Perkins V Monitoring Desk Audit
Advanced Organizer – FY26 (report on FYs 25, 24, 23)

According to Education Department General Administrative Regulations (EDGAR) 2 CFR Part 200, Sections §200.329; §200.331; §200.332, the Bureau of Career & Technical Education is required to monitor Perkins grant sub-recipients to ensure compliance for Federal Awards 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 according to subpart D – uniform administrative requirements (i.e., day-to-day grant management), Subpart E – cost principles, and Subpart F – Audit Requirements.,

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) 34 CFR Part 74, Section 51 states, "(a) Recipients are responsible for managing and monitoring each project, program, sub-award, function, or activity supported by the award. Recipients shall monitor sub-awards to ensure sub-recipients have met the audit requirements in § 74.26. The regulation establishes that the recipient (grant/award recipient) must carry out monitoring of not only the program itself, but also any sub-awards, to ensure the sub-recipient meets audit and reporting requirements (see § 74.26 for audit requirements). [78 FR 78608, Dec. 26, 2013, as amended a 79 FR 75885, Dec. 19, 2014; 80 FR 54409, Sept. 10, 2015; 89 FR 30046, Apr. 22, 2024]. ***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, embedding or attaching **all** necessary URLs/Links/Documents, and email this document to Dr. Jeffrey Fletcher at jeffrey.fletcher@iowa.gov.

This form is the official "Perkins V Desk Audit/Monitoring" desk audit document to complete to satisfy the Perkins V sub-grantee monitoring requirement per the 3-year calendar schedule. It is advisable to invite CTE instructors and consortium members to participate (if applicable).

If there are any questions or concerns regarding your Perkins Desk Audit submission, we will contact you by phone or email. An onsite visit could be necessary based on the submission, attachments, findings (if applicable), review, "risk-score", other, etc.

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 the following general Perkins Activities identified in the Federal Perkins V Act over the last three fiscal years. Akin to the bi-annual CLNA, please note answers to this question are not ***contingent*** on the direct influence of Perkins grant dollars supporting an activity and/or by fiscal year to respond. E.g., District efforts, RPP efforts, braided funding, and leveraging resources other than money, such as time & effort, all qualify as input for the narrative to the prompts below.

   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, and update the program
   d) Ensure that funds 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
   g) Ensure that no funds are used for lobbying

8. A key focus within Perkins V is to make progress towards implementing access to high-quality CTE programs for all student population groups listed in the federal Perkins V act. Describe how the 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,
   c) provide high-quality CTE programs that are designed to meet the local levels of performance, and

d) please describe how your current planning structures, processes, and supports under Perkins V will ensure permanence in the development of high-quality CTE programs that provide access to all students.

9. Please describe how CTE programs are aligned with state, regional, or local in-demand industry sectors.

Documents to attach

1. (If applicable) Job description(s) documentation for staff funded 0.00 – 100.00% with Perkins V funds.
2. (If applicable) Payroll records showing how salaries/benefits were charged for Perkins grant coordinator/staff/other if supported 0.00 – 100.00% with Perkins V funds.
3. (If applicable) Personnel Activity Reports (PARs) or equivalent time-and-effort documentation for staff charged to the grant if supported 0.00-100.00% with Perkins V 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. (Optional) Additional electronic documentation and/or information (website, Google Docs, or other electronic methods) about programs of study (POS) not already documented in the Iowa STICS program review system and/or have not been reviewed in the last (5) calendar years. See the Program of Study Guidance webpage.

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

Perkins Contact Name: _____

Signature: _____

Date: _____

Administrator Name: _____

Signature: _____

Date: _____