

**Methods of Administration (MOA)**  
**Access to Career and Technical Education (CTE)**  
**Program Guidance**  
**2020-2021**



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## Overview

The Texas Education Agency (TEA), a recipient of federal financial assistance, is required to comply with federal laws and regulations that prohibit discrimination on the basis of race, color, national origin, sex, age and disability. *The Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Vocational Education Programs* (34 C.F.R. Part 100, Appendix B) (*Guidelines*) requires each agency responsible for the administration of CTE programs to conduct compliance reviews of subrecipients (local education agencies and charter schools) that offer CTE programs and receive federal financial assistance from the U.S. Department of Education (USDE). The purpose of the comprehensive review is to determine the school's compliance with the *Guidelines* and the following federal laws and regulations:

- Title VI of the Civil Rights Act of 1964 and its implementing regulations at 34 C.F.R. Part 100, which prohibit discrimination on the basis of race, color, and national origin;
- Title IX of the Education Amendments of 1972 and its implementing regulations at 34 C.F.R. Part 106, which prohibit discrimination on the basis of sex;
- Section 504 of the Rehabilitation Act of 1973 and its implementing regulations at 34 C.F.R. Part 104, which prohibit discrimination on the basis of disability; and
- Public Law 115–224 - “Strengthening Career and Technical Education for the 21st Century Act” (Perkins V) prohibits discrimination in accessing Career and Technical Education programs.

Campuses are selected for review based on the TEA's selection methodology. The methodology is **approved by the United States Department of Education (USDE)-Office of Civil Rights (OCR)** prior to implementation. The selection criteria in the methodology places emphasis on the provision of equitable opportunities for students to participate in career and technical programs of study. Categories considered include ethnicity, gender, students with disabilities, English Language Learners (ELL), individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in, or have aged out of, the foster care system, and homeless individuals. Each category of students enrolled in CTE is compared to the general student population enrolled at the campus.

## **Purpose**

The Methods of Administration for Access (MOA) to Career and Technical Education is designed to ensure all students enjoy equal access to CTE programs of study and activities.

## **Definitions**

**Career and Technical Education (CTE):** An educational program that specializes in the skilled trades, applied sciences, modern technologies, and career preparation.

**CTE Program of Study:** Coherent sequences of courses, industry-based certifications, and work-based learning to ensure students are prepared for in-demand, high-skill, high-wage careers in Texas.

**English Learners (ELL):** Students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

**Letter of Findings (LOF):** TEA issues an LOF to a subrecipient following a comprehensive review of the subrecipient's policies and practices.

**Local Education Agency (LEA):** A public board of education or other public authority legally constituted within a state for either administrative control or direction of a school district.

**Methodology:** A selection process placing emphasis on equitable opportunities for participation in CTE.

**Ranked List:** A sampling of campuses with the highest potential for discrimination based on enrollment data.

**Recipient Universe:** Recipients that receive funding from the USDE and operate CTE programs (state agency).

**Regional Education Service Center (ESC):** Regional Service Centers provide services to school districts throughout the state. The Centers are service organizations, not regulatory arms of the Texas Education Agency, and participation by schools in services of the centers is voluntary.

**Subrecipient Universe:** LEAs receiving funding from the USDE through the state agency and that operate a CTE program. (LEA or campus)

**Selection Plan:** A methodology and ranked list of subrecipients (campuses) with the greatest potential for civil rights noncompliance.

**Voluntary Compliance Plan (VCP):** TEA and the LEA negotiate a VCP that lists the corrective actions that the subrecipient must take to remedy the findings of noncompliance listed in the LOF. The corrective actions must be approved by the TEA and be consistent with the *Guidelines*, applicable regulations, and accessibility standards, and should include a month and year of anticipated completion. The Superintendent's signature is required.

## **Pre-Visit Activities**

Texas Education Agency (TEA) staff will contact the LEA to **confirm review dates** and to provide information to the LEA prior to the visit. TEA will provide a brief overview of the review process during the pre-visit conference. LEA administrative staff should ensure that campus staff are involved in the gathering of documentation and preparation for the MOA review. Agency staff is available to provide virtual, phone and e-mail support to LEA staff during the preparation stage of the visit.

**The MOA review will consist** of the following process:

- A desk review consisting of surveys and LEA documentation
- LEA and campus staff interviews consisting of a review of relevant campus student data and a review of CTE programs of study, CTE courses, and admissions practices
- On-site review of campus facilities for accessibility separate from the interview process
- The campus is required to provide documentation to demonstrate compliance with each of the indicators identified by the USDE and OCR
  1. Administrative
  2. Recruitment, Admissions, and Counseling
  3. Accessibility
  4. Services for Special Populations
  5. Work-Based Learning, Cooperative Programs, and Job Placement
  6. Student Performance
  7. Size, Scope, and Quality

The *METHOD OF ADMINISTRATION - Access to Career and Technical Education Programs* report (MOA Report) can be found on the TEA website under the MOA monitoring link at: <https://tea.texas.gov/si/MOA/>. Each indicator provides legal citations, indicators of compliance, and possible documentation. Possible documentation is suggested for each indicator and sub-indicator, but the LEA has the option to provide alternate documentation to demonstrate compliance with the legal reference for each indicator.

### **Documentation Request**

To streamline work while in the district and to assist the campuses prepare for a MOA visit, TEA requests documents prior to the onsite review. Two sets of documentation, administrative information, and accessibility information will be requested of each campus receiving a MOA visit. The documentation is required to be submitted to TEA at **least four weeks prior** to the onsite review. For materials that are on-line, please render as PDF as well as providing a link for review.

### **Administrative Information**

Administrative information would include documents validating compliance with each of the required indicators. The Reference Guide and MOA Worksheet with indicators can be found at: <https://tea.texas.gov/si/MOA/>. LEAs will submit the documentation via Smartsheet and assign an indicator for each of the submitted documents.

## Accessibility Information

The LEA is requested to submit a site map and floor plan for the selected campus and CTE facilities. The map should include paths of travel, buildings, and parking lots. The map(s) may be fire exit map(s). The map(s) should include the following:

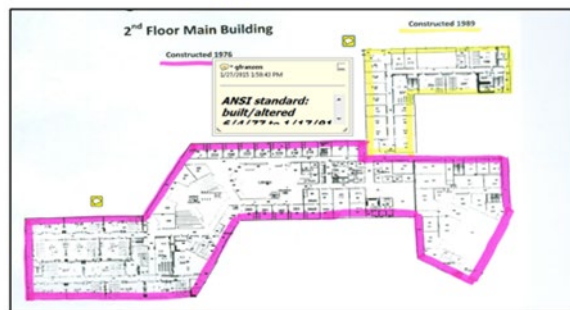
1. Date(s) of **original construction**, and identify areas on map
2. Date(s) and area(s) of subsequent renovation(s)/alteration(s), if any, and identify areas on map with lines separating original construction or other renovations or alterations
3. Dates of ramp added/installed, if any, and identify on map or floor plan
4. Dates that elevators/lifts were installed, if any, and identify on map or floor plan
5. Date of the last resurfacing and/or relining of each the parking lots at each school being reviewed, and identify on map
6. Total parking spaces in each lot at the campus being reviewed, and identify on the map
7. The number of parking spaces in each parking lot which will save time while we are on site.

The maps should be color-coded to the date of construction or renovation.

1. Construction before June 4, 1977--Readily Accessible standard
2. Construction between June 4, 1977 and January 18, 1991--ANSI standard
3. Construction between January 18, 1991 and January 26, 1992--UFAS standard
4. Construction AFTER January 27, 1992--ADA standard--Yellow

(Note- use date that construction began, not date of completion, otherwise an incorrect higher standard may be used to determine compliance.)

### Campus Floor Plan



## Smartsheet

Smartsheet will be the primary receptacle for documentation.

The **LEA will select staff to submit documentation via the Smartsheet Form**. Each item submitted will be categorized as to the indicator it validates. A Smartsheet Form link will be e-mailed to the LEA and the same form will be used for each section of the submission. The LEA will need to identify itself for each submission and select the ESC that is working with the LEA

The screenshot shows a Smartsheet form with a green header. The title is "LEA 2021 MOA Evidence and Progress". Below the title, it says "LEAs in 2021 MOA can submit their evidence and progress notes using this form." The form contains several fields: "LEA Name" (text input), "Region/ESC \*" (dropdown menu with "Select" as the current value), "Submission type (MOA or CTE) \*" (dropdown menu with "Select" as the current value), "Update \*" (text area), "Select Evidence Type From the Drop Down Menu \*" (dropdown menu with "Select" as the current value), "File Upload" (drag and drop area with "Drag and drop files here or [browse files](#)"), and a checkbox for "Send me a copy of my responses". At the bottom is a "Submit" button.

to prepare for the MOA review.  
Complete the form as noted below.

Identify the LEA

Identify the ESC

Select if the submission is for MOA staff or CTE staff to review.

Add notes to the MOA/CTE reviewer

Select the indicator for which the documentation is submitted, e.g.

This is a close-up of the "Select Evidence Type From the Drop Down Menu" dropdown. The menu is open, showing a list of options: "1. A. Annual Public Notification", "1. B. Continuous Nondiscrimination Statement", "1. C. Designation of Coordinators", "1. D. Grievance/Complaint Procedures", "1. E. Recruitment, Employment, and Promotional Practices", and "1. F. Salary Policies".

Drag and drop one or more files to the indicated box; select to cc to yourself as desired; and submit.

The link for each submission will be the same and the process will be duplicated for each type of documentation.

## **ISAM**

*Intervention Stage and Activity Manager* (ISAM) within the *Texas Education Agency Login* (TEAL) is a secure portal through which MOA guidance can be downloaded and data can be submitted. To request access the ISAM application, visit the TEAL online request page at <https://tealprod.tea.state.tx.us/TSP/TEASecurePortal/Access/LogonServlet>. Assistance with TEAL account setup can be found at: <https://tealprod.tea.state.tx.us/WebHelp/IAM.htm>.

## **Survey**

Prior to the MOA visit, the campus is **required** to administer an online survey to parents, students, and teachers. The link to the survey will be provided in LEA communications. An opportunity should be provided for parents to complete the survey on campus.

The online survey will be administered to students at the campus site. Parent consent is required for students to participate in the survey. A parent consent form must be signed, dated, and returned to the campus for the student to participate in the survey. An electronic signature or e-mail consent is acceptable.

The surveys are voluntary, confidential to the extent permitted by law, and will automatically submit to TEA. All surveys should be completed in a timely fashion as noted in LEA communications. The TEA will share the composite results with the campus for planning purposes.

## **MOA Review**

The review will consist of an entry conference, central office staff interviews, campus principal interview, campus counselor interviews, feeder pattern middle school/ junior high counselor interviews, folder reviews, and teacher interviews. CTE Program Monitoring will be initiated during the 2020-2021 review process. A facility review for accessibility will be conducted independent of the virtual review process. **TEA staff will collaborate with LEA and campus administrative staff to design the visit itinerary.** The goal is to minimize the impact of the review on both the LEA and campus.

### **Virtual review process:**

The entry conference will vary by LEA, but in most cases, the entry will be with limited staff and designed to answer questions of upper LEA management.

### **Central Office Interviews**

The central office interviews will focus on administrative issues required by the Office of Civil Rights (OCR). Discussion will emphasize required notifications, grievance and complaints policy and practice, coordinator responsibilities for 504, Title IX, a discussion of recent complaints or grievances that advanced to the central office level, and employment. Issues discussed will also include how the LEA ensures accessibility for all students into CTE programs of study and activities. Admission disparities related to CTE may include ethnicity, gender, students with disabilities, and English Language Learners (ELL), individuals from economically



disadvantaged families, out-of-workforce individuals, youth who are in, or have aged out of, the foster care system, and homeless individuals. TEA staff will also explore scope, quality, and depth of CTE programs of study in association with the virtual review.

### **Campus Interviews**

Campus personnel will be asked to discuss student data related to the accessibility of CTE programs and activities for each of the protected student classes. The master schedule will be discussed with the administrative team. Interviews will confirm data submitted during the pre-visit phase of the review. **Equitable access to CTE** and **CTE program quality** will be the focus.

### **Folder reviews**

Appropriate **campus staff will be asked to review student folders with TEA**. Campus staff should be knowledgeable about scheduling, CTE, and student recruitment and admissions. Documents to be reviewed should include coherent sequences of CTE courses, course schedules, evidence of Four-Year Plans that demonstrate programs of study, career inventory or interest inventory, and evidence of **equitable counseling** of the various student populations.

### **Facility Review**

Facility reviews for architectural barriers occur at the selected campus and facilities that house programs or activities accessed by CTE students in the spring of 2021. The facility accessibility, *MOA Report* Indicator 3, review will consist of **the agency team and a LEA team walking the designated campus**. LEA staff members responsible for facilities and facility maintenance are expected to be in attendance at the review. The review will focus on items related to student access to the facility and access to CTE programs of study and activities. The LEA staff should have keys allowing access to all rooms in the building and be prepared to take photos of areas noted as being out of compliance with the standards related to the age of the building:

- *34 C.F.R. Part 104--Nondiscrimination on The Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance; (before June 1977)*
- *American National Standard Specifications for Making Buildings and Facilities Accessible To, And Usable By, The Physically Handicapped; (June 4, 1977 and January 18, 1991)*
- *Uniform Federal Accessibility Standards; (January 18, 1991 – January 26, 1992)*
- *ADA Standards for Accessible Design; (1994)*

TEA staff will take pictures of areas of noncompliance, as well as take script notes for documentation purposes. TEA staff will share the script notes prior to exiting the LEA. The script notes and photos submitted at a later date by the LEA, will be utilized to document the completion of required corrective actions for facility accessibility.

## **Post Visit Follow-Up**

Following the visit, the LEA will receive a Letter of Findings (LOF) and a MOA Report. These documents will highlight points reviewed and issues that need to be addressed by the LEA.

### **Letter of Findings (LOF)**

The LOF reviews the MOA process and legal authority for the review. MOA procedures review the following major areas in an attached *MOA Report*:

1. Administrative
2. Recruitment, Admissions, and Counseling
3. Accessibility
4. Services for Special Populations
5. Work-Based Learning, Cooperative Programs, and Job Placement
6. Student Performance
7. Size, Scope, and Quality

### **MOA Report**

The *METHOD OF ADMINISTRATION - Access to Career and Technical Education Programs* report (MOA Report) is the basis for the review. The Report can be found at: <https://tea.texas.gov/si/MOA/>.

**The Executive Summary** is a summary of **indicators that are determined to be in violation or no evidence of a violation at the time of the review**. The determinations correspond with the indicators in the *MOA Report*.

The indicators are stand-alone documents that provide the legal references to be reviewed. If the agency determines an area lacks sufficient documentation to validate the indicator, it is noted on the indicator sheet as a “Violation” and is recorded on the Executive Summary page.

**Indicator 3, Accessibility**, reviews building accessibility based upon the age of the building and the date of any renovations of the building including a physical reconfiguration of the structure. The LEA is required to supply the date construction began and the date of remodeling prior to the visit to allow for an appropriate facility review. The facility review only includes the regulations related to the age of the building and remodel. Indicator 3 reflects the findings of the facility review and is documented on in the VCP for the selected campus. Areas of noncompliance must be brought up to the *2010 ADA Standards for Accessible Design*.

In the area of physical accessibility, note that under Section 504, all corrective action involving new construction or alterations taken on or after March 15, 2012 must comply with either the 2010 ADA Standards or the UFAS standards, even if neither was the original applicable standard. 34 C.F.R. § 104.23; 77 Fed. Reg. 14972-73, 14975-76 (2012). UFAS and the 2010 ADA Standards have differences, and compliance with UFAS does not necessarily result in compliance with the 2010 ADA Standards. The role of MOA coordinators is to ensure that subrecipients are in compliance with Section 504. Although compliance with UFAS will satisfy a subrecipient’s Section 504 obligations, a subrecipient that is a public entity is still independently required to comply with Title II of the ADA, and thus must still comply with the 2010 ADA Standards.

## Receiving the Report

If the LEA agrees with the findings of the preliminary *MOA Report*, it is considered final; however, if the LEA disagrees with a finding contained in the preliminary *MOA Report*, the LEA must request reconsideration by submitting any objections in writing within 10 school days of receipt of the original report. The request for reconsideration should be accompanied by supporting documentation to validate compliance at the time of the visit. Upon completion of the review of documentation submitted by the LEA, a final *MOA Report* will be issued.

## Voluntary Compliance Plan

Once the *MOA Report* is considered final, all voluntary compliance action(s) must be included in the LEA's Voluntary Compliance Plan (*VCP*). The *VCP* represents the corrective actions to rectify violations noted in the *MOA Report*. The *VCP* template can be found at the TEA website under the MOA Monitoring link at <https://tea.texas.gov/si/MOA/>. At a minimum, the *VCP* should: (1) address every item of noncompliance, (2) describe the action that the LEA will take to remedy each item, (3) provide the target completion date (month and year), and (4) include a statement of how completion of the action will be reported and verified to the Texas Education Agency. After review, TEA will either approve the *VCP* as is, or work with the LEA to ensure that the appropriate action(s) is taken to bring your school into compliance.

Within 45 days of the date the report becomes final, the LEA must submit the completed *VCP* **with a school official signature**. The electronic copy of the completed *VCP* must be submitted through Smartsheet Folder or the *Intervention Stage and Activity Manager* (ISAM) within the *Texas Education Agency Secure Environment* (TEASE). To access the ISAM application, visit the TEASE online request page at

[http://tea.texas.gov/About\\_TEA/Other\\_Services/Secure\\_Applications/TEA\\_Secure\\_Applications\\_Information/](http://tea.texas.gov/About_TEA/Other_Services/Secure_Applications/TEA_Secure_Applications_Information/) OR via e-mail to the MOA Coordinator ([gordon.franzen@tea.texas.gov](mailto:gordon.franzen@tea.texas.gov))

## Completing and Submitting the VCP

The LEA must develop a Voluntary Compliance Plan (*VCP*) for program access to address each indicator found to be in noncompliance during the Methods of Administration (MOA) review.

**Download the VCP:** Download the *VCP* for from the MOA Guidance and Resources page found at : <https://tea.texas.gov/si/MOA/>. The *VCP* is also found on the Intervention Stage and Activity Manager (ISAM) application within the Texas Education Agency Secure Environment (TEAL): <https://tealprod.tea.state.tx.us/>

The *VCP* has one tab for administrative corrections and one tab for facility modifications. The *VCP* consists of five steps as outlined below. The steps are applicable to both tabs.

1. **LEA data: Read row #3. By completing this document, the LEA is assuring the TEA that the VCP will be completed and implemented as outlined.**

2. Complete row # 5-6 of the *VCP* with the required information and provide the signature of the school official authorized to allot expenditures for corrective activities listed in the *VCP*.
3. **Directions:** Read row #8 of the *VCP* with the required directives. The *VCP* contains areas for corrective activities related to program access and facility compliance.
4. The district must implement actions to correct the noncompliance in a timely fashion. It is expected that all corrective actions will be completed within 90 days of submission of the *VCP*. If a period of time greater than one year is required TEA approval is required and may need approval from the OCR, Department of Education, Washington D.C.
5. **Submission of corrective activities:** Documentation for corrective actions is submitted to the MOA Coordinator via Smartsheet or by e-mail ([gordon.franzen@tea.texas.gov](mailto:gordon.franzen@tea.texas.gov)). Documentation of the completion of the submission will be noted in ISAM by the MOA Coordinator.

### **Completing the Corrective Activities**

The TEA staff will dialogue with the LEA contact. As documentation is submitted, TEA staff will communicate either to approve, or to ask for clarification to the submissions. Photographic documentation will be required to validate facility updates. The photos will be a part of the *VCP* submission, tab two.

### **Closing the Review**

Upon approving all documentation submitted by the district, the TEA will send an official closure letter.