



## 2025 MANUAL

# Monitoring and Technical Assistance

*California Postsecondary*  
**Strengthening Career and Technical Education for the 21st  
Century Act (Perkins V)**

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**Workforce and Economic Development Division**

California Community Colleges Chancellor's Office | Sonya Christian, Chancellor



# 2025 MONITORING AND TECHNICAL ASSISTANCE MANUAL

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Prepared By

**California Community Colleges Chancellor's Office**  
Workforce and Economic Development Division



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## EXECUTIVE SUMMARY

The purpose of the California Postsecondary Perkins Manual is to assist community colleges in the administration of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) by the California Community Colleges Chancellor's Office (Chancellor's Office).

This manual is not a universal policy manual for campuses. The development of campus and district policies remains a campus/district responsibility. All policies must comply with this manual, federal or state laws or regulations and must be published in the college's financial aid office Policy and Procedures Manual. Policies should address and serve the needs of the students at the college.

Districts are free to adopt district-wide policies or campus specific policies for the Perkins V program as long as those policies do not conflict with this manual, federal or state laws or regulations and are published in the college's financial aid office Policy and Procedures Manual.

## CALIFORNIA POSTSECONDARY PERKINS MANUAL CONTRIBUTORS

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## ABOUT CALIFORNIA COMMUNITY COLLEGES

As the largest system of higher education in the nation, the California Community Colleges is uniquely positioned to help residents of all backgrounds improve their social and economic mobility and build a better future for themselves and their families. Our 116 colleges, across 72 community college districts, serve more than 2 million students annually and transfer nearly 80,000 each year to the University of California and California State University systems while providing hundreds of thousands more with a skills-based, career education needed to secure good-paying jobs.

The student population closely reflects the diverse demographics of California: 48% of our students are Latin, 23% white, 11% Asian, 9% multi-ethnic or unknown, 6% Black, 2% Filipino, and 1% Native American or Pacific Islander. Along with this diversified population come unique challenges, as underrepresented students frequently face increased systemic poverty and historical equity gaps in completion rates.

The California Community Colleges is committed to remaining the backbone of higher education in the state and the leading provider of career and workforce training in the country by keeping up with the changing needs of California and its residents.

## THE PERKINS V ACT

### THE PURPOSE OF THE PERKINS V ACT

Originally passed as the Vocational Education Act of 1963 and renamed the Carl D. Perkins Act in 1984, the Perkins Act was enacted to increase student access to high-quality career and technical education (CTE) programs of study, especially for those students who had been underserved in the past or who had substantial education needs. The goal was to provide individuals with the academic and technical knowledge and skills they need to prepare for careers in current or emerging employment sectors.

The reauthorization of Perkins IV, the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) was signed into law by President Trump on July 31, 2018. It is a principal source of federal funding to states and recipients of discretionary grants for the improvement of secondary and postsecondary CTE programs across the nation. Section 2 of Perkins V provides the purpose of this law:

The purpose of this Act is to develop more fully the academic knowledge and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs and programs of study by:

1. building on the efforts of States and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high-skill, high-wage, or in-demand occupations in current or emerging professions;
2. promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students;

3. increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education;
4. conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs and programs of study, services, and activities;
5. providing technical assistance that:
  - a. promotes leadership, initial preparation, and professional development at the State and local levels; and
  - b. improves the quality of career and technical education teachers, faculty, administrators, and counselors;
6. supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree-granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries;
7. providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive; and
8. increasing the employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in, or have aged out of, the foster care system, and homeless individuals. These are also referred to as “special populations”.

For more information about the purpose of the Act, refer to Section 2 [20 U.S. 2301] of Perkins V. Section 3(48) of Perkins V defines “special populations”:

The term “special populations” means—

- A. individuals with disabilities;
- B. individuals from economically disadvantaged families, including low-income youth and adults;
- C. individuals preparing for non-traditional fields;
- D. single parents, including single pregnant women;
- E. out-of-workforce individuals;
- F. English learners;
- G. homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);

- H. youth who are in, or have aged out of, the foster care system; and
- I. youth with a parent who—
  - i. is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
  - ii. is on active duty (as such term is defined in section 101(d)(1) of such title).

## MONITORING AND TECHNICAL ASSISTANCE

### PURPOSE OF MONITORING

The Workforce and Economic Development Division (WEDD) at the California Community Colleges Chancellor's Office (Chancellor's Office) conducts monitoring activities under Perkins V. In accordance with the Office of Management and Budget (OMB) Guidance for Federal Financial Assistance at 2 CFR 200.332(e) as applicable to Perkins V, WEDD develops an annual monitoring plan for all eligible recipients. Among the purposes of the plan are to:

- Uphold the Division's fiduciary responsibility in protecting against waste, fraud, and abuse of federal funds;
- Expand student opportunities to achieve national certification and credentials for CTE studies;
- Ensure that eligible recipients effectively comply with the requirements of Perkins V and applicable statutes and regulations (including the Education Department General Administrative Regulations [EDGAR] at 34 CFR Part 76 and OMB Guidance for Federal Financial Assistance at 2 CFR Part 200); and
- Ensure that eligible recipients are making substantial progress toward achieving their stated goals and objectives in their approved Perkins V application.

### OVERSIGHT SYSTEM

To ensure the most efficient and effective program administration and to maximize “return on investment” with monitoring efforts, the WEDD developed procedures to conduct the following three-level system of oversight:

- Review of applications, quarterly reports, and final claims by Perkins Monitor;
- Collect, review, and act on the findings of district Single Audit reports;
- Conduct risk management program and fiscal monitoring.

## RISK MANAGEMENT MONITORING SELECTION

Each eligible recipient will be visited based on risk assessment carried out by the Chancellor's Office. The Chancellor's Office may conduct targeted visits to an eligible recipient when determined by a statewide program specialist lead. After reviewing the self-assessment report, an eligible recipient may be subject to a desk review and/or a site visit, at the discretion of the Chancellor's Office.

The following detail the risk factors leading to a risk management program and fiscal monitoring and/or a site visit. These monitoring procedures are based on risk factors to establish a standardized approach to conducting monitoring reviews and facilitating the coordination efforts between the Chancellor's Office and its eligible recipients. These procedures enable program monitors to conduct efficient, effective, and consistent monitoring.

Risk factors will be assigned points and the top three eligible recipients with the highest scores will be selected for monitoring. A college or district may be selected for special review based on the discretion of the Chancellor's Office.

Max Points	Risk Factor
25	Recipients whose single audit reports have identified problems with costs, lack of controls, or a system to identify costs charged to the grant/allocation.
20	Recipients that failed to meet deadlines in submitting applications, expenditure reports, or final claims (15 days after due date).
15	Recipients that have not met their negotiated performance measures (below the 90% threshold).
15	Recipients that fail to use a significant portion of their grant/allocation funding (at least 25 % by second quarter due date).
10	New district staff with little or no experience in managing the grant/allocation (recipients where persons in the coordinator role have changed will be viewed as new recipients).
5	Recipients that have revamped information systems or changed accounting rules/ methods.
5	Recipients that receive over \$250,000 in grant/allocation funds.
5	Recipients not monitored in the past five years.

### COMMON RISK FACTORS INCLUDE:

- Expenditures and Progress Reports

Eligible recipients are required to submit Year-To-Date Expenditures and Progress Reports on a quarterly basis. Grant monitor will review and analyze the eligible recipients' quarterly reports to help ensure that expenditures are on track, according to the local application work plan and Comprehensive Local Needs Assessment

(CLNA). Therefore, eligible recipients not meeting due dates or not expending funds in a timely manner, will be required to submit a Corrective Action Plan (CAP) and a risk management program and fiscal monitoring may be conducted.

- Program Outcomes

Eligible recipients are required to submit final reports, which include program outcomes. Program monitors will review final reports and performance measures. Each year, the Perkins V Program statewide lead reviews previous core indicator data and student outcomes produced by the district to determine the new year's state-determined level of performance, as Perkins V requires States to meet at least 90% of the State-determined level of performance for all CTE concentrators<sup>1</sup> ([Core indicators](#)). Therefore, if district core measure levels fall beneath the 90% threshold, the eligible recipient may be subject to a risk assessment program and fiscal monitoring.

- Audit Reports

The Chancellor's Office program monitors will review and analyze eligible recipients' single audit reports. Program monitors will identify problems, especially systematic or recurring problems, and help ensure that the eligible recipient has developed a CAP to address the problems.

## PERKINS V CORE INDICATORS

The following are the Perkins V Core Indicators of Performance:

- 1P1: Postsecondary Placement and Retention:
  - The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are:
    1. in advanced training,
    2. military service,
    3. a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.),
    4. volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)),
    5. Placed or retained in employment.

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<sup>1</sup> Concentrator: CTE Concentrators is a student who earns at least 12 cumulative credits in a CTE program or program of study; or completes a program that encompasses fewer than 12 credits.

- 2P1: Earned Recognized Postsecondary Credentials:
  - The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.
    1. Certificates
    2. Licenses
    3. Degrees
    4. Industry Certifications
    5. Diplomas
- 3P1: Non-Traditional Program Concentration:
  - The percentage of CTE concentrators in career and technical education programs and programs of study that lead to nontraditional fields.<sup>1</sup>

## FORMULA FOR DETERMINING PERKINS V MONITORING USING CORE INDICATORS

The statewide program specialist lead may use the calculation formula based on actual core indicators of performance to determine eligible recipients to be monitored. The calculation formula is defined as follows:

1. A factor will be given to each core indicator based on a percentage of deviation from the level achieved by the eligible recipient and the State-level target for that core indicator. The resulting percentage is calculated using the following formula:

**Numerator: Actual Level of Performance / Denominator: State Level Target = Factor**

2. If the percentage of deviation is equal to or greater than one, the core indicator is awarded one point. If the percentage of deviation is less than one, the core indicator is awarded the resulting percentage. (Example: if an eligible recipient has a performance level of 52.5% [numerator] on a core indicator and the state target is 70% [denominator], the factor for this core indicator would be .75.)
3. Each factor is calculated to five decimal places; factors for each core indicator are summed; and the list of eligible recipients is ranked in descending order. The lowest 5% of eligible recipients are then identified to be monitored.

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<sup>1</sup> Non-traditional fields are defined as fields in which one gender accounts for less than 25% of those employed in the occupation or field of work.

# RISK MANAGEMENT MONITORING PROCESS

The risk management monitoring process is a five-step process consisting of an assessment of risk, a self-assessment, a desk review, a telephone review, and a possible site visit.

## THE MONITORING TEAM

The monitoring team will consist of up to three Chancellor's Office employees from the WEDD, which may include the statewide program specialist lead, program analyst, and the program monitor of the chosen grant/allocation recipient.

## TIME PERIOD TO BE MONITORED

The fiscal records and programmatic outcomes to be monitored will be from the most recently completed fiscal year. The current year's operation may be shared or requested on an as-needed basis. The risk management monitoring and scheduling of site visits will be completed with respect to the time frame defined by the statewide program specialist lead.

## PRE-MONITORING PROCEDURE

When the eligible recipient has been selected for a Perkins V Monitoring Review:

- The eligible recipient's chief business officer (CBO) or designee will be notified in writing at least three weeks in advance of receiving the self-assessment tool.
- The correspondence will include the statutory authority for the review, a summary of the process, and a proposed date the review will take place.
- A pre-review conference meeting/call will be held to solidify the date of the review and all schedule conflicts, to provide details concerning the review process, to hear concerns, and to answer questions from the interested parties.

***\*Note: Additional programmatic reviews may be conducted without prior notification.***

### **Step One – Assessment of Risk**

Pre-selection of the districts to be reviewed.

### **Step Two – Self-Assessment**

The self-assessment is the second step of the monitoring process (See Attachment A). The following is the process for completing the self-assessment:

- Local leadership teams should identify, review, and organize all available documentation addressing essential evidence.
- If essential evidence supports a satisfactory rating, mark the “yes” box within the column and list the evidence available in the space provided. This must be completed for each topic.
- If there is no substantive evidence to support a satisfactory rating, it must be indicated

in the “no” box within the column. This represents an opportunity for improvement.

- To prepare for a possible site visit, the team must organize a file of available evidence or explain where this evidence can be obtained at the suggested location. The file should follow each requirement with the documentation of essential evidence to support it.
- The completed self-assessment document must be signed by the grant/allocation CBO or designee and received by the Chancellor’s Office within NOVA by the designated deadline.
- If self-assessments are received after the deadline, the eligible recipient will be subject to a site visit.
- No documentation is to be included with the submission of the self-assessment. The documentation must be maintained in the event that the Chancellor’s Office requests it.

### ***Step Three – Desk Review***

The desk review is the third step of the monitoring process. The desk review entails evaluating eligible recipients’ financial and program reports for consistency and reliability.

- When the completed self-assessment is received by the Chancellor’s Office, the document will be reviewed.
- The monitoring team will determine if additional supporting information and or clarification is needed and if any issues identified during the self-assessment need a CAP.

### ***Step Four – Virtual Meeting Review***

The virtual meeting review is the fourth step of the monitoring process.

- After completion of the desk review, a virtual meeting review may be conducted by the Perkins monitor to seek additional information and or clarification.
- The virtual meeting review is completed after the supporting documentation is identified and approved by the statewide program specialist lead.
- After the completion of the virtual meeting review, the monitoring team will determine if there are any outstanding compliance issues that require a CAP and/or a site visit.

### ***Step Five – Site Visit***

The site visit is the fifth step of the monitoring process.

- A site visit may be conducted if:
  - a site visit is requested by the fiscal agent;

- b. the self-assessment was submitted late;
- c. compliance issues are identified within the self-assessment or virtual meeting review; or
- d. the eligible recipient failed to submit and follow through with a CAP for identified compliance issues.

- A percentage of grant/allocation recipients will be selected annually for a one-day on-site review.

## **SPECIAL MONITORING**

Eligible recipients may also be selected for special monitoring at the discretion of WEDD at the Chancellor's Office.

## **MONITORING SUMMARY REPORT**

After completing the monitoring process, a Monitoring Summary Report will be sent to the chief business official or designee of the eligible recipient. A Monitoring Summary Report is a document used by the statewide program specialist lead to communicate findings and concerns of the programs reviewed. Additionally, the report will identify any findings and any need for a CAP. The reports should be addressed to the local designee official signing the contract. Copies should be distributed to the Project Director and appropriate program and fiscal district staff.

Each recipient will receive a Monitoring Summary Report Letter within sixty (60) days of the monitoring review. The Monitoring Summary Report shall include:

- subrecipient information and the programs monitored;
- dates of the monitoring;
- who conducted the monitoring review;
- monitoring activities and procedures used to collect information;
- findings and references to applicable State and Federal requirements;
- corrective action recommendations, when the CAP is due, and where to send the CAP;
- program activities and eligible client population;
- monitoring staff's observations in areas, such as program strengths, weaknesses, concerns, etc.

## **CORRECTIVE ACTION PLAN (CAP)**

The eligible recipient is responsible for submitting a CAP that addresses each monitoring finding and for submitting supporting documentation. The eligible recipient's CAP should be submitted within sixty (60) days or in the timeframe identified in the Monitoring Summary Report. The CAP should include the following:

- A clear statement of the specific actions that will be taken to remedy each finding;
- The district staff responsible for each action; and
- A reasonable projected timeline for completing the action.

The CAP must be signed by the eligible recipient's Chief Business Official or designee.

If a corrective action cannot be completed within the requested timeframe, the eligible recipient should request an extension of time in writing.

## **FOLLOW-UP**

A follow-up to the monitoring review may vary depending on the extent and severity of the findings, and how the corrective action process is managed. A follow-up may include communication with the eligible recipient after the review of the corrective action, additional monitoring visits, and/or an unannounced visit.

## **FAILURE TO SUBMIT CORRECTIVE ACTION PLAN**

If the eligible recipient does not agree with one or more of the monitoring findings or does not believe that corrective action is required, the eligible recipient must submit an explanation of its dispute in writing before the requested timeframe for a follow-up response.

When the monitoring results in a finding of noncompliance and the eligible recipient declines to enter a CAP within sixty (60) days of receipt of the Monitoring Summary Report, the Chancellor's Office may implement remedies for noncompliance in accordance with 2 CFR 200.339. This can include temporarily withholding payments until the eligible recipient takes corrective action. Eligible recipients may request a hearing if it alleges that actions such as terminating further assistance violate a Federal or State statute or regulation. 34 CFR 76.783.

The eligible recipient may be required to prepare a corrective action plan (CAP) that addresses each category identified as an "Opportunity for Improvement." Timelines and directions for completing the CAP will be included in the Monitoring Summary Report.

## **SCOPE OF THE ON-SITE MONITORING VISIT**

The site visit portion of the monitoring review may vary from district to district. The duration of the site visit portion may hinge upon the number of campuses, Perkins V allocation amount, the number of CTE programs, and the monitoring plan.

The site visit will commence upon a brief entrance conference between the monitoring team, the institution's Perkins V representative, and the campus dean at the campus site. At a minimum, the following documentation will be reviewed:

- Comprehensive Local Needs Assessment (CLNA);
- Enrollment Data;
- Equipment Inventory List;
- Students Served/Demographics;
- Assessment Information/Data Collection Process;
- Program Services/Wrap Around Services;
- Perkins Advertisements;
- Perkins Eligible CTE Programs of Study;
- Professional Development Supporting Documentation;
- Regional Coalition Supporting Documentation; and Resources.

The district designee will receive a detailed documentation request prior to the site visit taking place. It is at the discretion of the district designee and institutional staff where the document review will take place. The internal logistics for the site visit are also at the discretion of the district designee who must communicate those plans to the monitoring team prior to arrival.

The Perkins V on-site monitoring activities include the following:

- California's 2024 Budget and Accounting Manual and the federal rules at 2 CFR 200.313 provide the requirements for using, managing, and disposing of equipment. These rules state that a physical inventory of the property must be taken, and the result reconciled with the property records, at least once every two years. In addition, a control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property and adequate maintenance procedures must be developed to keep the property in good condition. Any loss, damage, or theft of equipment must be investigated. The eligible recipient must notify the U.S. Department of Education or the Chancellor's Office of any loss, damage, or theft of equipment that will have an impact on the program.
- The monitoring team will review equipment records that exceed the value of ten thousand dollars (\$10,000) per item purchased with Perkins funding for:
  - a description of the property;
  - a serial number or another identification number;
  - the source of funding for the property (including the FAIN);
  - the title holder;

- e. the acquisition date;
- f. the cost of the property;
- g. the percentage of the federal agency contribution towards the original purchase;
- h. the location;
- i. use and condition of the property; and
- j. any disposition data including the date of disposal and sale price of the property.

2 CFR 200.430(g) also specifies the requirements of time and effort documentation when salaries are being paid with federal dollars. The monitoring team will review the time and effort documentation to ensure that charges to federal awards for salaries and wages are based on records that accurately reflect the work performed.

Documentation must:

- a. be supported by a system of internal controls which provides reasonable assurance charges are accurate, allowable and allocable;
- b. be incorporated into official records;
- c. reasonably reflect total activity for which employee is compensated;
- d. encompass all activities (federal and non-federal);
- e. comply with established accounting policies and practices; and
- f. support distribution among specific activities or cost objectives.
- The monitoring team will review the CTE Title I-C Local Application list of TOP<sup>1</sup> codes for the last two years and determine the two TOP codes that expended the most money within the application and when onsite review products (equipment, salaries, curriculum development, professional development, meetings, marketing products, etc.).
- The project monitor will reserve time to provide requested technical assistance by the eligible recipient.
- After completion of the site visit, a Monitoring Summary Report will be sent to the appropriate officials of the eligible recipients. The report will identify any findings and any need for a CAP. Timelines and directions for completing the CAP will be included in the Monitoring Summary Report.

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<sup>1</sup> The Chancellor's Office will be transitioning from TOP to CIP code system beginning in the summer of 2026.

## REFERENCE MATERIALS

- 2 CFR Part 200 – (OMB) Guidance for Federal Financial Assistance: <https://www.ecfr.gov/current/title-2 subtitle-A/chapter-II/part-200?toc=1>
- California Community Colleges, Chancellor's Office: [www.cccco.edu](http://www.cccco.edu)
- Chancellor Office Data Management System: <https://datamart.cccco.edu/>
- NOVA: <https://nova.cccco.edu/login>
- Perkins V: <https://www.govinfo.gov/content/pkg/COMPS-3096/pdf/COMPS-3096.pdf>
- Perkins V Core indicators of Performance: <https://datamart.cccco.edu/Perkins/main.aspx>
- WEDD Regional Monitors: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/regional-monitors>
- Workforce and Economic Development Division: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development>

## MONITORING CHECKLIST SECTIONS

1. District Administration
2. District Application
3. Fiscal Reporting
4. Accountability
5. Programs of Study
6. Special Populations

## ATTACHMENT A: GUIDE FOR SELF-ASSESSMENT

<b>District Name:</b>	
<b>Self-Assessment Conducted by:</b>	
<b>Project Director Signature:</b> _____	<b>Date:</b> _____
<i>I hereby certify that the self-assessment document attached to this cover page has been reviewed by the participants listed above and is an accurate assessment of the Career and Technical Education programs under Perkins V, and all supporting documentation is available for a possible on-site review.</i>	
<b>Chief Business Officer (CBO) or Designee Signature:</b> _____ _____	<b>Date:</b> _____

<b>Stakeholders</b>	<b>Location of Items on File</b>
<p>Perkins V requires that a group of individuals, comprised of business, industry, labor organizations, special populations, faculty*, guidance and academic counselors, administrators, representatives of CTE Transitions consortia, parents, students, and others be involved in the development, implementation, and evaluation of CTE programs assisted with Title I, Part C funds. (*The majority of faculty should be representatives of CTE.)</p> <p><b>Do the required stakeholders exist with all required partners within the district?</b></p>	<ul style="list-style-type: none"> <li>• District Office</li> <li>• Project Director's Office</li> <li>• Accounting Office</li> <li>• Student Services</li> <li>• Digital (Online)</li> <li>• Admissions</li> <li>• Disabled Services</li> <li>• Other</li> </ul>
<b>Essential Evidence</b>	<b>Explain Below</b>
<p><b>Advisory Committee Narrative:</b></p> <p>A. The Title I-C application describes the advisory committee's involvement in the planning process. Review of this involvement will be assessed by the team for accuracy.</p> <p>B. The Title I-C application describes how students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of CTE programs funded under this title, and how such individuals and entities are informed about and assisted in understanding the requirements of this title, including CTE programs of study. The team will assess the involvement, implementation and evaluation as stated for accuracy.</p>	<p>A.</p> <p>B.</p>
<p><b>Examples of essential evidence for a possible on-site visit:</b></p> <ol style="list-style-type: none"> <li>1. List of advisory committee members and affiliation.</li> <li>2. Meeting minutes reflecting attendance.</li> <li>3. Meeting minutes or other documentation that highlights processes, procedures, actions of leadership that demonstrated joint planning, professional development given to committee members, evaluation by the committee.</li> <li>4. Other records that highlight planning, review of funding, core measures, and evaluation.</li> <li>5. Sign-In Sheets, invitation letters and agendas</li> </ol>	

<b>Articulation and Programs of Study</b>	<b>Location of Items on File</b>
<p>Perkins V, through its requirement that all local grant recipients implement at least one “program of study” and its inclusion of articulation agreements, emphasizes the importance of system alignment. Programs of study, as defined in Perkins V, are coordinated, nonduplicative sequences of academic and technical content at the secondary and postsecondary level that—</p> <ul style="list-style-type: none"> <li>• (A) incorporate challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;</li> <li>• (B) address both academic and technical knowledge and skills, including employability skills;</li> <li>• (C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;</li> <li>• (D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);</li> <li>• (E) have multiple entry and exit points that incorporate credentialing; and</li> <li>• (F) culminate in the attainment of a recognized postsecondary credential.</li> </ul>	<ul style="list-style-type: none"> <li>• District Office</li> <li>• Project Director’s Office</li> <li>• Accounting Office</li> <li>• Student Services</li> <li>• Digital (Online)</li> <li>• Admissions</li> <li>• Disabled Services</li> <li>• Other</li> </ul>
<p><b>Does the district develop articulation agreements with secondary High Schools/Regional Occupation Programs (ROPs)?</b></p> <p><b>Did the District develop at least one Program of Study as defined within Perkins V Section 3(41)?</b></p>	
<b>Essential Evidence</b>	<b>Explain Below</b>
<p><b>List the Program Name and Information, which may include:</b></p> <ol style="list-style-type: none"> <li>A. Articulation agreement;</li> <li>B. Secondary High School/ROP name; and</li> <li>C. How credit is rewarded (e.g., escrow, on college transcript, after test)</li> </ol>	
<p><b>In what programs (TOP codes) does the college have Programs of Study?</b></p>	
<p><b>Examples of essential evidence for a possible site visit:</b></p> <ol style="list-style-type: none"> <li>1. Samples of Articulation Agreements</li> </ol>	

Special Populations	Location of Items on File
<p>Perkins V requires that districts review CTE programs; identify and adopt strategies to overcome barriers that lower access or success for special populations; provide programs that enable special populations to meet local performance levels; and provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency; and ensures against their discrimination [Section 134(b)(5)(A),(D) and Section 135(9)].</p> <p><b>Are all populations being served by the district?</b></p>	<ul style="list-style-type: none"> <li>• District Office</li> <li>• Project Director's Office</li> <li>• Accounting Office</li> <li>• Student Services</li> <li>• Digital (Online)</li> <li>• Admissions</li> <li>• Disabled Services</li> <li>• Other</li> </ul>
Essential Evidence	Explain Below
<p>Explain how the College/District serves each special population:</p> <ul style="list-style-type: none"> <li>• (A) individuals with disabilities;</li> <li>• (B) individuals from economically disadvantaged families, including low-income youth and adults;</li> <li>• (C) individuals preparing for non-traditional fields;</li> <li>• (D) single parents, including single pregnant women;</li> <li>• (E) out-of-workforce individuals;</li> <li>• (F) English learners;</li> <li>• (G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);</li> <li>• (H) youth who are in, or have aged out of, the foster care system; and</li> <li>• (I) youth with a parent who— <ul style="list-style-type: none"> <li>(i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and</li> <li>(ii) is on active duty (as such term is defined in section 101(d)(1) of such title).</li> </ul> </li> </ul>	
<p><b>How does the College/District assess the needs of these special population groups?</b></p>	
<p><b>Examples of essential evidence for a possible site visit:</b></p> <ol style="list-style-type: none"> <li>1. List of activities and services designed to support special populations</li> <li>2. Policies and strategies to overcome barriers to participation and completion of CTE programs</li> <li>3. Career guidance and counseling activities that target special populations</li> <li>4. Tutoring services</li> <li>5. Course catalogues/program brochures</li> </ol>	

Faculty Professional Development	Location of Items on File
Did the District provide professional development and/or training activities for CTE faculty with Perkins V or in-kind funding?	<ul style="list-style-type: none"> <li>• District Office</li> <li>• Project Director's Office</li> <li>• Accounting Office</li> <li>• Student Services</li> <li>• Digital (Online)</li> <li>• Admissions</li> <li>• Disabled Services</li> <li>• Other</li> </ul>
Essential Evidence	Explain Below
<p>For each of the following, give an example of how the district provides effective professional development and/or training for CTE faculty:</p> <p>A. Use of research and data to improve instruction;  B. Teaching skills;  C. Interaction with students (e.g., advising);  D. Use of technology in the classroom</p>	<p>A.  B.  C.  D.</p>
Provide five (5) to six (6) examples of national, State, or local conferences or workshops attended by or created specifically for faculty development and improvement:	
<p>Examples of essential evidence for a site visit:</p> <ol style="list-style-type: none"> <li>1. Sample of approved purchase orders for professional development.</li> <li>2. List of approved professional development activities conducted outside of the district.</li> <li>3. Agendas and professional development provided on-site.</li> <li>4. Professional development certificates for CTE faculty.</li> <li>5. Other supporting evidence.</li> </ol>	
Staff Professional Development	Location of Items on File
Did the District provide professional development and/or training activities for administrators, advisors, career counselors, financial aid counselors, or student support services personnel with Perkins V or in-kind funding?	<ul style="list-style-type: none"> <li>• District Office</li> <li>• Project Director's Office</li> <li>• Accounting Office</li> <li>• Student Services</li> <li>• Digital (Online)</li> <li>• Admissions</li> <li>• Disabled Services</li> <li>• Other</li> </ul>
Essential Evidence	Explain Below
<p>For each of the following, give an example of how the district provides effective professional development and/or training for CTE staff:</p> <p>A. Interaction with students (e.g., advising);  B. Use of technology to better communicate and engage with students;  C. Research and data to improve student engagement</p>	<p>A.  B.  C.</p>

Provide five (5) to six (6) examples of national, State, or local conferences or workshops attended by or created specifically for staff development and improvement:

Examples of essential evidence for a site visit:

1. Sample of approved purchase orders for professional development.
2. List of approved professional development activities conducted outside of the district.
3. Agendas and professional development provided on-site.
4. Professional development certificates for CTE Staff.
5. Other supporting evidence.

Equipment and Related Property	Location of Items on File
<p>California's 2024 Budget and Accounting Manual and the federal rules at 2 CFR 200.313 provide the requirements for using, managing, and disposing of equipment. These rules state that a physical inventory of the property must be taken, and the result reconciled with the property records, at least once every two years. In addition, a control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property and adequate maintenance procedures must be developed to keep the property in good condition. Any loss, damage, or theft of equipment must be investigated. The eligible recipient must notify the U.S. Department of Education or the Chancellor's Office of any loss, damage, or theft of equipment that will have an impact on the program.</p>	<ul style="list-style-type: none"> <li>• District Office</li> <li>• Project Director's Office</li> <li>• Accounting Office</li> <li>• Student Services</li> <li>• Digital (Online)</li> <li>• Admissions</li> <li>• Disabled Services</li> <li>• Other</li> </ul>
Essential Evidence	Explain Below
<p>Verify that the equipment record is maintained and includes the following:</p> <ul style="list-style-type: none"> <li>• a description of the property;</li> <li>• a serial number or another identification number;</li> <li>• the source of funding for the property (including the FAIN);</li> <li>• the title holder;</li> <li>• the acquisition date;</li> <li>• the cost of the property;</li> <li>• the percentage of the Federal agency contribution towards the original purchase;</li> <li>• the location;</li> <li>• use and condition of the property; and</li> <li>• any disposition data including the date of disposal and sale price of the property.</li> </ul>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>Has a physical inventory has been taken and reconciled within the last two years?</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>Is there a control system in place to ensure adequate safeguards to prevent loss, damage, or theft of the property? Are all instances of loss, damage, or theft of equipment investigated? Does the eligible recipient notify the U.S. Department of Education or the Chancellor's Office of any loss, damage, or theft of equipment that will have an impact on the program?</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>

Have adequate maintenance procedures been developed to keep the property in good condition?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Examples of essential evidence for a possible site visit:		
<ol style="list-style-type: none"> <li>1. Equipment inventory records.</li> <li>2. Permanently attached numbered inventory tags located on equipment purchased with grant funds, during the monitored year.</li> <li>3. Policies and procedures addressing the procurement, recording, custody, use, and disposition of Perkins equipment.</li> </ol>		

Time and Effort	Location of Items on File
<p>2 CFR 200.430(g) specifies the requirements for time and effort documentation when salaries are being paid with Federal dollars.</p> <p>After a review of all documentation for salaries paid with direct or indirect Perkins V allocations, do all meet the documentation requirements?</p>	<ul style="list-style-type: none"> <li>• District Office</li> <li>• Project Director's Office</li> <li>• Accounting Office</li> <li>• Student Services</li> <li>• Digital (Online)</li> <li>• Admissions</li> <li>• Disabled Services</li> <li>• Other</li> </ul>
Essential Evidence	Explain Below
<p>Are charges for salaries supported by a system of internal control that provides reasonable assurance that the charges are accurate, allowable, and properly allocated?</p>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<p>Does the documentation support:</p> <ul style="list-style-type: none"> <li>• the distribution of salary or wages among specific activities or cost objectives if the employee works on more than one Federal award;</li> <li>• a federal award and non-federal award;</li> <li>• an indirect cost activity and a direct cost activity;</li> <li>• two or more indirect activities allocated using different allocation bases;</li> <li>• or an unallowable activity and a direct or indirect cost activity?</li> </ul>	Yes <input type="checkbox"/> No <input type="checkbox"/>

<p>Budget estimates (meaning, estimates determined before the services are performed) alone do not qualify as support for charges to Federal awards, but may be used for interim accounting purposes, if the following apply:</p> <ul style="list-style-type: none"> <li>• The system for establishing the estimates produces reasonable approximations of the activity performed;</li> <li>• Significant changes in the related work activity (as defined by the district's written policies) are promptly identified and entered into the records. Short-term (such as one or two months) fluctuations between workload categories do not need to be considered as long as the distribution of salaries and wages is reasonable over the longer term; and</li> <li>• The district's system of internal controls includes processes to perform periodic after-the-fact reviews of interim charges made to a Federal award based on budget estimates. All necessary adjustments must be made so that the final amount charged to the Federal award is accurate, allowable, and properly allocated.</li> </ul>	<p>If the District uses budget estimates, do they meet these requirements?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p><b>Stipends and Extra Service Pay</b></p> <ul style="list-style-type: none"> <li>• Pay for extra work beyond an employee's regular contract Is documentation available for stipends paid for with federal funds and do they meet the requirements for documentation above?</li> <li>• Extra service pay is only allowable if:</li> <li>• The Institution of Higher Education (IHE) establishes consistent written policies which apply uniformly to all faculty members, not just those working on Federal awards.</li> <li>• The IHE establishes a consistent written definition of work covered by institutional base salary (IBS), which is specific enough to determine conclusively when work beyond that level has occurred. This definition may be described in appointment letters or other documentation.</li> <li>• The supplementation amount paid is commensurate with the IBS pay rate and additional work performed.</li> <li>• The salaries, as supplemented, fall within the salary structure and pay ranges established by and documented in writing or otherwise applicable to the IHE.</li> </ul>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>Examples of essential evidence for a possible site visit:</p> <ol style="list-style-type: none"> <li>1. Time and effort documentation, including Personnel Activity Reports or Semi-Annual Certifications</li> </ol>	
<p><b>Supplement not Supplant</b></p> <p>Perkins V funds must be used to supplement, not supplant, non-Federal funds expended to carry out career and technical education activities.</p>	<p><b>Location of Items on File</b></p> <ul style="list-style-type: none"> <li>• District Office</li> <li>• Project Director's Office</li> <li>• Accounting Office</li> <li>• Student Services</li> <li>• Digital (Online)</li> <li>• Admissions</li> <li>• Disabled Services</li> <li>• Other</li> </ul>

<b>Essential Evidence</b>	<b>Explain Below</b>
Program budget and expenditure reports for the year requested show that funds used to support approved activities/strategies do not support a district's general operating budget or programs funded in the prior year with local or other operating funds.	Yes <input type="checkbox"/> No <input type="checkbox"/>
Examples of essential evidence for a possible on-site visit:	
<ol style="list-style-type: none"> <li>1. Procurement requisitions</li> <li>2. Contracts or Purchase Orders</li> <li>3. Expenditure reports</li> </ol>	

<b>Record Retention</b>	<b>Location of Items on File</b>
Article II of the Standard Legal Terms and Conditions states: Grantee agrees that the Chancellor's Office, the Bureau of State Audits, any other appropriate state or federal oversight agency, or their designated representative(s), shall have the right to review and to copy any records and supporting documentation pertaining to the performance of this Grant Agreement. Grantee agrees to maintain such records for possible audit for a minimum of three (3) years after final payment or until any audit findings have been resolved, unless a longer period of records retention is stipulated. Grantee agrees to allow the auditor(s) access to such records during normal business hours and to allow interviews of any employees who might reasonably have information related to such records. Further, Grantee agrees to include a similar right of the Chancellor's Office, the Bureau of State Audits, any other appropriate state or federal oversight agency, or their designated representative(s) to audit records and interview staff in any subcontract or subgrant related to performance of this Grant Agreement.	<ul style="list-style-type: none"> <li>• District Office</li> <li>• Project Director's Office</li> <li>• Accounting Office</li> <li>• Student Services</li> <li>• Digital (Online)</li> <li>• Admissions</li> <li>• Disabled Services</li> <li>• Other</li> </ul>
2 CFR 200.334 requires recipients to retain all Federal award records for three years from the date of submission of their final financial report. However, 34 CFR 81.31 includes a statute of limitations that extends to five years before a notice of disallowance is received. Therefore, recipients should retain documentation for at least five years.	
<b>Essential Evidence</b>	<b>Explain Below</b>
After reviewing the record retention policies of the district, it has been established that all Perkins V records are being maintained for at least five years after the final payment is received.	Yes <input type="checkbox"/> No <input type="checkbox"/>
<p>Examples of essential evidence for a possible on-site visit:</p> <ol style="list-style-type: none"> <li>1. Record retention policies.</li> <li>2. Examples of saved documentation from procurement transaction</li> </ol>	

### **Technical Assistance**

Do you have any areas of concern that need additional technical assistance?

Yes  No

Brief Explanation Below:

## ATTACHMENT B: DISTRICT SELECTION FACTORS & CALCULATION FORM

The monitoring team will use this form to select eligible recipients to be monitored.

<b>District Name:</b>	<b>Fiscal Year:</b>	
<b>Selection Factors and Calculation</b>		
<b>Program Name:</b>	<b>Date:</b>	
<b>Max Points</b>	<b>Risk Factor</b>	<b>Given Points</b>
25	Recipients whose single audit reports have identified problems with costs, lack of controls, or a system to identify costs charged to the grant/allocation.	
20	Recipients that failed to meet deadlines in submitting applications, expenditure reports, or final claims (15 days after due date).	
15	Recipients that have not met their negotiated performance measures (below the 90% threshold).	
15	Recipients that fail to use a significant portion of their grant/allocation funding (at least 25 % by second quarter due date).	
10	New district staff with little or no experience in managing the grant/allocation (recipients where persons in the coordinator role have changed will be viewed as new recipients).	
5	Recipients that have revamped information systems or changed accounting rules/ methods.	
5	Recipients that receive over \$250,000 in grant/allocation funds.	
5	Recipients not monitored in the past five years.	

## ATTACHMENT C: SAMPLE SITE VISIT LETTER ANNOUNCEMENT

**TO:** District Authority / Designee Name

**FROM:** Workforce and Economic Development Division

**RE:** Perkins V Monitoring Site Visit Announcement

The Workforce and Economic Development Division at the Chancellor's Office is required by federal regulations at 2 CFR 200.332(e) to monitor the activities of subrecipients as necessary to ensure that the subaward is used for authorized purposes, and is in compliance with Federal statutes, regulations, and the terms and conditions of the subaward.

As part of this requirement, we are requesting your availability during the week of [Month] [xx], [xxxx]. The reasons for this visit are to review projects, processes, procedures, and documentation relevant to your participation in the [list all applicant grant programs]. Please send an email response identifying a convenient date to conduct this visit to your program monitor at [email@address].

To ensure that our visit is conducted in such a manner as to minimize the interruption of district staff routines, we would like to schedule an introductory meeting to discuss a detailed schedule of the visit. The project monitor will expand on the purpose and objectives. Prior to departure, an exit meeting will be conducted where conclusions will be communicated and confirmed with your management team.

The availability of your staff during the visit is crucial in order to successfully complete the objectives. Please coordinate with your staff that perform the following functions: Treasury, Contract Management, Accounting, Accounts Payable, and Payroll.

A tentative meeting agenda and a preliminary document request list are included in this packet to help you prepare. Please refer any questions to me at the email address provided above or at (phone number).

We look forward to working together and hope to provide assistance in ensuring that your office and the State achieve compliance with all federal requirements.

Sincerely,

[Dean signature and printed name]

## ATTACHMENT D: REQUIRED AND PERMISSIVE LOCAL USES OF PERKINS V FUNDS

Each eligible recipient that receives funds under this part shall use such funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive needs assessment described in Section 134(c) of Perkins V.

Funds made available to eligible recipients under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective and that—

(1) provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study,

which may include—

(A) introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;

(B) readily available career and labor market information, including information on—

(i) occupational supply and demand;

(ii) educational requirements;

(iii) other information on careers aligned to State, local, or Tribal (as applicable) economic priorities; and

(iv) employment sectors;

(C) programs and activities related to the development of student graduation and career plans;

(D) career guidance and academic counselors that provide information on postsecondary education and career options;

(E) any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including non-traditional fields; or

(F) providing students with strong experience in, and comprehensive understanding of, all aspects of an industry;

(2) provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, which may include—

(A) professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curricula;

(B) professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 49l-2(e)(2)(C));

- (C) providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials;
- (D) supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such school leaders or administrators;
- (E) supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs;
- (F) providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices;
- (G) training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act;
- (H) training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support; or
- (I) training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries;

(3) provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;

(4) support integration of academic skills into career and technical education programs and programs of study to support—

- (A) CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and

- (B) CTE participants at the postsecondary level in achieving academic skills;

(5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include—

- (A) a curriculum aligned with the requirements for a program of study;

- (B) sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are

designed to facilitate the process of continuously updating and aligning programs of study with skills that are in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop centers, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102), and other appropriate organizations, including community-based and youth-serving organizations;

- (C) where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV)), including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a career and technical education program of study;
- (D) appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;
- (E) a continuum of work-based learning opportunities, including simulated work environments;
- (F) industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential;
- (G) efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;
- (H) where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act;
- (I) expanding opportunities for students to participate in distance career and technical education and blended learning programs;
- (J) expanding opportunities for students to participate in competency-based education programs;
- (K) improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;
- (L) supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;
- (M) supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;
- (N) providing career and technical education, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;
- (O) supporting career and technical student organizations, including student preparation for and

participation in technical skills competitions aligned with career and technical education program standards and curricula;

(P) making all forms of instructional content widely available, which may include use of open educational resources;

(Q) supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;

(R) partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;

(S) support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, childcare, or mobility challenges for those special populations; or

(T) other activities to improve career and technical education programs; and

(6) develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).

## ATTACHMENT E: SITE VISIT WORKSHEET

Community College District Name: \_\_\_\_\_

Project Director Name: \_\_\_\_\_

California's 2024 Budget and Accounting Manual and the federal rules at 2 CFR 200.313 provide the requirements for using, managing, and disposing of equipment. These rules state that a physical inventory of the property must be taken, and the result reconciled with the property records, at least once every two years. In addition, a control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property and adequate maintenance procedures must be developed to keep the property in good condition. Any loss, damage, or theft of equipment must be investigated. The eligible recipient must notify the U.S. Department of Education or the Chancellor's Office of any loss, damage, or theft of equipment that will have an impact on the program.

Scope of On-site Review	Sources (Self-Assessment, Expenditure Report, Narrative, etc.)	Issues/Observations <b>EQUIPMENT RECORDS</b>
1. Verify that the equipment record is maintained and includes the following: <ol style="list-style-type: none"><li>1. a description of the property;</li><li>2. a serial number or another identification number;</li><li>3. the source of funding for the property (including the FAIN);</li><li>4. the title holder;</li><li>5. the acquisition date;</li><li>6. the cost of the property;</li><li>7. the percentage of the Federal agency contribution towards the original purchase;</li><li>8. the location;</li><li>9. use and condition of the property; and</li><li>10. any disposition data including the date of disposal and sale price of the property.</li></ol>	1. Equipment Inventory Records. 2. Permanently attached numbered inventory tags located on equipment purchased with grant funds, during the monitored year. 3. Policies and procedures addressing the procurement, recording, custody, use, and disposition of Perkins V equipment.	
2. Has a physical inventory been taken and reconciled within the last two years?		
3. Is a control system in place to ensure adequate safeguards to prevent loss, damage, or theft of the property? Are all instances of loss, damage, or theft of equipment investigated? Does the eligible recipient notify the U.S. Department of Education or the Chancellor's Office of any loss, damage, or theft of equipment that will have an impact on the program?		
4. Have adequate maintenance procedures been developed to keep the property in good condition?		

2 CFR 200.430(g) specifies the requirements for time and effort documentation when salaries are being paid with Federal dollars. The Project Monitor will review the time and effort records in the applicable categories to make sure that the following guidelines have been followed.

<b>Scope of On-site Review</b>	<b>Sources</b> (Self-Assessment, Expenditure Report, Narrative, etc.)	<b>Issues/Observations</b> <b>TIME AND EFFORT</b>
Are charges for salaries supported by a system of internal control that provides reasonable assurance that the charges are accurate, allowable, and properly allocated?	Policies and procedures addressing time and effort documentation, including reconciliation	
<p>Does documentation:</p> <ul style="list-style-type: none"> <li>• reasonably reflect the total activity for which the employee is compensated, not exceeding 100 percent of compensated activities and</li> <li>• encompass federally-assisted and all other activities compensated by the district?</li> </ul>	<p>Time and effort documentation that:</p> <ul style="list-style-type: none"> <li>• is signed after-the-fact by an employee or supervisory official having firsthand knowledge of the work performed by the employee</li> <li>• Includes 100% of employees' working time for which they are compensated</li> </ul>	
Does the documentation support the distribution of salary or wages among specific activities or cost objectives if the employee works on more than one Federal award; a Federal award and non-Federal award; an indirect cost activity and a direct cost activity; two or more indirect activities allocated using different allocation bases; or an unallowable activity and a direct or indirect cost activity?	Time and effort documentation that:	
<p>Budget estimates (meaning, estimates determined before the services are performed) alone do not qualify as support for charges to Federal awards, but may be used for interim accounting purposes, if the following apply:</p> <ul style="list-style-type: none"> <li>• The system for establishing the estimates produces reasonable approximations of the activity performed;</li> <li>• Significant changes in the related work activity (as defined by the District's written policies) are promptly identified and entered into the records. Short-term (such as one or two months) fluctuations between workload categories do not need to be considered as long as the distribution of salaries and wages is reasonable over the longer term; and</li> <li>• The district's system of internal controls includes processes to perform periodic after-the-fact reviews of interim charges made to a Federal award based on budget estimates. All necessary adjustments must be made so that the final amount charged to the Federal award is accurate, allowable, and properly allocated.</li> </ul> <p>If the District uses budget estimates, do they meet these requirements?</p>		

Scope of On-site Review	Sources (Self-Assessment, Expenditure Report, Narrative, etc.)	Issues/Observations TIME AND EFFORT
<p>Stipend and Extra Duty Pay</p> <ul style="list-style-type: none"> <li>• Pay for extra work beyond an employee's regular contract</li> <li>• Is documentation available for stipends paid for with federal funds and do they meet the requirements for documentation above?</li> <li>• Extra service pay is only allowable if:</li> <li>• The Institution of Higher Education (IHE) establishes consistent written policies which apply uniformly to all faculty members, not just those working on Federal awards.</li> <li>• The IHE establishes a consistent written definition of work covered by institutional base salary (IBS), which is specific enough to determine conclusively when work beyond that level has occurred. This definition may be described in appointment letters or other documentation.</li> <li>• The supplementation amount paid is commensurate with the IBS pay rate and additional work performed.</li> <li>• The salaries, as supplemented, fall within the salary structure and pay ranges established by and documented in writing or otherwise applicable to the IHE.</li> </ul>	<p>Written Agreement</p> <ul style="list-style-type: none"> <li>• Indicates the extra work to be performed;</li> <li>• Date(s) of performance;</li> <li>• Amount to be paid to the employee; and</li> <li>• Must be signed by the employer &amp; the employee to show the acceptance of the terms.</li> </ul> <p>And</p> <p>Time and effort documentation, such as a semi-annual certification or personnel activity report (PAR)</p> <ul style="list-style-type: none"> <li>• See requirements above</li> </ul>	

The project monitor will review the CTE Title I-C Local Application list of top codes for the last two years and determine the two top codes that expended the most money within the application and when onsite review products (equipment purchases, salaries, curriculum development, professional development, meetings, marketing products, etc.).

Scope of On-site Review <b>EXAMPLE</b>	Sources (Self-Assessment, Expenditure Report, Narrative, etc.)	Issues/Observations <b>TOP CODE EXPENDITURE REVIEW</b>
<p><b>ALLAN HANCOCK CCD</b></p> <p><b>0956.00 Manufacturing and Industrial Technology (2019 = \$83,379, 2012 \$17,399 Total of \$100,778) Full-Time Faculty to complete:</b></p> <p>Program Review;</p> <p>Finalize Advisory Committee Development;</p> <p>Complete a 3-year strategic plan for the program;</p> <p>Update curriculum and re-vamp certificates and degrees while incorporating academics into CTE Curriculum;</p> <p>Outreach to K-12;</p> <p>Developing an outreach program for the purpose of recruiting non-traditions students; and</p> <p>Complete a marketing outreach project in tandem with the Allan Hancock public affairs office.</p> <p><b>Purchasing Equipment</b></p> <p>Co-ordinate measuring machine</p>	<p><b>Review for Completed:</b></p> <p>Program Review</p> <p>3-year strategic plan</p> <p>Updated Curriculum</p> <p>Outreach Plan for Non-Traditional</p> <p>Marketing and Outreach Program</p> <p>Advisory Committee Rooster and Minutes</p> <p><b>Review Equipment:</b></p> <p>Co-ordinate measuring machine.</p> <p>Review what other programs it is available for (said it would be available in narrative)</p> <p>Review training offered in-kind by ACM-T (specified in narrative)</p> <p>Review in-kind Speakers to students who are expert users of this type of equipment (specified in narrative)</p>	

<b>Scope of On-site Review EXAMPLE</b>	<b>Sources</b> (Self-Assessment, Expenditure Report, Narrative, etc.)	<b>Issues/Observations TOP CODE EXPENDITURE REVIEW</b>
<p><b>ALLAN HANCOCK CCD</b></p> <p><b>0956.40 Small Business and Entrepreneurship (2011 – 97,776, 2012 = \$55,627 Total \$153,403)</b></p> <p>Full-time coordinator/manager of the SBEC assigned:</p> <p>oversight to the newly launched entrepreneurship instructional program;</p> <p>Oversight to the Small Business &amp; Entrepreneurship Center;</p> <p>Ensuring staffing to work with local business and industry to line up qualified speakers, mentors and advisors in various disciplines, and work with center visitors to ensure that they can access the resources necessary to become successful entrepreneurs;</p> <p>Advisory to new entrepreneurship club; and</p> <p>Outreach to all faculty to ensure that all students interested in entrepreneurship are aware of the Center's offerings, and to develop lesson plans that can be included in multiple disciplines.</p> <p>Creating articulation agreements in entrepreneurship</p> <p>Strategic plan for continued operations of the center after three years.</p> <p>Student worker to assist CTE students in the center.</p>	<p>Overview of new entrepreneurship instructional program.</p> <p>Tour of Small Business &amp; Entrepreneurship Center</p> <p>Listing of speaker, mentors and advisors staffed.</p> <p>Overview of progress of the new entrepreneurship club.</p> <p>Review of outreach document, pamphlets, workshops, meetings to the faculty and curriculum developed via this outreach.</p> <p>Review articulation agreements.</p> <p>Review strategic plan for funding after three years.</p> <p>Review student worker's duties.</p>	

The Project Monitor will put aside time for requested technical assistance by the eligible recipient. The following table will be filled in with the technical assistance requested in advance, the sources and/or training provided to the district while on-site and any additional technical assistance requested while on-site in the Issues/Observations column.

<b>Requested Technical Assistance</b>	<b>Sources</b> (Documents/Training Provided to the Allocation Recipient/Grantee)	<b>Issues/Observations</b> <b>Technical Assistance</b>

## ATTACHMENT F: SAMPLE CORRECTIVE ACTION PLAN TEMPLATE

### PERKINS V PROGRAM MONITORING CORRECTIVE ACTION PLAN

TOP Code:

Goal 1:

Rationale:

Action Steps	Related Tasks	Person(s) Responsible	Expected Outcome	Timeline (Date of Completion)	Evidence/Measure of Completion	Funding

Additional Comments:

Describe any planned piloting strategies and evaluation/analysis to be used before moving to District-wide implementation.



Front cover photo:  
Long Beach City College Pacific  
Coast Campus

Photo at right:  
Mt. San Antonio College

Back cover photo:  
College of the Canyons



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