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PERKINS GRANT APPLICATION GUIDELINES

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Perkins FY 2016 One-Year Grant Application Guidelines

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1. INTRODUCTION

The central goal of the New Jersey Department of Education is to ensure that all children, regardless of life circumstances, graduate from high school ready for college and career.

The Office of Career Readiness believes that career and technical education (CTE) is uniquely positioned to support and promote the mission, vision, and goals of the Department of Education by providing students with the knowledge, attitude, academic and technical skills to be college and career ready. New Jersey's CTE programs consist of rigorous academic and technical curricula to prepare students to meet the challenges of a rapidly changing society, educational and student leadership experiences for personal and professional growth, and opportunities to apply academic knowledge and technical skills in meaningful contexts through partnerships with business, industry, and community.

Career and technical education must ready students to be educated, prepared, and adaptable in the workplace and in the community to effectively address the common challenges that businesses, other employers, and society as a whole face now and will increasingly face in the future. The NJDOE sees career and technical education as a collaborative system. In order to ensure access and equity in opportunities for all students who choose to take advantage of educational opportunities through CTE, the NJDOE supports a variety of providers delivering CTE to a diverse population of students.

Grant funds provided for this program are supported through the Carl D. Perkins Career and Technical Education Improvement Act of 2006, P.L. 109-270 and funds provided by the State of New Jersey pursuant to *N.J.S.A. 18A:54-1 et seq.*, *N.J.A.C. 6A:19-1 et seq.*, and *N.J.A.C. 6A:8-2.2, 2.3, 3.2.*

These guidelines are intended to provide Perkins grantees with the information they need to design and implement their Perkins grants in compliance with all applicable regulations.

1.1 Local Recipient Responsibility

Local recipients are responsible for reviewing the Perkins Guidelines and all other federal and state regulations noted in these guidelines. Local recipients are also responsible for monitoring the status of their application, reviewing all NJDOE application feedback throughout the review and approval process and responding to requests for revisions in a timely manner.

The NJDOE communicates with local recipients regarding the status of Perkins Grant applications, amendments and final reports. Such communication is with the local recipient ONLY and utilizes the contact information provided in the Perkins grant application. Local recipients are responsible for maintaining updated contact information in the application.

1.2 Purpose of the Perkins Act

The purpose of this act is to develop more fully the academic and career and technical skills of secondary students and postsecondary students who elect to enroll in CTE by developing and assisting students in meeting high standards, integrating academic and career and technical instruction, linking secondary and postsecondary education, increasing state and local flexibility, collecting and disseminating research and information on best practices, providing technical

assistance and professional development, supporting partnerships among diverse stakeholders, and providing individuals with the knowledge and skills to keep the U.S. competitive. These purposes are significantly expanded to reflect increased congressional priorities in key areas, such as partnerships, professional development and economic competitiveness.¹

1.3 Use of Funds by Local Entities

According to the act, funds made available to eligible recipients of the grant must be used for career and technical education programs.

Required Uses

The requirements for uses of funds are as follows:

- “1) strengthen the academic and career and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in--
 - A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
 - B) career and technical education subjects;
- 2) link career and technical education at the secondary level and career and technical education at the postsecondary level, including offering the relevant elements of not less than one career and technical program of study described in section 122(c)(1)(A);
- 3) provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;
- 4) develop, improve, or expand the use of technology in career and technical education, which may include--
 - A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;
 - B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
 - C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;

¹ Perkins Act of 2006: The Official Guide

- 5) provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including--
 - A) in-service and pre-service training on-
 - i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
 - ii) effective teaching skills based on research that includes promising practices;
 - iii) effective practices to improve parental and community involvement; and
 - iv) effective use of scientifically based research and data to improve instruction;
 - B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
 - C) internship programs that provide relevant business experience; and
 - D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;

- 6) develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;

- 7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;

- 8) provide services and activities that are of sufficient size, scope, and quality to be effective; and

- 9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.”²

Permitted Uses

“Funds made available to an eligible recipient under this title may be used for the following:

- 1) to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;

- 2) to provide career guidance and academic counseling, which may include information described in section 118 of the Act, for students participating in career and technical education programs, that—
 - A) improves graduation rates and provides information on postsecondary and career

² Text from the Carl D. Perkins Career and Technical Education Improvement Act of 2006

- options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and
- B) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;
- 3) for local education and business (including small business) partnerships, including:
- A) work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;
- B) adjunct faculty arrangements for qualified industry professionals; and
- C) industry experience for teachers and faculty;
- 4) to provide programs for special populations;
- 5) to assist career and technical student organizations;
- 6) for mentoring and support services;
- 7) for leasing, purchasing, upgrading or adapting equipment, including instructional training aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;
- 8) for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;
- 9) to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;
- 10) to develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including--
- A) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;
- B) postsecondary dual and concurrent enrollment programs;
- C) academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and
- D) other initiatives—
- i) to encourage the pursuit of a baccalaureate degree; and
- ii) to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;

- 11) to provide activities to support entrepreneurship education and training;
- 12) for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;
- 13) to develop and support small, personalized career-themed learning communities;
- 14) to provide support for family and consumer sciences programs;
- 15) to provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;
- 16) to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105-220 (29 U.S.C. 2801 et seq.);
- 17) to support training and activities (such as mentoring and outreach) in non-traditional fields;
- 18) to provide support for training programs in automotive technologies;
- 19) to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include—
 - A) improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;
 - B) establishing, enhancing, or supporting systems for—
 - i) accountability data collection under this act; or
 - ii) reporting data under this act;
 - C) implementing career and technical programs of study described in section 122(c)(1)(A);or
 - D) implementing technical assessments; and
- 20) to support other career and technical education activities that are consistent with the purpose of this Act.”³

³ Text from the Carl D. Perkins Career and Technical Education Improvement Act of 2006

2. IMPORTANT PERKINS INFORMATION

- Perkins is a one-year grant with **NO CARRYOVER**. Funds must be obligated (purchase orders issued and signed by the institution business official) during the grant period: July 1, 2017–June 30, 2018.
- There will be ongoing updates to the Perkins Guidelines throughout the grant period to ensure changes in regulations are identified and additional clarification is necessary to help LEA's implement their Perkins activities successfully.
- The federal Office of Management and Budget (OMB) has issued Uniform Grant Guidance (https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl) for all federal grants. Revisions have been made to reflect this updated guidance.
- The Federal Award Identification Number (FAIN) must be included in all documents. Use of this number assists OMB in tracking the use of federal funds. The FAIN is on the cover page of these guidelines and has been added to the electronic grants system. Please use it on all correspondence regarding your grant. It must also be included on inventories and on the labels affixed to equipment purchased with Perkins funds.
- Reminder: In-state or out of state travel for Career and Technical Student Organization (CTSO) competitions and events cannot be paid for through Perkins.

3. ELIGIBILITY

In order to be eligible to be approved for Perkins funding, the district or college must:

- have submitted a written Five-Year/Multi-Year Plan;
- have at least one currently approved career and technical education (CTE) program (Information concerning the program approval/re-approval process can be found on the NJDOE website: www.state.nj.us/education/cte/study/approval);
- have at least one approved program of study (POS);
- have submitted the required NJSMART CTE data and placement survey data (for secondary grantees) and VEDS data (for postsecondary grantees) to the New Jersey Department of Education (NJDOE) for the prior school year (this does not apply to school districts who did not conduct approved CTE programs in the prior school year); and
- have a minimum federal gross allocation greater than \$15,000 on the secondary level or a minimum federal gross allocation equal to or greater than \$50,000 on the postsecondary level. Postsecondary institutions with state funding may submit a grant application regardless of the state funding level.

Please see the Consortia section for information on forming a consortium for those whose allocations do not meet the minimum thresholds.

3.1 Local Five-Year/Multi-Year Plan

A local plan is required as specified in the Perkins Act. The plan outlines the long-range goals of the grantees and indicates any areas of concentration in the instructional programs. It lays the foundation for the annual funding applications to conduct activities to accomplish the long-range goals.

Eligible recipients should review their Five-Year/Multi-Year goals and objectives carefully to determine if they remain consistent with the recipient's CTE programs and needs. As required by the Act, the local plan must:

- “1) describe how the career and technical education programs required under section 135(b) will be carried out with funds received under this title;
- 2) describe how the career and technical education activities will be carried out with respect to meeting State and local adjusted levels of performance established under section 113;
- 3) describe how the eligible recipient will—
 - A) offer the appropriate courses of not less than one of the career and technical programs of study described in section 122(c)(1)(A);
 - B) improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in--
 - i) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and

- ii) career and technical education subjects;
 - C) provide students with strong experience in, and understanding of, all aspects of an industry;
 - D) ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students; and
 - E) encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965);
- 4) describe how comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development);
- 5) describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in section 117 of Public Law 105-220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical programs of study;
- 6) provide assurances that the eligible recipient will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs;
- 7) describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient;
- 8) describe how the eligible recipient will--
- A) review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations;
 - B) provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and
 - C) provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency;
- 9) describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations;

- 10) describe how funds will be used to promote preparation for non-traditional fields;
- 11) describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities; and
- 12) describe efforts to improve--
 - A) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups under-represented in the teaching profession; and
 - B) the transition to teaching from business and industry.”⁴

For consortia: The lead agency is responsible for submitting the local plan representing the needs of the consortium.

3.1.1 Extension of and Revisions to Existing Five-Year/Multi-Year Plan

For the past several years, the NJDOE has requested an extension of its State Five Year Plan for Career and Technical Education from the US Department of Education, pending reauthorization of the Carl D. Perkins Act. Similarly, each local recipient must also request a Five-Year/Multi-Year Plan extension. The Chief School Administrator/College President of each grantee must submit a letter to the director of the Office of Career Readiness to request the extension of the Five-Year Plan.

Revisions to the Perkins Five-Year/Multi-Year Plan should be the result of discussion and planning by interested parties as required by the Perkins Act. Interested party representation must include, but not be limited to, teachers; parents; students; secondary and postsecondary education providers; interested community members; and representatives of local business, industry, labor organizations; and special populations. Since all of these groups are represented on the Advisory Committee for each approved CTE program, it is expected that Advisory Committees will convene prior to the submission of revisions to the Five-Year/Multi-Year Plan.

Discussion should focus on evaluation of the eligible recipient’s achievements in meeting the negotiated Performance Standards and Measures. As a result of the discussion and planning, the eligible recipient may find it necessary to change, delete or add one or more goals or objectives.

If the recipient decides to discontinue an approved goal or objective, the goal or objective should not be physically deleted from the plan. In the five-year plan, simply strike through the goal or objective, indicating that it has been deleted and note the deletion date immediately after or beneath the objective. This will help track changes as the plan evolves.

If new goals or objectives are added, they should be added following the last current objectives and goals, continuing the numbering system. The new goal or objective should have the revision date immediately following the objective.

⁴ Text from the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

For consortia: The lead agency is responsible for submitting the Five-Year/Multi-Year Plan and all plan revisions representing the needs of the consortium.

3.2 Program of Study (POS)

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) requires each grantee to offer at least one career and technical program of study in order to be eligible for funding. Grantees who do not have a minimum of one POS will not receive approval for the FY 2016 Perkins Grant Application.

3.2.1 Articulation Agreement

The opportunity to articulate with local colleges represents an important process in building a high quality POS. As documentation of the program of study, a current articulation agreement signed by the Chief School Administrator and the college president must be maintained on file at the district. The signature of the college president is required on each articulation agreement, along with the number of credits, and the course(s) for which the credits will be awarded.

The articulation agreement must be updated annually and must be effective throughout the program year for which the grantee seeks Perkins funding. An articulation template has been included in Appendix E.

4. PLANNING FOR THE GRANT

The purpose of Perkins funds is to improve career and technical education (CTE) programs. Improvement is measured by looking at the progress grantees are making toward meeting established targets for various performance indicators. The secondary and postsecondary indicators are listed in the table below.

4.1 Perkins Performance Indicators

Secondary Performance Indicators	Postsecondary Performance Indicators
Academic Attainment LAL*	Credential, Certificate or Degree
Academic Attainment Mathematics*	
Technical Skills Attainment (TSA)	Technical Skill Attainment
Graduation	Retention
Placement	Placement
Participation, Non Trad (PNT)	Participation, Non Trad (PNT)
Completion, Non Trad (CNT)	Completion, Non Trad (CNT)

Please see Appendix A for detailed descriptions of each indicator.

Each grantee's performance is measured against established standards and measures. On the secondary level, the LAL (Language Arts Literacy) and Mathematics targets are established for each school through the ESEA process. All other secondary standards and measures, as well as the postsecondary standards and measures, are set on a statewide basis through a yearly agreement which is negotiated between the NJDOE and USDE. Local recipients must agree to accept the state negotiated performance standards as their local performance standards.

Local recipients are required to use Perkins funds as a priority on those programs, schools and indicators that have not met their performance standards. Therefore, planning for each grant period requires careful analysis of past performance to identify strategies for improvement. NJDOE provides performance reports to districts and colleges based on the CTE data submissions in NJSMART and VEDS. The reports are designed to make it easy to identify patterns across programs, school sites, and indicators. For each CIP code, program (for colleges), and school (for districts), the performance for each indicator is marked "Met" or "Not Met."

Perkins funds **cannot be carried over** to another grant period. All funds must be obligated during the project period specified in the grant guidelines (July 1, 2017–June 30, 2018). All funds must be liquidated by the deadline included in the Activity Timeline.

4.2 Questions to Consider When Analyzing Performance:

What patterns do we see in our Not Met performance?

- Is a specific school consistently not meeting standards?
- Is there an indicator where several programs are not meeting standards?
- Is there a program where several standards are not being met?

Once patterns have been identified, it's time to delve deeper into the root causes of the performance issues. Only then can appropriate improvement strategies be selected. It is the strategies selected that will drive the budget items requested in the application.

Examples:

Pattern	Root Cause	Strategies	Budget Items
Many programs are not meeting their LAL targets.	Based on analysis of data and discussion with staff, it is determined that language arts needs to be incorporated more fully into the CTE curriculum.	Conduct relevant CTE teacher professional development for Language Arts.	Professional development speakers, workshops, materials for teachers.
Automotive programs at several schools/sites are not meeting their Technical Skills Assessment (TSA) standards.	Students do not have access to current equipment of the type referred to in the TSAs.	Enhance or integrate new technology.	New equipment.
The district has two high schools, and the programs at Lincoln High are not meeting most standards, while the same programs offered at Washington High are.	Analysis of data and discussion with staff shows differences in student needs between the two schools.	In all indicators, the district chooses strategies related to tutoring, supplemental materials for special populations, and supplemental materials to support multiple intelligences.	Student and teacher materials, tutoring and professional development costs.

In planning the activities to improve program performance, grantees should also consider the following:

- Does the institution have an improvement plan for non-CTE programs that addresses the Perkins performance indicator and impacts the CTE program that is not meeting expectations? If so, collaborating with others in the institution may help to ensure that the Perkins-funded activities lead to more systemic improvement of CTE program performance.
- Was the program advisory council consulted in developing the activities?

- Have the Perkins-funded activities been funded in prior years with limited results? If so, different strategies or activities should be considered.

If you are in need of assistance in identifying appropriate strategies for specific programs and/or indicators, please contact your Office of Career Readiness Perkins program officer.

4.3 Size, Scope and Quality

Section 135 (b)(8) of the Perkins Act requires that “funds made available to eligible recipients under this part shall be used to support career and technical education programs that provide services and activities that are of sufficient size, scope and quality to be effective...” While not specifically defining “size, scope, and quality,” the clear intent of this section is to ensure that funds are spent on high quality programs that provide the greatest benefit to the largest number of students and the community.

While developing the funding plan and considering size, scope and quality, the grantee should use the following questions as a guide in preparing the grant application:

- What is the amount of funds requested for this service or activity compared to the total allocation?
- How many students are being served through this proposed expenditure?
- What proportion of the student population will be served?
- What will be the expected results of this expenditure?
- How will these results be measured and evaluated? How will this proposed expenditure assist the program to improve program quality or maintain a high standard of program quality?
- How will the proposed expenditure improve the effectiveness of the program?
- Does the proposed expenditure support an approved career and technical program that prepares students for careers that currently exist or are projected to exist?

Priority should be given to funding those services and activities that will benefit the most students and provide the greatest improvements to program quality.

5. APPLYING FOR THE GRANT

Planning for the grant must start with a review of past performance. Based on areas that need improvement, strategies are selected to improve program performance, and items needed for implementation of the strategies are then budgeted. Please see the Performance section for more detailed information about utilizing performance data in planning program improvement.

Once the strategies and budget items are established, grant submission is straightforward. This section highlights a few administrative items that are required sections of the application as well as describing the application review and approval process.

5.1 Board Resolution

The eligible recipient's board of education, board of trustees, or other governing body must approve the submission of the One-Year Grant Application.

5.2 Statement of Assurances

The Chief School Administrator/College President/Agency Head must agree to the Statement of Assurances, in the Perkins grant application, indicating that he/she has approved the grant application and will comply with all federal and state statutes and regulations. Only the Chief School Administrator/College President/Agency Head has the authority to submit the grant application.

5.3 Workforce Development Board (WDB) Review

The WDB should be consulted in the development of the applicant's Perkins grant application. The WDB may notify the eligible recipient and the Office of Career Readiness Director if there are concerns about the application. The WDB may be aware of resources that would be beneficial in program development; therefore, applicants are encouraged to contact the WDB early in the planning process. At a minimum, each grantee must inform their local WDB of the following:

- how the grant application is in conformity with the plans of the local WDB;
- amount of allocation;
- approved career and technical education programs to be supported;
- the performance standards and measures to be addressed for those programs;
- categories of expenditures (equipment, travel, professional development, etc.);
- justification for the proposed expenditures; and
- anticipated outcomes.

The Statement of Assurances indicates that the eligible recipient has forwarded the appropriate information to the local WDB for review and comment. Documentation of this contact with the WDB should be maintained for monitoring purposes.

5.4 Submission of the Grant Application

- The grantee submits the Perkins One-Year Funding Application electronically;

- The application is reviewed by the Office of Career Readiness program officer. If remediation is necessary, the Office of Career Readiness program officer will review the document with the eligible recipient for accuracy and compliance;
- Once the grant application is complete and correct, it is approved by the program officer. This is also called Tier One review and approval.
- The application will then be reviewed by the grant specialist in the NJDOE Office of Grants Management (OGM), which is considered Tier Two.
- Upon review and approval by OGM, the application will be final approved. The application status in the electronic grants system will be “final approved.”

Grantees will not be permitted to request reimbursement of expenditures prior to final approval of their application.

If the eligible recipient fails to meet all specified application and revision due dates, the NJDOE may withdraw its offer of funding for the grant period.

Activities should be projected for the period starting July 1 of the current year and ending June 30 of the following year. Once the Perkins Grant Application has been submitted in substantially approvable form, by accepting the statement of assurances, grantees agree to use local funds to ensure that local activities are implemented within the grant project period.

NOTE: Grantees may not obligate funds prior to the beginning of the grant period, July 1.

6. BUDGET

6.1 Multiple Funding Sources

Some Perkins grant recipients receive funds from more than one source. A budget must be completed for each funding source listing the budget items that will be funded from that funding stream. All the funding sources appear in separate sections of the Budget Summary. Some possible combinations of funding are:

- Federal only (Comprehensive High Schools)
- Federal only (Colleges-Postsecondary)
- Federal and Rural Reserve (Comprehensive High Schools)
- Federal and Federal Reserve (County Vocational Schools-Secondary)
- State Vocational Aid (County Vocational Schools-Postsecondary)

Some county vocational postsecondary institutions may be dual funded; their grant may be from both federal and state funds. The dual funding, and the amounts for the federal and/or state dollars, will be indicated on the grantee's allocation letter. The grantee must maintain two separate accounting records of these funds and must complete separate budgets for each funding source.

Similarly, some applicants may receive dual funding for federal formula and reserve funding. The dual funding, and the amounts of federal and reserve dollars, will be indicated on the budget summary page of the electronic grant application. The grantee must maintain two separate accounting records of these funds.

NOTE: Postsecondary state funds must be liquidated earlier than federal funds. These funds must be liquidated and reimbursement requested from the NJDOE by mid-June of each year.

6.2 Administrative Costs

From the Carl D. Perkins Act of 2006, “Administrative costs can be requested for no more than 5% of the grant amount for each funding source. They are to be used only for activities necessary for the proper and efficient performance of the eligible recipient’s duties under this Act, including the supervision of such activities. The term does not include curriculum development activities, personnel development, or research activities.” If administrative funds are used for any salary, the associated benefits must be charged to administrative funds as well.

NJDOE will only consider request for administrative costs that are clearly identifiable and allocable to the grant.

6.3 Supplement Not Supplant

Grantees (LEAs, colleges, state agencies) may use funds for career and technical education activities that shall supplement, and shall not supplant, non-federal funds expended to carry out career and technical education activities.

As indicated in the USDE Office of Career, Technical and Adult Education Non-Regulatory guidance document dated May 2009, “A presumption would arise if an eligible recipient used Perkins funds to provide services that the State or an eligible recipient (1) was required to make available under other Federal, State or local laws, except as permitted by section 324(c) of Perkins IV; (2) provided with non-Federal funds in the prior year; or (3) provided with non-Federal funds for non-career and technical education students but charged to Perkins IV funds for career and technical education services.” Examples of instances where supplanting is presumed to have occurred that are described in section III.G.2.2 of the ED Cross-Cutting Section (84.000) also apply to the career and technical education program.

Note: These are intended to serve as examples and are not the only indications of supplanting.

In the following instances, it is presumed that supplanting has occurred:

- The LEA, college, or agency used federal funds (except Bilingual) to provide services that the institution was required to make available under other federal, state or local laws.
- The LEA, college, or agency used federal funds to provide services that the institution provided with non-federal funds in the prior year.
- The LEA, college, or agency used Perkins funds to provide services for CTE students that the institution provided with non-federal funds for non-CTE students.

Here are some specific examples of items that might raise the question of supplanting:

- Staffing for open computer labs serving students from the entire institution.
- Instructors and tutors for remediation classes that are funded by the institution for non-CTE students.
- Renovations to an auditorium that is used for the entire institution and rented out to the community for events.

7. COMMONLY REQUESTED BUDGET ITEMS

SEE EXPENDITURE EXAMPLES IN APPENDIX E

7.1 Salaries, Instructional (100-100)

Through the monitoring process, the NJDOE will review instructional salaries for possible supplanting issues and reserves the right to determine if programs are eligible for funding of instructional salaries. Salaries must be based upon the percentage of time dedicated to the Perkins Grant and school-year salary.

Secondary

In secondary applications, funds may be utilized for instructional salaries on a limited basis (expenditure category 100-100) during the first and second year of operations of a newly approved career and technical education (CTE) program (not including stipends). Please note that an existing program that has had a change to its CIP code, program name or Career Cluster® is not considered a new program, and therefore no instructional salaries will be approved for such a program.

Postsecondary

For postsecondary applicants, funds may be requested for salaries on a limited basis with consideration to the overall size, scope, and quality of all of the grantee's eligible programs. Additionally, these funds should focus on salaries in programs related to New Jersey's Key Industry Clusters as identified by the New Jersey Department of Labor and Workforce Development located in Appendix H.

7.2 Salaries Non-Instructional (200-100)

Non-instructional salaries may be utilized on a limited basis and must directly support CTE programs. Each salary must support the negotiated State Performance Standards and Measures, Five-Year/Multi-Year Plan goals and objectives, and the intent of Perkins IV. Grantees must be able to show the percentage of time the grant-funded employee dedicates to Perkins grant responsibilities.

The grantee must provide sufficient and **detailed** information to allow a reviewer to determine if the proposed expenditure is allowable. This includes the **purpose** of the proposed non-instructional salary(ies). The name of item, description, specification expenditure description textbox on the Non-Instructional Salary Budget Detail page in the application must be provided.

7.3 Stipends (100-100, 200-100)

Stipends may be paid to part-time or full-time employees for approved CTE program services and activities beyond the employee's contracted time. Stipends are considered a salary, and must be listed in the Instructional (100-100) or Non-instructional Salaries (200-100) funding categories. For example, a teacher may be paid a stipend to serve as advisor to the school's CTSO, as long as the stipend is for an activity not included in the regular contract. Perkins funds are to be used to supplement local and state funds, not supplant. Refer to section 6.3 for more detail on supplanting. Usually, few benefits are deducted from a stipend. See below, 7.4 Fringe Benefits, for further information.

7.4 Fringe Benefits (200-200)

Fringe benefits are eligible costs. The same contractual fringe benefits offered to all employees of the eligible recipient, based on the percent of time dedicated to the Perkins funded program and the school year salary, may be included. The percent of health benefits may not exceed the percent of the employee time that is funded by the grant.

Funding for federally funded full-time and part-time employees participating in Teachers' Pension and Annuity Fund (TPAF) must include TPAF (18.35%) and FICA (7.65%) for a total of 26.00%. Other benefits (such as health, disability, etc.) may be included.

Funding for employees not participating in TPAF must include FICA (7.65%). For stipends using federal funds the grantee must budget 7.65% for FICA. If the grantee requires TPAF to be paid as part of a stipend, then grant funds must be budgeted for this cost.

7.5 State-Funded Positions (including stipends)

For those positions that are wholly funded with state funds, TPAF and FICA cannot be paid using state funds; however, other fringe benefits may be paid through this grant.

For positions which are funded using both state and federal funds, it is important to remember that the fringe benefits must be calculated to match the percentage of state and federal funds used for salary.

NOTE: Only county vocational postsecondary programs receive state funds through this grant.

7.6 Consultants (100-300, 200-300)

Requests for consultants and/or workshop personnel services for activities that improve CTE programs such as curriculum and/or professional development improving teaching strategies, and integrating academics are allowable. Grantees should maintain and be able to produce upon DOE request the following documentation:

- name of each consultant funded;
- the dollar amounts expended for these services; and
- the specific activities and/or services provided by each of the consultants/workshop personnel.

It is expected that fees for consultants presenting at workshops are no more than \$2,000 per day. Consultant travel costs should be requested and itemized separately from the consulting fee.

NOTE: If workshop presenters or speakers are employees of the grantee (LEA, college, consortium member), payment must be in accordance with employee contracts, or the prevailing institutional policies.

7.7 Workshop Requirements

If consultants are to be used for professional development activities, section 122(C)(2) of the Act is prescriptive concerning the use of funds. In accordance with the State Five-Year Plan, professional development must be high quality, sustained, intensive and student focused in order

to have a positive and lasting impact on classroom instruction and the teachers' performance in the classroom. In order to comply, the professional development sessions cannot be one-day or short-term workshops or conferences unless they are part of a continuous series of related topics.

Documentation of all professional development activities must be maintained on file for monitoring purposes. A detailed agenda and a list of attendees must be maintained and available for review.

7.8 Travel (200-500, 200-580)

For all funded travel, the eligible recipient must be able to document the following information for monitoring purposes:

- identification and job title of travelers;
- purpose of travel including conference name;
- travel dates (e.g., month and year). The travel date cannot occur before the beginning of the project period or after the end of the project period;
- travel destination; and
- an itemized description of all grant-funded travel expenditures, including mileage, fares, etc.

The mileage reimbursement rate for travel is the prevailing state reimbursement rate which is currently fixed at \$0.31 per mile. Carpooling for travel to the same destination is encouraged.

Additional guidelines are included in OMB Uniform Grant Guidance §200.474 Travel Costs. All travel requests must comply with state regulations as noted in N.J.A.C. 6A:23A -5.9 and N.J.A.C. 6A:23A-7.1 et. seq.

7.8.1 Staff Travel

Eligible staff travel costs includes registration fees, transportation, lodging and meal(s) for out-of-state professional development workshops and activities.

Exceptions to restrictions for overnight travel within the state will be made at the discretion of the commissioner for advisors accompanying students for CTSO leadership conferences that are integral to approved career and technical education programs.

All grantees must comply with the federal domestic per diem rates (<http://www.gsa.gov/portal/category/104711>) in effect at the time of registration. If meals are included in the registration fees, they must be subtracted from the reimbursable per diem rate for meals. Full-day per diems for meals will not be paid for partial day travel. International travel is not permitted.

7.8.2 Student Travel (100-500, 100-800, 200-500, 200-600)

Costs for in-state and national student travel for CTSO events including but not limited to registration, entry fees, transportation, meals and lodging are not allowable uses of Perkins funds. This revision to the non-allowable uses of Perkins funds is a result of recent guidance and clarification from the US Department of Education. For several years the Perkins Guidelines have indicated that out of state student travel is not allowable, however the guidance

we are providing for the FY 2016 Perkins Grant Application indicates that any student travel for CTSO events is no longer an allowable use of Perkins funds.

Several CTSOs offer school/campus affiliation plans for the primary purpose of enabling districts to purchase CTE instructional materials and resources based on the number of participating students, and also include student and advisor memberships as a secondary/tertiary benefit. Under these conditions, such an affiliation plan may be an allowable use of Perkins funds.

There has also been longstanding guidance that individual memberships in CTSOs are a non-allowable use of Perkins funds. This includes individual CTSO student and advisor memberships. Accordingly, these costs will not be approved in your district's Perkins 2016 Grant Application.

7.9 Supplies (100-600, 200-600)

In order to avoid audit or monitoring findings when using Perkins funds to purchase supplies, materials and equipment, grantees must maintain effective control and accountability for all grant assets (34 C.F.R. 80.20 (b)(3) by tracking items of any amount which are less expensive to track than to replace.

Please refer to the NJ DOE General Federal Entitlement Grant Guidance (<http://www.state.nj.us/education/grants/entitlement/EntitlementGrantApplicationGeneralGuidance.pdf>) for a complete description of equipment and related requirements, including requirements for asset labeling and inventory tracking.

Supplies and materials used for instructional purposes must be listed in **Instructional Supplies and Materials (100-600)**. Supplies and materials used for program support and administrative services must be listed in **Non-Instructional Supplies and Materials (200-600)**.

Note: Warranties and service contracts on computers, printers, and other electronic items beyond the grant period are not allowable.

Consumable supplies such as paper and pencil end-of-program assessments or industry certification exams, must be listed in Instructional Supplies and Materials (100-600). Online end-of-program assessments administered and scored by an outside organization must be listed in **Purchased Professional & Technical Services (100-300)**.

All software, regardless of cost, must be listed in **Instructional Supplies (100-600)** for instructional software and in **Non-Instructional Supplies (200-600)** for administrative and support services software.

A grantee may request up to ten percent (10%) of the total grant award for **unitemized** supplies and materials for its approved CTE programs. However, any item with a per unit cost of **\$750 or more** must be itemized in the Perkins grant application budget. If the total amount of unitemized supplies exceeds ten percent (10%) of the grant award, then all items **over** the threshold must be itemized. The grantee must provide sufficient and **detailed** information (including the **purpose** of

the proposed unitemized supplies and materials expenditure(s) to allow a reviewer to determine if the proposed expenditure(s) is allowable.

7.10 Equipment (400-731, 400-732)

Definition of Equipment: An equipment item is an instrument, machine, furniture, apparatus, or set of articles which meets all of the following criteria*:

- 1) it retains its original shape, appearance and character with use;
- 2) it does not lose its identify through fabrication or incorporation into a different or more complex unit or substance;
- 3) it is nonexpendable; that is if the item is damaged or some of its parts are lost or worn out, it is more feasible to repair the item than to replace it with an entirely new unit;
- 4) under normal conditions of use, including reasonable care and maintenance, it can be expected to serve its principal purpose for at least one year; and
- 5) the item costs more than \$2,000.

*An item should be classified as a supply if it does not meet **all** the equipment criteria listed above.

In order to avoid audit or monitoring findings when using Perkins funds to purchase supplies, materials and equipment, grantees must maintain effective control and accountability for all grant assets 2 CFR 200.302 (b) (4) by tracking items of any amount which are less expensive to track than to replace.

- Equipment purchased with grant funds must be used to provide appropriate career and technical education programs, services, and activities consistent with these guidelines;
- Instructional equipment may not be used for administrative purposes;
- Each piece of equipment purchased with state or federal funds must have a visible, permanently attached, numbered inventory tag (computers, printers and monitors need separate inventory tags even if purchased as a unit). Any unit purchased which consists of multiple pieces must be tagged with sequential numbers;
- The equipment item, with its inventory tag number, must appear on the Equipment Inventory Page submitted with the Final Report;
- Perkins funded equipment must be labeled with a permanently affixed tag as “Perkins” funded equipment;
- Equipment purchased with federal and/or state funds remains the property of the NJDOE/OCTE;
- Equipment may be used for other instructional purposes only if such use does not interfere with the primary instructional use of the equipment; and
- The location of all equipment purchases must be specified.

Equipment may be requested for instructional or non-instructional purposes. Equipment used for instructional purposes must be requested in **Instructional Equipment (400-731)** on the budget summary. Equipment used for program support and administrative services must be requested in **Non-Instructional Equipment (400-732)** on the budget summary.

Please refer to the NJ DOE General Federal Entitlement Grant Guidance (<http://www.state.nj.us/education/grants/entitlement/EntitlementGrantApplicationGeneralGuidan>)

[ce.pdf](#)) for a complete description of equipment and related requirements, including requirements for asset labeling and inventory tracking. A complete list of Perkins funded equipment must be maintained by the grantee and produced upon NJDOE request.

7.10.1 Planning for Purchases of Equipment

Grantees are strongly encouraged to plan early for the purchase of equipment. Often equipment purchases involve a bidding process. Grantees should contact their Perkins program officer soon after the application is submitted to discuss the appropriateness of initiating the purchasing process for proposed equipment.

NOTE: Equipment must be received, installed and available for student instruction no later than April 30th of the project period. If extraordinary circumstances prevent the grantee from having all equipment installed and available for student use by the June 30th deadline, these circumstances must be documented in a letter to the director of the Office of Career Readiness requesting an extension of this deadline.

7.10.2 Disposition of Equipment

Due to the variety of federal and state sources of funding (and program specific regulations) incorporated into the NJDOE's discretionary and entitlement grant programs, there is *no one standard treatment of contract-funded equipment disposition*. **Requests to dispose of equipment must be submitted to the director of the Office of Career Readiness in writing.** The request must contain, at a minimum, the following information for each piece of equipment to be disposed:

- the year in which the equipment was purchased;
- detailed description of each piece of equipment, including the make, model number, and serial number;
- description of the current condition of the equipment;
- original purchase price of each piece of equipment; and
- current value of each piece of equipment after depreciation.

NJDOE personnel will review the request, and the grantee will be advised in writing as to how to proceed. For additional information, go to:

<http://www.state.nj.us/education/grants/entitlement/EntitlementGrantApplicationGeneralGuidance.pdf>

According to EDGAR regulations, in cases where a school district fails to take appropriate disposition actions, the school district may be directed to take excess and further disposition actions.

8. MANAGING THE GRANT

8.1 Accountability

Accountability is an essential requirement of all Perkins grants. A primary measure of success is continuous improvement of student performance in career and technical and academic areas. Using the Perkins grant funds, each grantee must execute a plan to accomplish continuous improvement.

Each secondary grantee's performance and funding allocation will be based on data submitted through the NJSMART CTE data collection and the CTE placement survey. Grantees can find specific information and guidance about the NJSMART CTE Collection system at <http://www.state.nj.us/education/njsmart/cte/>.

Postsecondary grantee performance will continue to be based on the data submitted through the Vocational Education Data System (VEDS). For information about VEDS, please see <http://www.state.nj.us/education/cte/data/>.

8.2 Accounting Procedures

8.2.1 Chart of Accounts and GAAP Coding

Effective July 1, 1993, the NJDOE regulations required that all eligible recipients prepare budgets and submit expenditure reports in accordance with a minimum chart of accounts consistent with the Financial Accounting for Local and State School Systems (Handbook 2R2). Grantees must use the coding of accounts consistent with the Generally Accepted Accounting Principles (GAAP). Handbook 2R2 describes the coding of accounts in New Jersey school financial operations. The coding system creates a common language for recording, reporting, and controlling the financial activities of eligible recipients. Each eligible recipient's business office has a copy of Handbook 2R2. The Uniform Minimum Chart of Accounts for use with this grant program has been included in Appendix D.

8.2.2 Coordination with Eligible Recipient's Business Office

Budgets must be completed in conjunction with the applicant's business office. Improper coding of expenditures is considered to be in noncompliance with the guidelines outlined in *N.J.A.C. 6A:23-16.1 et seq.*

8.2.3 Program Income

There are times when programs earn income as a result of an approved program activity. Consistent with the Uniform Administrative Requirements, Cost Principals, and Audit Requirements for Federal Awards (Uniform Guidance), "program income" means gross income earned by the recipient or subrecipient that is directly generated by a Federally-supported activity or earned as a result of the award during the grant period. This can include, but is not limited to, income derived from fees for services performed.⁵ Additionally, in accordance with New Jersey Administrative Code, a district board of education operating a

⁵ 2 CFR 200.80

career and technical education program shall account for and credit to the career and technical education account of the school district all proceeds from the sale or resale of any articles, materials, or services produced in the various classes and shops maintained under the career and technical education program.⁶ US Department of Education, Office of Technical and Adult Education (OCTAE) has issued prior approval authority for Carl D. Perkins Grant recipients to earn program income⁷ and has determined that only the addition and/or cost-sharing options apply to Perkins eligible recipients and subrecipients.⁸ Therefore, Perkins IV eligible recipients and subrecipients are authorized to use program income under either the addition or cost-sharing options as noted below:⁹

Addition Option:

- Add program income to funds committed to the project by the Secretary and recipient and using it to further eligible project or program objectives; and/or

Cost Sharing Option

- Use program income to finance the non-Federal share of the project or program, as applicable.

If the addition option is used, eligible recipients and subrecipients must use program income available at the time an expenditure is made and must expend that income before drawing down Federal funds.¹⁰

8.2.4 Reimbursement Requests for Payment

After a grantee's grant application has been final approved, an electronic notification is automatically sent through EWEG to the person(s) listed in the LEA Central Contacts. At that point, the grantee may begin to request through EWEG, reimbursement for funds already expended, or for funds that are anticipated to be expended by the end of the current month for the grant program. Grantees are strongly encouraged to submit reimbursement requests on a monthly basis for each approved entitlement grant. Grantees may submit one reimbursement request for each program title per month. Please note that NJDOE schedules such payments to grantees once per month. In general, it is expected that payments for reimbursement requests that are received prior to the 15th of the month should be received by the grantee within the first week of the following month. Reimbursements for expenditures not reimbursed during the reimbursement period will be paid upon approval of the final report.

⁶ N.J.A.C. 6A:19-2.1

⁷ 2 CFR 200.307(e)(2)

⁸ USDE, OCTAE [Program Memorandum Regarding Program Income, Issued February 5, 2016](#)

⁹ 2 CFR 200.307(e)

¹⁰ USDE, OCTAE [Program Memorandum Regarding Program Income, Issued February 5, 2016](#)

8.3 Monitoring

8.3.1 Responsibility for Monitoring, Inspection, Verification, and Recordkeeping

The NJDOE has the responsibility to monitor grantees. Monitoring includes, but is not limited to, on-site visits, as necessary, to observe the implementation of the approved programs and monitor program improvement. The eligible recipient is responsible for maintaining all records of the grant program. Any grantee may be monitored at the discretion of the NJDOE.

8.3.2 When Will the Monitoring Occur?

Monitoring may occur at any time during the year. For onsite monitoring, a letter will be mailed to the Chief School Administrator/College President/Agency Head prior to scheduling the monitoring visit. Other grant programs may be monitored concurrently with the Perkins grant.

8.3.3 What Records Should Be Available for Inspection?

Each grant recipient is responsible for maintaining program and fiscal records of the grant. The information must be provided upon request, including during any on-site monitoring visits. **At a minimum**, each grantee **must** maintain the following information for the grant year in a readily accessible fashion:

- status of current activities in the latest approved Perkins One-Year Grant Application;
- current fiscal year records including but not limited to:
- procurement requisitions;
- purchase orders at a minimum must contain the following:
 - The account number charged;
 - Name of the federal program (Perkins);
 - Approved CIP code;
 - Grant year;
 - Location of equipment, personal computers and/or other portable devices;
 - Mention of board approval and date, if applicable;
 - Quotation, bid or state contract number, if applicable;
 - Requisition number and date;
 - Business Administrator's signature;
 - Easily identifiable Perkins amounts if purchase order is split between programs; and
 - Final invoices should tie to the purchase order and/or reconcile to the amount charged to the Perkins program. The amounts should be easily identifiable and reconcilable
- cancelled checks, etc.;
- payroll records;
- grant funded employee time and activity records, signed and dated by the employee and designated supervisor;
- records of professional development activities such as sign in sheets, registrations, and participant evaluations;
- employee travel expenditure reports;

- other locally required fiscal reports; and
- enrollment data, including special populations.

8.3.4 What Happens As a Result of the Monitoring Visit?

The team assigned to monitor the grant recipient will present a report of the visit to the director of the Office of Career Readiness. A letter outlining the findings will be sent to the Chief School Administrator/College President/Agency Head. The grantee may be required to submit a corrective action plan based on the results of the visit and or performance data. Development of the corrective action plan and compliance with timelines and follow-up are critical and are subject to review by NJDOE designated auditors. If there are severe discrepancies or other problems, further action may be required. If disallowed costs are identified, funds must be remitted within the time line determined by NJDOE. Refer to section 8.4.2, Return of Funds. The director of the Office of Career Readiness must receive notification and a copy of the check when remitted.

In additional to on-site monitoring visits, technical assistance visits may be scheduled as deemed appropriate by NJDOE or as requested by grantees.

8.3.5 Common and Recent Monitoring Findings

The following have been identified by USDE as the most common types of findings found during monitoring visits or reviews:

- Shifts in salaries from federal to non-federal funding sources;
- Shifts in salaries from one program to another.

Additional examples from recent monitoring in New Jersey:

Secondary

- A Perkins secondary grantee expended Perkins funds for an instructional salary after the second year of operation of the program.
- A Perkins secondary grantee improperly charged various expenditures to the fiscal year Perkins grant to support an unapproved CTE program.
- The district improperly charged aggregate expenditures of \$15,481.42. These expenditures were incurred to support the district's program of study, which is an unapproved CTE program. The use of Perkins funds for an unapproved program is not allowable.

Postsecondary

On the postsecondary level, there are common findings for supplanting. Allocability of some costs has also been an issue.

Examples:

- A postsecondary grantee charged staff for a tutoring service that is available to all students to the Perkins grant.
- A grantee charged a portion of a campus-wide equipment upgrade to the Perkins grant.

8.4 Amendments

After a grant application has been approved, it may be necessary to submit an amendment. All budget amendments must be submitted in EWEG for approval.

The cumulative threshold for submission of budget amendments **is ten percent (10%) of the total award amount**. All **cumulative** changes under 10% of the total award amount, during the grant year, except where specifically regulated, are at the discretion of the grantee. (See exceptions noted below). In return for the grantee's increased **discretion and flexibility**, the grantee must bear the additional responsibility of **accountability** for any changes under that threshold. While the grantee has additional latitude about many expenditure changes, certain changes **may not** be made without New Jersey Department of Education (NJDOE) approval of an Amendment Application. If activities addressing not met performance indicators are removed from the budget during an amendment, the activities must be replaced with other activities that address the same performance indicator. The grantee must ensure that each of the budget changes meets the requirements outlined in the Perkins One-Year Grant Application Guidelines.

An Amendment Application must be submitted when any of the following occur:

- the sum of all changes (measured cumulatively throughout the fiscal year) to an approved budget exceeds ten percent of the total approved budget (*recipients are responsible for monitoring the cumulative level of fiscal change*);
- any changes in the approved intent, program area, or purpose of salary costs and the related benefits;
- any changes that cause the supply category total (100-600 and/or 200-600) to exceed the non-itemized threshold of **ten percent (10%)** of the total grant award;
- transferring funds from an approved line item category to an unapproved line item category;
- any changes in the type of equipment, the intended use of approved equipment a change in the program in which the equipment will be used. If an eligible recipient only wishes to purchase additional pieces of approved equipment, a budget amendment is not required; or
- requests to purchase equipment other than those items approved in the grant application (unapproved equipment).

Inappropriate disbursements found during monitoring or on the final report may result in **disallowance** and **reimbursement** of grant funds to the NJDOE. An example of such is purchase of unapproved equipment.

All budget amendments must be approved by the local board for submission to the NJDOE. The eligible recipient's board of education, board of trustees, or other governing body, must approve the amendment. The date of board approval must be entered on the Board Application Approval tab.

Budget amendments for the grant period must be submitted on or before the deadline. After the deadline, amendment applications will not be accepted and system will not allow an amendment to be created. **Reminder: Once the original application is approved, an**

amendment can be submitted any time prior to March 30, 2018. If an amendment includes an equipment item, the amendment should be submitted as early as possible.

A consortium applicant submitting an amendment application must maintain a file documenting that all participating consortium members agree to the amendment application.

The budget amendment process is similar to the funding application approval process. No letters of approval will be sent to the grantee. The latest approved amendment becomes the new budget for the grantee.

Supplemental Allocations

In some cases, the NJDOE may find it necessary to distribute additional funds to grantees during the grant year. All rules, regulations and application procedures concerning the supplemental award will be distributed to the grantees with the notification of the supplemental grant funds. These supplemental allocations will require submission of an amendment. Supplemental allocations may not be available each year.

8.5 Closing Out the Grant

8.5.1 Final Reports

The Perkins grant final report is one part of the program evaluation system. This report is designed to link fiscal accountability to program accountability by recording expenditures and evaluating the results of program activities and performance as compared to planned performance. In addition to program and fiscal information, the grantee must complete the inventory page for all equipment purchased. The final report is created and submitted electronically through the EWEG system. Final reports must be submitted according to the timeline determined by NJDOE. **Failure to submit final reports in a timely manner may result in a withholding of reimbursements for the current year.**

NOTE: Items approved as equipment but with an actual purchase cost of \$2,000 or less must still be reported as equipment in the final report. Additionally, items approved as supplies with an actual purchase cost of over \$2,000 must still be reported as supplies.

8.5.2 Return of Funds

When grant expenditures are disallowed and funds have been reimbursed to the grantee, these funds must be returned to the state. Should this occur, state and federal funds must be returned to NJDOE in a prescribed format. The following link describes this procedure: www.nj.gov/education/finance/sf/refund.shtml.

8.5.3 Withholding of Funds

The NJDOE, after giving reasonable notice and an opportunity for an appeal to an eligible recipient, may decide that the eligible recipient has failed to comply with one or more requirements in the administration of the Perkins grant program. In that case, the NJDOE will make no further payments to the eligible recipient until the NJDOE is satisfied that the eligible recipient complies with the requirement(s). In certain cases, the NJDOE may initiate actions

to have the eligible recipient return some or all of the Perkins Grant funds awarded during the grant year (34 CFR Part 76.770).

APPENDIX A: DEFINITIONS

Act: The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (P.L. 109-270).

Academic Attainment – Mathematics: The measurement of CTE concentrators who were seniors and left secondary education and scored proficient or advanced proficient on the HSPA-Math Test as compared to the total number of CTE concentrators who were seniors and left secondary education who took the test. This indicator is assessed by the test scores of the Mathematics section of New Jersey’s HSPA.

Academic Attainment – Language Arts Literacy: The percent of CTE concentrators who were seniors and left secondary education and scored proficient or advanced proficient on the HSPA-Language Arts Test as compared to the total number of CTE concentrators who were seniors and left secondary education who took the test. This indicator is measured by the test scores on the Language Arts Literacy section of New Jersey’s HSPA.

Administration: The term “administration”, when used with respect to an eligible agency or eligible recipient, means activities necessary for the proper and efficient performance of the eligible agency or eligible recipient’s duties under this Act, including the supervision of such activities. Such term does not include curriculum development activities, personnel development, or research activities.

Advisory Committee: A group whose members have substantive skills in and knowledge of the CTE program or program of study. For a new CTE program or program of study, there must be evidence of a minimum of two planning meetings. The advisory committee must meet actively at least twice a year after initial approval to align the instructional program with industry standards, review curriculum, evaluate program progress, and make recommendations for the approved CTE program or program of study.

An advisory committee must have at least one of each of the following representatives:

- a representative from business and industry, and/or labor organization;
- the CTE program/program of study teacher(s) of the program being approved;
- a school counselor;
- a representative from a postsecondary institution;
- a representative from special population groups;
- a parent of a current program student; and
- a student currently enrolled in the program.

The committee should also include other community members.

All Aspects of An Industry: The term “all aspects of an industry” means strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter, including information as described in section 118.¹¹

Applied Academics: “Integration of academics with CTE programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in –

- (A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1964); and
- (B) career and technical education subjects.”¹²

Articulated Credit: College credits a student earns for successfully completing a college course are “banked” at the community college until the student enrolls in a program at the community college. College credits are awarded after the student completes additional college requirements.

Career and Technical Education: “Career and technical education” means organized educational activities that: offer a sequence of courses that provide individuals with the coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; may include prerequisite courses (other than a remedial course) that meet the requirements of this definition; and include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry.¹³

Career and Technical Student Organizations: “Career and technical student organization” means an organization that engages students in career and technical education activities as an integral part of the instructional program. Such organizations must have State and national units that establish and coordinate the work and purposes of instruction in career and technical education at the local level.¹⁴

Career Clusters®: “Career Clusters” means the 16 distinct groupings of occupations and industries based on the required knowledge and skills that are recognized by the U.S. Department of Education and by the New Jersey Department of Education.¹⁵

¹¹ P.L. 109-270, The Carl D. Perkins Career and Technical Education Improvement Act of 2006, Section 3. Definitions

¹² P.L. 109-270, The Carl D. Perkins Career and Technical Education Improvement Act of 2006 , Section 135

¹³ New Jersey Administrative Code Title 6A: 19-1.2 www.nj.gov/njded/code/current/title6a/chap19.pdf

¹⁴ New Jersey Administrative Code Title 6A: 19-1.2 www.nj.gov/njded/code/current/title6a/chap19.pdf

¹⁵ New Jersey Administrative Code Title 6A: 19-1.2 www.nj.gov/njded/code/current/title6a/chap19.pdf

Career Guidance and Academic Counseling: The term “career guidance and academic counseling” means guidance and counseling that –

- (A) provides access for students (and parents, as appropriate) to information regarding career awareness and planning with respect to an individual’s occupational and academic future; and
- (B) provides information with respect to career options, financial aid, and postsecondary options, including baccalaureate degree programs.¹⁶

Charter School: A charter school is a public school that operates as its own Local Education Agency (LEA) under a charter granted by the Commissioner. The New Jersey Department of Education is the State Education Agency (SEA) and sole charter school authorizer in New Jersey.¹⁷

Completion Nontraditional (Secondary & Postsecondary): The measurement of the number of nontraditional CTE students who completed the nontraditional program as compared to the total number of CTE students who completed the same program. Nontraditional fields are determined by an external source on a national, not local level.

Concentrator:

Secondary: A secondary student who has completed at least two courses in a single state-approved CTE program area (e.g., health care or business services) at the secondary level where a program sequence represents three (3) or more courses, or one (1) course in a single state-approved CTE program area, but only in those program areas where there is a two (2) course sequence at the secondary level. (Applies to shared-time vocational school programs only.)

Postsecondary Collegiate: A postsecondary student (part-time or full-time) who is matriculated in a NJDOE approved CTE program and who has earned at least twelve college-level credit hours by the end of the reporting year.

Postsecondary Vocational School/Adult: A postsecondary adult student who has completed a CTE program that prepares them to earn a license or industry-recognized certification or take a nationally-recognized exam.

Concurrent/Dual Credit: Students simultaneously earn both credits towards high school graduation requirements and college credits for successfully completing a college course.

Consortium: An agreement, combination, or group (as of companies) formed to undertake an enterprise beyond the resources of any one member.¹⁸ For Perkins grants, a consortium is two or more eligible recipients that have combined their gross Perkins allocations to equal or exceed the minimum threshold for eligibility to submit a Perkins grant application.

¹⁶ P.L. 109-270, The Carl D. Perkins Career and Technical Education Improvement Act of 2006, Section 3.

¹⁷ From New Jersey Department of Education’s Charter Schools Website: www.nj.gov/education/chartsch

¹⁸ Merriam-Webster Online Dictionary, 2008

Consortium Applicant: The lead agency of a consortium, responsible for coordinating the development and execution of the Multi-Year Plan and the fiscal aspects of the funding application.

Consortium Member: Any LEA participating in a consortium.

Course: “Course” means an organization of subject matter and related learning experiences designed to meet a career and technical education objective provided for the instruction of students as part of an approved career and technical education program or program of study.¹⁹

Disability: In general, the term “individual with a disability” means an individual with any disability as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102).

Disbursement: Payment of money out of any public fund or treasury.

Displaced homemaker: The term “displaced homemaker” means an individual who-

- A) i) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;
ii) has been dependent on the income of another family member but is no longer supported by that income; or
iii) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and
- B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

EDGAR: Education Department General Administrative Regulations.

Eligible Recipient: (A) a local educational agency (including a public charter school that operates as a local educational agency), an area career and technical education school, an educational service agency, or a consortium, eligible to receive assistance under section 131; or (B) an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132.²⁰

Equipment: Any instrument, machine, furniture, apparatus or set of articles which meets all of the following criteria:

- A) It retains its original shape, appearance and character with use;
- B) It does not lose its identity through fabrication or incorporation into a different or more complex unit or substance;
- C) It is nonexpendable; that is if the item is damaged or some of its parts are lost or worn out, it is more feasible to repair the item than to replace it with an entirely new unit;
- D) Under normal conditions of use, including reasonable care and maintenance, it can be expected to serve its principal purpose for at least one year; and

¹⁹ New Jersey Administrative Code Title 6A: 19-1.2 www.nj.gov/njded/code/current/title6a/chap19.pdf

²⁰ P.L. 109-270, The Carl D. Perkins Career and Technical Education Improvement Act of 2006, Section 3

E) The item costs more than \$2,000.

An item should be classified as a supply if it does not meet all the equipment criteria listed above.

Expand Technology: Activities that pertain to developing, improving, or expanding the use of technology in career and technical education that may include –

- A) training of career and technical education teachers, faculty, career guidance and academic counselors, and administrators to use technology, including distance learning;
- B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into technology fields, including non-traditional fields; or
- C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs.²¹

Generally Accepted Accounting Principles (GAAP): Principles established by the Governmental Accounting Standards Board (GASB) as prescribed by the State Board. All school districts must use the GAAP accounting system (*N.J.S.A. 18A:4–14*).²² GAAP is the uniform minimum standards and guidelines for financial accounting and reporting. They govern the form and the content of the financial statements of an entity. GAAP encompasses the conventions, rules and procedures necessary to define accepted accounting practice at a particular time. They include not only a broad guideline of general application, but also detailed practices and procedures. GAAP provides a standard by which to measure financial presentations. The primary authoritative body on the application of GAAP to state and local governments is the GASB.²³

Graduation Rates: The measurement of the number of CTE students who graduated during the reporting year compared to the number of students eligible to graduate, plus the number of students who dropped out during the reporting year and in the preceding three school years.

Industry Credential: This measure is the number of postsecondary CTE completers who received an industry recognized credential, a certificate, or a degree during the reporting year, as compared to the total number who completed the program during the reporting year.

Limited English Proficiency: The term “individual with limited English proficiency” means a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and—

- A) whose native language is a language other than English; or
- B) who lives in a family or community environment in which a language other than English is the dominant language.

²¹ P.L. 109-270, The Carl D. Perkins Career and Technical Education Improvement Act of 2006, Section 124.

²² A Glossary Of Acronyms And Terms From The New Jersey Department Of Education (NJDOE) 2009 www.state.nj.us/njded/genfo/acronyms.htm

²³ Generally Accepted Accounting Principles (GAAP) For New Jersey School Districts, A Technical Systems Manual

Local Education Agency (LEA): A public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, any public elementary or secondary school in the state. It can also refer to such combination of school districts or counties as are recognized in a state as an administrative agency for its public elementary or secondary schools. Local school districts are often referred to as LEAs in grant or funding documents.²⁴

Net Allocation: The total secondary district allocation, which is determined using census data according to the Perkins funding formula, minus the amount used to support activities and/or services for students served at a county vocational school, the Katzenbach School, a county special services district, charter school or state agency. The net allocation is the amount of funds that can be spent by the eligible recipient upon approval of the annual Perkins One-Year Grant Application.

Nontraditional fields: The term “nontraditional fields” means occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from the underrepresented gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. Nontraditional fields are determined by an external source on a national, not local level. For more information, please see: <http://www.napequity.org/nontraditional-occupations-crosswalk/> .

Obligation: The amount of orders placed, contracts and subgrants awarded, goods and services received, and similar transactions during a given period that will require payment by the grantee during the same or a future period.²⁵ An obligation is not necessarily a liability in accordance with Generally Accepted Accounting Principles. When an obligation occurs (is made) depends on the type of property or services the obligation is for (see chart below).²⁶

Perkins funds **cannot be carried over** to another grant period. All funds must be obligated during the project period specified in the grant guidelines (July 1, 2017–June 30, 2018). All funds must be liquidated by the deadline included in the Activity Timeline.

IF AN OBLIGATION IS FOR --	THE OBLIGATION IS MADE --
(a) Acquisition of real or personal property (including supplies and equipment)	On the date on which the grantee makes a binding written commitment to acquire the property. Typically via a purchase order.
(b) Personal services by an employee of the LEA, college, or agency.	When the services are performed.
(c) Personal services by a contractor who is not an employee of the LEA, college, or agency.	On the date on which the grantee makes a binding written commitment to obtain the services. Typically via a purchase order.

²⁴ A Glossary Of Acronyms And Terms From The New Jersey Department Of Education (NJDOE) 2009 www.state.nj.us/njded/genfo/acronyms.htm

²⁵ EDGAR, Part 74, Subpart A, 74.2

²⁶ EDGAR, Part 75, Subpart F, 75.707

IF AN OBLIGATION IS FOR --	THE OBLIGATION IS MADE --
(d) Performance of work other than personal services.	On the date on which the grantee makes a binding written commitment to obtain the work. Typically via a purchase order.
(e) Public utility services.	When the grantee receives the services.
(f) Travel.	When the travel is taken.
(g) Rental of real or personal property.	When the grantee uses the property.
(h) A pre-agreement cost that was properly approved by the State under the applicable cost principles.	On the first day of the subgrant period.

Overload: A stipend paid to a college faculty member who has exceeded the contractual base teaching load for the semester/year. The stipend shall be at the negotiated rate for the institution.

Participant:

Secondary: A secondary student who has completed at least one (1) CTE course in any state-approved CTE program area (e.g., health care or business services).

Postsecondary Collegiate: A postsecondary student (part-time or full-time) who is matriculated in a NJDOE approved CTE program and has completed at least one or more college-level course(s) or a postsecondary student (part-time or full-time) who has completed at least one or more CTE course(s) by the end of the reporting year but has not matriculated in a NJDOE approved CTE program.

Postsecondary Vocational School/Adult: A postsecondary adult student who is enrolled in an approved CTE program that prepares them to earn a license or industry-recognized certification or take a nationally-recognized exam.

Participation Nontraditional: The measurement of the number of students from an under-represented gender who enrolled in a program nationally identified as a nontraditional program.

Placement:

Secondary: A measurement of the number of CTE completers who left secondary education the previous year with a high school diploma and whose status could be identified through the district survey and were employed, in the military, or postsecondary education as compared to the total number of CTE completers who left secondary education the previous year with a high school diploma and were identified through the district survey.

Postsecondary: A measurement of the number of postsecondary students who completed the CTE program and in the second quarter following the program year in which they graduated, were identified with their valid social security numbers as placed or retained in employment.

Program Evaluation: “The assessment of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations

are being met and how the career and technical education programs are designed to meet State adjusted levels of performance and prepare...²⁷

Program Improvement: If, after the review of career and technical education activities, the eligible agency determines that an eligible recipient failed to meet at least 90 percent of an agreed upon local adjusted level of performance for any of the core indicators of performance described in section 113(b)(4), the eligible recipient shall develop and implement a program improvement plan (with special consideration to performance gaps identified under section 113(b)(4)(C)(ii)(II)) in consultation with the eligible agency, appropriate agencies, individuals, and organization during the first program year succeeding the program year for which the eligible recipient failed to so meet any of the local adjusted levels of performance for any of the core indicators of performance.²⁸

Program of Study: As defined in section 122 of the Act, and in the Five-Year Plan for Career and Technical Education, programs of study for career and technical education areas:

- i) incorporate secondary education and postsecondary education elements;
- ii) include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
- iii) may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and
- iv) lead to an industry recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.
- v) have a current articulation agreement signed by the lead administrators of the secondary and postsecondary institutions.

Remedial Courses: Courses designed to provide instruction in reading, writing, and mathematics for students who have not acquired the basic academic skills necessary to succeed in general or in career and technical education courses as defined in section 3(5) of the Perkins legislation.

Retention: A measurement of the number of postsecondary concentrators enrolled in the previous year who did not earn a degree or a credential and remain enrolled in postsecondary education during the reporting year as compared to the total number of postsecondary concentrators enrolled in the previous year who did not earn a degree or a credential.

Salary: The sum of money paid to a full-time or part-time employee for services rendered.

SEA: State Education Agency.

²⁷ P.L. 109-270, The Carl D. Perkins Career and Technical Education Improvement Act of 2006, Section 124.

²⁸ P.L. 109-270, The Carl D. Perkins Career and Technical Education Improvement Act of 2006, Section 123.

Secondary School: A nonprofit institutional day or residential school that provides secondary education, as determined under state law, except that such term does not include any education beyond grade 12.

Size, Scope, Quality: The eligible recipient will provide assurances to provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs.²⁹ Refer to section 4.2 for additional information.

Special Populations: The term “special populations” means—

- A) individuals with disabilities;
- B) individuals from economically disadvantaged families, including foster children;
- C) individuals preparing for nontraditional fields;
- D) single parents, including single pregnant women;
- E) displaced homemakers; and
- F) individuals with limited English proficiency.

Stipend: A sum of money paid to an individual for work done beyond the contract time specified in that individual’s employment contract. The sum is usually a specified amount for services not calculated using an hourly rate. Any deductions from the stipend are to be in accordance with established recipient policies. If deductions are taken, refer to section 7.4 on fringe benefits.

Structured Learning Experience (SLE): “Structured learning experience (SLE)” means experiential, supervised, in-depth learning experiences aligned to the New Jersey Student Learning Standards that are designed to offer students the opportunity to more fully explore career interests within one or more of the Career Clusters. SLEs are designed as rigorous activities that are integrated into the curriculum and that provide students with opportunities to demonstrate and apply a high level of academic, and/or technical skills, and develop personal, academic and career goals.³⁰

Supplant: The act of a grantee using federal funds to replace state and local funds for career and technical education and tech-prep activities. Supplanting is prohibited by the Perkins Act. Refer to section 6.3 for additional information.

Supplement: Something added to complete a thing, offset a deficiency or strengthen the whole.³¹

Supplies: Items costing \$2,000 or less that are used in the instruction of students in CTE programs or in support of approved career and technical education programs. They may or may not be absorbed or exhausted and may or may not retain their original shape. All software is a supply.

²⁹ P.L. 109-270, The Carl D. Perkins Career and Technical Education Improvement Act of 2006.

³⁰ New Jersey Administrative Code Title 6A: 19-1.2 www.nj.gov/njded/code/current/title6a/chap19.pdf

³¹ Webster’s II New College Dictionary, 1999. Houghton Mifflin Company, Boston, MA and New York, NY.

Support Services: The term “support services” means services related to curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.

Technical Skill Attainment: The measurement of the number postsecondary CTE completers who took an appropriate third-party end-of -program assessment and passed the test as compared to the total number of postsecondary CTE completers who took the test.

Technical Skill Proficiency: The measurement of the number of secondary CTE completers who took an appropriate third-party end-of-program assessment and passed the test as compared to the total number of secondary CTE completers who took the test.

APPENDIX B: BOARD RESOLUTION TO APPLY

Board Approval Before Submission of the Grant application:

If the board, or other governing body, has approved the grant application before submission of the application, it is not necessary to include the Board Resolution to Apply.

Board Approval After Submission of the Grant application:

If the date of approval on the grant application is after the date of application submission, upon approval by the Board the Resolution must be uploaded using the upload field on Assurance/Board Approval page in the EWEG application.

Complete all information on the **Board Resolution to Apply**, including the:

- Project Number;
- Name of eligible recipient;
- Amount of allocation;
- Meeting date;
- Signature of Board Administrator; and
- Date of signature.

BOARD RESOLUTION TO APPLY

for the
Carl D. Perkins Career and Technical Education Improvement Act of 2006 Grant for FY 2018

Project Number:

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The _____ Board* hereby certifies that permission has been
granted to apply for the grant program entitled:

**Carl D. Perkins Career and Technical Education Improvement Act of
2006**

for the purposes described in the application, in the amount of,

\$_____.00,

Starting on July 1, 2017 and

Ending on June 30, 2018.

The submission of this application was authorized at the Board meeting held on,

_____, **2017**

Secretary of the Board*

_____, 2017

*For applicants that do not have a Board of Education, Board of Directors, or other similar governing body, the applicant should identify the body or individual who is legally authorized to approve the agency's application for grant funds

APPENDIX C: CONSORTIUM AND BOARD RESOLUTION TO APPLY AS A CONSORTIUM

In compliance with the Perkins Act of 2006, an eligible recipient must have a minimum allocation to qualify to receive grant funds. A secondary educational agency is not eligible to submit an application unless the local education agency's (LEAs) gross allocation is greater than \$15,000, unless they are a rural district as designated by NCES.

An LEA whose gross allocation is not greater than the threshold of \$15,000 may enter into a consortium with other LEAs for purposes of meeting the minimum allocation requirement to conduct shared activities that benefit all members of the consortium.

Postsecondary institutions must have a gross allocation equal to or greater than \$50,000 in federal funds to qualify to expend the federal dollars. If the federal gross allocation is less than \$50,000, the institution must join a consortium to qualify to expend the federal grant funds. There is no minimum amount of state funds needed to qualify to submit a plan to expend the state allocation.

In a consortium, one LEA must be identified as the applicant/lead agency and all other partners must be identified. Once the NJDOE has been notified of the consortium partners, the net allocations will be transferred automatically from the participating members' accounts to the lead applicant account for use in completing the application. The lead agency will select strategies and activities that will improve or maintain performance for all of the consortium members. It is important that all consortium members provide program performance information to the consortium lead so that decisions can be made about strategies to improve performance across the consortium.

The board of each LEA or college must approve the agency's participation in the consortium. A minimum of two board resolution forms is required for each consortium. The total number of forms required will be the same as the number of agencies participating in the consortium. Each consortium participant must forward a signed copy of the **Board Resolution to Apply as a Member of a Consortium** form (see sample form) to the lead agency. The lead agency must also have on file a signed and dated **Board Resolution to Apply** form on behalf of the consortium indicating the requested total allocation amount for the entire consortium.

The lead agency represents the consortium and must identify the needs of each member of the consortium. Although a consortium must serve the needs of all participating LEAs, the lead agency may not sub-grant back to the participating LEAs the amounts they contributed to the consortium. For example, if a consortium participant has contributed \$10,000 to the consortium, the participant cannot expect to receive a like amount in services, goods or activities from the consortium lead agency. If a consortium is found to be sub-granting the funds to the consortium participants, the consortium may be required to return the funds to the NJDOE.

The lead agency must address the needs of every consortium member in the performance measures section of the application. The lead agency must account for all funds received and disbursed by the project, maintain all records and submit all required reports. To submit the grant application

and complete all required reports, the lead agency must gather the required information from all consortium participants. The consortium participants are responsible for submitting the information to the lead agency.

If two or more county vocational school districts join in a postsecondary consortium, they may choose to form a consortium with their combined state and federal postsecondary funds or with their federal funds alone. In the case of combining only the federal funds, the lead agency must submit a local plan that includes the information about all members of the consortium. Because county vocational schools offering postsecondary programs also receive state funding, each consortium member must still submit an individual local plan for its district.

A consortium applicant submitting an amendment application must maintain a file documenting that all participating consortium members agree to the amendment application.

Instructions:

Board Resolution to Apply as a Member of Consortium

There are two different Board Resolutions to Apply. One, the Board Resolution to Apply, is to be completed by all eligible applicants, including the lead agency of a consortium. The second resolution, titled Board Resolution to Apply as a Member of a Consortium, is to be completed only by consortium members who are not the lead agency.

Board Approval Before Submission of the Grant application:

If the board, or other governing body, has approved the grant application before submission of the application, it is not necessary to include the Board Resolution to Apply.

Board Approval After Submission of the Grant application:

If the date of approval on the grant application is after the date of application submission, upon approval by the Board the Resolution must be uploaded using the upload field on Assurance/Board Approval page in the EWEG application.

Complete all information on the **Board Resolution to Apply**, including the:

- Project Number;
- Name of eligible recipient;
- Amount of allocation;
- Meeting date;
- Signature of Board Administrator; and
- Date of signature.

CONSORTIA:

Each consortium participant must forward a copy of the **Board Resolution to Apply as a Member of a Consortium** to the consortium applicant (lead agency). If the consortium participant's grant application indicates that the board will approve the grant application after its submission, the lead agency must upload in the EWEG application a copy of the **Board Resolution to Apply as a Member of a Consortium** as soon as the resolution is approved by the consortium participant's board. The lead agency must also have on file a copy of the **Board Resolution to Apply**. If the consortium lead agency's board passes the resolution after the application is submitted electronically to the NJDOE, the **Board Resolution to Apply** must be emailed to your Perkins program officer.

**BOARD RESOLUTION TO APPLY
AS A MEMBER OF A CONSORTIUM**

for the

Carl D. Perkins Career and Technical Education Improvement Act of 2006 Grant for FY 2018

District Code :

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Perkins Project Number:

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(Enter the code of the lead agency district submitting the Perkins Grant application to the NJDOE)

The _____ Board* hereby certifies that permission has been

granted for the district to be a member of a consortium to apply for the grant program entitled:

Carl D. Perkins Career and Technical Education Improvement Act of 2006

for the purposes described in the consortium application.

The district will assign its Perkins allocation of \$_____ to the _____ district, which will serve as the lead agency of the consortium for the grant period starting on

July 1, 2017, and ending on June 30, 2018.

The submission of this application was authorized at the Board meeting held on,

_____, 2017

Secretary of the Board*

_____, 2017

***For applicants that do not have a Board of Education, Board of Directors, or other similar governing body, the applicant should identify the body or individual who is legally authorized to approve the agency's application for grant funds.**

APPENDIX D: COMMON CTE COSTS AND ASSOCIATED BUDGET CONSIDERATIONS

Func/Obj:	Expenditure Category	Budget Considerations (Supporting Documentation which may be requested for monitoring purposes):
100-100	Salaries Instructional	<ol style="list-style-type: none"> 1. Time (Part-time/Full-time/Stipend) 2. Title of Person(s) and number of staff members 3. Purpose 4. Duties and responsibilities (state whether or not it falls within regular contract hours) 5. Total Salary 6. Percentage of time that is grant funded
100-300	Educational Consultants (work directly with students)	<ol style="list-style-type: none"> 1. Organization/Consultant name 2. Purpose of activity 3. Number of consultants 4. Number of days/times they are providing services 5. Dates of service (e.g., month and year) 6. Per day rate 7. Specific service provided 8. Identify student population who will receive service
	Professional Speakers for students	
	Service provided by skilled professional	
	End-of-Program Third Party Exams (online, scored by external provider)	<ol style="list-style-type: none"> 1. Name of Exam 2. Purpose 3. Type of Exams 4. Number of Exams
100-500	Service Cost: Internet access charge	<ol style="list-style-type: none"> 1. Name of Service 2. Specific service provided 3. Purpose of the service
	Service Cost: Lease/rental of instructional equipment	
	Service Cost: Maintenance of instructional items	
100-600	Instructional Supplies	<ol style="list-style-type: none"> 1. Name of Supply 2. Specifications 3. Purpose 4. Number to be purchased 5. Unit cost
100-800	Field Trip Admission (excluding bus rental)	<ol style="list-style-type: none"> 1. Purpose of travel (including name of event/site) 2. Travel destination (City, State) 3. Dates of field trip (e.g., month and year) 4. Per student admission cost 5. Number of students attending 6. Students attending (program/course name)

Func/Obj:	Expenditure Category	Budget Considerations (Supporting Documentation which may be requested for monitoring purposes):	
200-100	Salary Non-Instructional	<ol style="list-style-type: none"> 1. Time (Part-time/Full-time/Stipend) 2. Title of Person(s) and number of staff members 3. Purpose 4. Duties and responsibilities (state whether or not it falls within regular contract hours) 5. Total Salary 6. Percentage of time that is grant funded 	
200-300	Consultant (Educational, Professional, Technical – no direct student contact)	<ol style="list-style-type: none"> 1. Organization/Consultant name 2. Purpose 3. Number of consultants 	
	Technical Services (specialized skill or knowledge – no direct student contact)	<ol style="list-style-type: none"> 4. Number of days/times services are being provided 5. Dates of service 6. Specific service provided 7. Specific service provided 	
	Institutional Affiliation Fee: District wide or School wide (Individual memberships are not allowed)	<ol style="list-style-type: none"> 1. Name of Organization 2. Purpose of affiliation 3. Cost per affiliation fee 	
200-400	Lease/Rental - Non-Instructional equipment (during the project period only)	<ol style="list-style-type: none"> 1. Item Name 2. Purpose 3. Dates of agreement/rental/service/warranty 	
	Maintenance Contracts, Repairs, (during the project period only)		
	Warranty (during the project period only)		
200-500	Staff Registration fees (conferences, workshops)	<ol style="list-style-type: none"> 1. Purpose of travel (including conference/workshop/event name) 2. Identification and job title of staff 3. Date (month and year at minimum) 4. Travel destination (City, State) 5. Registration fees 	
	Student transportation (bus/van rental)	<ol style="list-style-type: none"> 1. Purpose of travel (including conference/workshop/event name) 2. Identification and job title of staff 3. Date (month and year at minimum) 4. Travel destination (City, State) 5. Registration fees 	
	Site License (renewal only)	<ol style="list-style-type: none"> 1. Site License name 2. Purpose 3. Length of license agreement (including dates not to exceed the contract period/June 30th) 	

Func/Obj:	Expenditure Category	Budget Considerations (Supporting Documentation which may be requested for monitoring purposes):
	Postage, printing, telephone costs	<ol style="list-style-type: none"> 1. Identify service (postage printing, telephone) 2. Purpose or reason for expense related to CTE 3. Cost of expense
	Staff Tuition	<ol style="list-style-type: none"> 1. Staff title 2. Purpose/relevance of course related to CTE 3. Name of course/program 4. Length of course (dates, days, total hours) 5. Cost of tuition
200-580	Staff Travel (transportation, meals, lodging - Disallowed: International travel)	<ol style="list-style-type: none"> 1. Purpose of travel (including conference/workshop/ event name) 2. Identification and job title of staff traveling 3. Number of staff traveling 4. Dates of travel (Month, Year) 5. Travel destination (City, State) 6. Registration fees 7. Transportation type (include state reimbursement rate) 8. Lodging per night rate (Federal Domestic Per Diem Rates) including number of nights 9. Meals per day rate (Federal Domestic Per Diem Rates) including number of days
	Staff Travel Mileage Only (.31 cents/mile)	<ol style="list-style-type: none"> 1. Purpose of travel (including conference/workshop/ event name) 2. Identification and job title of staff traveling 3. Number of staff traveling 4. Dates of travel (Month, Year) 5. Travel destination (City, State) 6. Total mileage x .31 cents per mile
200-600	Non-Instructional Supplies	<ol style="list-style-type: none"> 1. Name of Supply 2. Specifications 3. Purpose 4. Number to be purchased 5. Unit cost
200-800	Substitute Salaries for consortium member agency (other than LEA)	<ol style="list-style-type: none"> 1. Purpose/Reason for substitute (event, workshop, conference coverage) 2. Per-day rate of substitute
	Other non-instructional items	<ol style="list-style-type: none"> 1. Any related information including purpose, dates, times, purpose, reason, location, etc.
400-720	Renovations integral to the use of Instructional equipment approved for purchase	<ol style="list-style-type: none"> 1. Type of renovation 2. Relationship of renovation to approved equipment 3. Reason for renovation

Func/Obj:	Expenditure Category	Budget Considerations (Supporting Documentation which may be requested for monitoring purposes):
400-731	Instructional Equipment	<ol style="list-style-type: none"> 1. Equipment item name 2. Specifications for item 3. Purpose for item
400-732	Non-Instructional Equipment	<ol style="list-style-type: none"> 1. Equipment item name 2. Specifications for item 3. Purpose for item

APPENDIX E: EXPENDITURE EXAMPLES

Note: The examples below are provided for informational purposes and may not be applicable to your institution’s CTE programs and Perkins Grant Application. NJDOE Perkins Program Officers will review Perkins Grant Applications and determine if budget detail items and selected strategies are approvable for your institutions application.

Budget Item	Func-Obj Code	Topic	Entry Minimum Requirements	Example
Salaries				
Instructional	100-100	Part-Time (Hourly) salary for Tutoring/ Instructional Support	<ol style="list-style-type: none"> 1. Title of teacher 2. Duties and responsibilities 3. Purpose 4. Time 5. Rate 6. Total (system will calculate) 	<p>2 certified instructors to provide “after school” instructional support to assist and prepare CTE students for the State Licensure Exam. Responsibilities include integrating soft-skill instruction into competency-based content area and activities, providing extra help to students in Basic General Math and Geometry. Calculation is based on the district contractual rate for instructional work above and beyond normal contracted time.</p> <p>Calculation: 10 hours per week x 8 weeks @ \$42 hourly rate = \$3,360.</p>
Supplies				
Instructional	100-600	Computers	<ol style="list-style-type: none"> 1. Item Name 2. Specifications 3. Purpose 4. Unit cost 5. Number 6. Total (system will calculate) 	<p>Desktop Computers to provide CTE teachers and students with exposure to the latest technology in approved CTE programs to increase learning in the classroom. <u>Minimum specifications include:</u> Microsoft Windows 8 Operating System, Intel TM2 Duo E8400 w/ VT (3.0GHz, 1333 MHz FSB) Processor, 23-inch Widescreen Flat Panel Monitor with one-year warranty, 250 Gb Hard Drive, 52 x CD-ROM, DVD, 250 Mb Zip Drive, and 4GB DDR3 Non-ECC SDRAM, 1333 MHz Memory.</p> <p>Calculation: 15 computers x \$500/computer= \$7500</p>
Instructional	100-600	Unitemized Supplies	<ol style="list-style-type: none"> 1. Types of unitemized supplies, use “such as” 2. Statement that no item will exceed a unit cost of \$750. 3. Check “Unitemized” box. 	<p>Unitemized supplies and materials to provide students with the latest technology and simulated work experiences in approved CTE programs. Unitemized supplies such as to career related CD-ROMS/DVDs, flash drives, black and white toner cartridges, color toner cartridges, pens, pencils, graphic calculators, diskettes, portfolios, and file folders. No single item unit cost exceeds \$750.</p> <p>No calculation required; enter as 1 unit.</p>

Budget Item	Func-Obj Code	Topic	Entry Minimum Requirements	Example
Other				
Other	200-300	Consultant	<ol style="list-style-type: none"> 1. Type of consultant 2. Purpose 3. Number of consultants 4. Number of days/times services are being provided 5. Dates of service 6. Specific service provided 	<p>Professional Consultant Services Fee to provide professional development to teachers on integrating literacy into the CTE classroom. Services will include classroom coaching and model lessons as well as group discussion/presentations. One consultant will be on site in the district for 3 days in October, 3 days in March, 3 days in April and 3 days in June for a total of 12 days.</p> <p>Calculation: 12 days @ \$1,315 per day = \$15,780.</p>
Other	200-580	Staff Travel	<ol style="list-style-type: none"> 1. Purpose of travel (including conference/event name) 2. Number of staff traveling and job title 3. Dates of travel (Month, Year) 4. Travel destination (City, State) 5. Transportation (fare, mileage-use \$.31/mile, bus, etc.) 6. Lodging per night rate (Federal Domestic Per Diem Rates) including number of nights 	<p>Travel accommodations for one Assistant Professor of Nursing to attend the Psychiatric Nursing Update 2016 Conference in Nashville, TN (April 2016) to receive professional development in curriculum content such as: assessment tools to ensure patient & staff safety; ways to utilize patient recovery; and strategies to improve program performance levels in the Nursing CTE program.</p> <p>Calculation: roundtrip airfare, Philadelphia, PA to Nashville, TN \$460 hotel, single occupancy \$150 x 3 nights= \$450 meals, \$30 per day x 3 days x 1 person= \$ 90 Total Staff Travel Accommodations= \$1,000</p> <p>*Registration fees should not be included under 200-580, they should be entered under 200-500</p>
Other	400-720	Renovations integral to the use of Instructional equipment approved for purchase	<ol style="list-style-type: none"> 1. Type of renovation 2. Relationship of renovation to approved equipment 3. Reason for renovation 4. Who will be completing the renovations 	<p>Renovations to existing culinary classroom in order to install new energy efficient Perkins-funded walk-in refrigerator. Renovations include moving a wall to allow 6 more inches of space and reconfiguring the electrical outlet to ensure electrical is properly installed in accordance with building code. Cost = \$2,000 and will be completed by an outside contractor.</p>
Equipment				
Equipment Instructional	400-731	Equipment	<ol style="list-style-type: none"> 1. Name of item 2. Description 3. Specifications 4. Purpose 5. Quantity 	<p>Valve Regulated Lead Acid (VRLA) Battery Tester for students in the Automotive Engineering Technology/Technician CTE program to enhance student's technical skills, and apply safe practices applicable to new battery energy storage technologies. Includes 43 second automatic test cycle, automatic post-test shut off, 6 ft cable set, 5% display resolution, and ability to test Sealed Lead Acid (SLA) with one year warranty.</p> <p>Calculation: 3 x \$2,150 = \$6,450</p>

APPENDIX F: NON-ALLOWABLE COSTS

Applicants **MAY NOT** expend funds for the following:

- costs associated with advertising in magazines, newspapers, radio and television, internet, direct mail, exhibits and similar items;
- cost of food for student field trips, CTSO events, advisory council meetings, in-service meetings, or professional development activities that do not involve overnight conference travel;
- cost of general internet access;
- equipment warranties and service contracts beyond the current grant year. This includes any warranties on computers or other electronic items that are considered supplies;
- equipment items other than those specifically approved in a funding application or amendment (unapproved equipment);
- fund-raising activities;
- furniture for classrooms or labs, unless that furniture/item is required/necessary for the installation and/or operation of specific grant-funded equipment items and/or activities;
- general facility renovations/remodeling unless necessary for installation and/or operational use of instructional equipment approved for purchase during FY 2016;
- general purpose classroom furniture such as desks, chairs, filing cabinets, bookcases, etc.;
- grant writing;
- international staff travel;
- instructional staff salaries after the second year of operation of a new program that has been approved through the Career and Technical Education Program Approval Process (See www.nj.gov/education/cte/study/approval for the approval process);
- non-instructional activities such as athletic, social, or recreational events or printing and disseminating non-instructional newsletters;
- CTSO student travel including but not limited to: registration, entry fees, transportation and meals.
- overnight travel for staff (other than CTSO related) except as permitted in the provisions of OMB Circular 12-14 and P.L. 2007 Chapter 53 (also A-5). The NJDOE applies the A-5

restrictions uniformly to all grantees. Unless otherwise specified, the following restrictions apply to all grant programs:

No reimbursement for in-state overnight travel (meals and/or lodging)

- a. No reimbursement for meals on in-state travel
 - b. Mileage reimbursement is capped at \$.31/mile;
- promotional items and memorabilia that include but are not limited to, pens, pencils, posters, T-shirts that are imprinted with a school logo or the name of a school program.
 - Items for personal use and ownership including but not limited to supplies such as textbooks, small electronics and/or computer, clothing, and awards;
 - payment of individual membership dues;
 - Costs for or associated with remedial courses. See the definitions section for a definition of remedial courses;
 - salary expenditure for an Apprenticeship Coordinator;
 - student salaries;
 - student tuition payments;
 - indirect costs above 5% of the expended amount as an administrative cost cap;
 - support staff salaries after the second year of Perkins grant funding (except for secretaries and other similar support staff paid to perform administrative duties); and
 - support of unapproved career and technical education programs or support of CTE programs for which no data were received on the most recent VEDS or NJSMART data report.

APPENDIX G: SAMPLE ARTICULATION AGREEMENT

SAMPLE ONLY

ARTICULATION AGREEMENT BETWEEN

(Enter the name of a community college)

(Enter the name of four-year college/university)

&

(Enter the name of secondary institution)

FOR THE

(Enter the name of program of study and its CIP Code)

INTRODUCTION:

The purpose of this articulation agreement is to provide an articulation process whereby a secondary school student accepted into the above mentioned program of study, cooperatively administered by a community college and/or a partnering four-year college or university, may receive college credit for a course, or a sequence of courses for a program of study successfully completed during secondary school. The goals of the articulation process are to: (a) provide students with a wide variety of academic and career-technical coursework that prepares them for an industry-recognized credential, an associate or baccalaureate degree, an apprenticeship, or a certificate program of study; (b) recognize and reward students for college-level competencies achieved during high school; and (c) assist students in making a smooth transition from high school to post-secondary education. College credits earned through this articulation agreement will offer students more flexibility in course selection and reduce their college credit load during their enrollment at the above listed partnering postsecondary institutions of higher education.

ARTICULATION REQUIREMENTS

Program courses must meet requirements as established and approved by the partnering postsecondary institutions, and must follow guidelines established by New Jersey Statute (NJS) and New Jersey Department of Education Administrative Code of the (NJAC), including the following:

- **NJSA 18A:61C-1. College-level instruction for high school students.** The Commissioner of Education, the Commission on Higher Education, in consultation with the Presidents' Council, shall establish a program to promote increased cooperation between the State's high schools and institutions of higher education. The objective of this program shall be to increase the access of our State's able high school students to the educational resources available in our institutions of higher education. This program shall supplement the efforts of local school districts to provide appropriate education to their students and shall not relieve a district of any obligation established by statute or regulation.

The program shall increase the availability of college-level instruction for high school students through courses offered by institutions of higher education at their campuses and in high schools. The program shall seek the involvement of all institutions of higher education, two-year and four-year, public and nonpublic, and all school districts, including those which are not located in close proximity to an appropriate institution of higher education.

- **NJSA 18A:61C-4. College credit.** The Commissioner of the Department of Education, in consultation with the Commission on Higher Education and the Presidents' Council, shall establish a program to provide courses for college credit on public high school campuses to high school pupils, through institutions of higher education in this State.

- **NJSA 18A:61C-5. Enrollment.** Any institution of higher education and any local school district may enroll in the program.

- **NJSA 18A:61C-6. Contents of program.** The program shall consist of at least the following: a. Procedures for institutions of higher education and local districts who wish to enroll in the program; b. Procedures for pupils who wish to enroll in the program, including procedures to insure that no student who is academically eligible shall be excluded from participation in college courses offered on high school campuses because of inability to pay; c. Requirements prescribing minimum qualifications a teacher shall possess as a condition for enrollment in the program.

- **NJSA 18A:61C-7. Course limitations.** The commissioner, in consultation with the Commission on Higher Education and the Presidents' Council, may limit courses taught under the program to courses which are equivalent to those offered by the institution of higher education to its regularly admitted students.

- **NJSA 18A:61C-8. Course credit acceptance.** A public institution of higher education shall accept the course credit of a student who successfully participates in the program.

- **NJAC 6A:19-3.1 Program requirements.** A district board of education intending to offer a career and technical education program or program of study shall meet the following requirements:

1. Document a need for the program in a high-skill, high-wage, or high-demand current or emerging occupation;
2. Establish a career and technical education program advisory committee that includes parents, students, career and technical education teachers licensed in the program area, school counseling staff, representatives of business and industry with content expertise in the program area, labor organizations, school district representatives of special populations, postsecondary institutions, and other interested individuals representing the appropriate programs;
3. Establish admission requirements that include equity and access for all populations, including special populations and special education students;
4. Hire instructional staff holding the appropriate certificates;
5. Develop enrollment projections of the program for the first three years of the program's operation;
6. Develop a program curriculum, which shall include:

- i. A coherent sequence of courses of not fewer than three identifiable courses;
 - ii. Classroom instruction combined and coordinated with field, shop, or laboratory experiences, structured learning experiences, or other experiences which are appropriate to the competencies of the career clusters;
 - iii. Academic content that is aligned to the New Jersey Student Learning Standards for secondary programs;
 - iv. Content that meets industry-approved or nationally-recognized skill standards;
 - v. Industry-recognized credentials and skill certificates, when available;
 - vi. A valid third-party technical skills assessment, when available;
 - vii. Opportunities to participate in structured learning experiences implemented in accordance with N.J.A.C. 6A:19-4;
 - viii. Opportunities to participate in career and technical student organizations; and
 - ix. A career and technical education safety and health program and plan if the program is in a hazardous occupation;
7. Provide adequate resources required to operate the program, including sufficient and appropriate instructional and support staff, facilities, and equipment;
8. Establish relevant postsecondary education and training linkages; and
9. Establish procedures for the evaluation of student and program performance and 18 methods to improve programs based upon evaluation results.

ARTICULATION COMPONENTS

I. Application Procedures & Requirements

- A. To participate in the program of study, interested students must apply and fulfill all necessary application requirements, which may include the submission of letters of reference and/or a portfolio demonstrating interest in and commitment to completing the program of study, interviews with students and parents, or other application requirements deemed necessary by the secondary school district and partnering two-year and four-year postsecondary institutions.
- B. To be accepted into the program, students must apply at the beginning of their ___ year of secondary school, have a minimum GPA of _____, and/or complete course pre-requisite courses such as _____.
- C. Students will submit program entrance requirements to designated program personnel (e.g., letters of reference and/or portfolios, documentation of interests in career pathways represented by the programs of study) according to the time frame specified in the application.
- D. Responsible administrative parties will notify students of their application decisions.

E. In cases where students pay a fee for completing college coursework, to cover an examination fee if applicable, or for processing, recording, and reporting college credits, the student will be notified of the nature of the charges.

II. College Credit Awards

A. Secondary schools and partnering colleges and universities will establish a process for recording and reporting college credits earned by students at the secondary level.

B. In order for course credit to be awarded by the partnering postsecondary institutions, students must earn a grade of _____ or higher in each course and/or have a minimum GPA of _____ in their programs of study, and if applicable, pass the respective placement exams required by the postsecondary institution (e.g., ACCUPLACER, SAT).

C. The total number of credits transferable under this agreement will not exceed _____.

D. Credits awarded for coursework completed in this program of study are transferable for up to ____ years after the student graduates from high school.

E. In order to receive college credit for courses completed during high school, the student must enroll in the partnering community college and/or 4-year college or university within _____ year(s) of the date of high school graduation.

F. College credit for courses completed prior to the student’s application to the program of study may be granted at the discretion of the partnering community college, four-year college or university for up to a maximum of ____ credits.

III. Course Approval

A. The partnering community college and/or four-year college or university agree to integrate all appropriate State and business and industry standards into the curricula, and provide non-duplicative sequencing of coursework from secondary to postsecondary education.

B. Postsecondary partners will review course content and required competencies, course goals and objectives, and sign and date articulation agreements on a yearly basis.

C. The career and technical education program of study will relate to an established college program of study:

Career Cluster® Name:					
Secondary School Program Name	College Credits	CIP Code	Postsecondary Program Name	College Credits	CIP Code

D. New courses may be added only by completion of a new, amended articulation agreement signed by lead school administrators of the partnering community college and/or four-year college or university. The Office of Career Readiness must approve all new programs of study before secondary school districts may operate the program of study at the school district. Programs of study must lead to an industry-recognized credential, an associate or baccalaureate degree, an apprenticeship, or a certificate program of study in a career field.

IV. Program Administration and Review

A. A governing committee (e.g., advisory board) consisting of appropriate stakeholders (e.g., faculty, parents, students, employers, and workforce development agencies) will meet at least once per year and will oversee the articulation process.

B. To ensure accountability and sustainability of the program of study, the governing committee will produce an annual report summarizing program outcomes. The report will include appropriate assessment data (e.g., information on academic performance, completion rates, retention rates, and student satisfaction).

C. The articulation agreement may be terminated or renewed by either partner with written notice submitted prior to the commencement of each academic year.

D. Each institution agrees to inform the other institution of significant changes in course content or other circumstances that could affect the awarding of credits under the terms of the articulation agreement.

E. Articulation agreements for dual, concurrent or articulated credit must be signed and dated on a yearly basis by lead school administrators.

ARTICULATION AGREEMENT

FOR THE

ENTER NAME OF PROGRAM OF STUDY

V. Signed Approval by Partners

IN WITNESS WHEREOF, the parties hereto, duly authorized, have caused these presents to be signed by their authorized lead administrators.

Participating Secondary School District:

_____	_____
Print Name	Date

Executed by:

_____	_____
Sign Name	Date

Two-Year Postsecondary Institution:

_____	_____
Print Name	Date

Executed by:

_____	_____
Sign Name	Date

Four-Year Postsecondary Institution:

_____	_____
Print Name	Date

Executed by:

_____	_____
Sign Name	Date

APPENDIX H: WORKFORCE DEVELOPMENT BOARD DIRECTORS BY COUNTY

Atlantic/Cape May Counties

Rhonda Lowery, Executive Director
Atlantic/Cape May WDB
2 South Main Street, 2nd floor
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Website: <http://www.ccwib.com/home.html>

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Essex County

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Gloucester County

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Website: www.wibnj.com

Hunterdon/Somerset Counties

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Greater Raritan WDB
Somerset County Human Services
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Fax: 908-253-0180
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Hudson County

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Website: www.hcstonline.org/wib

Mercer County

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Website:
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Middlesex County

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www.co.middlesex.nj.us/Government/Departments/BDE/Pages/WDWIB.aspx

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www.visitmonmouth.com/page.aspx?Id=2712

Morris, Sussex & Warren Counties

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City of Newark

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Ocean County

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Ocean County WDB
Ocean County Department of Human
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Website:
www.co.ocean.nj.us/ocdhs/WIB/index.html

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Union County

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Website: www.ucnj.org/wdb

APPENDIX I: NEW JERSEY KEY INDUSTRY CLUSTERS

1. Advanced Manufacturing;
2. Financial Services;
3. Health Care;
4. Life Sciences;
5. Technology and Entrepreneurship;
6. Transportation, Logistics and Distribution; and
7. Hospitality.