

**MONTANA UNIVERSITY SYSTEM**  
Office of the Commissioner of Higher Education  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

560 N. Park – PO Box 203201 – Helena, Montana 59620-3201  
(406) 449-9124 - FAX (406) 449-9171

**Carl D. Perkins Local Application Grant**

**Monitoring Visit/Performance Review Procedure**

The Carl D. Perkins Career and Technical Education Act of 2006, requires the state to conduct a performance review (monitoring) of at least 20% of the grantees each year. More specifically, “A pass-through entity shall...[m]monitor the activities of sub recipients as necessary to ensure that Federal awards are used for authorized purposes in compliance with laws, regulations, and the provisions of contracts or grant agreements and that performance goals are achieved.” The monitoring visit or desk audit provides an opportunity for institutions to receive technical assistance, foster continuous improvement, and develop a better understanding of performance, operations and issues facing CTE. The monitoring process involves:

* Reviewing the institutions process for achieving goals and objectives.
* Analysis of fiscal practices.
* Reviewing the manner in which data is gathered, reported and used.
* Review of Grant Administration, activities, and required uses of funds.

**PROCEDURE:**

To carry out this federal mandate, the State of Montana’s Monitoring procedures are as follows:

1. The Perkins Program Manager will choose the institutions based on previous year’s performance OR who have not had a recent monitoring visit.
2. The Perkins Grant Coordinator of the chosen institutions will be notified by email.
3. Once the date of the monitoring visit has been established an official Letter of Notification will be sent to the institution’s Perkins Grant Coordinator.
4. To assist the institution in preparing for the monitoring visit a Monitoring Review Sheet will be sent for the coordinator to review (Appendix A).
5. Within 15 working days of the monitoring visit, the Perkins Program Manager will submit an official Letter of Findings to the institution’s Perkins Grant Coordinator.
6. Perkins Program Manager will continue to work with the institution to implement a Monitoring Action Plan, if one is needed.

**APPENDIX A**



**MONTANA UNIVERSITY SYSTEM**  
Office of the Commissioner of Higher Education  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

560 N. Park – PO Box 203201 – Helena, Montana 59620-3201  
(406) 449-9124 - FAX (406) 449-9171

**Carl D. Perkins Local Application Grant**

**Monitoring Visit/Performance Review**

Date of Visit/Review:

Institution:

Perkins Coordinator:

Review Period:

Reviewer:

**Items for Review:**

1. Grant Administration
   1. How are Perkins Accountability Measures reviewed?
   2. Is there a designed office that collects and analyzes benchmarking data for CTE programs?
   3. How is the effectiveness of CTE courses measured?
   4. How are Perkins funded positions documented?
   5. Does the college solicit student feedback?
   6. Are required reports submitted to OCHE in a timely manner?
   7. Are there job descriptions on file for the Perkins Coordinator and other Perkins contracted personnel? Are Time and Effort reports available for each person partially paid with Perkins funds?
   8. Does OCHE have a copy of signed Program Assurances?
   9. Does OCHE have a copy of an updated 3-year strategic plan?
2. Local Improvement Plan (if applicable) & Core Indicator Results for review period.
3. Review of Program Activities during grant period as outlined in Local Application Grant.
4. Review of Required Uses of Funds
   1. R1 - Strengthening the academic and career and technical skills of students participating in career and technical education (CTE) programs.
      1. Is there a college orientation?
      2. Do all CTE courses have documented learning outcomes?
      3. Are career and/or academic workshops or activities available to students, including job fairs?
      4. Is career counseling offered to students?
      5. Are CTE students utilizing centers or programs that offer academic assistance, tutoring or advising services?
   2. R2 - Linking CTE at the secondary and postsecondary level.
      1. Does your campus participate in the Strengthening Montana Career Pathways Grant?
      2. Is CTE Dual Enrollment offered at area high schools?
      3. Do secondary and post-secondary instructors meet?
   3. R3 - Providing students with strong experience in and understanding of all aspects of an industry.
      1. Do students participate in internships, mentorships, and/or other types of work-based learning?
      2. Do any CTE programs invite industry speakers to class or take field trips?
      3. Do all CTE programs have Advisory Committees?
      4. Does the college have any formalized partnerships with business and industry?
   4. R4 – Developing, improving and expanding the use of technology in CTE.
      1. How is technology utilized in the CTE classroom?
      2. Do all CTE programs utilize technology?
      3. Is training provided to faculty, staff and students when new technology is introduced?
      4. Are CTE Advisory Committees consulted about current technological advances in their field?
   5. R5 – Providing professional development programs to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE Programs.
      1. Is CTE faculty able to access professional development in the areas of teaching and advising?
      2. Provide examples of national, state, or local conferences and workshops attended by CTE faculty and staff.
   6. R6 – Developing and implementing evaluations of the CTE programs carries out with Perkins funds, including an assessment of how the needs of special populations are met.
      1. How does the college serve special populations of students?
      2. Does the college have official written/posted nondiscrimination policies?
      3. Is there a trained staff member with specific knowledge of disability law located on the campus?
      4. Does the college provide training for faculty and staff on disability related issues?
      5. Are there auxiliary aides available for students with special needs?
   7. R7 – Initiating, improving, expanding and modernizing quality CTE programs, including relevant technology.
      1. What is the process for the development of a new CTE program?
      2. What is the process for program review/improvement?
      3. Does the college have stackable certificates in CTE programs?
   8. R8 – Providing effective CTE programs that are of sufficient size, scope and quality to be successful.
      1. What is the process for program review for CTE courses?
      2. What are examples of targeted activities to improve core data indicators?
   9. R9 – Providing activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs for high skill, high wage, or high demand occupations that will lead to self-sufficiency.
      1. What services are provided at the college for special population CTE students?
      2. Does the college provide: career and academic workshops, financial assistance and academic progress monitoring for special population students?
      3. How are funds used to promote preparation for non-traditional fields?
5. Data Review including student term, special populations, completer, and skill assessment files for accuracy and consistency.
6. Review & Discussion of Institution strategic plans and goals.
7. Review of Budget for grant period, including expenditures, time and effort reporting, and documentation including heavy equipment records.

Main Areas of Strength:

Main Items for Improvement: