

TECHNICAL REVIEW, ASSISTANCE, AND COMPLIANCE

GRANT REVIEW CHECKLIST

Compliance is determined through a review of evidence contained in district documents, state documents, and onsite evidence.

Definitions

District Documents – The district must provide these documents. Desk Review Documents must be uploaded to GEMS prior to the visit. Do NOT submit duplicate documents. These required documents must be submitted; optional documents should be submitted only if they provide evidence of compliance.

State Documents – MDE/OCTE has these documents. Do NOT submit them.

Onsite Evidence – Onsite documents, hard copy, or electronic that contain information subject to privacy laws. Onsite evidence also includes notes generated by interviews with business officials and administrators.

G01: CORE PERFORMANCE INDICATOR RELATED ACTIVITIES

CTE activities were carried out to meet the state-adjusted levels of performance. Regional documentation and evidence provided demonstrate specific measurable outcomes for all participating districts.

Perkins Sec. 113

Compliance Criteria	Documents
<p>G01-1 In Compliance: CPI-related activities reported on End-of-Year Report were accurate, completed, and consistent with the approved activity.</p> <p>G01-2 In Compliance: Evidence was submitted to demonstrate that CPI-related outcomes for activities reported on the End-of-Year Report were accurate, completed, and consistent with approved activities.</p> <p>G01-3 In Compliance: Evidence was submitted to demonstrate that measurable outcomes actually occurred for the approved activities in the grant.</p>	<p>REGION/CEPD/DISTRICT DOCUMENTS Documentation showing evidence that planned activities took place based on the evidences and expected outcomes approved in the grant application, such as:</p> <ul style="list-style-type: none"> • Sign-in sheets for professional development, including agendas, announcements • Purchased materials, including receipts, invoices, etc. • Lesson plans, products, and materials developed • Student work, achievement, documentation of grant activities <p>STATE DOCUMENTS</p> <ul style="list-style-type: none"> • Regional Improvement Plan • Grant Application

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G02 CTE PROGRAM EQUITY AND ACCESS

Career and Technical Education programs will address equity issues and provide equal opportunities to individuals without discrimination on the basis of race, religion, national origin, gender, height, weight, marital status, disability, or age.

Perkins Sec. 316

Perkins Sec. 317(a)(b)(1)(2)

Michigan Elliott-Larsen Civil Rights Act of 1976: Act 453

Compliance Criteria	Documents
<p>G02-1 In Compliance: All students have equal access to CTE programs without discrimination.</p> <p>G02-2 In Compliance: All students have been included in outreach activities.</p> <p>G02-3 In Compliance: The region complied with federal laws and regulations regarding participation by charter schools.</p>	<p>REGION/CEPD/DISTRICT DOCUMENTS Documentation showing evidence of equity and access, such as:</p> <ul style="list-style-type: none">• Non-discrimination policies and procedures• Policies and procedures for student enrollment, selection• Outreach materials, which may include brochures, videos, letters, or flyers to parents and students (available in languages for ELL students of the region, if applicable)• In-service activities or workshops on non-discrimination, including gender equity• Evidence that all eligible Charter Schools have been invited as a participating agency in the regional Perkins Grant <p>STATE DOCUMENTS</p> <ul style="list-style-type: none">• Regional Improvement Plan• Regional Long Range Plan• State-approved Civil Rights Compliance Plan (if applicable)• Grant Application

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G03 REGIONAL PLANNING/STAKEHOLDER

Joint planning and coordinating of CTE programs have occurred with the Talent District Career Council (TDCC) from the Workforce Development Board (WDB) and other interested parties.

Perkins Sec. 134(b)(5)

Compliance Criteria	Documents
<p>G03-1 In Compliance: All students have equal access to CTE programs without discrimination.</p>	<p>REGION/CEPD/DISTRICT DOCUMENTS Documentation showing evidence of compliance, such as:</p> <ul style="list-style-type: none"> • Documents supporting regional grant priorities (e.g. Long Range Plan) • WDB and TDCC agendas and minutes • Public notice of meeting • Strategic planning document (WDB/TDCC) <p>STATE DOCUMENTS</p> <ul style="list-style-type: none"> • Regional Long Range Plan • Grant Application

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G04 STUDENTS RECEIVING SPECIAL POPULATIONS SERVICES

The region must review CTE programs, identify barriers, and adopt strategies to increase success in programs for special populations students.

Perkins Sec. 134(b)(8)(A)

Compliance Criteria	Documents
<p>G04-1 In Compliance: A regional plan is in place to identify and provide services to special populations students.</p> <p>G04-2 In Compliance: Districts have assessed and met the needs of CTE special populations students.</p> <p>G04-3 In Compliance: Districts have conducted outreach activities targeting CTE special populations students.</p>	<p>REGION/CEPD/DISTRICT DOCUMENTS</p> <p>Documentation showing evidence of strategies to serve special populations students, such as:</p> <ul style="list-style-type: none">• Evidence of implementation of Long Range Plan• Evidence of implementation of Regional Improvement Plan• Evidence of implementation of CIP-specific improvement plan strategies related to barriers• Services available to special populations students consistent with SPOPS needs• Purchases made to support services for special populations• Outreach materials and activities targeting special populations (available in languages for ELL students of the region, if applicable)• Outreach and accessibility reports• Special populations services logs from classroom teachers, SPOPS coordinators or paraprofessionals <p>STATE DOCUMENTS</p> <ul style="list-style-type: none">• Regional Improvement Plan• Grant Application

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G05 PROFESSIONAL DEVELOPMENT FOR PERSONNEL WORKING WITH CTE PROGRAMS

Provide professional development for secondary and, where appropriate, postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs including effective teaching skills, academic integration, and research-based data practices to improve instruction to ensure that teachers and personnel stay current with all aspects of industry.

Perkins Sec. 135(b)(5)(A-D) and Sec. 203(c)(5)(A-F)

Compliance Criteria	Documents
<p>G05-1 In Compliance: Professional development occurred for secondary and, where appropriate, postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs including effective teaching skills, academic integration, and research based data practices to improve instruction to ensure that teachers and personnel stay current with all aspects of industry.</p>	<p>REGION/CEPD/DISTRICT DOCUMENTS Evidence of professional development for teachers, administrators and career/academic personnel, such as:</p> <ul style="list-style-type: none">• Registration/sign-in sheets• Documentation of university credits or State Continuing Education Clock Hours• Agendas from attendance at state and national professional development conferences• Agendas and support materials from local or regional in-services• Evidence of attendance at meetings, conferences, and workshops <p>STATE DOCUMENTS</p> <ul style="list-style-type: none">• Regional Improvement Plan

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G06 NONPUBLIC SCHOOL PARTICIPATION

Assure compliance with federal laws and regulations regarding participation by students, teachers and administrators in non-profit, nonpublic schools, and home-schooled students.

Perkins Sec. 317(a)(b)(1)(2)
EDGAR (§76.785-§76.799)

Compliance Criteria	Documents
<p>G06-1 In Compliance: The region complied with federal laws and regulations regarding participation of non-profit private school career and technical education secondary school teachers, administrators, and other personnel in the career and technical education in-service and pre-service CTE professional development programs supported by Perkins funds.</p> <p>G06-2 In Compliance: The region provided evidence that it complied with federal laws and regulations regarding the meaningful participation of non-profit private secondary and home-schooled students living in the region, in Perkins supported career and technical education programs and activities.</p> <p>G06-3 In Compliance: The region provided evidence of the opportunity for the meaningful participation of non-profit private secondary and home-schooled students in career and technical education programs and activities supported by Perkins funds.</p>	<p>REGION/CEPD/DISTRICT DOCUMENTS Documentation may include:</p> <ul style="list-style-type: none"> • Letters and list of recipients receiving the letters providing nonpublic schools information about CTE programs • Examples of replies from nonpublic schools • Sign-in sheets from meetings, etc., showing participation of nonpublic entities <p>AND</p> <ul style="list-style-type: none"> • Letters and list of recipients receiving the letters inviting nonpublic schools to participate in CTE programs • Examples of replies from nonpublic schools <p>STATE DOCUMENTS</p> <ul style="list-style-type: none"> • Regional Improvement Plan • Grant Application

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G07 PREVIOUS MONITORING REVIEW

All noncompliance findings from the previous TRAC monitoring review have been successfully resolved.

Compliance Criteria	Documents
G07-1 In Compliance: The previous monitoring report contained grant-related noncompliance findings that were addressed in the approved compliance plan. The current grant review shows the previous noncompliance findings have been corrected and are not repeat findings.	REGION/CEPD/DISTRICT DOCUMENTS Provide only if asked after the OCTE review. STATE DOCUMENTS <ul style="list-style-type: none">• Prior monitoring report• Prior compliance plan