



College Tech Prep Consortium On-Site Review and Improvement Process Overview

I. BACKGROUND

The Ohio Tech Prep Advisory Council has recommended and endorsed an administrative On-Site Review and Improvement Process for all 26 Tech Prep Consortia as part of a state-wide effort to meet federal accountability requirement for programs funded through the Carl D. Perkins Act for Vocational and Technical Education. The intent of this review process is to validate consortia's multi-year planning efforts and to impact continuous improvement processes

The last consortia on-site reviews occurred in 1996 with MGT, a Florida based research and evaluation company conducting site visits to address Consortia implementation of the Six Critical Components of Tech Prep (Systemic Change, Partnerships, Expanded Student Opportunities, Early Career Education, Competencies, Advanced Skills). In 1997, the State Tech Prep Advisory Council provided leadership for the development of a State Tech Prep Strategic Plan with performance targets identified for enrollment growth, transition rates to college, non-remediation rates, and under-represented populations. Performance funding was directly tied to a Consortium's success in showing growth and improvement in these target areas. However, no consortia operating standards were in place to guide the program improvement efforts to achieve these performance goals.

In the summer of 2000, the State Tech Prep leadership employed OSU/Center on Training and Employment for Education to develop a job profile for a Tech Prep Director. A group of experienced Tech Prep Directors worked with a trained facilitator to develop such a job profile that was later validated by the entire group of Tech Prep Directors. This job profile called a DACUM (Developing a Curriculum) defines the major duties and tasks of a Tech Prep Director. Although labeled a profile of a Tech Prep Director, these job functions more accurately represent the functions of a Tech Prep Consortium.

Baseline aggregate data on how these functions were being implemented in Ohio were developed in 2001-02 through a series of on-site visits. The Tech Prep Director's job profile and baseline data were used to develop consortia operating standards for use in implementing a continuous improvement process for the consortia. These operating standards were further modified based on a pilot site visit with North Central Tech Prep Consortium. All twenty-six Tech Prep Consortia will be visited over the course of three years beginning in the winter of 2003.

II. GOALS

1. HELP CONSORTIUM MEMBERS GAIN AN UNDERSTANDING OF THE CONSORTIUM'S STAGE OF DEVELOPMENT IN PROVIDING CONSORTIUM SERVICES /FUNCTIONS.

2. IDENTIFY CONSORTIUM STRENGTHS AND AREAS FOR IMPROVEMENT IN PROVIDING THESE CONSORTIUM SERVICES/FUNCTIONS.
3. DEVELOP PROCESSES AND SYSTEMS TO IMPROVE CONSORTIUM OPERATIONS.

III. FRAMEWORK FOR CONSORTIA CONTINUOUS IMPROVEMENT PROCESS

A. **Content Areas**: The Tech Prep Consortia Operating Standards are based on the Tech Prep Directors Job Profile and form the basis of the Consortia Improvement criteria. These standards are organized under four broad areas with the following sub-sets within

1. Consortium Administration

- Strategic Planning
- Consortium Governance and Decision-making
- Financial Management
- Data Collection and Evaluation
- Staffing

2. Curriculum Development

- Tech Prep Program Application Process
- Local Pathway Development
- Instructional Needs
- Professional Development (certification, professional development, Equipment, facilities)
- Program Review and Improvement

3. Marketing

- Student Recruitment
- Career Exploration
- Underrepresented and Non-traditional Population
- Building Partnerships

4. Transitioning to College

- Readiness
- Transition
- Retention

B. **Degree of Development**: The focus of the review process is to identify the stage or level of consortia development in providing services in a given function area. Using the following developmental scale.

1. Fully Implemented
2. Implementation Under Way
3. Implementation Planned
4. Discussion Only
5. No Action Taken

IV. PROCESS

A. Consortium Self- assessment

Self-Assessment is the foundation of an effective continuous improvement process. The Self-Assessment process allows the consortia to have significant input into the review process by their documentation of progress on the function areas. Consortia directors are encouraged to involve consortia members in the self- assessment review 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-Assessment process is also excellent preparation for the on-site visit.

Each Director will receive an Instruction Guide to Completing the Consortium Self-Assessment. This guide includes information on setting up and overseeing the self-assessment, the reporting-out process, and steps for preparing for the On- Site visit.

In the Self- Assessment review process, Consortia will be asked to review operating standards, and provide an assessment of current level of implementation supported by documentation. A Summary Report by the four main function areas will address Key Findings, Strengths, Weaknesses, and Plans for Improvement.

B. Continuous Improvement Site Visit

Schedule: Over the course of three years, an on-site review team will visit all twenty-six Tech Prep Consortia. Nine consortia will be visited during the 2002-2003 school year, nine during the 2003-2004 school year, and eight during the 2004-2005 school year. The schedule of Consortia reviews is based on a geographic and size distribution.

Agenda: Each site visit will consist of interviews with the following, some in a group format: Self-Assessment Review team; the Consortium Governing Board Chair; Fiscal Manager; College Dean(s) and/or Department Chairs; Career Center and Associate School Superintendent(s); college and secondary faculty. Site visits are expected to take one full day but may take longer for the large Tech Prep Consortia.

Site Visit Team: The Site Visit Team will consist of an external team leader, a member of the State Tech Prep Staff, Tech Prep Consortium Director (s). Experienced secondary and college educators may also be part of the team. Once appointed, the Team Leader will work with the local Tech Prep Director to prepare for the on-site review process over a period of approximately three months (from first contact to the conclusion of follow-up planning).

C. Site Visit Report and Improvement Plan

The Site Visit Team will provide a debriefing with the Consortium Director at the completion of the Site Visit. The Site Visit Team will follow this up with a formal report with their recommendations on the Consortium's stage of implementation, areas of commendation and areas for improvement.

Consortia will be asked to develop an Improvement Plan with timelines that will be incorporated into their Multi-Year Strategic Plan. Consortia requiring significant improvement in one or more of the main function areas may be scheduled for a follow-up site visit. Technical Assistance will be made available to the consortia.

V. TRAINING

Training is offered each year to ensure that all participants (consortia and site visit teams) are prepared to carry out their duties.

A. Tech Prep Consortia Training

Tech Prep Technical Assistance will offer the following four workshops in preparation for the 2002-2003 Self-Assessment and On-Site Reviews. Directors are encouraged to bring consortia team leaders to the appropriate sessions. Follow-up individual assistance is also available.

1. **Preview Session:** October 30, 2002 - 10:00 a.m. - Noon
 - How to setup the self study
 - Forming Teams
 - What the self- study will look like
 - How the site visit will work
 - Follow-up
2. **Administration:** November 21, 2002 - 10:00 a.m. - 3:00p.m.
 - Governance
 - Strategic Planning
 - Financial Management
 - Evaluation
3. **Curriculum Development:** December 18, 2002 - 10:00a.m. - 3:00 p.m.
 - Pathway Development
 - Program Implementation
 - Professional Development
 - Student Tracking for Program Reporting
4. **College Transition and Marketing:** January 23,2002 - 10:00a.m. - 3:00 p.m.
 - College Readiness
 - College Transition Program
 - Marketing Processes and Products
 - Student Recruitment
 - Partnership Building

These workshops will be offered yearly.

B. Site Visit Member Training

Site Visit Team Leaders will receive extensive training on the process and outcomes to ensure consistency and fairness in the implementation of the site visits and the reporting out. All team members will receive written instructions on the site review process and protocols as well as an orientation from the Team Leader.