, if grant recipients struggle to address significant gaps by subgroups (i.e. ethnicity, special populations) within an appropriate timeframe, state CTE staff will coordinate with the recipient to develop an action plan for which a portion of Perkins funds may be utilized for implementation. Our MOA plan recognizes this process as one of targeted intervention, technical assistance, and ongoing monitoring activities that align with the priorities of that work.
What was the impetus driving alignment?

The new MOP and the flexibilities permitted in terms of types of data used, types of reviews, and reporting flexibilities will help us align our work even more and will add value, not just for our organization, but for our districts and colleges as they address goals of equity, access, and inclusivity.
What strategies or tools did you use to support alignment?

- **Data Sharing**
  - Utilizing Perkins Data
  - Identification of Risk

- **Cross Department Communication & Responsibility Sharing**
  - Technical Assistance
    - Materials
    - Scheduling
    - Needs Assessment of Locals
  - Process Improvements
  - Guidance Revision
How is monitoring handled?

- Risk Based Assessments
- Monitoring “Visits”
  - Comprehensive
  - Targeted
  - Perkins Metrics
- Corrective Action
- Technical Assistance
- Improvement Plans

Our Frame
Supports to Ensure Equity and Access to CTE Programming
Colorado Contact

www.coloradostateplan.com

https://www.cccs.edu/internal-audit/

For inquiries:
cte@cccs.edu
MARYLAND

Dr. Nicassia Belton
Director of Data and Accountability for Career Programs
Division of Career and College Readiness & Office of Leadership Development and School Improvement
Maryland State Department of Education
Maryland’s Consolidated Perkins & Methods of Administration (MOA) Monitoring Plan

September 2, 2020
Contact

Nicassia Belton, Ed.D.
Director of Data and Accountability for Career Programs
nicassia.belton@maryland.gov
410-767-0186
Who We Are

✓ Career and Technical Education
✓ Career and Technical Student Organizations: FBLA, FFA, SkillsUSA
✓ Apprenticeships
✓ STEM Education
✓ Computer Science
✓ Technology Education
✓ Financial Literacy

We are...

✓ Pathways in Technology Early College High School
✓ Dual Enrollment
✓ Curriculum Vetting
✓ Leadership Development
✓ Teacher and Principal Evaluation
✓ School Improvement
✓ Equity and Civil Rights Compliance

We are the Division of Career and College Readiness
Maryland’s Consolidated Perkins & Methods of Administration (MOA) Monitoring Plan

- Outlines the State’s procedures for identifying providers of secondary, postsecondary, and state-operated CTE for Perkins and MOA CTE compliance reviews and monitoring.

- Includes a comprehensive evaluation-compliance-monitoring process under which each recipient’s system of CTE is evaluated and progress is monitored to ensure their compliance in the equity and access of high-quality CTE for all.

- Combines the requirements for both Perkins V and MOA Office of Civil Rights programs.
Federally Required Plans to Support High-Quality CTE and Equitable Learning Experiences for All Students Grounds the Work in Consolidated Perkins & MOA Monitoring Plan
The Consolidated Perkins & MOA Monitoring Plan is guided by the requirements of the following federal laws:

- Strengthening Career and Technical Education for the 21st Century Act (Perkins V),
- Guidelines for the Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Vocational Education Programs (MOA Guidelines) (34 C.F.R. Part 100, Appendix B)
- Civil Rights Act of 1964 (Title VI)
- The Education Amendments of 1972 (Title IX)
- The Rehabilitation Act of 1973 (Section 504)
- The Americans with Disabilities Education Act of 1990 (Title II)
Maryland’s Consolidated Perkins & MOA Monitoring Plan

Consolidated Monitoring Principles

- CTE Vision and Mission
- Perkins V
- Methods of Administration Program
Consolidated Monitoring Principles – Review Criteria

CTE Vision

- Align to high-skill, high-wage, or in-demand careers;
- Industry-recognized and/or postsecondary credentials that will allow entrance or advancement in a specific career cluster;
- Application of academic and technical knowledge and skills

CTE Mission

- CTE programs are developed and implemented to increase the academic, career, and technical skills of students in order to prepare them for careers and further education.
Consolidated Monitoring Principles – Review Criteria

Perkins V Components

- Needs Assessment Size
- Needs Assessment Scope
- Needs Assessment Quality
- Needs Assessment Evaluation of Access, Equity and Student Performance
- Needs assessment alignment of workforce and/or economic needs
- Needs Assessment Evaluation of Progress Towards Program Implementation
- Data Reporting and Record Keeping
- Grant and Program Reporting and Record Keeping
- Financial Reporting and Record Keeping
Consolidated Monitoring Principles – Review Criteria

MOA Components
- Administrative
- Recruitment
- Admissions
- Counseling
- Site Location & Facilities Selection
- Services for Student with Disabilities
- Accessibility of Facilities
- Comparable Facilities
- Financial Assistance (Postsecondary Only)
- Work-Based Learning
- Employment of Faculty & Staff
Monitored systems comprise of all public institutions receiving Federal funds that provide CTE programs of study.
Maryland includes a total of 78 monitored regions

- State Operated Programs: 22
- Community Colleges: 15
- Local School Systems: 41

Monitored Universe
Selection Process

• Includes criteria with a focus to maintain equal access to all CTE programs of study regardless of gender, race, color, national origin, sex, or disability.

• Supports and encourages advancement in achieving equitable education opportunities and attainment of performance targets for students in protected classes; and

• Provides focus on the quality and effectiveness of CTE programs of study.
## Selection Plan Criteria

<table>
<thead>
<tr>
<th>Access</th>
<th>Equity</th>
<th>Program Quality</th>
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<tbody>
<tr>
<td>CTE Disproportionate Enrollment for:</td>
<td>CTE Disproportionate Performance for:</td>
<td>Indicators of:</td>
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<tr>
<td>- Gender</td>
<td>- Gender</td>
<td>- CTE Program Performance</td>
</tr>
<tr>
<td>- Students with Disabilities</td>
<td>- Race</td>
<td>- Time Since Last Review</td>
</tr>
<tr>
<td>- Minority Students</td>
<td>- Economically Disadvantaged</td>
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<tr>
<td>- Economically Disadvantaged</td>
<td>- Students with Disabilities</td>
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<tr>
<td>- English Learners</td>
<td>- English Learners</td>
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</tr>
</tbody>
</table>

- Gender
- Race
- Economically Disadvantaged
- Students with Disabilities
- English Learners
Quantifying the Selection Process

• Maryland’s Selection Plan includes **twelve criteria** used in ranking and selecting local school systems and community colleges;

• Points are assigned for measurable disparities in access, equity, and program quality;

• School systems and colleges that accrue the most points will be identified for compliance reviews that year;

• The criteria is aligned to the [CTE Local Needs Assessment](#) evaluation benchmarks and analysis of student group population distributions
Compliance Review Process

• MSDE will conduct a total of 10 reviews per year. 5 Secondary and 3 Postsecondary, and 2 State-Operated Programs (SOP) reviews.

• Secondary and Postsecondary regions are ranked while SOPs are randomly selected for review each year with first priority given to facilities with last unknown review, second priority given to facilities with a date of last review that occurred ten years ago or more.

• Online interviews will be scheduled to supplement information submitted. On-site review required for top ranked Secondary and Postsecondary regions. Reviewed recipients will not be included in future rankings for 2 years.
Compliance Review Criteria Categories

- Assessment of Student Progress
- Assessment of Student Equity & Access
- Reporting & Record Keeping
- Assessment of CTE Alignment with Workforce
- Program Plan & Evaluation
- Curriculum & Instruction
- CTE Capacity, Resources/Instructional Facilities
Compliance Review Criteria

Assessment of Equity and Student Access - Compliance Review Criteria Category #1
CCTEP1A – Perkins: Needs Assessment Evaluation of Access, Equity and Student Performance Criteria
CCTEP1B – MOA: Recruitment Criteria
CCTEP1C – MOA: Admissions Criteria
CCTEP1D – MOA: Counseling Criteria
CCTEP1E – MOA: Administrative Criteria

Assessment of Student Progress - Compliance Review Criteria Category #2
CCTEP2A – Perkins: Needs Assessment Scope Criteria
CCTEP2B – Perkins: Needs Assessment Evaluation of Access, Equity, and Student Performance Criteria
CCTEP2C – Perkins: Needs Assessment Evaluation of Progress towards Program Implementation Criteria
CCTEP2D – MOA: Services for Students with Disabilities Criteria
Assessment of CTE Alignment with Local Workforce Needs - Compliance Review Criteria Category #3
CCTEP3A – Perkins: Needs Assessment Alignment of Workforce and/or Economic Needs Criteria
CCTEP3B – Perkins: Needs Assessment Quality Criteria
CCTEP3C – MOA: Work-Based Learning Criteria

Curriculum and Instruction - Compliance Review Criteria Category #4
CCTEP4A – Perkins: Needs Assessment Size Criteria
CCTEP4B – Perkins: Needs Assessment Scope Criteria
CCTEP4C – Perkins: Needs Assessment Quality Criteria
CTE Capacity, Resources, and Instructional Facilities - Compliance Review Criteria Category #5
CCTEP5A – MOA: Site Location and Facilities Selection Criteria
CCTEP5B – MOA: Housing in Postsecondary Institutions (Postsecondary ONLY)
CCTEP5C – Perkins: Needs Assessment Scope Criteria
CCTEP5D – Perkins: Needs Assessment Quality Criteria
CCTEP5E – MOA: Employment of Faculty and Staff Criteria
CCTEP5F – MOA: Accessibility of Facilities Criteria
CCTEP5G – MOA: Comparable Facilities Criteria
CCTEP5H – MOA: Financial Assistance Criteria
Program Plan and Evaluation - Compliance Review Criteria Category #6
CCTEP6A – Perkins: Needs Assessment Evaluation of Progress Towards Program Implementation Criteria
CCTEP6B – Perkins: Needs Assessment Scope Criteria
CCTEP6C – Perkins: Expert Review Team Criteria

Reporting and Record Keeping - Compliance Review Criteria Category #7
CCTEP7A – Perkins: Data Reporting and Record Keeping Criteria
CCTEP7B – Perkins: Grant and Program Reporting and Record Keeping Criteria
CCTEP7C – Perkins: Financial Reporting and Record Keeping Criteria
Monitoring Process

• All reviewed regions will receive a letter of findings after compliance review.

• Reviewed regions will be required to submit a Compliance Plan addressing all findings.

• Once the reviewed region’s Compliance Plan has been accepted, the monitoring process begins.

• Reviewed regions will be required to provide quarterly updates on progress made in addressing all corrective actions.

• Once all corrective actions have been fully addressed and completed, verifiable evidence for each finding will be required for closeout.
Career and Technical Education,
Education that Works.
NEW JERSEY

Erskine Glover
Director

Michele Doughty,
MPA, DHEd
MOA Coordinator

Office of Career Readiness
New Jersey State Department of Education
Aligning Perkins V and Methods of Administration (MOA) Program

Presenters:
Mr. Erskine Glover, NJ State CTE Director
Dr. Michele Doughty, NJ MOA Coordinator
Questions

Question One

• How is CTE/MOA structured organizationally in New Jersey (e.g., CTE and MOA are housed in the CTE office; MOA is in the same agency as CTE, but not the same office or MOA and CTE are in different agencies)?
Questions

Question Two

• In what ways are your state’s Perkins V and MOA State Plans aligned?
Questions

Question 3

• What was the impetus driving the alignment?
Questions

Question 4

• What strategies or tools did you use to support alignment?
Questions

Question 5  
• Do you use a shared data system?
Questions

Question 6

• How is monitoring handled?
Thank you
Q&A

Type your question in the chat box, or ‘raise your hand’ to ask your question directly [click on “Participants,” “More,” and then “Raise Hand.”]
BREAKOUT GROUP ACTIVITY OVERVIEW

Olivia Rice, RTI International
Breakout Group Overview

- Each group will include a facilitator

**Process:**

1. Begin breakout session with a quick round of introductions (name/title/org/state).

2. Participate in a Google Jamboard activity to individually respond the following questions (a link will be provided in the breakout room chat):
   - Who were some of the key people (position titles) engaged that garnered the support needed to facilitate successful collaboration among stakeholders?
   - How did secondary and postsecondary work together in MOA Planning?
   - What specific activities do you think were essential to the development/implementation of your alignment plan?
   - What are the key hindrances currently being experienced in the development/implementation of your alignment plan?

3. Discuss the Jamboard responses with the breakout group:
   - What observations did you make? What themes emerged?
   - What questions do you have for other states?
Welcome Back!

Breakout Session Debrief
CLOSING COMMENTS

Sharon Lee Miller, OCTAE
UP NEXT...

“Connect”
- Perkins V: Accountability 101
  - August 26, 12:00-2:00 ET

“Learn”
1. Aligning Perkins Data and Methods of Administration (MOA) Plans
   - (September 2, 1:00-3:00 ET)
2. Determining Concentrator Status
   - (September 14, 2:00-4:00 ET)
3. Quality Indicators
   - (September 23, 1:00-3:00 ET)
4. Local Needs Assessments and Applications
   - (September 30, 12:00-2:00 ET)
5. Data Collection for Special Populations
   - (October 7, 1:00-3:00 ET)

“Report/Plan”
- November 17, 1:00-3:00 ET
THANK YOU FOR ATTENDING!

Please complete the follow-up survey…