

Perkins V Monitoring Desk Audit

Advanced Organizer – FY23 (report on FYs 22, 21, 20)

The Bureau of Career & Technical Education is required to monitor Perkins recipients to ensure compliance with fiscal and management requirements of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) and applicable federal and state legislation, rules, regulations, and policy. In addition, the monitoring review provides an opportunity to meet compliance requirements, provide technical assistance, and foster continuous improvement.

The Education Department General Administrative Regulations (EDGAR) Section 74.51 states, “recipients shall monitor sub-awards to ensure sub-recipients have met the audit requirements in Section 74.26. Recipients of a multi-year grant are monitored at least once every three years.” ***Monitoring visits may occur more often if deemed necessary.***

To assist in making the Perkins Monitoring Visit less intrusive, please complete this document by answering **all** questions, including **all** necessary URLs/Links/Documents, and e-mailing this document to Dr. Jeffrey Fletcher at jeffrey.fletcher@iowa.gov This serves as a desk audit for Perkins monitoring for the current fiscal year. It is advisable to invite CTE instructors and consortium members to participate (if applicable). *If we have questions or concerns regarding your Perkins Desk Audit submission, an onsite visit may be necessary.*

Name of Person Completing this Document:

Contact Email Address:

Consortium or District Name:

Date Documentation Completed and Uploaded:

1. Please identify the schools within the consortium, if applicable:
2. Explain the decision-making processes for purchases using Perkins funds by the district (or consortium, if applicable):
3. Explain the process for sharing indicators of performance and how the district/consortium integrates this information into other planning efforts:
4. List any issues for CTE that were identified during your last school improvement or desk audit and explain what has been done to correct those issues. For consortia, include information from all districts where issues were seen:
5. CTE is part of college and career-ready:
 - a. How are funds used to promote and recruit students into non-traditional programs;
 - b. How are career and academic counseling provided to CTE students, including linkages to future education and training opportunities;
 - c. How are counselors promoting CTE to all students in the district?



6. For activities under Perkins V, please describe how you are moving forward to meet your objectives and goals related to:
 - a) Perkins Activity 1 – Career Exploration and Development
 - b) Perkins Activity 2 – Professional Development
 - c) Perkins Activity 3 – CTE Skill Development
 - d) Perkins Activity 4 – Integration of Academic Skills
 - e) Perkins Activity 5 – Support for CTE Programs
 - f) Perkins Activity 6 – Develop and Implement Evaluations
7. Describe the process used to:
 - a) Determine if expenditures are expended only for allowable activities;
 - b) Ensure monies are spent according to the approved budget;
 - c) Equipment purchases are timely and improve, expand, update the program
 - d) Ensure that monies are used to supplement and not supplant;
 - e) Ensure that no goods or services are made with any debarred or suspended party;
 - f) Ensure that no funds are used for incentives, inducements, or relocation; and
 - g) Ensure that no funds are used for lobbying.
8. A key focus within Perkins V is to make progress towards implementing equal access to high-quality CTE programs for special populations. Describe how processes you use will
 - a) expand access to high-quality CTE programs;
 - b) develop strategies to overcome barriers that result in lower rates of access to high-quality CTE programs and
 - c) provide high-quality CTE programs that are designed to meet the local levels of performance.
 - d) Please describe how your current planning structures, processes and supports under Perkins V will instill permanency around the development of high-quality CTE programs that provide equal access to all students.
9. Describe how CTE programs are aligned with state, regional or local in-demand industry sectors.

Documents to attach

1. Job description for Perkins coordinator, if paid out of Perkins funds.
2. Job descriptions for other personnel funded through Perkins, if applicable.
3. Time and effort sheets for individuals partially paid using Perkins funds.
4. Inventory of equipment purchased (including items purchased, date of purchase, location of equipment, ID#) – one consortium-wide inventory or individual district inventories.
5. Electronic documentation (website, Google Docs or other electronic methods) of Programs of Study for 100% of each district’s programs. This includes all districts within the consortium. Do not send paper copies.
 - a. See IDE guidance. <https://educateiowa.gov/adult-career-and-community-college/career-and-technical-education/cte-redesign/division-ii-cte>

To the best of my knowledge, the “evaluations” and “improvement strategies” contained in this Perkins Desk Audit accurately depicts our Perkins program activities, and this self-evaluation was discussed with the administration. *(Note: both signatures are required and cannot be the same person).*

Perkins Contact Name: _____

Signature: _____

Date: _____

Administrator Name: _____

Signature: _____

Date: _____

