

PROTOCOLS

Specific strategies used to collect information include documentation reviews, interviews and observations. Both program-specific and fiscal areas are addressed. Compliance monitoring uses standardized monitoring protocols that are customized based on the terms or conditions of a particular grant or regulatory authority.

Records/Documentation Review Records are reviewed during the monitoring process. Such reviews may be on- or offsite at the discretion of the monitoring team. Such records may include, but are not limited to the following:

- Student and program-specific documents
- Personnel, payroll, class and staff schedules, allocation of time and effort
- Fiscal documentation
- Operations and Fiscal Policies and Procedures, Organization Charts

Interviews Interviews may be conducted onsite, by phone or via other available technology.

- Interviews will be conducted to determine compliance with the applicable regulatory authority; seek clarification concerning documentation that has been provided; and, seek information regarding the services and systems
- Interviews will be held in a location that allows for privacy whenever possible
- DOE, not the provider, selects those to be interviewed
- Interviews may be with individuals or with groups

Observations Certain observable terms and conditions can be monitored only at the site. These terms and conditions are specific to each program.

Student Case Studies Student case studies may be conducted for the purpose of tracking the services the student is receiving. The processes including admissions, assessment and courses of study may also be addressed. Specific students may be designated as the subject of a case study as determined by the Quality Assurance Team. The case study may include interviews with the student, his/her family, and professional staff.

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	Provider Name:		
	Grant Name and Number:		
	Date of Review:		
	Interviewer (name, title and signature):		
	Position Interviewed:		
A.	Module: Leadership Funds- Required uses of funds		
	Statutory Authority: Sec. 124(b)(1-9) of Perkins IV		
	Interview Questions	Response	Evidence
			Compliance and Discussion <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
If you received Perkins leadership funds, how are you using these funds to:			
1.	Assess CTE programs carried out with Perkins funding, including assessing the needs of special populations as defined in Section 2 (29) of the Perkins Act and preparing them for further education, training, or high skill, high wage, or high demand occupations?		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2.	Develop, improve, or expand the use of technology in CTE, including:		
	a. Training of CTE teachers, faculty, counselors, and administrators to use technology,		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	b. Provide CTE students with the academic (including math and science) and career and technical skills that lead to entry into technology fields, including non-traditional fields		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	c. Encourage schools to collaborate with technology industries to voluntary internships and mentoring programs?		

	Interview Questions	Response	Evidence	Compliance and Discussion <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
3.	Provide professional development programs, including comprehensive professional development (that includes initial teacher preparation), both pre-service and in-service, for CTE teachers, faculty, administrators, and counselors at the secondary and post-secondary levels that support activities in the state plan consistent with Section 122 of the Perkins Act, that: <ul style="list-style-type: none"> a. Effectively integrate and use challenging academic and CTE instruction provided jointly with academic teachers to the extent practicable 			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	<ul style="list-style-type: none"> b. Teach effective, research-based teaching skills, including promising practices 			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	<ul style="list-style-type: none"> c. Teach effective practices to improve parental and community involvement, and 			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	<ul style="list-style-type: none"> d. Teach effective use of scientifically-based research and data to improve instruction 			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	<ul style="list-style-type: none"> e. Are high quality, sustained, intensive, and classroom-focused to positively impact classroom instruction, and are not 1-day or short term workshops or conferences 			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	<ul style="list-style-type: none"> f. Help improve student performance to improve educational achievement to meet state adjusted performance levels 			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

	Interview Questions	Response	Evidence	Compliance and Discussion <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	g. Support programs for public school CTE teachers and other personnel who deliver direct educational services to CTE students to ensure they:			
	Stay current with industry needs, expectations, and methods			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	ii. Effectively develop rigorous and integrated academic and CTE curriculum jointly with academic teachers, to the extent practicable			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	iii. Develop a higher level of academic and industry knowledge and skills in CTE			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	iv. Effectively use applied learning			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	h. Coordinate with the teacher certification or licensing and professional development activities the state carries out under Title II of the Elementary and Secondary Education Act of 1965 and Title II of the Higher Education Act of 1965?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
4.	Improve the academic and career and technical skills of students enrolled in CTE by strengthening the academic and career and technical components of CTE programs, through integrating coherent and relevant content with challenging academic standards and relevant CTE, to ensure achievement in: a. Core academic subjects as defined in Section 9101 of No Child Left Behind Act, including English, reading or language arts, math, science, foreign			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

	Interview Questions	Response	Evidence	Compliance and Discussion <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	languages, civics and government, economics, arts, history, and geography, and b. CTE?			
5.	Provide preparation for non-traditional fields in current and emerging occupations and other activities that expose students, including special populations, to high wage occupations?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
6.	Support partnerships among the entities listed in Section 122 (b)(6) to enable students to achieve state academic standards and career and technical skills or complete CTE programs of study?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
7.	Serve individuals in state institutions, such as state correctional institutions and institutions that serve individuals with disabilities?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
8.	Support programs for special populations identified in Section 3(29) of the Perkins Act leading to high-skill, high-wage, or high-demand occupations?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
9.	Provide technical assistance for eligible recipients?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
B.	Module: Leadership Funds- Permissible uses of funds			
Statutory Authority: Sec. 124(c)(1-17) of Perkins IV				
Does your grant indicate that Perkins leadership funds will be used for any of the 17 permissible uses of funds? If yes, how are Perkins funds being used for the permissive criterion(a) that apply?				

	Interview Questions	Response	Evidence	Compliance and Discussion <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
1.	<p>Improve career guidance and academic counseling programs that help students make informed academic and career and technical education decisions, including:</p> <ul style="list-style-type: none"> ● Encouraging secondary and postsecondary students to graduate with a diploma or degree and ● Exposing students to high skill, high wage occupations and non-traditional fields 			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2.	<p>Establish agreements, including articulation agreements, between secondary school and postsecondary CTE programs to provide postsecondary education and training opportunities for students participating in those career and technical education programs, such as tech prep programs</p>			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
3.	<p>Support initiatives to help sub-baccalaureate CTE students transition into baccalaureate degree programs, including—</p> <ul style="list-style-type: none"> ● Statewide articulation agreements between CTE postsecondary educational institutions that grant associate degrees and postsecondary educational institutions that grant baccalaureate degrees ● Postsecondary dual and concurrent enrollment programs ● Academic and financial aid counseling, and other initiatives: <ul style="list-style-type: none"> ○ To encourage the pursuit 			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

	Interview Questions	Response	Evidence	Compliance and Discussion <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	<ul style="list-style-type: none"> o of a baccalaureate degree and o To overcome barriers to participation in baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations identified in section 3(29) of the Perkins Act 			
4.	Support career and technical student organizations (CTSOs), especially efforts to increase the participation of students who are members of special populations			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
5.	Support public charter schools operating CTE programs			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
6.	Support CTE programs that offer experience in, and understanding of, all aspects of an industry for which students are being trained			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
7.	Support family and consumer sciences programs			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
8	Support partnerships between education and business or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
9.	Support the improvement or development of new CTE courses and initiatives, including career clusters, career academies, and distance education, that prepare individuals academically and technically for high skill, high wage, or high demand occupations			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
10.	Award incentive grants to eligible recipients <ul style="list-style-type: none"> • For exemplary performance in carrying out programs under this 			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

	Interview Questions	Response	Evidence	Compliance and Discussion <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	<p>Act, based on</p> <ul style="list-style-type: none"> ○ Eligible recipients exceeding the local adjusted levels of performance established under section 113(b) in a manner that reflects sustained or significant improvement ○ Eligible recipients effectively developing connections between secondary education and postsecondary education and training ○ Adoption and integration of coherent and rigorous content aligned with challenging academic standards and technical coursework ○ Eligible recipients' progress in having special populations identified in section 3(29) of the Perkins Act who participate in CTE programs meet local adjusted levels of performance or ○ Other factors relating to the performance of eligible recipients under the Perkins Act as the Florida Department of Education determines are appropriate or 			

	Interview Questions	Response	Evidence	Compliance and Discussion <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	<ul style="list-style-type: none"> If an eligible recipient elects to pool funds with one or more other eligible recipients for innovative initiatives as permitted under section 135(c)(19) 			
11.	Provide activities that support entrepreneurship education and training			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
12.	Provide CTE programs for adults and school dropouts to complete their secondary school education that coordinate, to the extent practicable, with adult education and family literacy activities authorized under the Adult Education and Family Literacy Act			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
13.	Help individuals, who have participated in services and activities under the Perkins Act, to continue their education or training or find appropriate jobs, such as through referral one-stop centers established under the Workforce Investment Act			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
14.	Develop valid and reliable assessments of technical skills			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
15..	Develop and enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
16.	Improve <ul style="list-style-type: none"> The recruitment and retention of CTE teachers, faculty, administrators, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession and The transition to teaching from business and industry, including small business 			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

	Interview Questions	Response	Evidence	Compliance and Discussion <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
17.	Support occupational and employment information resources, including those provided under section 118 of the Perkins Act			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
C. Module: Local uses of funds- Required uses of funds				
Statutory Authority: Sec. 135(b)(1)-(9)				
Integration				
1.	How do you integrate academics with CTE?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2.	How often does this integration occur?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
3.	Do you have common lesson planning time for CTE and Academic teachers?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Programs of Study				
1.	Do you offer at least one program of study?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2.	How does your program of study address the following: <ul style="list-style-type: none"> • Secondary education and post-secondary education elements 			
3.	Is there a locally endorsed sequence of core academic and CTE courses and programs (secondary and postsecondary) that addresses: <ul style="list-style-type: none"> • Coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses based on grade level that align secondary education with postsecondary education • An opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire 			

	Interview Questions	Response	Evidence	Compliance and Discussion <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	<ul style="list-style-type: none"> postsecondary education credits And leads to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree? 			
4.	Is there an articulation agreement in place for the Programs of Study?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
5.	What are the postsecondary credentials that the Pathway leads to?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
6.	What have you done to implement student access for your programs(s) of study, consistent with your approved Perkins grant?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
7.	What have you done to implement marketing of your programs(s) of study, consistent with your approved Perkins grant?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Experience in and understanding of all aspects of an Industry				
1.	How do you provide students with strong experience in and understanding of all aspects of industry?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2.	What work-based learning experiences do you offer?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Develop, improve or expand the use of technology				
1.	What is your plan to ensure that CTE teachers and administrators receive adequate training and ongoing support on the use of technology?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2.	What has been done to implement this plan?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
3.	How many staff have participated in this staff development?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

	Interview Questions	Response	Evidence	Compliance and Discussion <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
4.	How do you ensure that what has been learned is utilized in the classroom?			<input type="checkbox"/> Yes N/A <input type="checkbox"/> No <input type="checkbox"/>
5.	How do you provide students with the academic and CTE skills needed to enter into technology fields?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
6..	How do schools collaborate with technology industries to offer voluntary internships and mentoring programs to improve the technology skills of students?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Comprehensive professional development				
1.	Describe how comprehensive professional development programs are offered for CTE teachers, administrators, and counselors etc. to address effective practices/ teaching including in-service and pre-service training regarding: <ul style="list-style-type: none">● CTE-academic integration, provided jointly with academic teachers to the extent practicable;			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2.	<ul style="list-style-type: none">● skills based on research that includes promising practices;			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
3.	<ul style="list-style-type: none">● parental and community involvement;			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
4.	<ul style="list-style-type: none">● scientifically based research and data to improve instruction;			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
5.	<ul style="list-style-type: none">● programs to ensure that those persons involved in the direct delivery of educational services to CTE students remain current in all aspects of industry;			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
6.	<ul style="list-style-type: none">● internship programs that provide relevant business experience; and			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

	Interview Questions	Response	Evidence	Compliance and Discussion <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
7.	<ul style="list-style-type: none"> effective use and application of technology to improve classroom instruction? 			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
8.	Do you offer an internship program for teachers, administrators, and counselors?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
9.	How many staff have participated in this professional development?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
10.	How do you ensure that professional development is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of CTE teachers?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
11.	How do you ensure that what has been learned in professional development is utilized in the classroom?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
CTE Program Evaluation				
1.	How do you develop and implement evaluations of the CTE programs?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2.	How do you assess that the needs of special populations are being met?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
CTE Program Improvement				
1.	How do you measure and ensure the quality of CTE programs, in terms of size and modernization?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2.	How do you ensure the use of relevant technology as part of your CTE programs?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

	Interview Questions	Response	Evidence	Compliance and Discussion <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Size, Scope, and Quality				
1.	Prior to initiating CTE programs, what is your process to ensure quality, including the use of			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

	relevant technology?			
2.	How do you provide services and activities that are of sufficient size, scope, and quality to be effective?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
3.	Can you report concentrators for all of your CTE programs? (for postsecondary only)			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
4.	Can you report concentrators for the minimum number of programs (one for small districts, three for medium districts, or 5 for large districts)? (for secondary only)			
5.	Discuss the process for aligning and validating CTE program offerings with the needs of business and industry?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Activities for Special Populations (including single parents and displaced homemakers)				
1.	How do you prepare special populations enrolled in CTE programs for high-skill, high-wage, or high-demand jobs?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2.	Give an example that illustrates these efforts.			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

	Interview Questions	Response	Evidence	Compliance and Discussion <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
D.	Module: Local uses of funds- Permissive uses of funds			
	Statutory Authority: Sec. 135(c)(1-20) of Perkins IV			
	Does your grant indicate that Perkins funds will be used for any of the twenty permissive uses of funds? If yes, answer the following questions for the permissive criterion (a) of the twenty that apply. How are Perkins funds being used to:			
1.	Involve parents, businesses, and labor organizations in the design, implementation, and evaluation of CTE programs?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

2.	Offer career guidance and academic counseling for students participating in CTE programs to improve graduation rates, provide information on postsecondary and career options, and provide assistance to postsecondary students and adults who are changing careers or upgrading skills?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
3.	Fund local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals, and industry experience for teachers and faculty?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
4.	Provide programs for special populations?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
5.	Assist career and technical student organizations?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

	Interview Questions	Response	Evidence	Compliance and Discussion <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
6.	Provide mentoring and support services?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
7.	Lease, purchase, upgrade, or adapt equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill attainment?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
8.	Assist teacher preparation programs that address the integration of academic and CTE and assist persons interested in becoming CTE teachers and faculty, including persons with experience in business and industry?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
9.	Develop and expand postsecondary program offerings at times and in formats that are accessible for all students, including distance education?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

10.	Education and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities?			<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
11.	Provide activities to support entrepreneurship education and training?			<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

	Interview Questions	Response	Evidence	Compliance and Discussion		
				<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
12.	Improve or develop new CTE courses, include the development of programs of study for consideration by the Florida Department of Education and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities?			<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
13.	Develop and support small, personalized career-themed learning communities?			<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
14.	Support family and consumer science programs?			<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
15.	Provide CTE programs for adults and school dropouts to enable them to complete secondary education or upgrade technical skills?			<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
16.	Assist persons who have participated in services and activities under the Perkins Act in continuing their education or training or finding and appropriate job?			<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
17.	Support training and activities, such as mentoring and outreach, in nontraditional fields?			<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
18.	Provide support for training programs in automotive technologies?			<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

	Interview Questions	Response	Evidence	Compliance and Discussion <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
19.	Pool a portion of Perkins funds with a portion of funds available to at least one other eligible recipient for innovative initiatives in one or more of the following areas: <ul style="list-style-type: none"> • Improving initial preparation and professional development of CTE teachers, faculty, administrators, and counselors; • Establishing, enhancing, or supporting systems for accountability data collection and data reporting under the Perkins Act; or • Implementing CTE programs of study? 			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
20.	Support other CTE activities consistent with the purposes of the Perkins Act?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
E. Module: Contents of Tech Prep Program <i>USE only when monitoring programs for program or budget years up to 6/30/08.</i>				
Statutory Authority: Sec. 203(c)(1-8) of Perkins IV				
1.	<i>Explain how your tech prep program offers a program of study with a minimum of two years of secondary education and a minimum of two years of postsecondary education in a non-duplicative sequential course of study or an apprenticeship program at least two years long after secondary instruction.</i>			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

	Interview Questions	Response	Evidence	Compliance and Discussion <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2.	<i>How does your tech prep program integrate academic and career and technical education instruction?</i>			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
3.	<i>How does your tech prep program offer applied, contextual, and integrated instruction in a coherent sequence of courses to build student competence in technical skills and core academic subjects?</i>			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
4.	<i>How does your tech prep program lead to technical skill proficiency, an industry-recognized credential, a CTE certificate, or a degree in a specific career field?</i>			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
5.	<p><i>How does your tech prep program link secondary schools and two-year postsecondary institutions through the following:</i></p> <ul style="list-style-type: none"> • <i>Non-duplicative sequences of courses in career fields</i> • <i>Articulation agreements</i> • <i>Investigation of opportunities for tech prep students to enroll concurrently in secondary and postsecondary education</i> • <i>Use of educational technology and distance learning to involve all consortium participants more fully in the development and operation of programs?</i> 			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

	Interview Questions	Response	Evidence	Compliance and Discussion <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
6.	<i>How does your tech prep program provide in-service professional development for teachers,</i>			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

	<i>faculty, and administrators in the following areas:</i> <ul style="list-style-type: none"> • <i>Effective implementation of your tech prep program</i> • <i>Joint training in the tech prep consortium</i> • <i>Needs, expectations, and methods of business and all aspects of an industry</i> • <i>Use and application of technology</i> • <i>Use of data, including occupational and employment data under section 118 of the Perkins Act and student achievement data?</i> 			
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	Interview Questions	Response	Evidence	Compliance and Discussion <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
7.	<i>How does your tech prep program's professional development enable counselors to more effectively:</i> <ul style="list-style-type: none"> • <i>Provide students information about the tech prep program</i> • <i>Support student progress in completing tech prep programs, including the use</i> 			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

	<p><i>of graduation and career plans</i></p> <ul style="list-style-type: none"> • <i>Provide information on employment opportunities related to their instruction</i> • <i>Ensure that students are placed into appropriate employment or further postsecondary education</i> • <i>Stay current with the needs, expectations, and methods of business and all aspects of an industry</i> • <i>Provide comprehensive career guidance and academic counseling to participating students, including special populations identified in section 3(29) of the Perkins Act?</i> 			
8.	<i>How does your tech prep program ensure that individuals who are members of special populations listed in section 3(29) of the Perkins Act are provided equal access to the full range of CTE programs, including pre-apprenticeship programs?</i>			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Interview Questions	Response	Evidence	Compliance and Discussion <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
9.	<i>What has your tech prep program done to develop services appropriate to the needs of special populations?</i>			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
10.	<i>How does your tech prep program prepare students to enroll in tech prep programs of study?</i>			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
11.	<i>How does your tech prep program coordinate with Title I activities?</i>			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
F.	Module: Voluntary Selection and Participation			
	Statutory Authority: Sec. 314 of Perkins IV			

1.	How does your agency ensure that secondary school students are not required to choose or pursue a <u>specific</u> career path, major, or major area of interest?			<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
2.	How does your agency ensure that students are not required to participate in a CTE program?			<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
G.	Module: Limitation for Certain Students					
	Statutory Authority: Sec. 315					
1.	What is the earliest grade of CTE students that benefit from Perkins funding?			<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
2.	If equipment purchased with Perkins funds benefits students in CTE programs earlier than the seventh grade, under what circumstances does this occur?			<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
	Promising Practices:					

Perkins IV – Potential Evidence

This is a resource list; it may not be all-inclusive of potential evidence.

Leadership Required and Permissive

- (a) Perkins grant
- (b) Staff development agenda, promotional materials, roster of attendance, schedules of workshops, Web-based modules, evaluation summaries, and other materials
- (c) Website
- (d) Evaluation, needs assessment, or other report
- (e) Dissemination plan
- (f) Marketing plan and materials
- (g) Lesson plans and other instructional materials
- (h) Videos, PowerPoints or other presentations
- (i) Travel request and payment record for staff development
- (j) Purchase order and payment record for contracted services

Secondary and Postsecondary Required Use of Funds

- (a) Perkins grant
- (b) Staff development agenda, promotional materials, roster of attendance, schedules of workshops, Web-based modules, evaluation summaries, and other materials
- (c) Lesson plans and curricula
- (d) Information related to contracted services
- (e) Programs of study related information; marketing materials including major area of interest information and implementation plan
- (f) Student career guidance and counseling materials; student internship / mentoring information
- (g) Dual enrollment information, including pupil progression plan
- (h) Equipment purchase, inventories, location
- (i) Materials for CTE-academic integration
- (j) Technology materials
- (k) Research-based teaching practices materials
- (l) Parent and community involvement materials
- (m) Practices for staying current with industry
- (n) Targeted occupations list; non-traditional occupations list
- (o) Advisory committee agenda/minutes
- (p) Industry standards and certification
- (q) Course catalogue/list of course offerings
- (r) Policies, procedures, handbooks (agency and student related)
- (s) Non-discrimination notices and materials
- (t) Students with disabilities materials
- (u) Retention materials
- (v) Financial aid materials
- (w) CTE program brochure

Permissive Use of Funds

Document/ Records Review (the number(s) in parentheses refer(s) to the appropriate subsection(s) for permissive use of funds under 135(c) of the Perkins Act):

- (a) Perkins grant - all subsections
- (b) Staff development materials - all subsections
- (c) Website - all subsections
- (d) Program evaluation/ program review - (1)
- (e) Advisory committee agenda/ minutes - (1)

- (f) Faculty meeting minutes - (1)
- (g) Survey of internal and external customers - (1)
- (h) Career guidance materials - (2), (6), (16), (17), (18)
- (i) Program of study marketing and major area of interest materials - (2), (6), (16)-(19)
- (j) Post-secondary education marketing materials - (2), (4), (5), (6), (9), (16)-(18)
- (k) Financial aid materials - (2), (4), (6)
- (l) Advisory committee minutes - (3)
- (m) Diversified education or other work-based document - (3)
- (n) Certification of faculty based on industry experience document - (3)
- (o) Governing board policy - (3), (5)
- (p) Faculty internship materials - (3)
- (q) Program brochure - (4), (5), (6), (9), (10), (17), (18)
- (r) Student handbook - (4), (5), (6), (9), (10), (17), (18)
- (s) Non-discrimination materials - (4), (6), (17)
- (t) Special populations information - (4), (6), (10), (15), (17)
- (u) Career and technical student organization materials - (5), (14)
- (v) Assessment materials, including purchase information - (6)
- (w) Adaptive equipment purchase information - (6)
- (x) Documentation of personnel hired to provide student support services - (6)
- (y) Purchase order, invoice, and payment record for equipment purchase - (7)
- (z) Equipment list and location - (7), (9), (11), (14)
- (aa) Teacher preparation materials for integrating academic and CTE instruction - (8)
- (bb) Teacher preparation materials for potential CTE teachers, including persons in business and industry - (8), (19)
- (cc) Distance education materials for students - (9)
- (dd) Instructional materials - (9), (13)
- (ee) Local and statewide articulation agreement - (10)
- (ff) Program of study, major area of interest, and dual enrollment materials - (10), (12), (14), (16), (17), (18)
- (gg) Financial aid information - (4), (5), (6), (10), (14), (16), (17), (18)
- (hh) Recruitment materials for postsecondary education - (4), (5), (6), (9), (10), (12), (16), (17)
- (ii) Curriculum frameworks - (11), (14), (18)
- (jj) Entrepreneurship materials - (11)
- (kk) Lesson plans - (11), (13), (14), (18)
- (ll) Regional targeted occupations list - (12)
- (mm) University catalogue - (12), (16)
- (nn) Academy materials - (13)
- (oo) Family and consumer sciences materials - (14)
- (pp) Dropout prevention and retention materials, student recruitment materials - (15)
- (qq) Job placement materials - (16)
- (rr) List of non-traditional occupations - (17)
- (ss) Automotive materials - (18)
- (tt) Student data, database handbook, collection procedures - (19)

Tech Prep

- (a) Perkins grant narrative
- (b) Programs of study/Major area of interest information
- (c) Major area of interest marketing materials
- (d) Career guidance materials
- (e) Tech prep marketing materials

- (f) Articulation agreements
- (g) Course catalogue/list of programs
- (h) Program brochure
- (i) Post-secondary education marketing materials
- (j) Apprenticeship materials
- (j) Staff development agenda, promotional materials, roster of attendance, schedules of workshops, Web-based modules, evaluation summaries, and other materials
- (k) Lesson plans, curricula
- (l) Evidence of project-based instruction integrating academic and CTE, including CTE/FCAT Connections materials
- (m) Instructional materials
- (n) Diversified education, work-based learning materials
- (o) Regional targeted occupations list
- (p) Instructional materials
- (q) Certification, license, or other industry credential, certificates of completion
- (r) Tech prep materials, recruitment materials, websites
- (s) Dual enrollment materials
- (t) Student progression plan
- (u) Tech Prep outreach materials and activities targeting special population students
- (v) Record of accommodations/special services/individual educational plans (IEPs) for students with disabilities
- (w) Postsecondary education recruitment materials
- (x) Non-discrimination notice, policies
- (y) Organizational chart

Voluntary Selection

- (a) Student career exploration/guidance materials
- (b) Marketing brochure/materials
- (c) Student handbook
- (d) High school major area of interest materials
- (e) Academy materials

Limitations

- (a) List of equipment purchased with Perkins funding and location
- (b) Perkins grant budget for equipment
- (c) Expenditure report

Student Interview
Carl D. Perkins Career and Technical Education Act of 2006

Agency Name _____
Grant Type _____
Grant Number _____
Person Conducting Interview _____
Date(s) of Interview _____

Interviews can be done with an individual or a group and should be held in a location that allows for privacy whenever possible. The Department, not the provider, selects those to be interviewed. Before asking a particular question, be aware of whether the student is a secondary or post-secondary student, as there are additional questions for secondary students. Do not use for Perkins leadership grants. Record the response to each of the interview questions below.

All students

Use of Technology- 135(b)(4),(5)

1. What kind(s) of technology is/are in your career and technical education (CTE) classes?
2. How does/do your CTE teacher(s) use this technology?
3. How do they to help you use the technology?

Activities for Special Populations- 135(b)(9)

1. What information has your school provided about careers, including demand for those careers, wages, or other career information?
2. What information has your school provided about services for persons with special needs, such as financial aid, child care, and equipment for persons who have disabilities? also 203(c)(6)

Tech Prep Program- 203(c)

1. Can you explain what tech prep is and what it offers to students? 203(c)(5)
2. What has been done to encourage you to participate in the tech prep program? 203(c)(7)

Voluntary Selection and Participation- 314

1. Has anyone who works for your school required you to take CTE courses?
If so, describe when this occurred.

General

1. What suggestions do you have to improve the quality of CTE programs at this school?

Secondary students only

Secondary and Post-secondary Linkages- 135(b)(2)

1. Has your school provided you information about programs of study available to students? If so, what information?
2. Are you aware that as a high school student you can earn credit toward a career and technical education certificate, diploma, or associate's degree that can be earned at a tech center or community college (depending on the type of educational credential)? 203(c)(3)

Student Interview
Carl D. Perkins Career and Technical Education Act of 2006

3. What information about educational opportunities after high school in tech centers, community colleges, or universities has your school shared with you? 203(c)(3)

Voluntary Selection and Participation- 314

1. Have you chosen a specific career path, career major, or major area of interest?
If yes, ask the following additional questions:
2. How did you reach this decision?
3. Did anyone connected with your school say that you had to choose a specific career path, career major or major area of interest?

Observations Checklist
Carl Perkins Career and Technical Education Act of 2006

Agency Name _____
 Grant Name _____
 Grant Number _____
 Person Conducting Observation _____
 Date(s) of Observation _____

Observation helps validate that the provider is meeting compliance requirements. Observations are typically done within a classroom to determine if what is occurring in the classroom meets these requirements. A records/document review establishes that a sub-grantee has a notice of non-discrimination, and observation verifies that this notice has been posted. Check the appropriate response (Yes, N/C (non-compliance), N/A) for each item to be observed and explain what was observed, including location, in the comments box.

Item to be observed and Perkins law by section(s)	Yes	N/C	N/A	Comments
Technology use in classroom, including teacher involvement with the technology, to determine appropriate use- 135(b)(4)				
Technology use by administrator to determine appropriate use- 135(b)(4)				
Demonstration of assistive technology for students with disabilities to determine functionality of technology- 135(b)(9)				
Check for posting of non-discrimination notices- 203(c)(6)				
Visit classroom to determine if technology is sufficiently up-to-date- 135(b)(7)				
Visit classroom with equipment purchased with Perkins funds (if Perkins funding was used for this purpose) to determine if use by students under the seventh grade is incidental- 315				

Interview Instructions
Fiscal – Carl D Perkins Career and Technical Education Act

Complete the Fiscal - **Carl D Perkins Career and Technical Education Act** Interview form. Each box expands to provide a complete reply. Follow these instructions:

1. **Provider Name:** List the provider name.
2. **Grant Name(s) and Number(s)** (if applicable): List the category of federal grant, such as “Perkins – Secondary,” and grant number provided by Florida DOE from the approved grants.
3. **Date of Interview:** Date the interview is conducted.
4. **Interviewer:** Name and title of the Monitoring Team Member conducting the interview. Sign upon completion.
5. **Position Interviewed:** **NOTE ONLY THE TITLE OF THE PERSON BEING INTERVIEWED.**
6. **Requirements:** Ask each question listed in the requirements section. Additional probing or follow-up questions may be asked. Comments may be made.
7. **Response:** Type a written response for each question asked that describes how the agency complies with each question in the Requirements Section.
8. **Evidence:** Indicate what documents/records were provided to support a particular requirement. At any time you may request to review the evidence; this should be noted under evidence. Be prepared to copy evidence for documentation as needed.
9. **Compliance:** In the Compliance column, under DOE, indicate in compliance (Y), non-compliance (N), or not applicable (N/A), as appropriate.
10. Complete the form and give it to the Monitoring Team Leader during the site visit.

	Provider Name:
	Grant Name(s) and Number(s):
	Date of Interview:
	Interviewer (Name and Title):
	Position Interviewed:

A. Module: Perkins Fiscal

Statutory Authority: Carl D Perkins Career and Technical Education Act of 2006, OMB Circular A-87, Attachment B, 11h(3)

	Interview Questions	Response	Evidence	Compliance and Discussion <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
1.	What percentage of funds was spent for administrative costs?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2.	What activities are being supported with administrative funds?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
3.	Did the provider use funds for expenditures which were previously paid for using non-federal funds? If yes, please explain.			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
4.	What personnel costs does this grant cover? Are there any new positions paid for using grant funds this year?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
5.	How do you document that staff whose salaries and wages are paid 100% from Perkins funds work solely on career and technical education activities?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
6.	If Perkins funds are being used to pay salaries or wages of staff working less than 100% of their time on CTE activities, how does your agency document and report time and effort worked on multiple activities or cost objectives?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

	Interview Questions	Response	Evidence	Compliance and Discussion <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
7.	Does anyone observe employee activities?			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

	What kinds of verification activities are conducted?			
8.	<p>If you have entered into a secondary or post-secondary Perkins consortium due to a district receiving a secondary allocation less than \$15,000 or a post-secondary allocation less than \$50,000:</p> <ul style="list-style-type: none"> • What funds (from the secondary allocation less than \$15,000 or the post-secondary allocation less than \$50,000) has the fiscal agent received from this grant? 			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	<ul style="list-style-type: none"> • How have the members mutually benefited from the consortium from a program standpoint? 			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

Potential Evidence:

- (a) Final FA399/Final Disbursement Report
- (b) DOE 101 (Budget Narrative Form) for the grant year being monitored and the previous year
- (c) Copies of approved grants for both the year being monitored and the previous year
- (d) Copies of revised DOE 101
- (e) Local approved budget
- (f) Program/budget amendments
- (g) Invoices, purchase orders and travel vouchers
- (h) Payroll records and timesheets
- (i) Signed personnel activity reports
- (j) Semi-annual certifications
- (k) Job descriptions
- (l) List of provider terminations from last year/list of re-hires funded from grant
- (m) Allocation chart(s)
- (n) Consortium agreement(s)

Promising Practices: