



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Quality Assurance and Compliance

Desk Monitoring Review for Career and Technical Education Grants

NAME OF AGENCY HERE

Quality Assurance and Compliance Team

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INTRODUCTION

The Florida Department of Education (FLDOE), Division of Career and Adult Education, in carrying out its roles of leadership, resource allocation, technical assistance, monitoring and evaluation, is required to oversee the performance and regulatory compliance of recipients of federal and state funding. The division's Quality Assurance and Compliance section is responsible for the design, development, implementation and evaluation of a comprehensive system of quality assurance including monitoring. The role of the quality assurance and compliance section is to assure financial accountability, program quality and regulatory compliance. As stewards of federal and state funds, it is incumbent upon the division to monitor the use of Carl D. Perkins funds and regulatory compliance of eligible recipients on a regular basis.

AUTHORITY

The Florida Department of Education receives federal funding from the United States Department of Education (USDOE) for Career and Technical Education (CTE) under the Carl D. Perkins Career and Technical Education Act (Perkins V). The re-authorization of Perkins V became effective on July 1, 2019. The 2019-2020 year will serve as a transition year for agencies receiving Perkins V federal grant dollars.

FDOE awards sub-grants to eligible providers to administer local programs. FDOE must monitor providers to ensure compliance with federal requirements, including Florida's approved state plans for Career and Adult Education, as specified in Education Department General Administrative Regulations (EDGAR) 34 C.F.R. § 76.770, 2 C.F.R. §§ 200.328 (monitoring and reporting program performance) and 200.501 (audit requirements) and § 215.86, Florida Statutes (F. S.).

Section 113 of Perkins V establishes and supports the development of a state and local accountability system that will assess the effectiveness of the state and local funding recipients in achieving progress in CTE. State-developed performance measures must consist of the core indicators listed below, any additional valid and reliable indicators that the state determines, and the "state adjusted levels of performance" for the indicators. These levels of performance must be expressed in percentage or numerical form and require continual improvement in the performance of CTE students. Information regarding the performance measures must be included in the State Plan. The revised State Plan for Florida is submitted to the U.S. secretary of education annually.

QUALITY ASSURANCE POLICIES, PROCEDURES, AND PROTOCOLS

The Quality Assurance Policies, Procedures and Protocols (PPP) manual was revised for the 2019-2020 program year. The manual provides a summary of each facet of the monitoring design and process. It also contains protocols that may be used as agencies are monitored or reviewed. References to the manual may be made in this document, which is located on the division's website at <http://fldoe.org/academics/career-adult-edu/compliance>.

ELIGIBLE RECIPIENT SELECTION

The monitoring component of the system is risk-based. Risk assessment is a process used to evaluate variables associated with the grants and assign a rating for the level of risk to the FDOE and the division. A risk matrix, identifying certain operational risk factors, is completed for each eligible recipient. The risk matrix for each program monitored is located in Module A, in the PPP manual. The results of the risk assessment process and consideration of available resources are used to determine one or more appropriate monitoring strategy(ies) to be implemented.

Instructions for Completing a Desk Monitoring Review

FLDOE has implemented this desk monitoring review for agencies to complete and return as part of the Desk Monitoring Process. It will be used to obtain information and supporting documentation required to complete an official review of your sub grant as well as your agency's grant management practices and project activities.

Once this desk monitoring review is completed, determination of compliance (C) or effectiveness (E) will be made by the Team Leader of the Quality Assurance and Compliance section. After the desk monitoring review is completed, including receipt of requested information, a draft report is forwarded to the provider for review and recommendations. If a resolution plan is required, the provider must complete and sign the resolution plan. Once the draft is returned, the final report is completed, forwarded to the agency head with a copy to the appropriate parties and is posted on the department's website at the following address: <http://fldoe.org/academics/career-adult-edu/compliance/archives.stml>.

Finally, the division issues a closure notice to the agency head and designated contact person. This notice indicates all outstanding resolution items have been completed.

If you have any questions regarding this desk monitoring review, instructions for completing the desk monitoring review, or any other general grant related topics please contact the team lead. Please return the completed desk monitoring review to address: 325 W. Gaines St, Suite 720, Tallahassee, FL 32399. A final report will be issued to the agency head and the agency designee once the desk monitoring review is complete.

GENERAL INFORMATION

NAME OF AGENCY HEAD: [Click here to enter text.](#) **TITLE:** [Click here to enter text.](#)

NAME OF AGENCY CONTACT: [Click here to enter text.](#)

TITLE: [Click here to enter text.](#) **TELEPHONE NUMBER:** [Click here to enter text.](#)

AGENCY PHYSICAL ADDRESS: [Click here to enter text.](#)

[Click here to enter text.](#)

[Click here to enter text.](#)

AGENCY MAILING ADDRESS: (IF DIFFERENT): [Click here to enter text.](#)

[Click here to enter text.](#)

[Click here to enter text.](#)

EMAIL: [Click here to enter text.](#)

ADMINISTRATION

Refers to the management and/or supervision of programs, structure of programs and services, grant oversight, and other administrative areas.

Statutory Authority: Perkins V, Sec. 134, 135, 214, 215

		Effectiveness Or Compliance	FLDOE Use Only
1. How does your agency track the flow of federal funds as it applies to the operation of a program? Click here to enter text.		E	
2. Does your registration/application form include a section for students who wish to self-declare a disability? What documentation do you require or accept for accommodations? Click here to enter text.	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	C	
3. Do you ensure that the needs of special populations are being met? If yes, how? Click here to enter text.	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	C	
4. Do you evaluate the CTE programs? If so, please explain how. Click here to enter text.	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	E	
5. Do you have an advisory committee? a) When was the last time it met? Attach a sample of minutes, agenda, and attendance for your most recent meeting Click here to enter text.	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	C	
6. Do you have career and technical student organizations? Provide a list of offerings. Click here to enter text.	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	E	
7. Describe how career guidance and academic counseling will be provided to CTE students, including linkage to future education and training opportunities. Click here to enter text.		E	
8. What CTE course offerings and activities will be funded with Perkins V? What program of study was included in your most recent local application? Click here to enter text.		C	
9. Describe how the eligible provider will improve the academic and technical skills of students by strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in core academic subjects and career and technical education subjects. Click here to enter text.		C	
10. What work-based learning opportunities does the eligible provider provide to students in CTE? Click here to enter text. How does the eligible provider work with employers to develop or improve these work-based learning opportunities? Click here to enter text.		C	
11. How does the eligible provider provide CTE students with the opportunity to gain postsecondary credit while attending high school? Click here to enter text.		C	
12. How does the eligible provider coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention and training of CTE instructors, administrators and support personnel? Click here to enter text.		C	

13. Did the eligible provider conduct a comprehensive local needs assessment (CLNA) related to CTE, and include the results of the CLNA in the local application? If yes, please provide a copy.	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	C	
<p>14. In conducting the CLNA and developing the local application did the eligible provider involve a diverse body of stakeholders, including, at a minimum:</p> <ul style="list-style-type: none"> a. Representatives of CTE programs in a local education agency or educational service agency; Yes <input type="checkbox"/> No <input type="checkbox"/> b. Representatives of CTE programs at the postsecondary level; Yes <input type="checkbox"/> No <input type="checkbox"/> c. Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries; Yes <input type="checkbox"/> No <input type="checkbox"/> d. Parents and student; Yes <input type="checkbox"/> No <input type="checkbox"/> e. Representatives of special populations; Yes <input type="checkbox"/> No <input type="checkbox"/> f. Representatives of agencies serving out of school youth, homeless children and youth, and at risk youth; Yes <input type="checkbox"/> No <input type="checkbox"/> g. Representatives of Native Tribes and Tribal organizations; Yes <input type="checkbox"/> No <input type="checkbox"/> <p>and</p> <ul style="list-style-type: none"> h. Any other stakeholders that the eligible provider may require the eligible provider to consult. Yes <input type="checkbox"/> No <input type="checkbox"/> <p>Provide the name, title/affiliation and contact information for each individual or group the eligible provider consulted with. Click here to enter text.</p>		C	
15. Describe how the eligible provider will determine the results of the comprehensive local needs assessment (CLNA) conducted under Section 134(c). Click here to enter text.		C	
Requirements for use of funds		C	
How are Perkins funds being used to:			
<p>16. Provide career exploration and career development activities for students before enrolling and while participating in a CTE program that may include:</p> <ul style="list-style-type: none"> a. introductory courses or activities focused on career exploration and career awareness, including non-traditional fields; Click here to enter text. 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; Click here to enter text. c. programs and activities related to the development of student graduation and career plans; Click here to enter text. d. career guidance and academic counselors that provide information on postsecondary education and career options; Click here to enter text. 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; Click here to enter text. or 		C	

<p>f. providing students with strong experience in, and comprehensive understanding of, all aspects of an industry? Click here to enter text.</p>			
<p>19. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, which may include:</p> <ul style="list-style-type: none"> a. professional development on supporting individualized academic and career and technical education instructional approaches; Click here to enter text. b. professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students; Click here to enter text. c. providing CTE personnel with opportunities to advance knowledge, skills and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards and credentials; Click here to enter text. d. supporting school leaders and administrators in managing CTE programs; Click here to enter text. e. supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs; Click here to enter text. f. providing CTE personnel, as appropriate, with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible provider determines that such evidence is reasonably available, evidence-based pedagogical practices; Click here to enter text. g. training, as appropriate, to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act; Click here to enter text. h. training 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; Click here to enter text. 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? Click here to enter text. 		C	
<p>20. Provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage or in-demand industry sectors or occupations. Click here to enter text.</p>		C	
<p>21. Support the integration of academic skills into CTE programs and programs of study to support:</p> <ul style="list-style-type: none"> a. CTE participants at the secondary level, Click here to enter text. And b. CTE participants at the postsecondary level? Click here to enter text. 		C	

<p>22. Support the implementation of CTE programs and programs of study that result in increasing student achievement of the local levels of performance established under section 113:</p> <ul style="list-style-type: none"> a. a curriculum aligned with the requirements for a program of study; Click here to enter text. b. sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area; Click here to enter text. c. where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs 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; Click here to enter text. d. appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs; Click here to enter text. e. a continuum of work-based learning opportunities, including simulated work environments; Click here to enter text. f. industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential; Click here to enter text. g. efforts to recruit and retain career and technical education program teachers, faculty and personnel; Click here to enter text. h. where applicable, coordination with other education and workforce development programs and initiatives; Click here to enter text. i. expanding opportunities for students to participate in distance CTE and blended- learning programs; Click here to enter text. j. expanding opportunities for students to participate in competency-based education programs; Click here to enter text. k. improving career guidance and academic counseling programs that assist students in making informed academic and CTE decisions, including academic and financial aid counseling; Click here to enter text. l. supporting the integration of employability skills into career and technical education programs and programs of study; Click here to enter text. m. supporting programs and activities that increase access, student engagement, and success in STEM fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields; Click here to enter text. n. providing career and technical education, in a school or other educational setting, for adults or out-of- school youth; Click here to enter text. o. supporting career and technical student organizations; Click here to enter text. p. making all forms of instructional content widely available, which may include use of open educational re-sources; Click here to enter text. 		C	
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<ul style="list-style-type: none"> q. supporting the integration of arts and design skills, when appropriate, into CTE programs and programs of study; Click here to enter text. r. partnering with a qualified intermediary to improve training, the development of public-private partner-ships, systems development, capacity-building, and scalability of the delivery of high-quality CTE; Click here to enter text. s. support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education; Click here to enter text. Or t. other activities to improve career and technical education programs; Click here to enter text. 			
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DATA AND ASSESSMENT

Refers to all the components of the data and assessment system, including test administration, test security, data collection, staff development, data entry, and reporting, as well as policies and procedures. The use of data in program decision-making is also explored and commented upon.

Statutory Authority: Perkins V, Section 113; F.S. Section 1004.91 and 1008.405; F.A.C. 6A-6.014

		Effectiveness Or Compliance	FLDOE Use Only
17. Does your agency have written policies and procedures for data collection? Please provide a copy (or website location) of the policies and procedures as an attachment.	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	C	
18. Does your agency have specific staff (positions) with clear responsibilities for data collection? If yes, list job positions below. Please provide a job description as an attachment.	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	E	
19. Is your agency's policies and procedures for collecting and reporting data on student progress consistent with the Florida curriculum frameworks?	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	C	
20. What data collection software does your agency use for its electronic management information system (MIS)/institutional research? Click here to enter text.		C	
21. Does your agency verify that the required data elements for Perkins are being collected and entered for each student? Click here to enter text. What student records are housed within the MIS? Click here to enter text.		C	
22. How is student attendance tracked and reported in your data system? What system is used? Click here to enter text.		E	
23. What is the role of the CTE administration in the verification of data prior to submission to FLDOE? Click here to enter text.		E	
24. Has agency staff been provided training on data and assessment requirements? If so, which staff members receive this training? Click here to enter text.	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	C	
25. Do staff members participate in Management Information Systems Advisory Task Force (MISATFOR) and Workforce Education and District Data Advisory Council (WEDDAC) meetings? (districts and colleges)	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	E	
26. How is data used for program management and improvement? Click here to enter text.		E	
27. What standardized assessments does your agency use when pretesting students? Provide a list of assessments. Click here to enter text.		C	
28. Do you have basic skills requirements before students can enroll in a CTE program? If yes, provide a list of these requirements? Click here to enter text.	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	C	

		Effectiveness Or Compliance	FLDOE Use Only
29. Are students evaluated/tested within six (6) weeks of entering the program? If no, please include documentation for exemptions. Click here to enter text.	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	C	
30. What are your procedures to secure storage of all testing materials before and after a student takes a test/assessment? Click here to enter text.		C	
31. How often do you access your agency's data and verification reports provided by the workforce education data system (WEDS), community college and technical center MIS (CCTCMIS) and the Bureau of Budget, Accountability and Assessment? Click here to enter text.		E	

TECHNOLOGY AND EQUIPMENT

Refers to a review of the technology and equipment used by students and teachers/instructors in the classroom; addresses property management, access, availability, innovation, use and condition.

Statutory Authority: UGG, Equipment § 200.33, § 200.12, § 200.20, § 200.48, § 200.58, § 200.89, § 200.94, § 200.311, § 200.313, and § 200.439, Equipment and other capital expenditures.

		Effectiveness Or Compliance	FLDOE Use Only
32. What staff position is responsible for property inventory management? Attach policies and procedures for this job description. Click here to enter text.		C	
33. Is there a property records system in place to track the purchase, use, and disposal of equipment? a) Does your property records system contain all aspects of the requirements outlined in the UGG? b) Please attach a copy of your inventory listings for the past three (3) fiscal years.	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	C	
34. How often does your agency conduct a physical inventory of property purchased with grant funds? Click here to enter text.		E	
35. What internal controls are in place to protect technology and equipment acquired with grant funds? Click here to enter text.		E	
36. Do you use property transfer forms? How do you ensure that property is used solely for authorized purposes? Click here to enter text.	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	C	
37. How does the agency dispose of equipment acquired under a grant that is no longer needed for the original project or program? Click here to enter text.		C	
38. Does your agency reconcile any discrepancies between current and previous inventory at least every two years? If yes, provide a copy of your most recent reconciliation report. Click here to enter text.	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	E	
39. Have there been any reports of loss, damage or theft in the last 12 months? If yes, include police report or loss of property report. Click here to enter text.	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	C	
40. What is your monetary threshold for tagging property and equipment items? Click here to enter text.		C	
41. Is classroom technology and equipment current and adequate for instructional purposes?	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	E	

FINANCIAL MANAGEMENT

Refers to aspects of federal fiscal requirements that eligible recipients must meet when expending federal funds, including financial management, procurement, inventory management and allowable costs.

Statutory Authority: UGG - Post Federal Award Requirements Standards for Financial and Program Management. § 200.80, § 200.300, § 200.307 Statutory and National Policy Requirements § 200.331, § 200.338

Supporting documentation may be required as requested by the FLDOE team leader, such as purchase orders, invoices, canceled checks, payroll ledgers, dates/descriptions of training, etc.

		Effectiveness Or Compliance	FLDOE Use Only
42. Do you have purchasing policies and procedures that include standard accounting practices, budgeting and documenting and reporting procedures? Attach a copy of your purchasing policies and procedures, or include the website location.	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	C	
43. Does your agency have a fiscal grant manager assigned to this federal grant project?	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	E	
44. How do you ensure all purchases with federal funds are reasonable, allocable, allowable and necessary? Click here to enter text.		C	
45. How do you assure that grant dollars are spent efficiently throughout the year to minimize grant balances at the end of the fiscal year? Click here to enter text.		C	
46. How long does your agency maintain accounting records? Click here to enter text.		C	
47. Do you have any purchase service contracts? If yes, provide a list. Click here to enter text.	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	E	
48. Explain the procurement procedures for contracting of goods or services using grant funds. (if applicable) Click here to enter text.		C	
49. What internal controls are in place to guarantee that grants/contracts meet the State of Florida contract services agreement requirements? Click here to enter text.		E	
50. Does your agency have agreements in place to maximize purchasing potential? If yes, please provide these agreements. Click here to enter text.	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	C	
51. How does your agency practice economical purchasing? Click here to enter text.		E	
52. Were any personnel costs (salary, benefits) charged to this grant?	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	C	
53. Were there any personnel charged to this grant that worked on multiple cost objectives? If yes, please provide documentation. a) Was a distribution of their salary or wages supported by personnel activity reports (PARs)? b) Do these PARs reflect an after-the-fact distribution of the actual activity of each employee?	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	C	

		Effectiveness Or Compliance	FLDOE Use Only
54. Does personnel work on single activities or cost objectives? a) Was a semi-annual certification completed for all of these employees? If yes, please provide documentation.	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	C	
55. Does your CTE program receive income from services offered to the local community? a) How is this income used? Click here to enter text.	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	E	

COLLABORATIONS

Refers to the collaborative agreements, partnerships, or memoranda of understanding (MOU) that are in place to benefit an agency's programs and students.

Statutory Authority: Perkins V Sec. 135

		Effectiveness Or Compliance	FLDOE Use Only
56. Do you have articulation agreements with any postsecondary institution(s)? If yes, please explain and provide documentation. Click here to enter text.	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	C	
57. Do you have internship programs with local businesses and industries? If yes, provide a list of internships offered. Click here to enter text.	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	E	
58. Are you involved with CareerSource of Florida? If yes, explain your relationship. Click here to enter text.	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	C	
59. Do you offer dual enrollment? If yes, please explain and provide a list of locations. Click here to enter text.	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	C	
60. Are you in partnership with any businesses in your local community? If yes, please explain and provide a list of locations. Click here to enter text.	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	E	
61. Do you have any unique CTE programs or partnerships with other educational institutions in the area? If yes, please explain. Click here to enter text.	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	E	
62. Does your CTE program offer community services such as cosmetology, automobile repair, etc.? If yes, what services are provided? Click here to enter text.	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	E	

FLORIDA DEPARTMENT OF EDUCATION DESK MONITORING CERTIFICATION

Please return to: Florida Department of Education Career and Adult Education Compliance Office, Room 720 325 West Gaines Street Tallahassee, FL 32399-0400 Telephone: (850) 245-9031		FLDOE USE ONLY Date Received: STAMP HERE	
Name and Address of Agency: Click here to enter text. Click here to enter text. Click here to enter text.		Project(s) Number (FLDOE Assigned): Click here to enter text.	
Applicant Contact & Business Information			
Contact Name: Click here to enter text.		Telephone Number: Click here to enter text.	
Mailing Address: Click here to enter text. Click here to enter text. Click here to enter text.		Email Addresses: Click here to enter text. DUNS number: Click here to enter text. FEIN number: Click here to enter text.	
CERTIFICATION			
I, Click here to enter text. , as the official, do hereby certify that all facts, figures, and representations made in this Desk Monitoring Review are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this grant. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise.			
_____ Signature Agency Head		_____ Title	
_____ Date			

*****FOR FLDOE USE ONLY*****

COMMENTS / NOTES / DOCUMENTS PROVIDED

DATE MONITORING PACKET RECEIVED FROM SUBRECIPIENT: _____

DATE FINAL REPORT COMPLETED _____

FLDOE Team Lead Signature _____

QUICK REFERENCE GUIDE

- View FLDOE website: <http://fldoe.org/academics/career-adult-edu/compliance>

*Please provide (when requested) the following documents, as it pertains to your awarded grant:

ADMINISTRATION

- Policies and Procedures
- List of all the sites where CTE services are provided

DATA AND ASSESSMENT

- Data Policy and Procedures (local)
- Provide Position Descriptions for Data Assessment employees.
- Provide a blank student registration form
- Provide documentation of any trainings, meetings, seminars, conferences, etc.

CURRICULUM AND INSTRUCTION

- Provide a sample lesson plan

TECHNOLOGY AND EQUIPMENT

- Inventory of Equipment
- Police and/or theft reports for any lost or stolen equipment
- Provide the job descriptions for staff responsible for equipment
- Technology Plan

FINANCIAL MANAGEMENT

- Procurement records
- Procurement policies and procedures for purchasing equipment
- Travel records
- A sample of Time and Effort reports
 - Personnel Activity Reports (PARS) for split funded employees
 - Semi- annual certifications for 100% funded employees

COLLABORATIONS

- Provide any articulation agreements you have with any post-secondary institutions
- List of all dual enrollment schools