

# **College Tech Prep Consortium On-Site Review and Improvement Process**

## **CONSORTIUM DIRECTOR INSTRUCTIONS AND SELF-ASSESSMENT FORMS**

The local Tech Prep Director is responsible for several tasks that are critical to the preparation of a successful On-Site Review and Improvement Process:

- Setting up and overseeing the Self-Assessment
- Preparing for the On-Site visit

### **Self-Assessment**

#### **1. Forming investigative teams**

Using a team approach to complete the Self-Assessment aspect of the Review and Improvement Process is recommended for several advantages. First, having others share in the process eases the burden on you as director in all the preparation procedures, as well as having additional objective opinions. Involvement by others in the process allows them to have a better understanding of the expectations of the local consortia and the roles and responsibilities of the director. This also provides a structure for consortium planning and sharing of accountability. Plus, the consortium members are then well prepared for the interviews during the On-Site Review.

- a. Establish an investigative team for each main review area:
  1. Consortium Management
  2. Curriculum Development
  3. Marketing and Partnership Building
  4. Transition to College
- b. It is recommended that each team have 2-3 members and should be individuals who have worked with that area or are knowledgeable of that area. Choose individuals from the following constituencies:
  1. Secondary school representative
  2. Higher education representative
  3. Business/industry representative
  4. Consortium staff

- c. Designate one person on the team as Team Captain and have that person attend the appropriate workshop along with you.
- d. Gather the appropriate parts of the consortium documentation (see forms). Provide relevant chapters of *The Insiders Guide to Managing a Tech Prep Consortium* for a frame of reference. This guide also provides examples of best practices. Sections of the *Insider's Guide* can be downloaded from the Tech Prep Curriculum Services web site at [ohtpcs.org](http://ohtpcs.org).
- e. Facilitate the investigative teams' conferring and reporting out (see reporting forms).
- f. Meet with investigative teams to discuss findings and report.

## **2. Completing the Consortium Self- Assessment document**

- a. Complete Consortium Overview
- b. Rate the consortium on each item of the Review Document
- c. Provide comments on Review Document- clarification of information concerning core standard
- d. Answer the Guiding Questions- Summary information and supporting data relating to the core standard in a particular section (may often ask for an explanation of a overall process that is not directly addressed in the standard)
- e. Attach supporting consortium documentation as listed on documentation sheet
- f. Prepare a one-page summary for each main review area (Consortium Management, Curriculum Development, Marketing and Partnership Building, and Transition to College), to include:
  - 1. Key findings (Should include addressing the Guiding Questions)
  - 2. Assess where consortium is for each review area (team's value judgment): List strong areas, areas for improvement, and how consortium plans to improve those areas.
- g. Be sure to clearly and thoroughly address those standards labeled "Critical Components"

## **3. Suggestions for developing Self- Assessment notebook**

- a. Use a binder with five dividers
  - 1. Consortium Overview (performance measures, pathways, demographics)
  - 2. Management
  - 3. Curriculum Development
  - 4. Marketing
  - 5. Transition to College

- b. Include the following for each of the four main review areas
  - 1. Consortium Self –assessment review (Standards, comments, guiding questions)
  - 2. Summary Sheet (Key Findings, Strengths, Areas for Improvement, Next Steps)
  - 3. All Supporting documentation for that review areas
- c. Selection of Materials
  - 1. Keep brief but complete
    - a. Don't repeat materials in different places (refer to)
    - b. Use only one or two examples
  - 2. Create file box for the on-site team with additional supporting material (See Documentation List)
- d. Make seven (7) copies of above materials (six for team members and one for consortium use)
- e. Send binders to On-Site Team members four weeks prior to the site visit date.

#### **4. Compiling the Self- Assessment Documentation**

The following list includes two types of material to be prepared: 1) materials to include in the Self- Assessment Binder/Notebook; 2) a file box containing more in-depth and comprehensive information to be made available to the review team on site. Information to be included in the file box is indicated below. All others are to be included in the Self- Assessment binder/notebook sent to the review team in advance

- a. Consortium Management
  - 1. Consortium By-Laws
  - 2. Consortium Organizational Chart
  - 3. Executive Committee and Governance Board minutes (3 sets of each)
  - 4. Business/Budget Plan (includes all funds)
  - 5. Budget (Federal and State Grant Agreement Forms)
  - 6. Memo(s) of Understanding (Signed), if applicable
  - 7. Staff Job Descriptions and Evaluation Forms
  - 8. Printout example of data collection system
  - 7. Copy of Multi-year Plan
- b. Curriculum Development
  - 1. Sample TCP Local Validation and Team List
  - 2. Sample Pathway Documents from High School and College (1-2)
  - 3. High School and College Pathway documents (file box)
  - 4. Sample Signed Articulation Agreements (1-2)
  - 5. All Signed Articulation Agreements (File Box)
  - 6. Consortium policy on student entry requirements and admittance procedures with application if applicable
  - 7. Sample Program Review form and agenda
  - 8. Documentation on Program Reviews (File Box)

9. Courses of Study based on TCP'S (File Box)
  10. College Catalogue(s) of Partner Colleges (File Box)
  11. Consortium labor market studies (File Box)
  12. Purchased Equipment List (File Box)
  13. List of Professional Development
    - a. Developed by the Consortium
    - b. Provided by the Consortium ( i.e. Technical training)
- c. Marketing and Partnership Building
1. Overall Consortium Marketing Plan and Student Recruitment Plan/Process
  2. Sample Consortium Marketing and Student Recruitment Materials
  3. All Consortium and partner secondary marketing and student recruitment materials (File Box)
  4. List of Business/Industry that work with CTP Consortium
    - a. Serve as Board members or Consortia Curriculum Advisory Committees
    - b. Provide Teacher Externships
    - c. Provide student internships, job shadowing etc
- d. Transition to College
1. Consortium's College Transition Plan/Activities (including secondary college readiness activities)
  2. CTP Scholarship Information and forms ( File Box)
  3. Documentation of college credit. Issuing process (File Box)

## **Preparation for On-Site Visit**

### **1. Timeline**

- a. Schedule On-site Visit three months in advance
- b. Share purpose and expectations with governing board and consortium leadership
- c. Establish investigative teams
- d. Attend appropriate workshop as needed.
- e. At least ten (10) weeks prior to On-Site Visit facilitate investigative teams' self-assessment process and reporting out.
- f. Three weeks prior to On-Site Visit, schedule interviews and make room reservations and hospitality arrangements.
- g. Four weeks prior to On-Site Visit prepare agenda and share with all involved with day.
- h. Two weeks prior to On-Site Visit send agenda and any necessary maps to state staff and On-Site Visit Team Leader.
- i. One-week prior, consult with state staff and On-Site Visit Team Leader regarding coordination, last minute arrangements, and questions.
- j. Facilitate the the on-site visit.
- k. Next day, thank all participants.
- l. Six-Eight weeks following On-Site Visit review formal report from On-Site Visit team.
  - 1-2 weeks to write report
  - 1-2 weeks for team members review of document (Additions, corrections etc)
  - 1 week to rewrite report and send to OBR
  - 1-3 weeks for OBR to develop Cover letter with recommendations for next steps plus mailing to consortium
- m. Share formal report with governing board and consortium leadership.
- n. Use report as guide in multi-year consortium planning.

### **2. Basic Format for On-Site Visit Schedule**

Developed jointly between consortia Director and team leader. Start development no later than four weeks before on-site visits. Must complete two weeks prior to the review

- I. One day on-site visits (small and medium consortia)
  - a. Part of team, visits secondary and other sites the afternoon before the schedule on-site visit day
  - b. Scheduled day with full team (usually six members)
  - c. One and one and half hours with CTP Director

- d. High school and college visits
  - 1. Short meeting with administrator, CTP leaders, counselors
    - At the school
    - 2. Informal classroom visits with teachers and students
    - 3. Visit all CTP programs at the school or college
    - 4. Decisions on schools to visit jointly determined by TP Director and Team Leader
- e. One half hour to full hour with
  - 1. Consortium Staff
  - 2. Governing Board Members
  - 3. College Administrators/faculty
  - 4. Business Partners
  - 5. College Students
  - 6. Fiscal Agent/financial personnel
- f. Luncheon
  - 1. Keep small with major consortium “Players”
  - 2. Arrange so interaction can occur
  - 3. No college students
  - 4. Not a “show and tell”
  - 5. Always include board chairs/college president
  - 6. Short presentation by team leader
- g. Divide into 3 teams of two during the afternoon
- h. Need escort to take team out to schools (escort should not participate in administrator and counselor meetings)
- i. Need short bio on interviewees to be included with agenda (title, Organization, role in consortia)
- j. Afternoon additional time with CTP Director to clarify any remaining Questions
- k. Team Work session starts at 3:00 p.m.- allow 2 hours
- l. Debriefing at end of work session. Include the following (depending On CTP Director)
  - 1. CTP Director
  - 2. Board members
  - 3. College and Secondary Administrators

II. Two-day on-site reviews (Large Consortia) : Same as on-day with following changes

- a. Part of the team will visit college and high school sites on the first day (3-4 team members)
- b. Full Team on the second day
- c. If needed, two team members will visit sites on the afternoon before scheduled on site.

### **3. Interview Questions (See Guide to Interview Questions)**