



TECH PREP CONSORTIUM

REVIEW AND IMPROVEMENT PROCESS

A GUIDE FOR CONSORTIA & TEAM MEMBERS

Oklahoma Department of Career and Technology Education
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REVIEW AND IMPROVEMENT PROCESS

To better facilitate the improvement of Tech Prep Consortia in Oklahoma, the On-Site Review and Improvement Process for all Tech Prep Consortia has been developed as part of a statewide effort to meet federal accountability requirements for programs funded through the Carl D. Perkins Career and Technology Education Act of 2006. The intent of this review process is to validate consortia's multi-year planning efforts and to facilitate the continuous improvement processes.

Baseline data on consortia has been collected during the FY08 Transition Year. All Tech Prep Consortia will be visited over the course of five years beginning in the spring semester of 2009. The schedule of reviews will be based on scores earned during the FY09 grant-writing process. Follow-up technical assistance will be determined and scheduled after the on-site review.

The Review and Improvement Process Guide is designed to assist consortia in preparing for the process and to inform the committee of the responsibilities it possesses.

Purpose

The On-Site Review and Improvement Process is not designed to compare consortia against one another. Rather, the purpose of the process is to help Tech Prep consortia identify changes needed to achieve the following overarching goal of Tech Prep in Oklahoma:

Increase the number of Oklahoma CTE students who complete high school with college credit, pursue, and complete a postsecondary credential or an industry recognized certificate or degree, and are employed in the field in which they were prepared.

The process is designed to help Tech Prep consortia meet acceptable and uniform standards in providing services and its functions. The process uses the Academic Outcomes Report and Tech Prep RFP to measure consortium progress while identifying Commendations and Strategies for Improvement to improve consortium operations.

Appendix I: Tech Prep RFP

ROLES AND RESPONSIBILITIES

State Tech Prep Coordinator

Before the Visit

- Contact site coordinator with information about the upcoming visit
- Identify individual team members
- Send copy of Review Packet to team members

During the Visit

- Lead On-Site Review
- Lead report out to consortium coordinator and administration

After the Visit

- Complete Commendations and Strategies for Improvement
- Develop Plan of Improvement (if needed)
- Schedule follow up visits

Tech Prep Consortium Coordinator

Before the Visit

- Prepare agenda in cooperation with state Tech Prep coordinator
- Reserve parking places, arrange for lunch, arrange rooms, and set appointments with instructors and administrators
- Notify teachers and students that team will be present
- Complete the Consortia Self-Analysis

During the Visit

- Serve as liaison between team and site
- Present to team members
- Assist teams with needed accommodations

After the Visit

- Read the first draft report and respond to team
- Use the report in reviewing, updating, and revising consortium strategic plan

CONSORTIA SELF-ANALYSIS

Each consortium will submit a self-analysis consisting of key data and a review of consortium current activities. Included in the self-analysis will be the documentation of the logistics of the consortium, its purposes, successes, and barriers. The consortium coordinator will be responsible for submitting the packet to the state Tech Prep coordinator to be disseminated to the site visit team. The site visit team will review the documentation prior to the site visit. Initial analysis and suggestions will be made from the information collected.

Appendix II: Consortium Self-Analysis

ON-SITE REVIEW TIMELINE

A consortia Review and Improvement Process Guide will be made available before the visit to the consortia coordinator and site visit team members. This guide will be made available in electronic format two weeks before the scheduled visit.

The consortia Review and Improvement Process Guide will include the agenda, grant, Commendations and Strategies for Improvement Letter, data reports (Federal Indicators of Accountability, Academic Outcomes Report), the Consortium self-analysis and any other information that may help the team with the visit.

During the On-Site Review:

Site Visit Logistics: The consortium coordinator is responsible for site visit logistics. The consortium will be responsible for notifying the team of lunch arrangements, set up rooms and provide equipment.

A minimum of two rooms is required:

- Strategy Room –a lockable room for the TA team throughout the day
- Interview Room –for interviewing
- Lunch Room–may be in the Strategy Room if food is allowed

Equipment Required for War Room

- LCD
- Projector
- Screen
- Easel and pad (if not sticky, will need tape)
- Markers
- Sticky Notes
- Safety Glasses (If classes to be visited require safety glasses, please have glasses for team members.)

Interviews: Throughout the day the team members will conduct interviews with individuals pertinent to the success of the consortium. This may include a representative of the primary alliance partner, Tech Prep career major representative, Tech Prep students, sending school counselors, and other personnel at the request of the site visit team.

The consortia coordinator will be asked to leave during the interview process.

Classroom Observations: Please let your instructors that at some point during the day the site visit team will be observing their classroom. Please do not announce our presence in the classroom as we want to observe a snapshot of

what happened in the classroom. The interview times are reserved for asking specific questions to the instructors.

Debrief: The debriefing will conclude the on-site review. It will be led by the state Tech Prep coordinator and all site visit team members will aid in the process. The debrief will be attended by the local consortium coordinator, appropriate administration and other appropriate individuals vital to the success of carrying out Tech Prep in the consortia. The purpose of the debriefing is to share the findings of the team.

Commendations and Strategies for Improvement: The on-site review team will follow with a formal report of their recommendations on the consortium's commendation and strategies for improvement. This report will be filed with the state Tech Prep coordinator at ODCTE and copies sent to the consortium coordinator, superintendent and Technology Center Services coordinator.

- The On-Site Review and Improvement Process and reports are critical components of the services provided to Tech Prep consortia. The reports guide school improvement by helping consortium leaders make needed changes and also describing outstanding practices. The reports celebrate achievements and recommend actions to raise student achievement.
- The most important aspect of the review and improvement reports is what the consortium does with the report. The consortium will gain much from the visit by using the report as a vital resource for improvement.
- Make the report available, discuss the report, make adjustments to the consortium's Strategic Plan, further implement the plan, and evaluate and revise.

Site Visit Agenda

An explanation of the parts of the site visit.

Team Member Orientation

During the Team Member Orientation the team will review assignments for day with the State Tech Prep Coordinator. During the visit it is expected that the team members will participate fully in the asking of questions and the presentation of the final presentation. Access from coordinator in advance may be requested.

Celebrations

The Celebrations portion of the visit is a time for the consortium coordinator to welcome the team and to celebrate the successes of the consortium.

Classroom Observations

Team members will have access to classrooms involved in the Tech Prep consortia. Team members may ask questions on the instructor or students during this time.

Interviews and Exploration

During the site visit the team will visit with faculty and staff that are vital to the success of the consortia. This is a "Team Only" activity and the coordinator will be asked to leave.

Four Strategies Lunch

During a working lunch the team members will discuss coordinator's questions and search out areas of need as related to the four strategies. It is expected that the coordinator will be present during the lunch. Please indicate whether or not the consortia will be providing lunch or team members will be responsible on their own.

Team Debriefing

The site visit team will use this time to finalize thoughts and to break down observations for the day. This is a "Team Only" activity and the coordinator will be asked to leave.

Commendations and Strategies for Improvement

The Commendations and Strategies for Improvement is a time for the team to report back to the consortia coordinator on their observations for the day. The presentation will be short and use power point. During this time, the coordinator may invite other faculty and staff vital to the success of the consortia to hear the findings of the team.

PLAN OF IMPROVEMENT

At the conclusion of the on-site review, consortia that are found to be performing below acceptable standards will be placed on a Plan of Improvement.

The Plan of Improvement will be tailored to each consortium. The requirements and qualitative indicators and performance levels will be individualized in order to help the consortium perform at acceptable levels. The state Tech Prep coordinator and local consortium coordinator will negotiate the Plan of Improvement. The goals and objectives of the Plan of Improvement will be shared with appropriate administration that are determined vital to the success of the consortia.

FOLLOW-UP VISIT

Consortia that do not meet expectations will have a follow up visit scheduled. This visit will take place 4-6 weeks after the initial visit. Agenda for the follow-up visit will be negotiated between the state Tech Prep coordinator and local site coordinator.

SANCTIONS

While sanctioning of a consortium would be a last resort, sanctions are possible for those that fail to improve after receipt of their Plan of Improvement.

Sanctions will be possible if states fail to implement an improvement plan OR fail to show improvements on an improvement plan OR fail to meet 90 percent of the same performance target three years in a row.

At the state level, Oklahoma may be sanctioned and the Secretary can withhold some or all admin/leadership funds. The sanctions for local consortia mirror the language for the state.

The Oklahoma Department of Career and Technology Education can withhold some or all of an entire local grant.

TEAM MEMBER RESPONSIBILITIES

The On-Site Review and Improvement Process team members play a crucial role in the development of Tech Prep in Oklahoma. Become familiar with information provided before the visit. During the visit, take notes related to specific parts of the Tech Prep program and the four focused strategies.

Tips for being a successful team member

1. Think of yourself as a “change agent.” The technical assistance you provide will help improve student performance and change the lives of our students for the better.
2. Be analytical. Look beneath the surface to ensure that you are giving an honest appraisal of where the consortium is and where it needs to be.
3. Take notes.

Preparing for the visit

Team members should be prepared with a basic understanding of the background of the consortium. Review the consortia Review and Improvement Process Guide so that you will be prepared with an idea of where the consortium is and ideas to help move it forward.

After the Debrief

After the debriefing process has concluded, it is your opportunity to share with the State Tech Prep Coordinator your thoughts about the Review and Improvement Process. Please complete the site visit evaluations. There is an evaluation specific to team members and an evaluation specific to the coordinator of the consortia receiving the visit.

Appendix III: Team Member Site Visit Evaluation

Appendix IV: Consortia Site Visit Evaluation

After the Visit

After the debrief has concluded, the State Tech Prep Coordinator will prepare a formal report. This report, Commendations and Strategies for Improvement, will be prepared with your noted and observations. Before the report is finalized it will be sent to team members for input. Your input is important and you should read the report to make sure that your thoughts are represented.

FREQUENTLY ASKED QUESTIONS

Who selects the team?

The team is selected by the state Tech Prep coordinator.

How many team members are needed?

No less than three team members may visit a consortium.

Who serves on the Site Visit Team?

The site visit team may consist of Tech Prep coordinators, alliance partner representative, state staff, and the state Tech Prep coordinator. The state Tech Prep coordinator will be present to lead the process. Team members will be notified and all coordinators will be required to participate on a minimum of two site visit teams.

Can I participate in more than my assigned visits?

You may participate in as many site visits as you like. If you would like to participate in a site visit, notify the State Tech Prep Coordinator and arrangements will be made. Please expect to be an active participant in the process.

How long does a visit last?

The visit will last approximately one day and will begin no earlier than 8 a.m. and conclude no later than 5 p.m.

Who determines the agenda?

The agenda is determined through negotiation with the state Tech Prep coordinator and local consortium coordinator.

Do I keep my copy of the Consortia Review and Improvement Guide?

At the conclusion of the site visit you will return your consortia Review and Improvement Process Guide. If you make notes that you would like to keep, please do so on the blank pages provided for you. Your guide will be included in the file for each consortia. The only person who will have access to your notes will be the State Tech Prep Coordinator and appropriate ODCTE personnel.

What if I can not make my assigned visit?

We realize that things change. If you are unable to be a part of your assigned team you should notify the State Tech Prep Coordinator immediately. It is your responsibility to find a replacement and to notify the State Tech Prep Coordinator who will be serving in your place.

Appendix V: Example Agenda

APPENDICES

Appendix I: Tech Prep RFP

Appendix II: Consortia Self-Analysis

Appendix III: Team Member Site Visit Evaluation

Appendix IV: Consortia Site Visit Evaluation

Appendix V: Sample Agenda

APPENDIX I: Tech Prep RFP

Criteria by which consortia will be evaluated from the Tech Prep grant application.

ODCTE has identified the over-arching goal for Oklahoma Tech Prep and the focused strategies that will be paramount as local consortia work to implement their Tech Prep Initiative. That goal is:

Increase the number of Oklahoma CTE students who complete high school with college credit, pursue, and complete a postsecondary credential or an industry-recognized certificate or degree, and are employed in the field in which they were prepared.

The focused strategies work in concert to provide consortia with benchmarks to measure success and provide justification for activities that will lead to continued student success. The focused strategies will include:

- Implementation of high-tech, high-wage, high-demand **career majors** utilizing the career cluster framework that support local industry clusters in economic development and wealth generation, and create seamless “fast-track” transitions from 11th and 12th grade to associate and baccalaureate degree completion.
- Provision of student opportunities through **preparatory services** that include:
 - Comprehensive education and career planning
 - Awareness of student opportunities (students and parents)
 - Academic assessment (EOI, ACT, course attainment, transcripts, Work Readiness Certificates)
 - Career and technical assessment (EOI and certifications)
 - Student transitions success (college applications, scholarships, etc.)
- Provision of targeted **professional development** for:
 - Teachers, Faculty and Administrators
 - Counselors
- Identification of quality local data to benchmark **accountability** measures, evaluate programs, and implement needed change

Consortium Strategic Plan

Based upon the transitional Consortium Strategic Plan, please indicate the progress that you have made on your Consortium Strategic Plan. You may add additional goals for your consortium based upon your transitional year work.

- **Strategic plan is to be aligned to the focused strategies**
- Include **additional goals** that are relevant to your local consortium plan
- Goals should state what the consortium will work to accomplish
- Each goal should have corresponding **Critical Success Factors**. These factors must be **measurable** and will provide a definition for successful completion of a consortium goal. Tell how you will measure each Critical Success Factor
- Your plan should include **objectives** of how you will reach your goals
- **Strategies** should tell how the consortium will accomplish each objective
- Each strategy should indicate a **timeline for completion**

Consortium Advisory Committee

Each consortium should have in place a consortium Advisory Committee. This committee should be consulted during the planning phases of the grant application and throughout the year in developing and implementing the consortium strategic plan.

- Consist of a **minimum 51 percent business partners** and be chaired by a business representative
- Business partners may include representatives from business and industry, workforce investment board, Department of Commerce representative, or other state agency involved in economic development
- Other members of the Advisory Committee should include representatives from secondary education, sending schools, students, parents, and community organizations
- The Advisory Committee should discuss and have input on consortium clusters, career majors, curriculum and consortium funding

Consortium Educational Partners

Provide a **narrative description** of the Tech Prep Consortium educational partnership. Partnership may include approved or proposed alliance primary partners, unless primary partner defers to secondary alliance partner, any additional technology centers, or postsecondary institutions, comprehensive school districts, and other educational partners. Include a **brief history** of the partnership or justification for the new partnerships.

Career Majors

- Provide a list of the career clusters your consortium will develop and implement using the national career cluster designation. Designate the **career majors** that will be designated Tech Prep.
- For each individual career major, document the rationale for the selection of those career majors including workforce data to **support two of the three definitions** of high-skill, high-wage, high-demand careers. This may include current workforce data, projected workforce growth, new growth potential and potential business/industry partners. Cite all data references.
- For each career major, document and describe current **student performance**. Document successes through high school graduation rates, college remediation, college transition rates, college graduation rates or other indicators of success.
- Provide a brief **explanation for any increases or decreases** of student performance compared to the general student population. Cite all data references.

Preparatory Services

Provide a **detailed description** of how Tech Prep students will be identified, recruited, and supported through college transition and degree/certification completion. Include how information will be provided to students and parents regarding Tech Prep opportunities:

- How potential Tech Prep students will be **identified**
- What targeted **recruitment strategies** will be used for Tech Prep students
- How students will be **supported to complete** Tech Prep programs
- How students will be **supported in transition** to postsecondary institutions
- How students will be **supported to complete degrees**
- How students will be **assisted** with required assessments, placement in postsecondary and/or employment, and preparatory services
- How **comprehensive career guidance and academic counseling** will be provided to participating students, including issues of **dropout prevention** and **reentry** and the needs of **special populations**

Professional Development

Section G.1

Provide an **outline of proposed high-quality intensive professional development for teachers, faculty, and administrators**. Professional Development should be targeted to support effective implementation of Tech Prep. Justify activities through the use of supporting data. This should include but is not limited to:

- Joint training of high school, technology center, and college staff
- Instructional improvement
- Contextual curriculum development with the integration of academic and technical content

- Creating a college-going culture
- Assessment identification, development, and implementation
- Application of technology in the classroom
- Development of 21st Century skills
- Accessing and using data for improving student achievement
- Providing comprehensive career guidance and academic counseling, including special populations
- Creating a culture of high expectations

Section G.2

Provide an **outline of proposed high-quality, intensive, professional development for counselors**. Professional Development should be targeted to support effective implementation of Tech Prep. This should include but is not limited to:

- Providing information to students regarding Tech Prep
- Supporting student progress in completing Tech Prep programs
- Providing information on related employment opportunities
- Ensuring that students are placed in appropriate employment or further postsecondary options
- Staying current with the needs, expectations, and methods of business and all aspects of industry
- Providing comprehensive career guidance and academic counseling to participating student, including special populations
- Promoting opportunities available to individuals participating in programs nontraditional for their gender

Accountability Measures

Provide **evidence** that the consortium has the ability to collect and monitor valid, reliable, and accurate student and consortium data. This should include explaining strategies that:

- **Identify** data to be collected
- Specific **strategies to use** the collected data to measure consortium performance
- Strategies for how data will be **used to drive improvement**

Coordination

Briefly explain the coordination between your Tech Prep initiative and the strategies proposed with appropriate local Carl Perkins Plans, your local Alliance partnerships, and other school improvement initiatives such as *Tech Centers That Work*, *High Schools That Work*, Smaller Learning Communities, Successful Practices Network, Baldrige, etc. How are you leveraging your Tech Prep dollars with other school improvement initiatives?

APPENDIX II: Consortium Self-Analysis

The Consortium Self- Analysis is the foundation of an effective continuous improvement process. The self-analysis process allows the consortium to have significant input into the review process by their documentation of progress on the review areas.

Consortium coordinators are encouraged to involve consortium members in the self analysis for the following reasons:

- Engagement in the review process helps consortia members understand more fully the functions of a consortium and builds support for program improvement efforts.
- Consortium member participation in the self-analysis process is also excellent preparation for the on-site visit.

The consortium self-analysis consist of two parts.

Academic Outcomes Report: The consortium will be provided with data collected in the Academic Outcomes Report. The report has been expanded to include the federal Tech Prep indicators and alliance data.

Self Analysis: During the self-analysis process, the consortium will be asked to review operating standards and provide an assessment of current level of implementation supported by Qualitative Evidence of Success.

The criteria for the self-analysis have been derived from the Tech Prep Grant Application and Tech Prep Memorandum of Understanding.

Each review area has a description of the criteria. Consortium quality indicators are identified which require Qualitative Evidence of Success. A consortium may expand cells as required. The reviewer will determine if the consortium exceeds, meets or does not meet the expectations.

Review Area: Goal of Tech Prep

Description of Criteria

Increase the number of Oklahoma CTE students who complete high school with college credit, pursue and complete a postsecondary credential, an industry-recognized certificate or degree, and are employed in the field in which they were prepared.

Consortium Quality Indicators

The number of students enrolled in cooperative alliance programs as evidenced by State Regents enrollment report.

Qualitative Evidence of Success

Reviewer Summary:

____ Exceeds Standard ____ Meets Standard ____ Does Not Meet Standard

Comments:

Review Area: Strategic Plan Progress

Description of Criteria

Based upon the transitional Consortium Strategic Plan, please indicate the progress you have made on your Consortium Strategic Plan.

Consortium Quality Indicators

- **Strategic plan is to be aligned to the focused strategies**
- Each goal should have corresponding **Critical Success Factors**. These factors are **measurable** and will provide a definition for successful completion of a consortium goal.
- Your plan should include **objectives** of how you will reach your goals
- **Strategies** should tell how the consortium will accomplish each objective
- Each strategy should indicate a **timeline for completion**

Qualitative Evidence of Success

Reviewer Summary:

Exceeds Standard Meets Standard Does Not Meet Standard

Comments:

Review Area: Consortium Advisory Committee

Description of Criteria

Each consortium should have in place a Consortium Advisory Committee. This committee should be consulted throughout the year in developing and implementing the Consortium Strategic Plan.

Consortium Quality Indicators

- Consist of a **minimum 51 percent business partners** and be chaired by a business representative
- Business partners may include representatives from business and industry, workforce investment board, Department of Commerce representative, or other state agency involved in economic development
- Other members of the Advisory Committee should include representatives from secondary education, sending schools, students, parents, and community organizations
- The Advisory Committee should discuss and have input on consortium clusters, career majors, curriculum and consortium funding

Qualitative Evidence of Success

Chair: _____

Last Meeting Date: _____

Members of Committee:

Required Document: Consortium Advisory Committee Meeting Minutes

Reviewer Summary:

____ Exceeds Standard ____ Meets Standard ____ Does Not Meet Standard

Comments:

Review Area: Career Majors

Description of Criteria

Implementation of high-tech, high-wage, high-demand **career majors** utilizing the career cluster framework that support local industry clusters in economic development and wealth generation and create seamless “fast-track” transitions from 11th and 12th grade to associate and baccalaureate degree completion.

Consortium Quality Indicators

Implement high-tech, high-wage, high-demand career majors utilizing the career cluster framework that support local industry in economic development and wealth generation, and create seamless transitions from 11th and 12th grade to associate and baccalaureate degree completion

Identify, develop and implement at least one career major, with supporting pathways based on Labor Market Information, which includes at least one active sponsoring business partner, opportunities to earn college credit, an identifiable student outcome that leads to a degree, certificate or license, and a common core of academic and career courses identified, aligned, and incorporating state academic standards and industry standards, as well as a plan to revise and align academic and career courses.

Qualitative Evidence of Success

Reviewer Summary:

Exceeds Standard Meets Standard Does Not Meet Standard

Comments:

Review Area: Preparatory Services

Description of Criteria

Providing student opportunities through **preparatory services** that include:

- Comprehensive education and career planning
- Awareness of student opportunities (students and parents)
- Academic assessment (EOI, ACT, course attainment, transcripts, Work Readiness Certificates)
- Career and technical assessment (EOI and certifications)
- Student transitions success (college applications, scholarships, etc.)

Consortium Quality Indicators

Provide a holistic approach to student support through preparatory services that include: comprehensive education and career planning, awareness of student opportunities, academic assessment, career and technical assessment, student transitions success, dropout prevention and dropout recovery strategies.

Support Tech Prep schools that are following their Comprehensive Guidance Plan for students in grades 7-14.

Provide parents the opportunity to participate in their student's career advisement and educational planning process.

Provide an Equal Access Plan to all students wishing to participate in the Tech Prep program.

Ensure that all Tech Prep students have an individual Plan of Study with a career cluster and pathway(s) identified.

Ensure that all Tech Prep students and parents are knowledgeable of the

Qualitative Evidence of Success

<p>opportunities through the Cooperative Alliances</p> <p>Ensure that Tech Prep students and parents are aware of options to obtain college degrees, certifications, or licensure through their selected career cluster</p>	
<p>Reviewer Summary:</p> <p>____ Exceeds Standard ____ Meets Standard ____ Does Not Meet Standard</p> <p>Comments:</p>	

Review Area: Professional Development

Description of Criteria

Providing targeted **professional development** for Teachers, Faculty ,Administrators and Counselors

Consortium Quality Indicators

Participate in quarterly technical assistance meetings, Tech Prep and alliance-designated meetings and state-sponsored professional development activities

Provide high-quality, intense, and targeted professional development opportunities for counselors, teachers, and administrators. All professional development planned and administered by the consortium should be based on researched and identified needs and include comprehensive follow up to determine the effectiveness of the training and identify strengths and weaknesses.

Establish a documented cascading process, which uses individuals trained with Tech Prep dollars to pass those concepts on to other members of the consortium

Qualitative Evidence of Success

Reviewer Summary:

____ Exceeds Standard ____ Meets Standard ____ Does Not Meet Standard

Comments:

Review Area: Accountability

Description of Criteria

Identification of quality local data to benchmark **accountability** measures, evaluate programs, and implement needed change

Consortium Quality Indicators

Work with other school improvement initiatives to more efficiently and effectively use Tech Prep dollars

Utilize CTIS, PDOS and Tech Prep technical assistance visits to address benchmarks, objectives, outcomes, and definitions of standards related to the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

Have effective Tech Prep student identifier system (i.e. based on state definition of Tech Prep students and ODCTE Tech Prep Student Roster).

Follow ODCTE schedule for collecting, analyzing, and reporting data.

Submit quarterly reimbursement claim report with attached OCAS expenditure report and any necessary documentation within 30 days of completed quarter to the ODCTE.

Maintain accurate and current consortium budget and records, and forward budget revisions to the ODCTE as needed.

Maintain accurate and current Tech Prep student data, and submit final Tech Prep Student Roster to the ODCTE by required date.

Maintain CTIS/PDOS and submit year-

Qualitative Evidence of Success

<p>end performance reports to the ODCTE by required date.</p> <p>Develop and maintain cooperative relationships between consortium and sending schools in which sharing of data fosters collaborative efforts.</p>	
<p>Reviewer Summary:</p> <p>_____ Exceeds Standard _____ Meets Standard _____ Does Not Meet Standard</p> <p>Comments:</p>	

Review Area: Cooperative Alliance	
Description of Criteria Actively promote and support the Cooperative Alliance concept.	
Consortium Quality Indicators Meet academic standards developed by the state, linking the last two years of high school to the first two years of postsecondary education and beyond by ensuring that cooperative alliances among technology centers and higher education institutions are current, effective, and receiving support from high schools and business and/or labor organizations.	Qualitative Evidence of Success Date of Last Meeting: _____ Number of Cooperative Alliances leading to an AAS Degree: _____ Cooperative Alliances in negotiation: Career Major/Degree Plan
Required Document: Cooperative Alliance Advisory Committee Meeting Minutes	
Reviewer Summary: _____ Exceeds Standard _____ Meets Standard _____ Does Not Meet Standard	
Comments:	

Review Area: Consortium Development

Description of Criteria

Increase the number of Oklahoma CTE students who complete high school with college credit, pursue and complete a postsecondary credential, an industry-recognized certificate or degree and are employed in the field in which they were prepared.

Consortium Quality Indicators

Employ a qualified Tech Prep coordinator to conduct the activities of the consortium

Qualitative Evidence of Success

Reviewer Summary:

____ Exceeds Standard ____ Meets Standard ____ Does Not Meet Standard

Comments:

Review Area: Consortium Strengths, Weaknesses, Opportunities, Threats Analysis

Strengths:

Weaknesses:

Opportunities:

Threats:

Review Area: State Assistance
Description What assistance do you need from ODCTE and the state Tech Prep coordinator

APPENDIX III: Team Member Site Visit Evaluation

The Team Member Site Visit Evaluation is to be completed by Team Members. Your answers will help develop the Tech Prep Review and Improvement Process and aid in raising student achievement in Oklahoma.

Was the information that you received prior to the team visit helpful? Yes No

How was the information helpful? _____

What information could have been included to help you be more prepared? _____

What did you like most about being a part of the review team? _____

What did you like least about being a part of the review team? _____

Do you feel better prepared to have a visit to your consortia? Yes No

Why or why not? _____

What did you learn today that you will be able to implement in your own consortia? _____

What other thoughts and comments would you like to make concerning the Review and Improvement Process? _____

APPENDIX IV: Consortia Site Visit Evaluation

The Consortia Site Visit Evaluation is to be completed by the coordinator of the consortia receiving the site visit. Your answers will help develop the Tech Prep Review and Improvement Process and aid in raising student achievement in Oklahoma.

Was the information that you received prior to the site visit helpful? Yes No

Do you feel that the site visit

How was the information helpful? _____

What information could have been included to help you be more prepared? _____

What did you like most about the site visit _____

What did you like least about the site visit? _____

What insight did you learn today that will help further develop your consortia? _____

What topics would you of liked to have shared more information with the site visit team?

How will the information shared through the Review and Improvement Process be implemented in your consortia? _____

What other thoughts and comments would you like to make concerning the Review and Improvement Process? _____

APPENDIX V: Sample Agenda

Example Agenda:

- 9:00 a.m. Team Member Orientation**
- Review Assignments for Day
 - Access from coordinator in advance
- 9:15 a.m. Celebrations**
- Consortium coordinator welcomes team.
 - Celebrate the successes of the consortium
- 9:30 a.m. Classroom Observations**
- 10:15 a.m. Interviews and Exploration**
- instructor interviews – 10:15 a.m.
 - student interview – 11:15 a.m.
- 12:00 p.m. Four Strategies Lunch**
- During a working lunch the team members will discuss coordinator's questions and search out areas of need as related to the four strategies. Please indicate whether or not the consortia will be providing lunch or team members will be responsible on their own.
- 1:00 p.m. Interviews and Exploration**
- guidance interviews – 1:00 p.m.
 - administrator interviews – 1:45 p.m.
- 2:15 p.m. Team Debriefing**
- site visit team to prepare report out
- 3:45 p.m. Commendations and Strategies for Improvement**
- site visit team to report out to consortium representatives
- 4:15 p.m. Conclude Technical Assistance Visit**

TECH PREP CLASSROOM OBSERVATION FORM

CLASSROOM DATA		
Course: _____ Class Size: ____ Male: ____ Female ____		
Classroom Observation	Description or Comments	
Emphasis on literacy or technical reading	Check if Observed	Describe the classroom activities or assignments requiring that students read and/or write
Emphasis on numeracy	Check if Observed	Describe classroom activities or assignments that highlight the mathematical skills that are associated with the lessons.
Emphasis on state or National CTE standards	Check if Observed	What CTE standards or objective were addressed in the lesson. Was this content covered at a level that would be encountered on a state/national certification exam?
Emphasis on preparing students for postsecondary work	Check if Observed	Describe the classroom activities or assignments that are preparing students for postsecondary work
Emphasis on creating "College Culture"	Check if Observes	Describe the classroom activities promoting a "College Culture"
Tech Prep Relationship <input type="checkbox"/> Active Tech Prep Participant <input type="checkbox"/> Understands Tech Prep <input type="checkbox"/> Aware of Tech Prep <input type="checkbox"/> No Understanding of Tech Prep	Briefly describe the instructors relationship with Tech Prep	
Teacher Actions <input type="checkbox"/> Lecture <input type="checkbox"/> Teacher Led Instruction/Discussion <input type="checkbox"/> Teacher Modeling <input type="checkbox"/> Individual Attention <input type="checkbox"/> High-level questioning	Briefly describe what the instructor was doing during your time in the classroom	
Student Actions/Activities <input type="checkbox"/> Bell Ringer/Warm Up Activity <input type="checkbox"/> Project/Problem Based Learning <input type="checkbox"/> Labs/Hands On Work <input type="checkbox"/> Using Technology <input type="checkbox"/> Cooperative Group Work <input type="checkbox"/> Partner Work <input type="checkbox"/> Student Presentations <input type="checkbox"/> Drill/Worksheet	Briefly describe what the students were doing during your time in the classroom	
Summary of Observations		
Rigor/Challenge of Work ____ Basic ____ Proficient ____ Advanced Engagement of Students ____ Low (Compliant) ____ Medium ____ High Number of Students Engaged ____ Not Engaged/Off Task ____		

TECH PREP STUDENT INTERVIEW FORM

Tech Prep Consortium: _____

1. What courses are you enrolled in this year? (Academic and CTE)
2. How do your CTE instructors encourage you to take rigorous courses at your home high school?
3. How often are you required to read and write in your CTE classroom? What was the last item that you had to read?
4. How does your CTE teacher help you understand the math and science concepts that you will encounter in your career field?
5. What opportunities do you have to visit local businesses or interact with local business leaders?
6. What opportunities do you have to visit college campuses or interact with college professors?
7. Do you have a plan of study? How often is it used in planning the courses that you will take?
8. How are you encouraged to enroll in college and complete your degree?
9. What one thing would you change at this center that would allow student to be more successful?

TECH PREP INSTRUCTOR INTERVIEW FORM

Tech Prep Consortium: _____

1. How would you convince an outside business leader that your program is a top quality program?
2. What state/industry certifications or degrees do you currently hold? How do you stay involved in your field to highlight industry updates and trends to your students?
3. How have you worked to expand your knowledge of teaching strategies and skills that you can use to more effectively engage students in your classroom? What professional development sessions have you attended?
4. What activities have you participated in to assist in integrating academic content like math and science into classroom activities?
5. How are you involved in promoting your program with feeder middle and high schools?
6. How are you involved in encouraging students to pursue additional education?
7. Describe how students get extra help if they are not performing satisfactorily?
8. Describe staff development at your school? How has this changed your instruction?
9. Describe how data is used at this institution and its impact on your instruction?
10. What are your major challenges?
11. What suggestions would you make to improve the quality of Tech Prep?

TECH PREP GUIDANCE INTERVIEW FORM

Tech Prep Consortium: _____

1. Describe any career planning or research activities that you do with potential middle school and high school students.
2. How do you utilize the plan of study? How often do you review with students that you advise?
3. What additional career planning assistance do you provide to students once they enroll at the technology center?
4. How do you encourage students to take high level academics at their home high school?
5. What resources do you use to communicate high expectations to your students?
6. What major challenges do you and your technology center face in attracting and retaining students?
7. Explain the relationship between the guidance staff and Tech Prep coordinator.
8. How do you promote postsecondary opportunities to students that you advise?
9. What activities do you participate in or conduct that gives students an opportunity to visit a college campus? How do you assist in postsecondary transition?
10. Describe how data is used at this institution?
11. What suggestions would you make to improve the quality of Tech Prep?

TECH PREP SUPERINTENDENT/ADMINSTRATOR INTERVIEW FORM

Tech Prep Consortium: _____

1. How do you support the improvement efforts of Tech Prep?
2. What changes have been implemented as a result of participating in Tech Prep?
3. Describe how Tech Prep is involved in the overall goals of the Technology Center?
4. Describe how you follow up on the activities of Tech Prep?
5. What strategies have you put in place or are considering increasing retention and completion rates, reducing college remediation rates, and improving placement in careers after career major completion?
6. What strategies have you put in place or are considering creating to create a college going culture?
7. Describe how data is used at this institution and some of the changes that have been implemented because of data?
8. What would you like to accomplish in the next year with Tech Prep?
9. What suggestions would you make to improve the quality of Tech Prep?
10. Other Comments

TECH PREP COLLEGE PARTNER INTERVIEW FORM

Tech Prep Consortium: _____

1. Describe your relationship with the Tech Prep consortia?
2. What do you feel is the number one reason students take advantage of the Cooperative Alliance?
3. What do you feel is the number one reason students do not take advantage of the Cooperative Alliance?
4. Are students in the consortia prepared to do college level coursework?
5. How can the college and the consortia work together to further increase college readiness?
6. What joint marketing does your college do with the consortia?
7. How do you help promote a "College Culture" within the consortia?
8. What type of data is used between you and your partner schools? How is it shared?
9. In your opinion, what can be done in the consortia to help student's complete degrees?
10. In your opinion, what would make the Cooperative Alliance partnership stronger within this consortium?

My Notes

My Personal Notes

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