

Perkins V  
Consolidated Monitoring & Technical Assistance Manual

*Consortium Recipient*

Nebraska Department of Education

Office of Career, Technical, And Adult Education

**Nebraska Department of Education**

**Perkins V Consolidated Monitoring &**

**Technical Assistance Manual**

*For the Strengthening Career & Technical Education for the 21st Century Act and*

*the Office of Civil Rights Methods of Administration*

Career and Technical Education (CTE) is one of the primary systems through which youth and adults are prepared to enter the state’s workforce and continue learning throughout a career pathway. The federal and state investment of financial resources should be used to continuously improve CTE programs so that they deliver coordinated, relevant learning opportunities that engage each student.

In order to qualify for allocations of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) funds, eligible recipients were required to conduct a comprehensive local needs assessment (called reVISION) and prepare a four-year local application. The Act envisions that students will achieve challenging academic as well as career and technical skill proficiencies, be prepared for postsecondary education and further learning, and attain the skills needed to pursue high-skill, high-wage, and high-demand careers.

This document has been prepared to assist the staff of the Nebraska Department of Education in monitoring approved projects of the Perkins V Act.

The monitoring process is based on assessed risk and has the following purposes:

1. Determine compliance with the assurances as listed in the local application.
2. Evaluate progress toward the goals identified in the local application and meeting the needs of members of special populations.
3. Verify that programs that have been approved as meeting program standards

remain in compliance.

1. Review progress toward meeting core indicators of performance.
2. Provide technical assistance for meeting the goals identified in the local

application.

1. Review and address civil rights compliance within CTE programs.

This document contains monitoring worksheets to be completed by subrecipients for the three primary areas under potential review prior to the monitoring review: (1) Program Performance and Procedures, (2) Fiscal Compliance, and (3) Data Reporting & Accountability. Note, a subrecipient may be monitored for one or more of the review areas.

**Perkins Consolidated Monitoring Worksheet - Cover Page**

Please review and supply responses to the questions within the Areas of Review identified below. Sources of evidence to justify responses should be included and available upon request. Only the areas identified below need to be reviewed and have responses submitted.

**Consortium/LEA:** Click or tap here to enter text.

**Individual Submitting/** Click or tap here to enter text.

**Authorized Representative**

**Area of Review #1:** Choose an item.

**Area of Review #2:** Choose an item.

**Area of Review #3:** Choose an item.

*\*Note, only areas that are identified in the “Area of Review” need to be addressed by the consortium.*

**NDE Reviewer:** Click or tap here to enter text. **Date of Review:** Click or tap to enter a date.

**Review of CTE Program Performance and Procedures**

*This review is designed to be a self-assessment and a documentation of meeting the assurance requirements associated with accepting funds from the Perkins V Act. The three sections that make up the Review of CTE Program Performance and Procedures include: (1) Coordination and Planning, (2) Program Requirements, and (3) Student Achievement. Please gather selected evidence and respond to the questions in the third column. Evidence and this worksheet can be uploaded to your respective shared Perkins Consolidated Monitoring Google folder.*

1. **Coordination and Planning**

Intentional coordination and planning, administrative leadership and governance, and evidence of unified planning and decision making.

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| **Assurance** | **Potential Sources of Evidence** | **Response/Comments** |
| * 1. CTE programs are jointly planned and coordinated with other Federal programs to avoid duplicative efforts (e.g., programs conducted under the Workforce Innovation and Opportunity Act (WIOA), Adult Education, the Every Student Succeeds Act (ESSA), the Individuals with Disabilities Education Act (IDEA), and the Rehabilitation Act of 1973). (*Assurance 4)* | * List of program partners and consortium members and descriptions of coordination. * List of Programs of Study offered and their alignment to state, local, or regional workforce demand (at least 1 required). * Communication and/or enrollment documentation of CTE students in alternative education programs, private schools, or home school programs. * Examples of completed and current initiatives * Consortium meeting minutes that reflect attendance and highlight processes, procedures, and actions of leadership team that demonstrate joint planning and collaboration among consortium partners for the benefit of the entire consortium | Describe how the consortium engages in structured and collaborative planning that benefits the consortium as a whole and is focused on local/regional resources and needs.      Describe the collaboration that occurs and the process used to identify and support students as they enter and advance within a CTE program of study.      Describe how the needs of CTE students in alternative education programs are adequately addressed, if applicable. (*Assurance 11)*        Describe how students enrolled in private or religious secondary schools or home schools are provided with the opportunity to participate in CTE programs. (*Assurance 7)*      Describe how the local application has been reviewed and commented upon by interested parties, including the local Workforce Development Boards. |
| * 1. CTE teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals participate in professional learning that is specific to CTE. *(Assurance 15)* | * Lists of CTE professional development opportunities offered, including attendance. | Describe the types of professional development activities offered that specifically relate to enhancing CTE teaching and learning. |
| * 1. Career development activities are provided through an organized, systematic framework designed to aid students, including the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities and programs of study. *(Assurance 14)* | * Examples of career development resources and activities. * Copies of enrollment materials and guidance/counseling opportunities | Describe the supports students receive as they enter and advance within a CTE program of study and make plans for postsecondary education.  Describe how students who participate in CTE programs are taught to the same academic standards as all other students and encouraged through high-quality career development activities, including career counseling, to pursue a coherent sequence of courses that integrate academic and CTE disciplines. *(Assurance 13)* |
| * 1. Professionally trained counselors and teachers provide guidance and career development activities, including those activities designed to facilitate transitions from school to post-school employment, postsecondary education, and other career opportunities. *(Assurance 10)* | * Recruitment and retention efforts for CTE faculty. * Systemic career development efforts. * Certification documentation/status of current employees teaching within their endorsed areas. * Online career exploration systems (e.g., Nebraska Career Connections) | Describe activities designed to facilitate the transition from school to post-school employment, postsecondary education, or other career opportunities *(Assurance 10)* |
| * 1. Planning for CTE students with disabilities is coordinated between appropriate representatives of CTE, special education, and vocational rehabilitation agencies. (*Assurance 31)* | * Sample agenda for team planning meetings. | Describe the coordinated strategies used to overcome barriers for members of special populations to succeed with support services. |
| **Commendations/Recommendations/Next Steps:**  ***(To be completed by NDE staff)*** | | |

1. **Program Requirements**

CTE systems and programs will be of sufficient size, scope, and quality to meet the needs of all students served (Assurance 3). This requires evidence of data-driven decision making and ensuring services and access for students with disabilities or members of special populations.

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| **Assurance** | **Potential Sources of Evidence** | **Response/Comments** |
| * 1. CTE systems and programs will be of sufficient size, scope, and quality to meet the needs of all students served. *(Assurance 3)* | * Performance on Perkins Core Indicators of Performance (consortium and member districts) * Local data * reVISION outcomes * Placement or matriculation information for CTE concentrators * Use of results from assessments and/or certifications * List of CTSOs offered to all students | Describe how CTE program of study implementation is informed by student achievement, accurate data collection, and comprehensive data analysis (consortium, LEA, and program).  Review the most recent Perkins Indicator Report. *If data are accurate*, provide examples of how data has been used to inform decisions.  *If data are not accurate*, provide a detailed explanation of how data accuracy is being addressed and describe how decisions are made in the absence of accurate data.      Describe how the skills necessary to pursue careers in high-skill, high-wage, and high-demand industry sectors/occupations is provided within CTE programs. (*Assurance 16).* |
| * 1. Educators regularly analyze their program data and develop/implement evaluations of activities to ensure assessment results, school- and district-wide data, and local/regional labor market data are used to identify opportunities for improvement through reVISION. *(Assurance 19)* | * reVISION and reVISION reFRESH outcome summary * Demonstration of alignment between the four-year local Perkins application and the reVISION needs assessment outcomes. | Describe the process used to share and analyze data with CTE educators (including reVISION). Include an example of how CTE teachers and administrators are making improvements based upon CTE data analysis.  Describe how the CTE programs offered reflect the Nebraska Career Education Model, approved programs of study, and course-based standards. |
| * 1. CTE programs will address equity issues and provide equal opportunities to individuals without discrimination on the basis of race, color, national origin, sex, disability, or age. *(Assurance 2)* | * Number of CTE concentrators enrolled in CTE programs of study by gender, race/ethnicity, special population, and comparable consortium or LEA data. | Describe how the consortium and member districts ensures members of special populations are provided equal access to CTE programs and are not discriminated on the basis of their status. *(Assurance 2),* *(Assurance 28)*  Describe strategies that have been identified or implemented to overcome barriers for members of special populations to succeed. *(Assurance 29)* |
| * 1. High-skill, high-wage, and in-demand industry sectors and occupations nontraditional for students’ genders are promoted. *(Assurance 12)* | * # and % of CTE participants in nontraditional CTE programs. * # and % of CTE concentrators in nontraditional CTE programs. | Describe the strategies that are in place to increase nontraditional enrollment and completion. Include how these strategies are evaluated. *(Assurance 12)* |
| **Commendations/Recommendations/Next Steps:**  ***(To be completed by NDE staff)*** | | |

1. **Student Achievement**

CTE systems and programs will be of sufficient size, scope, and quality to meet the needs of all students served (Assurance 3). This is, in part, reflected in progress towards achieving the Perkins State Determined Levels of Performance.

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| **Assurance** | **Potential Sources of Evidence** | **Response/Comments** |
| * 1. Students who concentrate in CTE programs will meet state determined levels of performance and will be prepared for opportunities in postsecondary education or entry into high-skill, high-wage, and high-demand or emerging occupations. *(Assurance 9)* | * Performance on Perkins Core Indicators of Performance * Local data * reVISION outcomes * Placement or matriculation information for CTE concentrators | Describe any performance disparities that were found when analyzing consortium CTE performance data. Identify strategies to improve performance across all special and sub-populations of students. |
| * 1. CTE Programs are implemented which result in increased student achievement of the state determined levels of performance. *(Assurance 18)* | * Performance on Perkins Core Indicators of Performance (inclusive of NSCAS) * Local data * List of Programs of Study offered | Describe the elements that support the implementation of high-quality CTE programs of study that create secondary and postsecondary linkages, including opportunities for students to earn dual-credit.  Describe how academic skills are integrated into CTE programs and programs of study to support secondary and postsecondary CTE students in meeting challenging state academic standards. *(Assurance 17)* |
| * 1. CTE programs are designed to meet the needs of special populations enabling them to meet the state determined levels of performance and prepare them for further learning for high-skill, high-wage, high-demand occupations. *(Assurance 30)* | * Performance on Perkins Core Indicators of Performance * Perkins Indicator and Indicator Trends report * Local data | Describe any performance disparities that were found when analyzing consortium CTE performance data and identify strategies to address if found. |
| **Commendations/Recommendations/Next Steps:**  ***(To be completed by NDE staff)*** | | |

**Review of Fiscal Compliance**

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| **Assurance** | **Potential Sources of Evidence** | **Response/Comments** |
| 1. School districts/Consortia receiving Perkins funds will provide fiscal control/accounting procedures necessary to ensure proper expenditure of and accounting for Federal funds expended for career and technical education. The district must be able to demonstrate fiscal control and accounting procedures that ensure proper expenditure of funds are in place and utilized. *(Federal Requirement)* | * Expenditure Tracking (accounting records) * Copies of primary source documents such as purchase orders, paid invoices, paid vouchers, and related correspondence for the last five years * Positive time records documenting the allocation of staff time | Describe the process of fiscal oversight for all NDE issued funds for CTE (i.e., funds are obligated within the grant period, expended as per the approved budget, and obligations are liquidated within the timeframe allowed).      Describe the process for purchases and disbursements and the designated person. (Purchasing functions should be separate from accounts payable functions.)  Describe the process for how equipment purchased with Perkins funds is appropriately placed in CTE classrooms/laboratories, and hardware is clearly marked with an inventory sticker indicating the source of funding. |
| 1. Expenditures are allowable, reasonable, and necessary according to the intent and purpose of the funds outlined in the federal program regulations, and are expended in accordance with the approved budget. *(Federal requirement)* | * % of funds released by year * Document using copies of receipts, executed purchase order, cancelled check, or approved grant amendment in addition to how the approved expenditures were made on a timely basis to allow for full implementation during the school year | Describe how funds are only used to support approved CTE programs and programs of study. *(Assurance 23)*  Describe the process to ensure all planned activities are completed and funds are spent according to the approved and/or amended budget(s).      Describe how the funds were used to develop and implement evaluations for CTE Activities. *(Assurance 7)* |
| 1. Perkins funds will be used to supplement state and local funds, and not supplant such state and local funds. *(Assurance 22)* | * Fiscal Income * Payroll and expenditure records * Administrative expenditures * Fiscal desk audit results * Historical records to show that funds supplement, not supplant expenditures for CTE programs and activities * Evidence of equipment labeling to reflect property of CTE program * Description of funds allocation process (if used) and connection to reVISION outcomes | Describe how the consortium evaluates the use of Perkins funds and calculates return on investment (ROI). Include how the programmatic targets are aligned with planned expenses. |
| **Commendations/Recommendations/Next Steps:**  ***(To be completed by NDE staff)*** | | |

**Review of Data and Accountability**

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| **Assurance** | **Potential Sources of Evidence** | **Response/Comments** |
| 1. Local educational agencies will submit required data, statistical, financial, and descriptive reports to the Nebraska Department of Education. *(Assurance 21)* | * Perkins data Verification Reports * reVISION and reVISION reFRESH worksheets * Copies of Perkins reimbursement requests * Correspondence between Perkins monitor or CTE staff demonstrating submission of required information in a timely manner | Describe the processes in place for districts to regularly submit and validate CTE data, including required participation and performance data, reVISION needs assessment outcome data, financial data and information, and the Annual Grant Narrative.      If data were submitted late, please describe the circumstances that led to the late submission and strategies for remedying the issues moving forward. |
| **Commendations/Recommendations/Next Steps:**  ***(To be completed by NDE staff)*** | | |