Career and Technical Education (CTE) Monitoring Guidance

**CTE and Innovation Department
CTE Improvement (CTEI) and
Secondary Perkins Grants
FY 2021-2024**

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Monitoring

ISBE CTE and Innovation Department (hereafter, ISBE CTE) monitors CTE grantees through an annual three-tiered monitoring and compliance process. All Education for Employment (EFE) Systems, grantees, will receive Tier I monitoring.** A risk analysis, comprised of several weighted elements and criteria, will determine the risk score and level of additional monitoring for each grantee. All EFE Systems will receive at least one technical assistance review within the 4-year cycle of FY 2021-2024, and if warranted, on-site monitoring visits based on the risk analysis.

If grantees are determined low risk, no Tier II or Tier III monitoring is required. The grantee shall receive technical assistance upon request. If medium risk, the grantee will receive Tier II monitoring described below. If high risk, the grantee will receive Tier III monitoring described below.

The three-tiered monitoring process is outlined below:

> **Tier I Bi-Annual Calls****
> Annual Tier I monitoring requires Bi-Annual Calls between an ISBE CTE principal consultant and the EFE System Director and appropriate staff. The ISBE principal consultant will send an email to each grantee at least three weeks prior to scheduling a time for the call and provide the link to the appropriate Bi-Annual Call form. The grantee must complete and submit the form at least one week prior to the call. Information provided in the call will assist the principal consultant in determining if additional technical assistance is needed. The ISBE CTE team will coordinate technical assistance efforts. *The Bi-Annual Call will not impact risk scores.*
>
> *First Bi-Annual Call Timeframe:* July – September
>
> *Second Bi-Annual Call Timeframe:*
> - Grantees with no Tier II or III Monitoring: January – February
> - Grantees requiring Tier II or III Monitoring: March – April 15
>
> *See Appendix A for Bi-Annual Call Questions.*
>
> *See Appendix B for Bi-Annual Call Email Templates.*
>
> **Tier II Desk Audit**
> A desk audit will occur when a grantee receives a medium-risk score on the risk analysis or due to additional requirements from a Local Program Improvement Plan that is in place. Grantees must submit a Local Program Improvement Plan, as described in Perkins V Section 123(b) if 90 percent of an agreed upon local level of performance is not met. The desk audit covers the areas of System Personnel, Continuous Program Improvement, and System and Board of Control (BOC) Operation, with intentional focus on areas of concern based on risk. The ISBE CTE principal consultant will send an email to each grantee at least six weeks (FY 2021 – at least three weeks) prior to scheduling a time for the audit, provide the Desk Audit/On-Site Monitoring form, and explain the audit process and evidence required. The grantee must complete the form and submit evidence at least one week prior to the audit. The desk audit can be performed over the phone or through an online platform (e.g., GoToMeeting, Teams, Zoom).

On the date of the desk audit, ISBE CTE staff will initiate the meeting to review the Desk Audit Form and provided evidence, ask clarifying questions, note additional responses, and request further evidence needed both verbally and through a follow-up email. The EFE System Director must provide the additional evidence within one week of the audit. Within 30 calendar days of the audit, ISBE CTE staff will prepare and distribute a report approved by the CTE and Innovation Director that outlines areas of non-compliance and areas that require a Corrective Action Plan. The ISBE CTE principal consultant will distribute the EFE System's desk audit report to the System Director and BOC Chair. The EFE System Director must respond to ISBE's CTE staff with a Corrective Action Plan within 45 calendar days of receiving the desk audit report. Non-compliance may result in the freezing of funds or funds being distributed through alternative arrangements, mandated technical assistance or training, and/or other actions deemed necessary and appropriate by ISBE. The grantee shall receive technical assistance upon request. If warranted by the desk audit results, an on-site monitoring visit will follow.

Timeframe: October – January

See Appendix C for a Desk Audit Email Template.

See Appendix D for the Desk Audit/On-Site Monitoring Form.

See Appendix E for the Desk Audit/On-Site Monitoring Required Evidence.

See Appendix F for the Desk Audit Monitoring Report.

See Appendix G for the Desk Audit Non-Compliance Letter.

See Appendix H for a Desk Audit Corrective Action Form.

See Appendix I for a Desk Audit Final Closure Letter.

Tier III On-Site Monitoring
A high-risk score warrants an on-site visit, unless unforeseen circumstances. On-site monitoring may also occur based on desk audit results or for another specific identified reason or concern by ISBE. The ISBE CTE principal consultant will send an email to each grantee at least six weeks (FY 2021 – at least three weeks) prior to scheduling a time for the monitoring visit, provide the Desk Audit/On-Site Monitoring form, and explain the site visit process and evidence required. The grantee must complete the form and submit evidence at least one week prior to the visit.

The on-site monitoring covers the areas of System Personnel, Continuous Program Improvement, and System and Board of Control (BOC) Operation, with intentional focus on areas of medium to high risk. All on-site visits will minimally consist of an initial interview with the EFE System Director and BOC Chair, program observation, staff interviews, an exit interview, and a final report. ISBE CTE staff will choose program observation sites based on program quality data. ISBE CTE staff will perform 30-minute facilitated interviews with each of the following groups: 1) EFE Staff, 2) School Administrators, 3) School Counselors, 4) CTE Directors, and 5) CTE Teachers either virtually before the on-site visit or during the on-site visit.

On the date of the on-site monitoring visit, ISBE CTE staff will conduct an initial interview with the EFE System Director and BOC Chair to go through the On-Site Monitoring Form, ask clarifying questions to expand incomplete or unclear responses, and review EFE grant reports or student performance data. CTE staff will note additional responses and request further evidence needed both verbally and through a follow-up email. ISBE CTE staff will observe programs identifying best practices and technical assistance needs. In addition, ISBE CTE staff will use the On-Site Monitoring Facilitated Interview Tool to also identify best practices and technical assistance needs. At a minimum, the EFE System Director and BOC Chair will participate in the exit interview covering initial findings, additional required evidence, and best practices noted.

The EFE System Director must provide the additional evidence within one week of the visit. Within 30 calendar days of the visit, ISBE CTE staff will prepare and distribute a report approved by the CTE and Innovation Director that outlines non-compliance issues and areas that require a Corrective Action Plan. The ISBE CTE principal consultant will distribute the on-site monitoring report to the EFE System Director and BOC Chair. The EFE System must respond to ISBE's CTE staff with a Corrective Action Plan within 45 calendar days of receiving the on-site monitoring report. Non-compliance may result in the freezing of funds or funds being distributed through alternative arrangements, mandated technical assistance or training, and/or other actions deemed necessary and appropriate by ISBE. The grantee shall receive technical assistance as required by the report findings or upon request.

Timeframe: October – January

See Appendix J for an On-Site Monitoring Email Template.

See Appendix D for the Desk Audit/On-Site Monitoring Form.

See Appendix E for the Desk Audit/On-Site Monitoring Required Evidence.

See Appendix K for the On-Site Monitoring Facilitated Interview Sample Questions.

See Appendix L for the On-Site Monitoring Report.

See Appendix M for the On-Site Monitoring Non-Compliance Letter.

See Appendix N for an On-Site Monitoring Corrective Action Form.

See Appendix O for an On-Site Monitoring Final Closure Letter.

Monitoring Follow-up

ISBE CTE staff reviews all monitoring and compliance actions, submissions, and findings and creates a Monitoring Site Visit Report. Within this report, staff summarizes strengths, concerns, and recommendations for improvement and also identifies any corrective actions necessary. Grantees must submit a corrective action plan covering all non-compliant items identified. ISBE CTE staff reviews the corrective action plan(s) for any modifications needed and then approves a final plan. Based upon the elements within the corrective action plans, ISBE CTE staff provides technical assistance or training opportunities.

The assigned ISBE CTE principal consultant contacts grantees with Corrective Action Plans to monitor progress based on the timelines established in the plans. Grantees with corrective action plans will be required to discuss their plan progress as part of their biannual calls, extending the timeframe needed for these calls. Any grantee not showing progress in accordance with implementation and completion dates in the corrective action plan will be considered as non-compliance. Non-compliance may result in the freezing of funds or funds being distributed through alternative arrangements, mandated technical assistance or training, and/or other actions deemed necessary and appropriate by ISBE.

Support and Communication

ISBE CTE staff meets regularly with the EFE Leadership Team to discuss current state-level CTE initiatives and necessary training and technical assistance. These discussions, bi-annual call information, and risk analysis scores help ISBE CTE staff determine future technical assistance and training needs. The technical assistance activities may include but are not limited to ongoing webinars, professional learning workshops, peer mentoring, and coaching/technical assistance on-site visits.

The opportunities for technical assistance support are as follows:
- Content-Focused Webinars: Throughout the fiscal year for all grantees
- Professional Learning Workshops: As needed throughout the fiscal year for all grantees
- Targeted Coaching/On-Site Visits: Occurs in the fall and spring for pre-identified grantees

Financial

Each grantee may receive an on-site financial monitoring during their 4-year grant cycle. The Federal and State Monitoring Department of ISBE schedules on-site monitoring of grantees during the 4-year program cycle. The ISBE principal consultant may also request a financial review if one is determined necessary through the three-tiered monitoring process or communication process. The information for financial monitoring will be provided to grantees by the Federal and State Monitoring Department at the time of a scheduled monitoring visit.

At any point in time, ISBE reserves the right to initiate the appropriate and necessary level of monitoring if a risk element is identified and requires immediate attention.

Appendix A – Bi-Annual Call Questions

<u>First Bi-Annual Call</u>
EFE Director Email

EFE Director First and Last Name

Who will be present for the call? *Please note all attendees, their roles, and email addresses.*

In the EFE System, who develops and monitors your budgets?

Who is the EFE System's Fiscal Agent?

Please provide the name and email address of the EFE System's current Board of Control Chair/President.

Among your EFE System personnel, who is responsible for work-based learning?

Among your EFE System personnel, who is responsible for professional learning?

Among your EFE System personnel, who is responsible for CTE programs of study in regard to alignment to post-secondary and appropriate size, scope, and quality?

Among your EFE System personnel, who is responsible for tracking special populations training and data?

Among your EFE System personnel, who is responsible for maintaining CTE teacher licensure and credentialing (e.g., assuring appropriate license and records, providing updates to districts and area career centers)?

Who is the EFE Board of Control Chair/President (name and email)?

What do you feel is going well within your EFE System?

Are you struggling with anything?

How are you currently supporting your school districts and area career centers?

What is one personal goal you have to enhance the support provided to your EFE System schools?

Do you have one best practice from your EFE System that you could share that can be replicated in other parts of the state?

Please include any additional information you would like to share about CTE programs within your EFE System. *(Optional)*

<u>Second Bi-Annual Call</u>
EFE Director Email

EFE Director First and Last Name

Who will be present for the call? *Please note all attendees, their roles, and email addresses.*

Have there been any changes to the EFE System personnel assignments and/or responsibilities?

Any changes to the EFE System's Board of Control Chair/President?

Have you made any changes to how you are supporting your school districts and area career centers?

What progress have you made toward your personal goal to enhance the support provided to your EFE System schools?

Do you have another best practice from your EFE System to share that could be replicated to support quality improvements to CTE programs in the state?

Please include any additional information you would like to share about CTE programs within your EFE System. *(Optional)*

Appendix B – Bi-Annual Call Email Templates

First Bi-Annual Call
Beginning in FY 2022, the ISBE CTE principal consultants will send the following email to all grantees at least three weeks prior to July 1st.

Subject: Scheduling 1st FY *(insert fiscal year)* Bi-Annual Call for CTE Monitoring

Good *(morning/afternoon)* EFE Director,

Your **first** FY *(insert fiscal year)* EFE System **Bi-Annual Call** must be scheduled **from July 1, (insert year) to September 30, (insert year)**. There will be two calls each year, and the second will occur in late winter/early spring. **Each call will last 30-45 minutes.** These calls assist the ISBE CTE and Innovation staff in determining future training and technical assistance needs for the upcoming year.

Please provide me with a time for the call, and please complete the *1st Bi-Annual Call form (hyperlink italicized wording)* at least one week prior to the call.

Thank you for your timely response to this request, and I look forward to our call.

Second Bi-Annual Call
The ISBE CTE principal consultants will send the following email to all grantees at least three weeks prior to:
- January 1st if grantees are not receiving Tier II or III Monitoring or
- March 1st if grantees are receiving Tier II or III Monitoring

Subject: Scheduling 2nd FY *(insert fiscal year)* Bi-Annual Call for CTE Monitoring

Good *(morning/afternoon)* EFE Director,

Your **second** FY *(insert fiscal year)* EFE System **Bi-Annual Call** must be scheduled **from (insert date range based on need for Tier II or III Monitoring)**. This call will provide an opportunity to discuss changes and updates that occurred since the first call in the late summer/early fall. **This call will last 30-45 minutes.** Both bi-annual calls assist the ISBE CTE and Innovation staff in determining future training and technical assistance needs for the upcoming year.

Please provide me with a time for the call, and please complete the *2nd Bi-Annual Call form (hyperlink italicized wording)* at least one week prior to the call.

Thank you for your timely response to this request, and I look forward to our call.

Appendix C – Desk Audit Email Template

Subject: Scheduling FY *(insert fiscal year)* Desk Audit for CTE Monitoring

Good *(morning/afternoon)* EFE Director,

ISBE CTE and Innovation Department monitors CTE grantees, Education for Employment (EFE) Systems, through an annual three-tiered monitoring and compliance process. A risk analysis, comprised of several weighted elements and criteria, determines the risk score and level of additional monitoring for each grantee.

A desk audit will occur when a grantee receives a medium-risk score on the risk analysis or due to additional requirements from a Local Program Improvement Plan that is in place. In addition, all EFE Systems will receive at least one technical assistance review within the 4-year cycle of FY 2021-2024, and if warranted, on-site monitoring visits based on the risk analysis. The purpose of this audit is to ensure that grantees are compliant with State CTE Rules and Federal Perkins Legislation, are progressing on their Local Application goals and strategies, and are supporting continuous CTE program improvement, as well as to assist ISBE CTE staff in identifying any technical assistance that may be needed or can be provided.

This email is to inform you that your EFE System has been identified to participate in a *(desk audit/technical assistance review)* based on your *(risk score/reason for review)*. Attached is the Desk Audit Form and Desk Audit Required Evidence. Please take the following actions:

- ***Within one week of receiving this communication***, email me a date between October 1, *(insert year)* and January 31, *(insert year)* for the desk audit.   *(For FY 2021, adjust beginning date)*
- ***At least one week prior to the audit***, email me the completed Desk Audit Form and required evidence.

If you have questions about this audit or need additional help, please do not hesitate to contact me through email or at (217) 524-4832 *(do not include if office is on work remote status)*.

Respectfully,
(Insert Principal Consultant Name)
CTE and Innovation Department
Illinois State Board of Education
100 N. First Street, C-215
Springfield, IL 62777-0001
(217) 524-4832
(Insert Email)

Attachments: Desk Audit Form and Desk Audit Required Evidence

Appendix D – Desk Audit/On-Site Monitoring Form

Type of Monitoring   Choose an item.

Fiscal Year   Choose an item.

Date of Monitoring   Click or tap here to enter text.

EFE Name and Number   Click or tap here to enter text.

Region, County, District, Type Code (RCDT)   Click or tap here to enter text.

Address (Street, City, State, Zip Code)   Click or tap here to enter text.

Telephone (include area code)   Click or tap here to enter text.

EFE System Director   Click or tap here to enter text.

Email   Click or tap here to enter text.

System Personnel

Does the EFE System Director have the appropriate qualifications?	Click or tap here to enter text.
How does the EFE System personnel responsible for licensure track current and appropriate CTE licensure?	Click or tap here to enter text.
How do they track credentialing to teach content (e.g. CNA – IDPH approval, Cosmetology Licensure)?	Click or tap here to enter text.
How do they provide licensure updates to school personnel?	Click or tap here to enter text.
How are system personnel trained on the grants, special populations, civil rights, and components of CTE program size, scope, and quality?	Click or tap here to enter text.
How does the EFE train school personnel on the grants, special populations, and components of CTE program size, scope, and quality?	Click or tap here to enter text.

Continuous Program Improvement

Program Size	
How did you work with each district to ensure there is an alignment of each funded program of study (POS) to the labor market information for in-demand occupations (e.g., IDES or Jobs EQ)?	Click or tap here to enter text.
What conversations do you have with districts and area career centers (ACCs) related to meeting the needs in their LNA?	Click or tap here to enter text.
Program Quality – Development and Engagement	
What training did you provide to the districts for their advisory committees?	Click or tap here to enter text.
What advisory committees do you have regionally? How often do they meet?	Click or tap here to enter text.
How did you collaborate with postsecondary? How do you include secondary districts/ACCs in the conversations?	Click or tap here to enter text.
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?	Click or tap here to enter text.
How are you working with each district to support the improvement of student performance for members of special populations?	Click or tap here to enter text.
Program Quality – Employer-Informed Competencies and Skills	
What connections have you had with your local employers on their needs related to: • Technical Comp/Skills? • Essential Employability Comp/Skills?	Click or tap here to enter text.
How do you include secondary districts/ACCs in the conversations?	Click or tap here to enter text.
How are you supporting teachers in integrating the technical competencies/skills and employability skills?	Click or tap here to enter text.
Program Quality – Academic Instruction and Supports	
How are you coordinating conversations/planning between the core academic teachers and the CTE teachers in each district?	Click or tap here to enter text.
What additional supports are being provided to CTE students to ensure academic success in both CTE and non-CTE coursework?	Click or tap here to enter text.

What standards do the districts align their programs to?	Click or tap here to enter text.
What supports do they need around this alignment?	Click or tap here to enter text.

Program Quality – Recruitment and Access	
What is your recruitment plan for all students?	Click or tap here to enter text.
In your recruitment plan, what is your strategy for reaching members of special populations?	Click or tap here to enter text.
How are you ensuring all students have access to CTE programs?	Click or tap here to enter text.
What barriers do your CTE students have in completing a CTE program of study?	Click or tap here to enter text.
What strategies are your districts/ACCs using to address these barriers?	Click or tap here to enter text.
How are you supporting the school counselors in recruitment and retention?	Click or tap here to enter text.
How are you supporting middle schools on career exploration?	Click or tap here to enter text.

Program Quality – Instructional Sequence	
What professional learning is being offered to educators around the instructional sequence?	Click or tap here to enter text.
What advance courses/dual credit/credentials are being offered?	Click or tap here to enter text.
What orientation courses are being offered in each district?	Click or tap here to enter text.
What career exploration opportunities are occurring in each district?	Click or tap here to enter text.
How are districts using their elementary dollars for K – 8?	Click or tap here to enter text.
How do you ensure safety is taught in each CTE course?	Click or tap here to enter text.

Program Quality – Work-Based Learning (WBL)	
Which districts/ACCs are offering WBL?	Click or tap here to enter text.
How often are WBL teachers trained?	Click or tap here to enter text.
Does every district have a CTSO with their programs of study? What are barriers if not?	Click or tap here to enter text.
If no CTSO offered, what team-based challenges are available for students?	Click or tap here to enter text.
What supports do you or your districts need with WBL, CTSO, and/or team-based challenges?	Click or tap here to enter text.

Program Quality – Instructors	
When do you review each district's educators to ensure they have properly licensed teachers? What is your process?	Click or tap here to enter text.
What opportunities are teachers offered to collaborate with industry? How often do they visit industries related to their field?	Click or tap here to enter text.
How do you support the districts in their recruitment efforts of instructors? How are you removing barriers to have equal access?	Click or tap here to enter text.
Does each CTE teacher have a Professional Learning Plan? How do you support this?	Click or tap here to enter text.
What strategies do your districts, ACCs, or EFE use to support new CTE teachers?	Click or tap here to enter text.
What strategies do your districts, ACCs, and EFE implement to retain CTE teachers?	Click or tap here to enter text.
Program Quality – Facilities and Equipment	
Describe your inventory control system, including how you keep track of the equipment and technology purchased. With whom to you share it?	Click or tap here to enter text.
When do you review the inventory of the equipment that has been purchased? What is your process? How do you ensure the equipment is at the district and being used appropriately?	Click or tap here to enter text.
How do you ensure there is accessible equipment and technology available for all students in each district?	Click or tap here to enter text.
General Program Quality Questions	
Have you added new programs that will be implemented this school year? Next school year? What are they? What support are you providing them?	Click or tap here to enter text.
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?	Click or tap here to enter text.
Where are your schools struggling within the program quality components? Describe how we could support you in this area(s).	Click or tap here to enter text.

System and Board of Control (BOC) Operation

Updated IGA	
When was the last time the EFE's intergovernmental agreement (IGA) was updated?	Click or tap here to enter text.
Board of Control (BOC) Operation	
How often does your BOC meet?	Click or tap here to enter text.
Is there any support you need with your BOC?	Click or tap here to enter text.
Are elementary districts represented on your BOC?	Click or tap here to enter text.
EFE Training of BOC	
How do you train your BOC on CTE grants, special populations, and CTE program size, scope, and quality components?	Click or tap here to enter text.
EFE Monitoring of Subgrants and Sub-recipients	
As an EFE and as part of GATA, you are required to monitor the districts who receive funds as a subgrant or sub-recipient. How do you monitor them?	Click or tap here to enter text.
Do they submit invoices to you? Receipts?	Click or tap here to enter text.
Do you verify the items were purchased?	Click or tap here to enter text.
Is time and effort kept for all individuals included in CTE grants?	Click or tap here to enter text.
Required ISBE Training Participation	
Which monthly trainings have you attended from ISBE or the SDLC?	Click or tap here to enter text.
In what ways have they been beneficial?	Click or tap here to enter text.
What changes have you made due to the information shared? How are you sharing this information with your districts/ACCs?	Click or tap here to enter text.
Have you had your questions answered from the trainings? What changes do you feel are needed?	Click or tap here to enter text.
Communication with District/School Staff and the General Public	
How do you plan to share your data with the general public as well as district staff?	Click or tap here to enter text.

How are you working with the districts/ACCs to ensure they share their data?	Click or tap here to enter text.

ISBE Staff Concerns in Reviewed Data

What barriers/issues caused missed deadlines or errors?	Click or tap here to enter text.
What support did you need to avoid these errors?	Click or tap here to enter text.

Appendix E – Desk Audit/On-Site Monitoring Required Evidence

System Personnel

Question	Evidence Examples
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

Program Improvement Area and Questions	Evidence Examples

Program Size:
• 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)?
• What conversations do you have with your districts and area career centers (ACCs) related to meeting the needs in their LNA?
	• Data
	  o labor market data used vs. programs of study offered
	  o average number of students in each program of study
	• Programs of study from each district (documents or websites)
	• Agendas or Meeting Minutes from LWIB and Postsecondary meetings
	• Local Application
	• Other Valid Documentation

Program Quality – Development and Engagement • What training did you provide to the districts for their advisory committees? • What advisory committees do you have regionally? How often do they meet? • How did you collaborate with postsecondary? How do you include secondary districts/ACCs in the conversations? • 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?	• Data • Agendas and Meeting Minutes from Advisory Committee and Postsecondary Meetings • Professional Learning or Meeting Documentation • If advisory included, programs of study from each district • Other Valid Documentation

• How are you working with each district to support the improvement of student performance for members of special populations?	

Program Quality – Employer-Informed Competencies and Skills
• What connections have you had with your local employers on their needs related to:
    o Technical Competencies/Skills?
    o Essential Employability Competencies/Skills?
• How do you include secondary districts/ACCs in the conversations?
• How are you supporting teachers in integrating the technical competencies/skills and employability skills?
	• List of Employer Partners
	• Local Workforce Area contact
	• Meeting Minutes or Proof of Collaboration
	• In curriculum, examples of integration of technical competencies/skills and essential employability competencies/skills
	• Other Valid Documentation

Program Quality – Academic Instruction and Supports • How are you coordinating conversations/planning between the core academic teachers and the CTE teachers in each district? • What additional supports are being provided to CTE students to ensure academic success in both CTE and non-CTE coursework? • What standards do the districts align their programs to? • What supports do they need around this alignment?	• Professional Learning or Meetings with Core Academic and CTE Teachers Documentation • Programs of study from each district • Other Valid Documentation
Program Quality – Recruitment and Access • What is your recruitment plan for all students? • In your recruitment plan, what is your strategy for reaching members of special populations? • How are you ensuring all students have access to CTE programs? • What barriers do your CTE students have in completing a CTE program of study? • What strategies are your districts/ACCs using to address these barriers? • How are you supporting the school counselors in recruitment and retention? • How are you supporting middle schools on career exploration?	• Examples of recruitment activities from each district • Program Enrollment and Retention Data (e.g., growth over time, enrollment by special populations, participants vs. concentrators) • Professional Learning or Meeting Documentation • Other Valid Documentation
Program Quality – Instructional Sequence • What professional learning is being offered to educators around the instructional sequence?	• Articulation Agreements

• What advance courses/dual credit/credentials are being offered? • What orientation courses are being offered in each district? • What career exploration opportunities are occurring in each district? • How are districts using their elementary dollars for K – 8? • How do you ensure safety is taught in each CTE course?	• Illinois State Course System (e.g., assigned CIPs and courses, teacher assignments, etc.) • Programs of study from each district (especially postsecondary alignment and dual or articulated credit opportunities)
Program Quality – Work-Based Learning (WBL) • Which districts/ACCs are offering WBL? • How often are WBL teachers trained? • Does every district have a CTSO with their programs of study? What are the barriers if not? • If no CTSO offered, what team-based challenges are available for students? • What supports do you or your districts need with WBL, CTSO, and/or team-based challenges?	• Data on WBL courses or opportunities and CTSO or team-based challenge participation • Programs of study from each district (especially WBL, CTSO, and team-based challenge opportunities) • Evidence of the WBL teacher training and professional learning • Other Valid Documentation
Program Quality – Instructors • When do you review each district's educators to ensure they have properly licensed teachers? What is your process? • What opportunities are teachers offered to collaborate with industry? How often do they visit industries related to their field? • How do you support the districts in their recruitment efforts of instructors? How are you removing barriers to have equal access? • Does each CTE teacher have a Professional Learning Plan? How do you support this? • What strategies do your districts, ACCs, or EFE use to support new CTE teachers? • What strategies do your districts, ACCs, and EFE implement to retain CTE teachers?	• Examples and documentation of educator and industry collaboration • Spot check educators' licenses • Examples of Professional Learning Plans • Teacher Recruitment, Retention, and Training Plans • Other Valid Documentation
Program Quality – Facilities and Equipment • Describe your inventory control system, including how you keep track of the equipment and technology purchased? With whom do you share it? • When do you review the inventory of the equipment that has been purchased? What is your review process? How do you ensure the equipment is at the district and being used appropriately? • How do you ensure there is accessible equipment and technology available for all students in each district?	• Inventory Policies or Procedures • Inventory sheets that document equipment and technology verification • Examples of technology or equipment student accessibility needs met • Other Valid Documentation

Potential Question Topic & Questions/Comments	Evidence
General Program Quality Questions: • Have you added new programs that will be implemented this school year? Next school year? What are they? What support are you providing them? • 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? • Where are your schools struggling within the program quality components? Describe how we could support you in this area(s).	

System and Board of Control (BOC) Operation

Potential Question Topic & Questions/Comments	Evidence
• When was the last time the EFE's intergovernmental agreement (IGA) was updated?	Ensure IGA on file with ISBE is the most current
• How often does your BOC meet? • Is there any support you need with your BOC? • Are elementary districts represented on your BOC?	Agendas and Meeting Minutes
• How do you train your BOC on CTE grants, special populations, and CTE program size, scope, and quality components?	Training Documentation

As an EFE and as part of GATA, you are required to monitor the districts who receive funds as a subgrant or sub-recipients.
    o How do you monitor them?
    o Do they submit invoices to you? Receipts?
    o Do you verify the items were purchased?
    o Is time and effort kept for all individuals included in CTE grants?
	Monitoring Documentation

• Which monthly trainings have you attended from ISBE or the SDLC? • In what ways have they been beneficial? • What changes have you made due to the information shared? How are you sharing this information with your districts/ACCs? • Have you had your questions answered from the trainings? What changes do you feel are needed?	Sign-in sheets from trainings and SDLC meetings

(If Applicable) Review progress on program improvement or corrective action plan(s). Determine next steps.	Program Improvement Plans, Monitoring Corrective Action Plans *(N/A for FY 2021)*
• How do you plan to share your data with the general public as well as district staff? • How are you working with the districts/ACCs to ensure they share their data?	Website, Newsletter, School Board Minutes, etc.
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?	• Grant periodic reports • Expenditure reports • Grant on-budget status • Grant amendment issues

Appendix F – Desk Audit Monitoring Report

System Personnel

Element	Evidence Provided	Status
EFE System Director Qualifications		Choose an item.
Notes:		
EFE System Licensure Tracking		Choose an item.
Notes:		
EFE System Required Teacher Credential Tracking		Choose an item.
Notes:		
Licensure Updates to Schools		Choose an item.
Notes:		
System Personnel Grant-Related Training		Choose an item.
Notes:		
School Personnel Grant-Related Training		Choose an item.
Notes:		
General System Personnel Notes:		

Continuous Program Improvement

Element	Evidence Provided	Status
Program Size		Choose an item.
Notes:		
Program Quality – Development and Engagement		Choose an item.
Notes:		
Program Quality – Employer-Informed Competencies and Skills		Choose an item.
Notes:		
Program Quality – Academic Instruction and Supports		Choose an item.
Notes:		
Program Quality – Recruitment and Access		Choose an item.
Notes:		

Program Quality – Instructional Sequence		Choose an item.
Notes:		
Program Quality – Work-Based Learning		Choose an item.
Notes:		
Program Quality – Instructors		Choose an item.
Notes:		
Program Quality – Facilities and Equipment		Choose an item.
Notes:		
General Program Quality Notes:		

System and Board of Control (BOC) Operations

Element	Evidence Provided	Status
IGA		Choose an item.
Notes:		
BOC Operation		Choose an item.
Notes:		
BOC Grant-Related Training		Choose an item.
Notes:		
EFE Monitoring of Subgrants/Sub-recipients		Choose an item.
Notes:		
EFE System Director Training		Choose an item.
Notes:		
(If Applicable) Program Improvement Plan		Choose an item.
Notes:		
(If Applicable) Monitoring Corrective Action Plan		Choose an item.
Notes:		
Student Performance Data Sharing		Choose an item.
Notes:		
General System and BOC Operation Notes:		

Appendix G – Desk Audit Non-Compliance Letter
(On Current ISBE Letterhead)

(Insert Date)

(Insert EFE System Director Name)
Education for Employment (EFE) System Director
(Insert EFE Name and Number)
(Insert EFE Address)
(Insert EFE City, State, and Zip Code)

Dear *(Insert Title and EFE Director's Last Name)*:

Thank you for completing the Illinois State Board of Education (ISBE) CTE Desk Audit. The ISBE CTE team reviewed the desk audit form and evidence you submitted, and at this time, further action is required. The CTE team found your EFE System non-compliant in the following areas, requiring corrective action:

System Personnel
- ☐ EFE System Director Qualifications
- ☐ EFE System Licensure Tracking
- ☐ EFE System Required Teacher Credential Tracking
- ☐ Licensure Updates to Schools
- ☐ System Personnel Grant-Related Training
- ☐ School Personnel Grant-Related Training

Continuous Program Improvement
- ☐ Program Size
- ☐ Program Quality – Development and Engagement
- ☐ Program Quality – Employer-Informed Competencies and Skills
- ☐ Program Quality – Academic Instruction and Supports
- ☐ Program Quality – Recruitment and Access
- ☐ Program Quality – Instructional Sequence
- ☐ Program Quality – Work-Based Learning
- ☐ Program Quality – Instructors
- ☐ Program Quality – Facilities and Equipment

System and Board of Control (BOC) Operations
- ☐ IGA
- ☐ BOC Operation
- ☐ BOC Grant-Related Training
- ☐ EFE Monitoring of Subgrants and Sub-recipients
- ☐ EFE System Director Training
- ☐ *(If Applicable)* Program Improvement Plan
- ☐ *(If Applicable)* Monitoring Corrective Action Plan

☐ Student Performance Data Sharing

Please see the enclosed Desk Audit Monitoring Report for further information on why *(Insert "this area was" or "these areas were")* marked non-compliant. Please submit the Corrective Action Plan(s) to me at *(Insert Email)* no later than *(Insert Date – 45 calendar days after the non-compliance letter date)*. At that time, you may attach additional information to support the Corrective Action Plan(s). Failure to submit the Corrective Action Plan(s) may result in funds being frozen until such time that a response is received.

The corrective action form can be found at: *(Insert Webpage Address)*

If you have questions regarding this letter or need additional assistance, please feel free to contact me at *(Insert Email)* or (217) 524-4832.

Sincerely,

Marci Johnson   *(Insert CTE Principal Consultant Name)*
Director   Principal Consultant
CTE and Innovation Department   CTE and Innovation Department

Enclosure: Desk Audit Monitoring Report

Cc: *(Insert Board of Control Chair Name)*

Appendix H – Desk Audit Corrective Action Form

EFE Name and Number   Click or tap here to enter text.

Region, County, District, Type Code (RCDT)   Click or tap here to enter text.

Address (Street, City, State, Zip Code)   Click or tap here to enter text.

Fiscal Year   Choose an item.

Telephone (include area code)   Click or tap here to enter text.

EFE System Director   Click or tap here to enter text.

Email   Click or tap here to enter text.

Select the Corrective Action Related to Non-Compliance: Choose an item.

CORRECTIVE ACTION PLAN: Please use a separate sheet for each Corrective Action.
Who will be responsible for the implementing the Corrective Action?
Click or tap here to enter text.

What action(s) will be taken to correct the finding?
Click or tap here to enter text.

What are the expected dates of implementation and completion?
Click or tap here to enter text.

How will actions be documented?
Click or tap here to enter text.

How will the results of the action be evaluated to determine the improvement occurred?
Click or tap here to enter text.

Click or tap here to enter text.   _____   _____
Print/Type Name of EFE System Director   **Signature**   **Date**

Click or tap here to enter text.   _____   _____
Print/Type Name of BOC Chair   **Signature**   **Date**

Click or tap here to enter text.   _____   _____
Print/Type Name of CTE & Innovation Director   **Approval Signature**   **Approval Date**

Appendix I – Desk Audit Final Closure Letter
(On Current ISBE Letterhead)

(Insert Date)

(Insert EFE System Director Name)
Education for Employment (EFE) System Director
(Insert EFE Name and Number)
(Insert EFE Address)
(Insert EFE City, State, and Zip Code)

Dear *(Insert Title and EFE Director's Last Name)*:

Thank you for completing the Illinois State Board of Education (ISBE) CTE Desk Audit. The ISBE CTE team reviewed your submission of Corrective Action evidence of completion. At this time, no further action is required. We hope you found this tool useful as you support CTE program continuous improvement.

If you have any questions, please feel free to contact me at *(Insert Email)* or (217) 524-4832,

Sincerely,

Marci Johnson   *(Insert CTE Principal Consultant Name)*
Director   Principal Consultant
CTE and Innovation Department   CTE and Innovation Department

Cc: *(Insert Board of Control Chair Name)*

Appendix J – On-Site Monitoring Email Template

Subject: Scheduling FY *(insert fiscal year)* On-Site Visit for CTE Monitoring

Good *(morning/afternoon)* EFE Director,

ISBE CTE and Innovation Department monitors CTE grantees, Education for Employment (EFE) Systems, through an annual three-tiered monitoring and compliance process. A risk analysis, comprised of several weighted elements and criteria, determines the risk score and level of additional monitoring for each grantee.

An on-site will occur when a grantee receives a high-risk score on the risk analysis. On-site monitoring may also occur based on desk audit results or for another specific identified reason or concern by ISBE. The purpose of this audit is to ensure that grantees are compliant with State CTE Rules and Federal Perkins Legislation, are progressing on their Local Application goals and strategies, and are supporting continuous CTE program improvement, as well as to assist ISBE CTE staff in identifying any technical assistance that may be needed or can be provided.

This email is to inform you that your EFE System has been identified to participate in an on-site visit based on your *(risk score/desk audit results/specific identified reason or concern)*. All on-site visits minimally consist of an initial interview with the EFE System Director and Board of Control Chair, program observation, staff interviews, an exit interview, and a final report. ISBE CTE staff choose program observation sites based on program quality data. ISBE CTE staff will perform 30-minute facilitated interviews with each of the following groups: 1) EFE Staff, 2) School Administrators, 3) School Counselors, 4) CTE Directors, and 5) CTE Teachers either virtually before the on-site visit or during the on-site visit.

Attached is the On-Site Monitoring Form and On-Site Monitoring Required Evidence. ISBE CTE staff request program observation visits at *(list school and CTE program names)*. ISBE CTE staff requests five separate 30-minute interview times and a preference of virtual or on-site meeting format. Please take the following actions:

- ***Within one week of receiving this communication***, email me a date between October 1, *(insert year)* and January 31, *(insert year)* for the on-site visit.   ==*(For FY 2021, adjust beginning date)*==
- ***At least one week prior to the audit***, email me:
    - A confirmation of program observation visit times
    - A confirmation of interview times, meeting format, and participant names for the following groups:
        - EFE Staff, if applicable
        - *(Number)* School Administrators
        - *(Number)* School Counselors
        - *(Number)* CTE Directors
        - *(Number)* CTE Teachers
    - The completed On-Site Monitoring Form and required evidence.

If you have questions about this audit or need additional help, please do not hesitate to contact me through email or at (217) 524-4832 ==*(do not include if office is on work remote status)*==.

Respectfully,
(Insert Principal Consultant Name)
CTE and Innovation Department
Illinois State Board of Education
100 N. First Street, C-215
Springfield, IL 62777-0001
(217) 524-4832
(Insert Email)

Attachments: On-Site Monitoring Form and On-Site Monitoring Required Evidence

Cc: *(Insert Board of Control Chair Email)*

Appendix K – On-Site Monitoring Facilitated Interview Sample Questions

This document provides a starting place to interview EFE staff, LEA school and CTE leadership, school counselors, and CTE teachers. It is organized by category and in relationship to the audience being interviewed. **Questions will be identified based on responses to the On-Site Monitoring Form by the EFE System Director**, and the interview will last 30 minutes with each group.

1. **EFE Staff** – Interview questions will be identified from the On-Site Monitoring Form as appropriate for their job responsibilities.

2. **LEA School and CTE Leadership Interview Questions:**
   a. Program Implementation
      i. How does Career and Technical Education (CTE) programming fit within the overall LEA vision and culture?
      ii. How are CTE programs identified for implementation, scheduled for improvement, and chosen to be eliminated?
      iii. How are academic and technical courses paired to support the career interests of the student?
      iv. How do teachers and school counselors' partner to provide career and academic counseling to students?
      v. What gaps exist within the student performance data and how are funding, support, structure, and/or policy being provided/developed to address those gaps?
      vi. What support can ISBE or the EFE System provide to the LEA with regard to program implementation and continuous program improvement?
      vii. What support can ISBE or the EFE System provide to the LEAs with regard to funding, support, structure and policy to support CTE programs?

   b. Professional Learning
      i. What types of professional learning opportunities are provided to teachers across the LEA and are there specific professional learning opportunities for CTE teachers?
      ii. What types of professional learning are being provided to address gaps within the local education agency student performance data?
      iii. How are other LEA data used to support CTE programs and provide professional learning?
      iv. How is the effectiveness of professional learning evaluated?
      v. How can ISBE or the EFE System partner with LEAs to provide and make available additional professional learning opportunities?

   c. Local Advisory Committee
      i. Describe how your local advisory committee(s) was formed.
      ii. Describe how the local advisory committee(s) has supported the LEA or school to develop, implement, and continuously improve CTE programs.
      iii. Describe how the local advisory committee(s) has supported/provided work-based learning experiences for students and professional learning to teachers.

d. Students
   i. What career exploration opportunities do you offer from elementary through secondary education?
   ii. Are there requirements for students to enter CTE programs?
   iii. How are middle school students informed of high school CTE programs?
   iv. What are your recruitment strategies, including members of special populations, to access CTE programs?
   v. What strategies have you used to recruit underrepresented student populations into CTE programs?
   vi. Once students are in a CTE program, how are they encouraged to complete the CTE program? What additional support is provided to ensure they are career ready?
   vii. Once students are in a CTE program, how are they encouraged to take the appropriate academic courses? What additional support is provided to ensure the students individual needs are met and prepare all students to be career ready?
   viii. What guidance, data, or professional learning can ISBE or the EFE System provide to better support career and academic counseling?

e. Assessment
   i. How are technical skill assessments and/or end-of-program assessments identified for CTE programs and how are the data used to improve CTE programs?
   ii. How are assessments in CTE programs aligned with academic courses?
   iii. How are assessment data, both formative and summative, used to improve CTE programs and provide support to teachers?
   iv. What support can ISBE or the EFE System provide to administrators with regard to instructional and assessment practices in CTE programs?

f. Administrative Support
   i. How are equipment and supplies identified and provided for CTE programs?
   ii. How are sustainability plans developed for CTE programs at both the LEA and school level?
   iii. How are instructional technology and/or computers kept current? Is there an existing rotation plan?
   iv. What major challenges do LEA staff face in implementing new CTE programs?

g. Communication and Outreach
   i. How are parents and community members made aware of CTE programs and opportunities for students to participate in Career and Technical Student Organizations?
   ii. How are business and industry partners made aware of CTE programs and opportunities for students to participate in Career and Technical Student Organizations?
   iii. How are other teachers and school counselors made aware of CTE programs and the opportunities that CTE programs can provide students?

3. **Teacher Interview Questions:**
   a. Program Implementation
      i. How does Career and Technical Education (CTE) programming fit within the overall LEA vision and school culture?

    ii. How are academic and technical courses paired to support the career interests of the student?

    iii. What gaps exist within the LEA or school student performance data and how are funding, support, structure, and/or policy being provided/developed to address those gaps?

    iv. What support can ISBE or the EFE System provide to teachers with regard to program implementation and continuous program improvement?

    v. What support can ISBE or the EFE System provide to teachers with regard to funding, support, structure and policy to support CTE programs?

b. Professional Learning

    i. What types of professional learning opportunities are provided to teachers across the LEA and are there specific professional learning opportunities for CTE teachers?

    ii. What gaps exist within the local education agency student performance data and how is professional learning being provided to address those gaps?

    iii. What types of professional learning do you attend?

    iv. How can ISBE or the EFE System partner with LEAs to provide and make available additional professional learning opportunities for teachers?

c. Local advisory committee

    i. Describe how the local advisory committee(s) has supported the school to develop, implement, and continuously improve CTE programs?

    ii. Describe how the local advisory committee(s) has supported/provided work-based learning experiences for students and professional development to teachers?

    iii. What is the mission of the local advisory committee(s)?

    iv. What are the annual goals of the local advisory committee(s)?

    v. To what extent are teachers involved with the local advisory committee(s)?

    vi. What would you change to increase the effectiveness of the local advisory committee(s)?

d. Students

    i. What strategies have you used to recruit and retain nontraditional student populations into CTE programs?

    ii. How are you working to increase gender diversity (if needed)?

    iii. What strategies have you used to recruit underrepresented student populations into CTE programs?

    iv. Describe how underrepresented student populations are supported and/or encouraged to be comfortable and successful in your CTE program? What is the percentage of underrepresented student populations who persist in your CTE program?

    v. Explain how students are selected to be in CTE courses.

    vi. Do you have any requirements for entrance into your CTE program?

    vii. Do students have any obligation to take specific academic classes while enrolled in a CTE program of study?

    viii. What kinds of extra help are available to those students who struggle in your classes?

    ix. How do students know that extra help is available to them? How are they encouraged to participate?

    x. How are work-based learning experiences incorporated into instruction and what types of opportunities exist for students beyond the classroom?

    xi. What are your greatest accomplishments regarding the students you work with?

e. Assessment
   i. How do you use formative and summative data to evaluate the success of the program?
   ii. What types of opportunities are provided to review LEA data and data used to support CTE programs?
   iii. Describe the types of assessment you use in class on a daily basis and how feedback is communicated to students in addition to the frequency in which feedback is provided?

f. Administrative Support
   i. Have you been given the equipment and supplies you need to teach the CTE program?
   ii. Describe the level of support you receive from your EFE System office.
   iii. Describe the level of support you receive from your school/LEA administration.
   iv. Describe the level of support you receive from your school counseling office.
   v. Describe your involvement in the CTE budget and planning process.

g. Postsecondary
   i. As a teacher, what role do you take in helping students identify and participate in work-based learning experiences and Career and Technical Student Organizations?
   ii. What dual credit or postsecondary articulation opportunities are available to CTE students?

h. Communication and Outreach
   i. Is there a plan to grow the program? If so, what is it?
   ii. What significant challenges do you and the school face in implementing CTE programs?

4. **School Counselor Interview Questions:**
   a. Professional Learning
      i. What types of professional learning opportunities are provided to school counselors and are there specific professional learning opportunities related to CTE?
      ii. What gaps exist within the local education agency student performance data and how is professional learning being provided to address those gaps?
      iii. What types of professional learning do you attend?
      iv. How can ISBE or the EFE System partner with LEAs to provide and make available additional professional learning opportunities for school counselors?

   b. Students
      i. What types of CTE programs of study or pathways are available to students in your LEA or school?
      ii. What career exploration opportunities do you offer from elementary through secondary education?
      iii. How are middle school students informed of high school CTE programs?
      iv. What strategies have you used to recruit nontraditional student populations into CTE programs?
      v. How are you working to increase gender diversity (if needed)?
      vi. What strategies have you used to recruit underrepresented student populations into CTE programs?

vii. Describe how underrepresented student populations are supported and/or encouraged to be comfortable and successful in a CTE program. What is the percentage of underrepresented student populations who persist within a CTE program?

viii. How are students identified for CTE programs?

ix. Does the school system or school have any requirements for entrance into CTE programs?

x. Do students have any obligation to take specific academic classes while enrolled in a CTE program of study?

xi. Once students are in a CTE program, how are they encouraged to take the appropriate academic courses?

xii. What kinds of extra help are available to those students who struggle in CTE classes?

xiii. What kinds of extra help are available to those students who struggle in academic classes?

xiv. What would you consider the most challenging aspect in recruiting and retaining students into CTE programs?

c. Postsecondary

i. What role do you take in helping students develop a postsecondary plan of study?

ii. Do all children have adult advisers who stay with them through all four years of high school?

iii. How do you involve parents in the guidance and advisement process? Are parents required to meet with you and/or the child's adviser before class registration?

iv. How does the career-planning process address the student's career aspirations?

v. How do you use data to help plan a student's program of study?

vi. How do you help students see the relationship between the courses they take and their career plans?

vii. What dual credit or post-secondary articulation opportunities are available to CTE students?

Appendix L – On-Site Monitoring Report

System Personnel

Element	Evidence Provided	Status
EFE System Director Qualifications		Choose an item.
Notes:		
EFE System Licensure Tracking		Choose an item.
Notes:		
EFE System Required Teacher Credential Tracking		Choose an item.
Notes:		
Licensure Updates to Schools		Choose an item.
Notes:		
System Personnel Grant-Related Training		Choose an item.
Notes:		
School Personnel Grant-Related Training		Choose an item.
Notes:		
General System Personnel Notes:		

Continuous Program Improvement

Element	Evidence Provided	Status
Program Size		Choose an item.
Notes:		
Program Quality – Development and Engagement		Choose an item.
Notes:		
Program Quality – Employer-Informed Competencies and Skills		Choose an item.
Notes:		
Program Quality – Academic Instruction and Supports		Choose an item.
Notes:		
Program Quality – Recruitment and Access		Choose an item.
Notes:		

Program Quality – Instructional Sequence		Choose an item.
Notes:		
Program Quality – Work-Based Learning		Choose an item.
Notes:		
Program Quality – Instructors		Choose an item.
Notes:		
Program Quality – Facilities and Equipment		Choose an item.
Notes:		
General Program Quality Notes:		

System and Board of Control (BOC) Operations

Element	Evidence Provided	Status
IGA		Choose an item.
Notes:		
BOC Operation		Choose an item.
Notes:		
BOC Grant-Related Training		Choose an item.
Notes:		
EFE Monitoring of Subgrants/Sub-recipients		Choose an item.
Notes:		
EFE System Director Training		Choose an item.
Notes:		
(If Applicable) **Program Improvement Plan**		Choose an item.
Notes:		
(If Applicable) **Monitoring Corrective Action Plan**		Choose an item.
Notes:		
Student Performance Data Sharing		Choose an item.
Notes:		
General System and BOC Operation Notes:		

Interview Notes

EFE Staff – Strengths and Areas for Improvement
Strengths:
Areas for Improvement:
School Administrators – Strengths and Areas for Improvement
Strengths:
Areas for Improvement:
School Counselors – Strengths and Areas for Improvement
Strengths:
Areas for Improvement:
CTE Directors – Strengths and Areas for Improvement
Strengths:
Areas for Improvement:
CTE Teachers – Strengths and Areas for Improvement
Strengths:
Areas for Improvement:

CTE Program Observation Notes

Program 1 – Best Practices and Growth Opportunities
Best Practices:
Growth Opportunities:

Program 2 – Best Practices and Growth Opportunities

Best Practices:

Growth Opportunities:

Program 3 – Best Practices and Growth Opportunities

Best Practices:

Growth Opportunities:

Program 4 – Best Practices and Growth Opportunities

Best Practices:

Growth Opportunities:

Program 5 – Best Practices and Growth Opportunities

Best Practices:

Growth Opportunities:

Appendix M – On-Site Monitoring Non-Compliance Letter
(On Current ISBE Letterhead)

(Insert Date)

(Insert EFE System Director Name)
Education for Employment (EFE) System Director
(Insert EFE Name and Number)
(Insert EFE Address)
(Insert EFE City, State, and Zip Code)

Dear *(Insert Title and EFE Director's Last Name)*:

Thank you for completing the Illinois State Board of Education (ISBE) CTE On-Site Monitoring Visit. The ISBE CTE team reviewed the on-site monitoring form, evidence you submitted, and interview notes, and at this time, further action is required. The CTE team found your EFE System non-compliant in the following areas, requiring corrective action:

System Personnel
☐ EFE System Director Qualifications
☐ EFE System Licensure Tracking
☐ EFE System Required Teacher Credential Tracking
☐ Licensure Updates to Schools
☐ System Personnel Grant-Related Training
☐ School Personnel Grant-Related Training

Continuous Program Improvement
☐ Program Size
☐ Program Quality – Development and Engagement
☐ Program Quality – Employer-Informed Competencies and Skills
☐ Program Quality – Academic Instruction and Supports
☐ Program Quality – Recruitment and Access
☐ Program Quality – Instructional Sequence
☐ Program Quality – Work-Based Learning
☐ Program Quality – Instructors
☐ Program Quality – Facilities and Equipment

System and Board of Control (BOC) Operations
☐ IGA
☐ BOC Operation
☐ BOC Grant-Related Training
☐ EFE Monitoring of Subgrants and Sub-recipients
☐ EFE System Director Training
☐ *(If Applicable)* Program Improvement Plan

☐ *(If Applicable)* Monitoring Corrective Action Plan
☐ Student Performance Data Sharing

Please see the enclosed On-Site Monitoring Report for further information on why *(Insert "this area was" or "these areas were")* marked non-compliant. Please submit the Corrective Action Plan(s) to me at *(Insert Email)* no later than *(Insert Date – 45 calendar days after the non-compliance letter date)*. At that time, you may attach additional information to support the Corrective Action Plan(s). Failure to submit the Corrective Action Plan(s) may result in funds being frozen until such time that a response is received.

The corrective action form can be found at: *(Insert Webpage Address)*

If you have questions regarding this letter or need additional assistance, please feel free to contact me at *(Insert Email)* or (217) 524-4832,

Sincerely,

Marci Johnson   *(Insert CTE Principal Consultant Name)*
Director   Principal Consultant
CTE and Innovation Department   CTE and Innovation Department

Enclosure: On-Site Monitoring Report

Cc: *(Insert Board of Control Chair Name)*

Appendix N – On-Site Monitoring Corrective Action Form

EFE Name and Number   Click or tap here to enter text.

Region, County, District, Type Code (RCDT)   Click or tap here to enter text.

Address (Street, City, State, Zip Code)   Click or tap here to enter text.

Fiscal Year   Choose an item.

Telephone (include area code)   Click or tap here to enter text.

EFE System Director   Click or tap here to enter text.

Email   Click or tap here to enter text.

Select the Corrective Action Related to Non-Compliance: Choose an item.

CORRECTIVE ACTION PLAN: Please use a separate sheet for each Corrective Action.
Who will be responsible for the implementing the Corrective Action?
Click or tap here to enter text.

What action(s) will be taken to correct the finding?
Click or tap here to enter text.

What are the expected dates of implementation and completion?
Click or tap here to enter text.

How will actions be documented?
Click or tap here to enter text.

How will the results of the action be evaluated to determine the improvement occurred?
Click or tap here to enter text.

Click or tap here to enter text.   _____   _____
Print/Type Name of EFE System Director   **Signature**   **Date**

Click or tap here to enter text.   _____   _____
Print/Type Name of BOC Chair   **Signature**   **Date**

Click or tap here to enter text.   _____   _____
Print/Type Name of CTE & Innovation Director   **Approval Signature**   **Approval Date**

Appendix O – On-Site Monitoring Final Closure Letter
(On Current ISBE Letterhead)

(Insert Date)

(Insert EFE System Director Name)
Education for Employment (EFE) System Director
(Insert EFE Name and Number)
(Insert EFE Address)
(Insert EFE City, State, and Zip Code)

Dear *(Insert Title and EFE Director's Last Name)*:

Thank you for completing the Illinois State Board of Education (ISBE) CTE On-Site Monitoring Visit. The ISBE CTE team reviewed your submission of Corrective Action evidence of completion. At this time, no further action is required. We hope you found this tool useful as you support CTE program continuous improvement.

If you have any questions, please feel free to contact me at *(Insert Email)* or (217) 524-4832.

Sincerely,

Marci Johnson   *(Insert CTE Principal Consultant Name)*
Director   Principal Consultant
CTE and Innovation Department   CTE and Innovation Department

Cc: *(Insert Board of Control Chair Name)*