

New Jersey Department of Education
Carl D. Perkins Career and Technical Education Act of 2006
 Postsecondary Monitoring Tool (Revised 11/29/2012)

Date(s) of Visit	Reviewers Signatures:	
College Name	County	
Chief School Administrator		
Project Director & Staff		
Postsecondary Allocations	Postsecondary Federal: State:	Date of Substantial Approval:

COMPLIANCE RATING

Compliant <i>Strong evidence that supports approved application and compliance</i>	Partially Compliant <i>Limited evidence that supports approved application and compliance</i>	Noncompliant <i>No evidence to support approved application and compliance</i>
Subgrantee <u>provides sufficient evidence</u> identified for meeting the compliance requirement and implementation of the approved <i>Perkins</i> Subgrant Application.	Subgrantee is able to provide <u>limited evidence</u> identified for meeting the compliance requirement and implementation of the approved <i>Perkins</i> Subgrant Application.	Subgrantee is <u>unable to provide sufficient evidence</u> identified for meeting the compliance requirement and implementation of the approved <i>Perkins</i> Subgrant Application.

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PROGRAMMATIC REQUIREMENTS					
Compliance Requirement & Legal Authority	Evidence	Compliance Rating			Comments
		C	PC	NC	
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<p><i>Perkins §135(b)</i> Funds have been targeted to support programs that:</p> <ol style="list-style-type: none"> (1) strengthen the academic and technical skills of students through integration of academic and technical programs that have a coherent sequence of courses; (2) link secondary career and technical education and postsecondary career and technical education through at least one career and technical program of study; (3) provide students with strong experience in and understanding of all aspects of an industry; (4) develop, improve, and expand the use of technology in career and technical education; (5) provide professional development for teachers, faculty, administrators, career guidance and academic counselors, including in-service and pre-service training on effective integration of academic and technical skills, research and effective practices to involve parents and the community; insuring that teachers stay current with industry standards; providing internship programs for relevant business experience; and the effective use and application of technology to improve instruction; (6) develop and implement evaluations of career and 	<ul style="list-style-type: none"> • Syllabi and/or on-line program descriptions of courses for CTE programs of study; • Articulation Agreements/Memorandums of Understanding signed and dated by lead administrators (i.e., college president and superintendent) during the current grant year; • Student performance data analysis, proof of verifications that yearly program evaluations were conducted; • A professional development (PD) binder/folder that includes information such as: professional development plan/master faculty schedule of PD (workshops and conferences); conference or workshop materials, sign-in sheets for institutional PD, and agendas, if available; • Evidence that students have been exposed to and provided with opportunities to participate in non-traditional occupations such as: pamphlets or other materials that advertise non-traditional programs offered to students; lists/description of career counseling activities to expose students to non-traditional careers; and materials from workshop/conferences that were distributed to students. • Evidence of internships, clinical experiences, or 				

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technical education programs, including the needs of special populations; (7) initiate, improve, expand and modernize quality career and technical education programs, including relevant technology; (8) Provide services of sufficient size, scope, and quality to be effective; and provide activities to prepare special population, including single parents and displaced homemakers enrolled in CTE programs, for high skill, high wage, or high demand occupations that will lead to self sufficiency.	work-based learning experiences.				
<i>Perkins Act §134(b) 1-12</i> Evidence of how the career and technical education programs will be carried out to meet the requirements of the Carl D. Perkins Act of 2006 (the Act) and meeting state and local adjusted performance levels.	<ul style="list-style-type: none"> • Documentation of the provision of adequate resources required to operate CTE programs of study identified in the funding application such as: teacher schedules and organizational chart indicating area of responsibilities for administrative staff overseeing the CTE programs of study; documentation of visits to classrooms, labs and shops; • On-line program descriptions of courses for CTE programs of study supported during the current grant year; • A professional development (PD) binder/folder 				

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	that includes information such as: professional development plan/master faculty schedule of PD (workshops and conferences), conference or workshop materials, sign-in sheets for institutional PD; and agendas, if available.				
<i>Perkins §134(b)(8); §135(b)(6); §135(b)(9); GEPA §427</i> Equitable access is ensured for all program participants (students, teachers, and other beneficiaries) regardless of gender, race, national origin, color, disability, or age.	<ul style="list-style-type: none"> Review demographic data relating to equitable access such as: race, gender, socio-economic status, if available. 				
<i>Perkins Act §134(b)(5)</i> The eligible recipient has consulted with all required parties (i.e., advisory board members) in the development of the local plan for career and technical education and these individuals (listed in section 134 (b)(5) of the Perkins Act of 2006) are involved in the development, implementation, and evaluation of the CTE programs.	<ul style="list-style-type: none"> Advisory board meeting sign-in-sheets, meeting minutes, invitational letters and agendas for each CTE program of study; Advisory board membership for each CTE program of study that includes member's titles, names, and affiliations. 				
<i>OMB Circular A-87; EDGAR 80.20</i> Documentation for partially funded positions support the appropriate percentage of time that individuals dedicate to grant-related funded activities.	<ul style="list-style-type: none"> Time and activity reports. 				

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<p><i>Perkins Act §134(b)4 and 135(b)5</i> Professional development is of high quality and provided to teachers, principals, career and academic guidance counselors and, as appropriate, other instructional staff. High-quality PD is sustained and both classroom and industry focused; it is current and related to industry standards being taught in the CTE course; provides scientifically based instructional strategies to improve CTE instruction; or increases knowledge in integrating academic with career and technical education areas.</p>	<ul style="list-style-type: none"> A professional development (PD) binder/folder that includes information such as: professional development plan/master faculty schedule of PD (e.g., attendance at workshops and conferences); conference or workshop materials, sign-in sheets for institutional PD; and agendas, if available. 				

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<p><i>Perkins §311(a)</i> Perkins funds are used to supplement, not supplant, programs/activities. Support from any other funding must not duplicate funding received from the Perkins Act.</p>	<ul style="list-style-type: none"> • Procurement requisitions, contracts, purchase orders, expenditures (i.e., cancelled checks), program budget and expenditure report for the years requested (e.g., documentation that supports funds were used for approved activities/strategies and not to support a community college’s general operating budget or programs previously funded with other operating funds). 					
<p><i>Perkins§135 (a)&(b)1-12</i> Expenditures correspond to the approved uses specified in the approved application.</p>	<ul style="list-style-type: none"> • EWEG application (expenditures correlate to the approved use categories listed in application); • Procurement requisition and purchase orders; • Time & Activity Sheets; • Accounting records including expenditure report. 					
<p><i>GEPA §437, EDGAR 80.42</i> Records which document the compliance with program requirements, relate to fiscal control, and/or the accounting of project funds, including those required</p>	<ul style="list-style-type: none"> • Record retention policy of the college. 					

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under the record retention provisions of the General Education Provisions Act, will be maintained for three (3) years after the submission of all required reports.					
<i>OMB Circular A-87: Cost Principles for Local and State Government</i> Salaries supported by Perkins grant funds during the current grant year must have time and activity reports signed and dated by the employee and his/her supervisor.	<ul style="list-style-type: none"> Signed and dated time and activity reports with the funding source and the account number (i.e., function and object code number); 				
<i>OMB Circular A-87: Cost Principles for Local and State Government</i> Documentation must be available on a <u>semiannual basis</u> for salaries for those individuals whose salaries are 100% grant supported, and on a <u>monthly basis</u> for those individuals whose salaries are not 100% grant supported (split funded positions).	<ul style="list-style-type: none"> Printout of certifications and time sheet reports that identify individuals receiving salaries. The printout must report salaries on a semiannual basis for salaries for those individuals whose salaries are 100% grant supported, and on a monthly basis for those individuals whose salaries are not supported 100%. 				
<i>EDGAR, PART 80-Uniform Administrative Requirements for Grants and Cooperative Agreements</i>					

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<p><i>to State and Local Governments, Section 20, Standards for Financial Management Systems. N.J.S.A 18A:18A(2)(v) Public School Contract Law.</i> The eligible recipient should encumber or obligate funding prior to the release of the purchase order. No purchase order should pre-date the invoice (e.g., procurement requisition or contract pre-dates the purchase order, and invoices must always be dated after the purchase order).</p>	<ul style="list-style-type: none"> • Purchase orders and encumbrances or requisitions; or a printout from the accounting system that lists the dates and procurement requisitions and purchase order dates for funded expenditures. 					
<p><i>EDGAR, PART 80-Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, Section 20, Standards for Financial Management Systems</i> The eligible recipient must provide documentation for all expenditures approved in the application for grant funds expended for the current grant year.</p>	<ul style="list-style-type: none"> • Contracts, procurement requisitions, bids, price quotes, contracts, purchase orders, invoices, time and activity reports for salaries. Documentation should be organized by function and object code number and CIP Code. 					
Equipment and Related Property						
<p><i>OMB Circular A-110; EDGAR 80.32</i> Verify that a property/equipment record for each item is maintained, and that each record includes the description, serial number, source, and acquisition cost and date of</p>	<ul style="list-style-type: none"> • Equipment Inventory Records; • Permanently attached numbered inventory tags located on equipment purchased with grant funds during the current grant year (i.e., computers, 					

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acquisition.	<p>printers, and monitors need separate inventory tags even if purchased as a unit);</p> <ul style="list-style-type: none"> • Procurement requisitions, purchase orders and copies of cancelled checks relating to the expenditures approved EWEG application for the current grant year. 					
<p><i>OMB Circular A-110; EDGAR 80.32</i> An inventory, up-dated within the last year, exists of equipment purchased with grant funds that includes the property record, its location, condition, and, if it was disposed of, the sale price or its fair market value.</p>	<ul style="list-style-type: none"> • Inventory records • Purchase orders • Receipts 					
<p><i>OMB Circular A-110; EDGAR 80.32</i> Control systems are in place to prevent loss, damage, or theft of instructional equipment purchased with state or federal funds.</p>	<ul style="list-style-type: none"> • Policies and procedures addressing the procurement, recording, custody, and use and disposition of Perkins equipment. 					

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<i>OMB Circular A-110; EDGAR 80.32</i> Adequate maintenance procedures keep the property in good condition.	<ul style="list-style-type: none"> • Policies and procedures addressing the procurement, recording, custody, use and disposition of Perkins equipment 					