

School System:	Review Date(s):	Review Period:
School System Contact:		School System Contact Number:
LDOE Team Leader:	Contact Number:	Reviewer(s):

Sections 134 [20 U.S.C. 2354], 135 [20 U.S.C. 2355], and 211 [20 U.S.C. 2391]; Bulletins 741 §901 and 746 §1107 CTTIE; 2 CFR 200.313(d) and 2 CFR 200.430(i)

I. LOCAL APPLICATION FOR CAREER AND TECHNICAL EDUCATION PROGRAMS - SECTION 134 [20 U.S.C. 2354]

Indicator	Supporting Documentation	C	NC	N/A	Comments
1. School system has conducted a recent comprehensive needs assessment.	<ul style="list-style-type: none"> Copy of the school system's dated comprehensive local needs assessment (conducted within the last two years) 				
2. School system provides career and technical education course offerings and activities that the eligible recipient will provide. (Bulletin 741:C)	<ul style="list-style-type: none"> CTE Curriculum showing career paths Listing of existing Programs of Study and/or development of a description of any new programs of study the eligible recipient will develop 				
3. School system has collaborated with local workforce development boards and other local workforce agencies, one-stop delivery systems described in §121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)), and other partners.	<ul style="list-style-type: none"> Actual minutes, agendas and attendance logs/sign-in sheets 				
4. School system provides career exploration and career development coursework, activities, or services.	<ul style="list-style-type: none"> School's master schedule includes Quest for Success, Agriscience I, JAG, Propel, OneGoal, or post-secondary career readiness courses 				

Indicator	Supporting Documentation	C	NC	N/A	Comments
5. School system provides information on employment opportunities that incorporate the most up-to-date information on high skill, high-wage, or in-demand industry sectors or occupations.	<ul style="list-style-type: none"> Agendas, sign-in sheets, powerpoints of teacher training for Quest, Agriscience I, or JAG where applicable 				
6. School system provides an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program (Bulletin 741 §1125).	<ul style="list-style-type: none"> Copy of the system/school's Guidance Plan Copies of the counselor's logs showing that they met with various CTE students at the school 				
7. School system will improve the academic and technical skills of students participating in career and technical education programs.	<ul style="list-style-type: none"> Provide calendar of events/activities, meeting agendas, sign-in sheets Copies (2-3) of lesson plans or activities from 3-4 CTE teachers demonstrating the integration of rigorous academic and technical content 				

Indicator	Supporting Documentation	C	NC	N/A	Comments
8. The school system must be compliant with equal access and discrimination prevention requirements. [Title IX: 34 CFR 106.9, Section 504: 34 CFR 104.8, Title VI: 34 CFR 100.6(c), Title II: 28 CFR 35.106, Section 134(b)(5)&(9), Section 135(b)(1)-(6)] a. Recipient must have activities that prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency; b. Recipient must have activities to prepare CTE participants for non-traditional fields; c. Recipient must have activities to ensure equal access of special populations in CTE courses, programs, and programs of study; and d. Recipient must have activities to ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations	<ul style="list-style-type: none"> Printed statements of nondiscrimination (website or published school documents) Note: LDE Monitor will review website and documentation for statement. 				
	<ul style="list-style-type: none"> Provide written policies indicating equal access for special population students such as: <ul style="list-style-type: none"> District's Policy Manual, Faculty Handbook, Student Handbook - Equal Opportunity Section, Education of Students with Exceptionalities 				
	<ul style="list-style-type: none"> Copies (2-3) of flyers, newsletters, letters to parents informing students of their school's career and technical education course offerings (in various languages) 				
	<ul style="list-style-type: none"> Evidence of data and student schedules indicating subgroups and CTE enrollment 				

Indicator	Supporting Documentation	C	NC	N/A	Comments
9. School system provides work-based learning opportunities and shows it will work with representatives from employers to develop or expand WBL opportunities for CTE students, as applicable. [Bulletin 741 §3113(G)]	<ul style="list-style-type: none"> Evidence of offering the following course codes <ul style="list-style-type: none"> 010323, 010325, 040205, 041010, 041011, 080196, 080197, 080198, 080200, 080201, 080202, 080203, 080300, 080301, 090004, 100800, 110098, 110402, 110403, 110404, 110405, 110406 				
	<p>-OR-</p> <ul style="list-style-type: none"> Evidence that system is working to offer Work-based learning opportunities <ul style="list-style-type: none"> agendas with industry partners, sign-in sheets, meeting notes 				
	<ul style="list-style-type: none"> <i>If any WBL course codes are used, the following must be submitted:</i> <ul style="list-style-type: none"> List of all WBL/Internship course codes including <ol style="list-style-type: none"> Cooperative Education and Internships, aggregate number of students enrolled, and list of employers (paid or unpaid) Memorandums of Understanding (MOUs) for classroom phase and on-the-job training Class organization report Copies (2-3) of site visits Copies (5-6) of written evaluations of students from employers 				

Indicator	Supporting Documentation	C	NC	N/A	Comments
10. School system will provide CTE students the opportunity to gain postsecondary credit	<ul style="list-style-type: none"> Count/Postsecondary Credit Report and/or Copies of MOUs with post-secondary agency 				
11. School system will coordinate with the eligible agency and institutions of higher education (IHE) to support recruitment, preparation, retention, and training. [§134(b)(8)]	<ul style="list-style-type: none"> Copies (2-3) of flyers indicating events Copies (2-3) of agendas and sign-in sheets as evidence of professional meetings conducted Copies (3-4) of Professional Growth Plans (PGP) for CTE teachers 				
12. School system will address disparities or gaps in performance as described in §113(b)(3)(C)(ii)(II) in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the recipient will take to eliminate those disparities or gaps	<ul style="list-style-type: none"> Narrative that addresses the identified gaps and disparities <i>and</i> actions taken to eliminate gaps or disparities Meeting agendas about data, meeting notes, sign-in sheets 				

II. LOCAL USE OF FUNDS - SECTION 135 [20 U.S.C. 2355]

Indicator	Supporting Documentation	C	NC	N/A	Comments
1. School system shall use such funds to develop, coordinate, implement, or improve CTE programs to meet the needs identified in the comprehensive needs assessment.	<ul style="list-style-type: none"> Checklist of all purchased items identified as a need in the Comprehensive Local Needs Assessment 				
2. School system shall use such funds to support CTE programs that are of sufficient size, scope, and quality to be effective.	<ul style="list-style-type: none"> Jump Start Pathways must include the following items <ul style="list-style-type: none"> List of courses offered in the pathway (include and identify Perkins and non-Perkins funded courses) List of clearly identifiable Universal courses List of clearly identifiable IBC-embedded courses (identify Perkins funded IBCs) Identify the IBC levels Identify Dual Enrollment courses 				
3. School system must provide career exploration and career development activities that are designed to aid students in making informed plans and decisions about future education and career opportunities and programs of study.	<ul style="list-style-type: none"> Copies (2-3) of invoices, contracts, receipts, agendas Photos (2-3) of student presentations, student work projects, etc. showing that the activity occurred 				
4. School system must provide CTE professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors or paraprofessionals.	<ul style="list-style-type: none"> Copies (2-3) of invoices, contracts, receipts, agendas, sign-in sheets, general ledgers, etc. showing that the activity occurred 				

CARL D. PERKINS, CAREER AND TECHNICAL EDUCATION (CTE) DESK REVIEW MONITORING CHECKLIST

Indicator	Supporting Documentation	C	NC	N/A	Comments
5. School system must provide and support the CTE skills necessary to pursue careers in high-skill, high-wage or in-demand industry sectors or occupations.	<ul style="list-style-type: none"> Copies (2-3) of invoices, contracts, receipts, general ledgers, etc. showing that the activity occurred (i.e., IBC purchases, transportation, tuition for technical dual enrollment, etc.) 				
6. School systems must support integration of academic skills into CTE programs.	<ul style="list-style-type: none"> Copies (2-3) of invoices, contracts, receipts, general ledgers, etc. Copies (2-3) of teachers' lesson plans, samples of student work showing that the activity occurred 				
7. School system must plan and carry out elements that support the implementation of CTE programs and programs of study and that result in the increase of student achievement of the local level of performance. (Section 113)	<ul style="list-style-type: none"> Copies (2-3) of invoices, contracts, agendas, etc. showing that the activity occurred Copies (2-3) of data reports of students in CTE programs 				
8. School system must develop and implement evaluations of activities carried out, including evaluations necessary to complete the comprehensive needs assessment and the local report. [Sections 134(c) and 113(b)(4)(B)]	<ul style="list-style-type: none"> Copies (2-3) invoices, agendas, and sign-in sheets showing that the activity occurred Narrative of the process used to evaluate the CTE programs 				

III. FISCAL REQUIREMENTS - SECTION 211 [20 U.S.C. 2391]

Indicator	Supporting Documentation	C	NC	N/A	Comments
1. School system must ensure that funds made available for CTE activities shall supplement, and not supplant, non-Federal funds expended to carry out CTE activities.	<ul style="list-style-type: none"> Written methodology indicating process of not supplanting federal funds. 				

IV. SCHEDULING - BULLETIN 741 §901

Indicator	Supporting Documentation	C	NC	N/A	Comments
1. School system provides course offerings to parents/legal custodians prior to the annual student scheduling each year, for each middle, junior or high school. Including - <ol style="list-style-type: none"> the course choice catalog, the content of each course, and the high school graduation requirements, where appropriate 	<ul style="list-style-type: none"> Copies (2-3) of agendas and sign-in sheets/attendance log for meetings about course offerings Copies (2-3) of flyers, student/parent information packets, etc. in languages that parents can understand Copies (3-4 per high school) of CTE students' class schedules with Course Catalog/Listing from: <ul style="list-style-type: none"> Course content, curriculum map, syllabus, or equivalent 				
2. School system ensures that each Individual Graduation Plans (IGPs) or Individual Education Plans (IEPs), if applicable, are reviewed annually, updated as necessary to identify the courses to be taken each year until all required courses are completed, and signed by all parties.	<ul style="list-style-type: none"> Copies (2 per grade) of completed IGP/IEPs for grades 8-12 				

Indicator	Supporting Documentation	C	NC	N/A	Comments
3. School system must provide students and the students' parent/legal custodian information regarding state and federal need-based and merit-based financial aid programs to support postsecondary education and training.	<ul style="list-style-type: none"> Copies (2-3) of agendas, powerpoints and sign-in sheets/attendance logs for meetings about financial aid Copies (2-3) of flyers, student information packets, etc. in languages that parents can understand 				
4. School system must provide students information about the top twenty high-demand jobs, in the state and in the region, with the highest typical annual salary.	<ul style="list-style-type: none"> Copies (2-3) of agendas, powerpoints, and sign-in sheets/attendance log for meetings about LA Workforce Commission Copies (2-3) of flyers, student information packets, etc. 				

V. CTTIE CERTIFICATE-ELIGIBILITY REQUIREMENTS - BULLETIN 746 §1107(B)

Indicator	Supporting Documentation	C	NC	N/A	Comments
1. All instructors providing content aligned to an industry-based certification must carry that IBC 2. If a certifying agency requires specialized certification to instruct content, the instructors must carry the required certification.	<ul style="list-style-type: none"> List of courses offered including IBCs offered in the courses List of instructors by CTE course and copies of IBC certification for each instructor List of CDF eligible courses offered. IBCs offered in each Career Development Fund (CDF) course, and List of instructors by CDF course and copies of IBC certifications for each instructor 				

VI. MANAGEMENT REQUIREMENTS (EQUIPMENT) - 2 CFR 200.313

	Supporting Documentation	C	NC	N/A	Comments
<p>1. School system must maintain accurate property records [Bulletin 741 §3101(B)(1)]</p> <p>a. To reconcile the physical inventory at least every two years and</p> <p>b. To ensure adequate safeguards to prevent loss, damage, or theft of the property.</p>	<ul style="list-style-type: none"> • Copy of inventory control policy or procedures • Copy of current inventory of equipment for CTE activities including: <ul style="list-style-type: none"> ○ description of property, ○ serial number, and ○ funding source (Perkins, CDF, other specified federal, state, local funds) • Photos (5-6) of equipment purchased for CTE activities • Copy of dated inventory records check • Copies of police records for all stolen items, if any • Copies of records for all damaged items, if any 				
<p>2. School system must develop maintenance procedures to ensure property is in good working condition.</p>	<ul style="list-style-type: none"> • Copy of school system preventative maintenance plan to keep equipment in working order • Provide a standard replacement schedule for all equipment 				

VII. STANDARDS FOR DOCUMENTATION OF PERSONNEL EXPENSES - 2 CFR 200.430()(1)

Indicator	Supporting Documentation	C	NC	N/A	Comments
1. School system must maintain appropriate time and effort records for staff supported with federal funds. 2 CFR Part 200.430(l) a. Internal controls for the overall system to ensure compliance with federal requirements. b. System-generated/automated records for salary & benefit charges to the Perkins federal award.	<ul style="list-style-type: none"> Copies of internal control policies and procedures including - <ul style="list-style-type: none"> time & attendance, payroll allocations, approved, substitute processes for allocating salaries Copies (2-3) of Perkins-funded time and effort certification and salary allocation records Copies (21 per quarter) of completed timesheets for Perkins-funded employees Copy of job descriptions of each employee paid with Perkins funds 				