



**CTE Monitoring – Desk Audit and On-Site Monitoring Required Evidence**

***System Personnel***

<b>Question</b>	<b>Evidence Examples</b>
Does the EFE System Director have the appropriate qualifications?	ELIS
How does the EFE System personnel responsible for licensure track current and appropriate CTE licensure?	Licensure Records
How do they track credentialing to teach content (e.g., CNA – IDPH approval, Cosmetology License)?	Credentialing Records
How do they provide licensure updates to school personnel?	Meeting Agendas, Training Presentations, Email Records, Newsletters, etc.
How are system personnel trained on the grants, special populations, civil rights, and components of CTE program size, scope, and quality?	Meeting Agendas, Training Presentations, Email Records, Newsletters, etc.
How does the EFE train school personnel on the grants, special populations, and components of CTE program size, scope, and quality?	Meeting Agendas, Training Presentations, Email Records, Newsletters, etc.

***Continuous Program Improvement***

<b>Program Improvement Area and Questions</b>	<b>Evidence Examples</b>
<p><b><i>Program Size:</i></b></p> <ul style="list-style-type: none"> <li>How did you work with each district to ensure there is an alignment of each funded programs of study to the labor market information for in-demand occupations (e.g., IDES or Jobs EQ)?</li> <li>What conversations do you have with your districts and area career centers (ACCs) related to meeting the needs in their LNA?</li> </ul>	<ul style="list-style-type: none"> <li>Data               <ul style="list-style-type: none"> <li>labor market data used vs. programs of study offered</li> <li>average number of students in each program of study</li> </ul> </li> <li>Programs of study from each district (documents or websites)</li> <li>Agendas or Meeting Minutes from LWIB and Postsecondary meetings</li> <li>Local Application</li> <li>Other Valid Documentation</li> </ul>
<p><b><i>Program Quality – Development and Engagement</i></b></p> <ul style="list-style-type: none"> <li>What training did you provide to the districts for their advisory committees?</li> <li>What advisory committees do you have regionally? How often do they meet?</li> <li>How did you collaborate with postsecondary? How do you include secondary districts/ACCs in the conversations?</li> </ul>	<ul style="list-style-type: none"> <li>Data</li> <li>Agendas and Meeting Minutes from Advisory Committee and Postsecondary Meetings</li> <li>Professional Learning or Meeting Documentation</li> </ul>

<ul style="list-style-type: none"> <li>• What concerns, if any, do you or your districts/ACCs have about your advisory committee alignment to needs noted in the CLNA and the LNA?</li> <li>• How are you working with each district to support the improvement of student performance for members of special populations?</li> </ul>	<ul style="list-style-type: none"> <li>• If advisory included, programs of study from each district</li> <li>• Other Valid Documentation</li> </ul>
<p><b>Program Quality – Employer-Informed Competencies and Skills</b></p> <ul style="list-style-type: none"> <li>• What connections have you had with your local employers on their needs related to: <ul style="list-style-type: none"> <li>○ Technical Competencies/Skills?</li> <li>○ Essential Employability Competencies/Skills?</li> </ul> </li> <li>• How do you include secondary districts/ACCs in the conversations?</li> <li>• How are you supporting teachers in integrating the technical competencies/skills and employability skills?</li> </ul>	<ul style="list-style-type: none"> <li>• List of Employer Partners</li> <li>• Local Workforce Area contact</li> <li>• Meeting Minutes or Proof of Collaboration</li> <li>• In curriculum, examples of integration of technical competencies/skills and essential employability competencies/skills</li> <li>• Other Valid Documentation</li> </ul>
<p><b>Program Quality – Academic Instruction and Supports</b></p> <ul style="list-style-type: none"> <li>• How are you coordinating conversations/planning between the core academic teachers and the CTE teachers in each district?</li> <li>• What additional supports are being provided to CTE students to ensure academic success in both CTE and non-CTE coursework?</li> <li>• What standards do the districts align their programs to?</li> <li>• What supports do they need around this alignment?</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Learning or Meetings with Core Academic and CTE Teachers Documentation</li> <li>• Programs of study from each district</li> <li>• Other Valid Documentation</li> </ul>
<p><b>Program Quality – Recruitment and Access</b></p> <ul style="list-style-type: none"> <li>• What is your recruitment plan for all students?</li> <li>• In your recruitment plan, what is your strategy for reaching members of special populations?</li> <li>• How are you ensuring all students have access to CTE programs?</li> <li>• What barriers do your CTE students have in completing a CTE program of study?</li> <li>• What strategies are your districts/ACCs using to address these barriers?</li> <li>• How are you supporting the school counselors in recruitment and retention?</li> <li>• How are you supporting middle schools on career exploration?</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of recruitment activities from each district</li> <li>• Program Enrollment and Retention Data (e.g., growth over time, enrollment by special populations, participants vs. concentrators)</li> <li>• Professional Learning or Meeting Documentation</li> <li>• Other Valid Documentation</li> </ul>

<p><b>Program Quality – Instructional Sequence</b></p> <ul style="list-style-type: none"> <li>• What professional learning is being offered to educators around the instructional sequence?</li> <li>• What advance courses/dual credit/credentials are being offered?</li> <li>• What orientation courses are being offered in each district?</li> <li>• What career exploration opportunities are occurring in each district?</li> <li>• How are districts using their elementary dollars for K – 8?</li> <li>• How do you ensure safety is taught in each CTE course?</li> </ul>	<ul style="list-style-type: none"> <li>• Articulation Agreements</li> <li>• Illinois State Course System (e.g., assigned CIPs and courses, teacher assignments, etc.)</li> <li>• Programs of study from each district (especially postsecondary alignment and dual or articulated credit opportunities)</li> </ul>
<p><b>Program Quality – Work-Based Learning (WBL)</b></p> <ul style="list-style-type: none"> <li>• Which districts/ACCs are offering WBL?</li> <li>• How often are WBL teachers trained?</li> <li>• Does every district have a CTSO with their programs of study? What are the barriers if not?</li> <li>• If no CTSO offered, what team-based challenges are available for students?</li> <li>• What supports do you or your districts need with WBL, CTSO, and/or team-based challenges?</li> </ul>	<ul style="list-style-type: none"> <li>• Data on WBL courses or opportunities and CTSO or team-based challenge participation</li> <li>• Programs of study from each district (especially WBL, CTSO, and team-based challenge opportunities)</li> <li>• Evidence of the WBL teacher training and professional learning</li> <li>• Other Valid Documentation</li> </ul>
<p><b>Program Quality – Instructors</b></p> <ul style="list-style-type: none"> <li>• When do you review each district’s educators to ensure they have properly licensed teachers? What is your process?</li> <li>• What opportunities are teachers offered to collaborate with industry? How often do they visit industries related to their field?</li> <li>• How do you support the districts in their recruitment efforts of instructors? How are you removing barriers to have equal access?</li> <li>• Does each CTE teacher have a Professional Learning Plan? How do you support this?</li> <li>• What strategies do your districts, ACCs, or EFE use to support new CTE teachers?</li> <li>• What strategies do your districts, ACCs, and EFE implement to retain CTE teachers?</li> </ul>	<ul style="list-style-type: none"> <li>• Examples and documentation of educator and industry collaboration</li> <li>• Spot check educators’ licenses</li> <li>• Examples of Professional Learning Plans</li> <li>• Teacher Recruitment, Retention, and Training Plans</li> <li>• Other Valid Documentation</li> </ul>
<p><b>Program Quality – Facilities and Equipment</b></p> <ul style="list-style-type: none"> <li>• Describe your inventory control system, including how you keep track of the equipment and technology purchased? With whom do you share it?</li> <li>• When do you review the inventory of the equipment that has been purchased? What is your review process? How do you</li> </ul>	<ul style="list-style-type: none"> <li>• Inventory Policies or Procedures</li> <li>• Inventory sheets that document equipment and technology verification</li> <li>• Examples of technology or equipment student accessibility needs met</li> </ul>

<p>ensure the equipment is at the district and being used appropriately?</p> <ul style="list-style-type: none"> <li>• How do you ensure there is accessible equipment and technology available for all students in each district?</li> </ul>	<ul style="list-style-type: none"> <li>• Other Valid Documentation</li> </ul>
<p><b>General Program Quality Questions:</b></p> <ul style="list-style-type: none"> <li>• Have you added new programs that will be implemented this school year? Next school year? What are they? What support are you providing them?</li> <li>• Does your system have any programs in jeopardy of closing? Why are these programs in jeopardy of closing? What support is needed to avoid this?</li> <li>• Where are your schools struggling within the program quality components? Describe how we could support you in this area(s).</li> </ul>	

**System and Board of Control (BOC) Operation**

Potential Question Topic & Questions/Comments	Evidence
<ul style="list-style-type: none"> <li>• When was the last time the EFE's intergovernmental agreement (IGA) was updated?</li> </ul>	<p>Ensure IGA on file with ISBE is the most current</p>
<ul style="list-style-type: none"> <li>• How often does your BOC meet?</li> <li>• Is there any support you need with your BOC?</li> <li>• Are elementary districts represented on your BOC?</li> </ul>	<p>Agendas and Meeting Minutes</p>
<ul style="list-style-type: none"> <li>• How do you train your BOC on CTE grants, special populations, and CTE program size, scope, and quality components?</li> </ul>	<p>Training Documentation</p>
<p>As an EFE and as part of GATA, you are required to monitor the districts who receive funds as a subgrant or sub-recipients.</p> <ul style="list-style-type: none"> <li>○ How do you monitor them?</li> <li>○ Do they submit invoices to you? Receipts?</li> <li>○ Do you verify the items were purchased?</li> <li>○ Is time and effort kept for all individuals included in CTE grants?</li> </ul>	<p>Monitoring Documentation</p>
<ul style="list-style-type: none"> <li>• Which monthly trainings have you attended from ISBE or the SDLC?</li> <li>• In what ways have they been beneficial?</li> </ul>	<p>Sign-in sheets from trainings and SDLC meetings</p>

<ul style="list-style-type: none"> <li>• What changes have you made due to the information shared? How are you sharing this information with your districts/ACCs?</li> <li>• Have you had your questions answered from the trainings? What changes do you feel are needed?</li> </ul>	
<p><i>(If Applicable)</i> Review progress on program improvement or corrective action plan(s). Determine next steps.</p>	<p>Program Improvement Plans, Monitoring Corrective Action Plans <i>(N/A for FY 2021)</i></p>
<ul style="list-style-type: none"> <li>• How do you plan to share your data with the general public as well as district staff?</li> <li>• How are you working with the districts/ACCs to ensure they share their data?</li> </ul>	<p>Website, Newsletter, School Board Minutes, etc.</p>
<p><i>During the audit/visit, ISBE staff will review concerns in data and reports and ask: What barriers/issues caused missed deadlines or errors? What support did you need to avoid these errors?</i></p>	<ul style="list-style-type: none"> <li>• Grant periodic reports</li> <li>• Expenditure reports</li> <li>• Grant on-budget status</li> <li>• Grant amendment issues</li> </ul>