

Funds provided through the
Carl D. Perkins
Career and Technical Education Improvement Act of 2006
P.L. 109-270
CFDA # 84.048A
and/or
N.J.S.A. 18A:54-1 et seq.

PERKINS ONE-YEAR GRANT APPLICATION GUIDELINES

July 1, 2014 – June 30, 2015

David C. Hespe
Commissioner of Education

Susan Martz
Assistant Commissioner
Division of Student Services and Career Readiness

Marie Barry, Director
Office of Career and Technical Education

New Jersey State Department of Education
Riverview Executive Plaza
Building 100, Route 29 South
PO Box 500
Trenton, NJ 08625-0500
www.state.nj.us/education

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New Jersey Carl D. Perkins Grant Project Period: July 1, 2014-June 30, 2015

Activity Timeline

	Month	Date	Activity	Notes
2014	July	1	FY 2015 Perkins One-Year Grant Period Begins	_____
			Five-Year/ Multi-Year Plan due (if not previously submitted)	Required
			Revisions to previously submitted Five-Year/Multi-Year Plans due	If needed
	July	25	FY 2015 Perkins Secondary Grant Application in SAGE due	Required
	Aug	4	NJ SMART Data CTE Submission Closes	Required
	Aug	15	FY 2015 Perkins Postsecondary Application in SAGE due	Required
2015	Mar	31	Last Day to submit Final Budget Amendments for Perkins One-Year Grant Application FY 2015	Optional
	April	30	Deadline to have equipment purchased with Perkins funds installed and available for student use	Required
	June	30	FY 2015 Perkins Project Period ends	
	July	15	Last day to submit reimbursement requests for <u>all</u> 2015 Perkins allowable expenditures	Required
	Aug	31	Deadline for all FY 2015 financial obligations incurred to be liquidated	Required
	Sept	30	FY 2015 Final Report due	Required

IF YOU ARE A NEW PERKINS PROGRAM PROJECT DIRECTOR, PLEASE CONTACT YOUR PERKINS PROGRAM OFFICER AT THE NEW JERSEY DEPARTMENT OF EDUCATION TO SCHEDULE A TIME TO REVIEW YOUR TASKS AND RESPONSIBILITIES. YOU WILL FIND THE CONTACT PERSON IN APPENDIX D.

Reimbursement requests are due by the 15 th of every month

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PERKINS FY 2015 ONE-YEAR GRANT APPLICATION GUIDELINES

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SECTION A: PERKINS GRANT OVERVIEW

1. Introduction

At the time these guidelines were written, The *Perkins Act* had not yet been reauthorized. The title of the act is now the *Carl D. Perkins Career and Technical Education Improvement Act of 2006*. The act emphasizes local accountability for yearly results, program improvement, increased coordination within the CTE system, stronger academic and technical integration, connections between secondary and postsecondary education, and stronger links to business and industry.

1.1 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

1.2 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

¹ Perkins Act of 2006: The Official Guide

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;

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 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;

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

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

1.3 ESEA/No Child Left Behind Waiver

On February 9, 2012, the New Jersey Department of Education (NJDOE) received notification that the United States Department of Education (USDE) approved the state’s application to waive certain statutory and regulatory requirements of the Elementary and Secondary Education Act of 1965 (ESEA).

The NCLB/ESEA application, submitted in November 2011, is part of a broader effort to reform the state’s overlapping and contradictory accountability systems and to advance a comprehensive education reform agenda designed to increase academic standards, to improve the effectiveness of educators, and to increase accountability for results in the classroom.

Among other changes made under this waiver, New Jersey schools will no longer be subject to some of the previous NCLB accountability provisions, which included sanctions for schools not making Adequate Yearly Progress (AYP). Instead, the New Jersey Department of Education

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

implemented a fairer and more nuanced accountability system in September 2012 that measures schools based on both growth and absolute attainment, and that focuses state resources on drastically improving those schools that are persistently failing and/or have large achievement gaps.

To view the ESEA waiver, see: <http://www.nj.gov/education/grants/nclb/waiver/waiver.pdf>

1.4 Career Clusters®

All approved career and technical education programs in New Jersey are linked to one or more of the sixteen recognized Career Clusters. A Career Cluster, as defined in *N.J.A.C. 6A:19-1.2-Definitions*, means “one of the career and technical education program areas recognized by the U.S. Department of Education (USDE) and by the New Jersey Department of Education (NJDOE).” The Career Clusters Initiative is now sponsored by the National Association of State Directors of Career and Technical Education Consortium.

A Career Cluster is a grouping of occupations and broad industries based on commonalities. Career Clusters are designed to link what students learn in school with the knowledge and skills they need for success in college and careers. The sixteen Career Clusters have been identified to provide an organizing tool for schools, small learning communities, academies, and magnet schools.

Career Clusters identify pathways from secondary school to two and four-year colleges, graduate school, and the workplace, so students can learn in school what they can do in the future. This connection to future goals motivates students to work harder and enroll in more rigorous courses. Additional information may be found on the Web at www.careerclusters.org.

The sixteen Career Clusters are:

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Sciences
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing

- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

1.5 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 services and activities that will benefit the most students and improve program quality.

1.6 Consortia

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.

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.

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 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.

The NJDOE will closely examine the need for the consortium to ensure that the consortium is not being created solely as a mechanism to circumvent the minimum \$15,000 threshold requirement for secondary institutions and \$50,000 for postsecondary institutions.

2. 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 NJ SMART CTE data collection. Grantees can find guidance about the

NJ SMART CTE submission at 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).

2.1 Standards of Quality

All programs will be measured against standards of quality as established by federal and state goals.

On the secondary level, eligible recipients of Perkins IV funds will be held accountable for the following indicators:

- Academic Attainment – Language Arts Literacy;
- Academic Attainment – Mathematics;
- Technical Skill Attainment;
- student graduation rates;
- student placement in employment, postsecondary education or advanced training, or military service; and
- student participation in, and completion of, career and technical education programs that lead to non-traditional training and employment.

On the postsecondary level, eligible recipients of Perkins IV funds will be held accountable for the following indicators:

- technical skill attainment;
- industry recognized credential, a certificate or a degree;
- student retention in postsecondary education or transfer to a baccalaureate degree program;
- student placement in military service or apprenticeship programs, employment in high skilled, high-wage or high-demand occupations, or retention in employment; and
- student participation in, and completion of, career and technical education programs in nontraditional fields.

2.2 Final Agreed Upon Negotiated Performance Levels

Consistent with the requirements of all federal workforce development programs, educational institutions and agencies offering approved career and technical education programs are expected to show significant and continuous improvement in their performance results

Eligible recipients will be provided a report detailing program performance based on the grantee's CTE data submitted to the NJDOE. Eligible recipients are accountable for the performance of each approved CTE program. Grant recipients must examine their program performance and implement strategies and activities. Priority must be given to strategies and

activities for the programs that do not meet performance standards. Additionally, recipients are required to maintain those programs that meet the performance standards.

3. Statutory/Regulatory Sources

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.*

3.1 Federal Office of Management and Budget (OMB)

All applicants must be in compliance with federal audit requirements. Circular A-133, Audit Requirements for States, Local Governments and Non-profit Organizations and Appendix B, Compliance Supplement – June 27, 2003 define the procedures and requirements that must be used in the administration of all Federal applications and programs. These are available from the Federal Office of Management and Budget (OMB).

The web addresses for the documents are:

www.whitehouse.gov/omb/circulars/a133_compliance_supplement_2010 and
www.whitehouse.gov/omb/grants/grants_circulars.html

The *OMB Circular A-133* contains compliance requirements that apply to the Department of Education. The A-133 Compliance Supplement describes other requirements specific to “Vocational Education – Basic Grants to States (Perkins IV).” As an applicant, an LEA, college, or agency applying for federal funds should be familiar with the compliance requirements listed in these documents before completing the application.

An LEA, college, or agency’s annual audit must meet the criteria listed in the documents. In addition, the NJDOE auditors annually review selected LEAs, colleges, or agencies for compliance with the requirements prescribed in these documents. The institution’s fiscal agent must be familiar with these requirements.

3.2 Withholding of Funds (34 CFR Part 300.194)

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.

4. Accounting Procedures

4.1 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 C.

4.2 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.*

4.3 Dual Funding for CTE Programs

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 SAGE application. The grantee must maintain two separate accounting records of these funds.

4.4 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)⁴ 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 (Federal funds) to provide services for participating students that the institution provided with non-Federal funds for nonparticipating students.⁵

4.5 Income Derived From CTE Programs

There are times when programs earn income as a result of an approved program activity. In accordance with New Jersey Administrative Code, a district board of education operating a 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

⁴ OMB Circular A-133, Department of Education Cross Cutting Section

⁵ <http://www.whithouse.gov/sites/default/files/omb/assets/omb/circulars/a133compliance/2011/ed.pdf>

⁶ N.J.A.C. 6A:19-2.1

SECTION B: PROGRAM PLAN INFORMATION

1. 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 2015 Perkins application

Articulation Agreement

The opportunity to articulate with local colleges represents an important process in building a high quality POS. A POS is required to have a current articulation agreement established between the secondary school and the postsecondary institution in order to be approved by the Office of Career and Technical Education (OCTE). The signature of the college President is required on each articulation agreement, the number of credits, and the course(s) for which the credits will be awarded. The articulation agreement should be updated annually and must be effective throughout the program year for which the grantee seeks Perkins funding. An articulation template along with a list of contacts has been included in Appendix F.

2. Content of the 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 plans 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 1 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;

12) and 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.”⁷

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

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

The NJDOE has requested an extension of its State Five Year Plan for Career and Technical Education from the US Department of Education for 2015. Accordingly, each local recipient must also request a Five Year/Multi-Year Plan extension for 2015. Perkins grantees will be able to request this extension on the Five Year Plan Goals Page in their 2015 Perkins Application in SAGE. No additional written extension request is required.

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. Discussion should focus on evaluation of the eligible recipient’s achievements in meeting the negotiated Performance Standards and Measures. 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.

Note: Advisory committees should convene prior to the submission of revisions to the Five-Year/Multi-Year Plan.

⁷ Text from the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

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.

Revisions to the Five-Year/Multi-Year Plan must be uploaded on the Five Year Plan page in the Perkins Application in SAGE. Revisions to the Five Year Plan must be uploaded in SAGE and approved by the NJDOE before the Perkins application will be approved.

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.

SECTION C: GRANT APPLICATION INFORMATION AND PROCEDURES

1. Eligibility and Process

In order to be eligible to be approved for FY 2015 Perkins funds, the eligible recipient 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 CTE data in secondary grantees and VEDS data for postsecondary grantees to the New Jersey Department of Education (NJDOE) for the 2013-2014 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.

Information concerning the grant application is included in these guidelines and can also be found on the NJDOE website: www.nj.gov/njded/cte/perkins/index.html.

For consortia: Eligible recipients electing to join a consortium for the first time with the FY 2015 Perkins One-Year Grant Application should submit to the Director, Office of Career and Technical Education (OCTE) a copy of a letter from the superintendent of the new consortium participant to the lead agency superintendent, expressing the intent to join the existing consortium.

NOTE: Consortia may support, with the grant funds, only the approved CTE programs that are within the same career cluster pathway.

2. Grant Application Submission and Approval

For funding consideration for FY 2015, the 2015 Perkins One-Year Grant Application must be submitted to the NJDOE by the due date established when the application is released. All grant applications must be submitted in the SAGE application system and can be found at <https://enterprisegrantapps.state.nj.us/NJSAGE/Login.aspx>. Grantees requiring access to utilize the SAGE system must contact their Web Use Administrator for a user ID and password.

2.1 Workforce Investment Board (WIB) Review

The WIB has the authority to review the FY 2015 Perkins grant application and to notify the eligible recipient and the OCTE Director, if there are concerns about the application. The WIB may be aware of resources that would be beneficial in program development; therefore, applicants are encouraged to contact the WIB early in the planning process. At a minimum, each grantee must inform their local WIB of the following:

- how the grant application is in conformity with the plans of the local WIB;
- 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
- results anticipated.

The Statement of Assurances indicates that the eligible recipient has forwarded the appropriate information to the local WIB for review and comment (see Appendix B and E). Documentation of this contact with the WIB should be maintained for monitoring purposes.

The WIB is requested to notify the grantee and the OCTE Director, if there are concerns about the grant application. The Perkins program officer will ensure that any concerns expressed by the WIB will be addressed by the grantee prior to NJDOE approval of the grant application.

For consortia: If consortium members are under the jurisdiction of more than one WIB, the eligible recipient/consortium applicant must submit information concerning the FY 2015 One-Year Grant Application to each WIB for review.

2.2 Grant Application Review and Approval

Applicants are expected to respond to all requests for revisions and corrections by the specified deadlines in order to ensure that the application is approved in a timely manner. If an applicant fails to respond to revision requests prohibiting successful completion of the NJDOE approval of the application, the offer of Perkins grant funding may be withdrawn.

Activities should be projected for the period starting July 1, 2014 and ending June 30, 2015. Once the FY 2015 Perkins SAGE 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 July 1, 2014, the beginning of the grant period.

2.2.1 Grant Application Approval Process

- The grantee submits the FY 2015 Perkins One-Year Funding Application electronically using the SAGE application system;
- The document is reviewed by the OCTE program officer. If remediation is necessary, the OCTE program officer will review the document with the eligible recipient for accuracy and compliance.
- Once the grant application is complete and correct, it is granted Tier 1 Approval by the program office. The application will then be reviewed by grant specialist in the NJDOE Office of Grants Management (OGM). Upon review and approval by OGM the application will be final approved. The application status in the SAGE system will indicate 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 due dates, the NJDOE may withdraw its offer of funding for FY 2015.

2.2.2 Reimbursement Requests

Payment of grant funds is made through a reimbursement system rather than through scheduled monthly payments. Reimbursement requests for any grant funds the grantee has expended are processed through the SAGE system. Reimbursement requests can only be submitted after the grant has received final approval. Requests should include only those expenditures that have already been made up to that point in the project period or those that will occur by the last calendar day of the month in which the request is being made. No more than one reimbursement request can be submitted per month. Requests should be submitted no later than the 15th of the month.

NOTE: These guidelines are not inclusive of all situations. Any questions should be directed to your Perkins program officer. A listing of Perkins program officers can be found in Appendix D.

SECTION D: PERKINS ONE-YEAR GRANT APPLICATION

1. Application Components

1.1 Organizational Information Page

In the SAGE application system each eligible recipient must complete the grant contact information. It is important to accurately complete this information. All notices of grant remediation or approvals will be sent to all designated grant contact persons.

1.2 Five-Year Plan Page

New Jersey has requested an extension from the USDE for its State Five-Year Plan for Career and Technical Education with some revisions for 2014-2015. Accordingly, on the Five Year Plan Page in the 2015 Perkins SAGE application, local recipients must also request an extension of their Five-Year/Multi-Year plan for 2014-2015. On this page applicants are asked to provide confirmation by selecting one of the following options:

Option 1: I have reviewed my Five-Year/Multi-Year Plan goals and objectives and request an extension of the plan without revisions.

Option 2: I have reviewed my Five-Year/Multi-Year Plan goals and objectives and request an extension of the plan with revisions.

If grantees select Option 2, the Five-Year/ Multi-Year Plan revisions must be uploaded on this page of the Perkins application in Sage and must be approved by the NJDOE **before the application can be approved.**

Note: Revisions to the Five-Year/Multi- Year Plan can be made at anytime during year and do not have to be made at the time of application submission.

1.3 Assurances/Board Approval Page

1.3.1 Statement of Assurances

The Chief School Administrator/College President/Agency Head must agree to the Statement of Assurances, in the SAGE 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 in the SAGE application system. (See sample in Appendix B)

NOTE: Items C and D of the Assurances state that:

C. The Perkins funds will be used to support approved CTE programs only.

D. I have reviewed the performance data provided for the approved CTE programs and as a priority Perkins funds will be used to implement strategies/activities to improve those programs that have NOT MET the performance standards.

1.3.2 Board Approval

The eligible recipient's board of education, board of trustees, or other governing body must approve the submission of the FY 2015 Perkins One-Year Grant Application. Notice of the approval action is to be verified to the New Jersey Department of Education (NJDOE) by one of the following two methods:

- After board approval: If the grant application is submitted after the board has approved the submission; a copy of the board resolution need not be uploaded with the plan. However, the date of the board approval must be specified in the grant application.
- Before board approval: If the grant application is submitted before board approval, the grantee must upload a copy of the board resolution or a certified copy of the board minutes showing the approval action. The application will not receive final approval until the board resolution or a certified copy of the board minutes is uploaded.

For consortia:

For each local education agency (LEA), the LEA's board must approve the LEA'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 participating districts. Each consortium participant must forward a signed copy of the **Board Resolution to Apply as a Member of a Consortium** form (see sample in Appendix A) 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.

1.4 Budget Summary Page

For 2015 budgetary information required in the Perkins application is the budget summary and the equipment budget detail. Grantees are required to maintain documentation showing the expenditure details to be provided to NJDOE upon request.

The allocation(s) are listed on the Budget Summary Page. The application cannot be submitted for NJDOE review and approval until the budgeted amount equals the allocation.

All requested expenditures must be used for approved CTE programs. The program must be an approved CTE program prior to the expenditure of grant funds. All requested expenditures must be calculated in the totals entered on Budget Summary Page in the Perkins Application in SAGE.

1.5 Uploads Page

New for 2015, an additional page has been added to the Perkins application in SAGE. This page allows grantees to upload additional forms that must be reviewed by NJDOE staff before approving the application. The forms are available to grantees as template documents to be downloaded, completed, and uploaded for NJDOE review.

The page contains two required upload forms which are the **Program Budget/ Narrative** and the **Equipment Budget Detail**. There are also upload fields provided on this page to allow for grantees to upload additional documents that may be necessary for NJDOE review.

1.5.1 Program/Budget Narrative Form

The Program/Budget Narrative is designed to allow grantees to describe how Perkins grant funds will be used to improve program performance and student outcomes in the CTE programs that DID NOT MEET the State Negotiated Performance standards in specific Perkins performance indicators. The indicators which must be addressed in the FY 2015 Perkins application are specific to the Perkins Secondary or Postsecondary applications and are identified on the respective Program/Budget Narrative forms.

Secondary and postsecondary grantees must implement a plan designed by the institution including activities or to improve program performance for those programs that that Did Not Meet State Negotiated Performance standards for specific Perkins performance indicators. In planning the activities to improve program performance, grantees should consider the following:

- Is there a state or national evidence based program or intervention that has resulted in improved program performance related to the Perkins performance indicator in need of improvement? A searchable listing of evidence based programs and strategies in many educational program areas can be found by using the USDE What Works Clearinghouse located at <http://ies.ed.gov/ncee/wwc/>.
- Does the institution have an improvement plan for non Career and Technical Education (CTE) programs that addresses one or more Perkins performance indicators such as Academic Achievement-Language Arts or Mathematics or Technical Skill Attainment? If so, collaboration between the CTE and non-CTE programs on the development of a shared improvement plan may help to ensure that the Perkins funded activities lead to more systemic improvement of CTE program performance.

- Was the CTE program advisory council consulted regarding the program performance and given an opportunity to provide input on the development of improvement plan and the activities?
- Have the activities identified for Perkins grant funding also been implemented in prior years with limited results? If so, different strategies or interventions should be considered.

If you are in need of assistance in developing your institution's plan to improve program performance contact your OCTE Perkins Program officer.

1.5.2 Equipment Budget Detail Page

Grantees are required complete the Equipment Budget Detail Page listing by CIP code all equipment intended for purchase during the project period. Equipment items listed on this page should be equipment items intended to improve program performance.

2. Perkins Performance Report – Secondary/Postsecondary

Accountability is an essential element of the Perkins legislation. A primary measure of success is continuous improvement of student performance in technical and academic areas All progress is measured against a grantee's performance record and the Performance Standards and Measures negotiated between the NJDOE and the United States Department of Education (USDE), Office of Career, Technical, and Adult Education (OCTAE). Using the Perkins grant funds, each grantee must execute a plan to accomplish continuous improvement for each approved CTE program and program of study.

2.1 Performance Levels

Each grantee must show the progress made in achieving the negotiated Performance Standards and Measures. Grantees will be provided a performance report detailing their organization's program performance based on the CTE data submitted to the NJDOE. The SAGE application will list any programs not meeting the negotiated performance levels, as well as programs that have met or exceeded the negotiated performance levels. For each list, the grantee must implement activities/strategies that will enhance or maintain performance levels. The performance report will show the comparison of the grantee's performance levels to the negotiated levels.

2.1.1 Designation of Perkins Funds for Programs Not Meeting Standards

Grantees are required to utilize Perkins funds if any CTE program or program of study performance is below the state negotiated performance level. Perkins grant funds **must** be used to implement a plan of activities or strategies to improve the performance of

programs not meeting the state negotiated performance level. If appropriate, a Perkins funded activity may be used to raise performance levels in more than one program. Grantees are expected to demonstrate continuous improvement in the performance of career and technical education programs.

The NJ SMART and VEDS reported performance is measured against the State Negotiated Performance Level, except for the Language Arts/Literacy (LAL), and math indicators for secondary grantees in which the performance is measured against the school’s progress target.

The 2015 Performance Reports have been redesigned to include all programs and indicators on a spreadsheet to enable grantees to review performance for all indicators at a glance. Programs that DID NOT MEET standards have been highlighted for purposes of immediate review. Grantees are required to review the reported performance and implement strategies and activities to improve performance.

2.2 Secondary Performance Measures

2.2.1 State Negotiated Performance Levels – Secondary

State levels have been negotiated with the USDE OCTAE for the 2014-2015 year.

<u>Performance Indicator</u>	<u>ESEA* Progress Target</u>	<u>State Target</u>
Academic Achievement – LAL	Based on each school’s	84.00%*
Academic Achievement – Math	ESEA Progress Target**	85.30%*
Technical Skill Attainment		88.00%
Graduation		97.00%
Placement		90.00%
Nontraditional Participation		32.00%
Nontraditional Completion		31.00%

*New Jersey has an approved Elementary and Secondary Education Act (ESEA)/NCLB waiver. Accordingly, the use of each district’s school level ESEA progress targets have been negotiated and are the performance measures for Academic Achievement-LAL and Academic Achievement-Math. In cases where an ESEA progress target does not exist the State level target listed above is the performance measure.

**Progress targets will be provided in the Performance Report.

2.2.2 Reported Performance – Secondary

The State Negotiated Performance and NJ SMART Reported Performance information will be taken from the State Negotiated Performance levels for FY 2015 and from the district’s NJ SMART CTE submission for the 2012-2013 school year.

MET EXPECTATIONS Reported Performance-Secondary

Programs listed as "MET" (for each performance indicator), will be for those programs that have **Met or exceeded** the negotiated performance standard based on NJ SMART reported data.

Perkins grant funds may be expended to enable programs to maintain performance standards. However priority must be given first to those programs that did NOT MEET performance standards.

NOT MET EXPECTATIONS – Reported Performance-Secondary

Programs listed as NOT MET (for each performance indicator), will be those programs that have **NOT MET** the negotiated performance level, based on NJ SMART reported data.

Because these programs DID NOT MEET the negotiated performance standard, Perkins funds **must** be expended for activities to improve performance of each program listed.

The percentage reported represents the number of students enrolled in the CTE program who scored below the negotiated performance level. The grantee should carefully review the reported performance to ensure Perkins funding is designated to those programs in greatest need of improvement.

2.3 Postsecondary Performance Measures

2.3.1 State Negotiated Performance Levels – Postsecondary

State performance levels have been negotiated with the USDE OCTAE for the 2014-2015 year.

<u>Performance Indicator</u>	<u>Target</u>
Technical Skill Attainment	95.70%
Credential	99.50%
Retention	65.00%
Placement	73.00%
Nontraditional Participation	27.75%
Nontraditional Completion	26.00%

2.3.2 Reported Performance – Postsecondary

Grantees must review the reported program performance and determine strategies and activities accordingly.

MET EXPECTATIONS – Reported Performance-Postsecondary

The reported performance is listed on Postsecondary Performance Report postsecondary to allow the grantee to analyze the data and determine which programs should be supported with Perkins funding for 2015. Program performance listed as *MET* (for each Performance indicator), will be those programs that have MET or exceeded the state negotiated performance level based on VEDS reported data. Perkins grant funds may be expended to support these programs.

NOT MET EXPECTATIONS – Reported Performance-Postsecondary

The approved programs listed as NOT MET (for each Performance indicator), will be those programs that have NOT MET the state negotiated performance level for that measure, based on VEDS data. Because these programs DID NOT MEET standards, Perkins funds must be expended for activities to improve performance of each program listed.

3. Budget Summary – Consolidated (Federal, Federal Reserve, and State)

For 2015, the budgetary information required to be included in the streamlined Perkins application consists of the Budget Summary and Equipment Budget Detail. On the Budget Summary Page, applicants must list the total amounts being requested for each budget category directly into the appropriate lines/columns. Grantees are required to maintain documentation showing complete expenditure and budget detail to be provided upon request by NJDOE.

The allocation(s) (Federal, Federal Reserve, and State) are listed on the Budget Summary Page. When the Budget Summary Page is completed the amount budgeted must equal the amount allocated. The application cannot be submitted for DOE review and approval until the budgeted amount equals the allocation.

All budget expenditures must be used only for approved CTE programs. Program must be approved CTE programs prior to the expenditure of Perkins grant funds. All budgeted expenditures must be included in the total amounts entered on Budget Summary Page, in the Perkins application in SAGE.

Additional budgeting information is provided below in order to assist eligible recipients with planning and constructing the 2015 Perkins grant budget.

3.1 Salaries Instructional (100-100)

In secondary Perkins Grant applications, funds may be budgeted for instructional salaries on a limited basis (expenditure category 100-100) during the first and second year of operations of an approved career and technical education program (not including stipends) NJDOE staff may review instructional salaries for possible supplanting issues and to determine if programs are eligible for funding of instructional salaries. Salaries must be based upon the percentage of time the employee is working or dedicated to the Perkins Grant.

Postsecondary Perkins Grant, 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. NJDOE staff may review budgeted salaries for possible supplanting issues. Additionally, Perkins grant 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 at the link <http://lwd.dol.state.nj.us/labor/lpa/pub/lmv/cluster%20handout.pdf> and in Appendix G.

Stipends (100-100, 200-100) may be paid to part-time or full-time employees for approved career and technical education program services and activities beyond the employee's contracted time. Stipends are considered a salary, and must be budgeted in **Instructional Salaries (100-100)** or **Non-Instructional Salaries (200-100)**.

3.2 Salaries Non-Instructional (200-100)

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

3.2.1 Stipends (100-100, 200-100)

Stipends may be paid to part-time or full-time employees for approved career and technical education 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 applicable stipends are (not limited to these examples), a teacher may be paid a stipend to serve as an advisor to the school's Career and Technical Student Organization (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 A, 4.4 for more detail on supplanting. Typically, few benefits are deducted from a stipend. However see 3.8.2.2 (Fringe Benefits) below for further information.

3.2.2 Fringe Benefits (200-200)

Fringe benefits for Perkins funded salaries or stipends 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

However the percentage health benefits budgeted for the Perkins grant may not exceed the percent of the employee's time that is funded by the grant.

Federally-funded positions:

Funding for 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.

State-funded positions (including stipends):

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

For those positions funded with state funds, TPAF and FICA cannot be paid using state; 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 reflect the percentage of state and federal funds received. Therefore, if a position is funded with eighty percent federal funds and twenty percent state funds, eighty percent of the total fringe benefits must be charged to the federal portion of the grant and the remaining twenty percent must be funded from a local or other source. State funds may not be used to pay TPAF or FICA.

3.3 Supplies and Materials – Instructional and Non-Instructional (100-600, 200-600)

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)**.

Regarding Supplies and Equipment:

In order to ensure that eligible recipients are best protected against adverse audit or monitoring findings when using federal 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. **All inventoried items must include tag number, cost, location, date of purchase, grant that funded the purchase and item description.** The district must make available for NJDOE review a comprehensive listing of all inventoried items purchased with Perkins funds.

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.

3.4 Instructional Purchased Services (100-300, 200-300): Consultant and Workshop Services for Improvement of Career and Technical Education Programs

Requests for consultants and/or workshop personnel services for activities that improve career and technical education programs such as curriculum and/or professional development improving teaching strategies, and integrating academics are allowable. Grantees should be able to document the following for monitoring purposes: (1) each position funded; (2) the dollar amounts expended for these services; and (3) the specific activities and/or services provided by each of the consultants/workshop personnel.

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.

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. This information is to be included in the description.

When the professional development activity is conducted, records must be maintained. A detailed agenda and a list of attendees must be maintained and available for review. The professional development activity should align with the professional development outlined in the Perkins one year grant application.

3.5 Travel for Career and Technical Education Program Improvement

3.5.1 General Requirements

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 July 1, 2014 or after June 30, 2015;
- 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. This rate is dictated by OMB Circular 01-02. Additional guidelines are included in OMB Circular 12-14 and P.L. 2007 Chapter 53. 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.

3.5.2 Staff Travel (200-500, 200-580):

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/content/104877?utm_source=OGP&utm_medium=print-radio&utm_term=perdiem&utm_campaign=shortcuts) 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.

3.5.3 Student Travel (100-500, 100-800, 200-500, 200-600):

Costs for in-state student field trips and in-state Career and Technical Student Organization (CTSO) leadership conferences that are integral to approved career and technical education programs are eligible for funding. Eligible costs include transportation, lodging, and meals for student leadership conferences and activities occurring within the grant period. The Federal Domestic Per Diem Rates (<http://www.gsa.gov/portal/content/104877>) in effect at the time of registration must be used. Meals for field trips that are not CTSO overnight conferences are not permitted.

NOTE: Out-of-state travel for students for any activity is not a permitted expenditure. Out-of state travel includes but is not limited to registration, entry fees, transportation and meals.

3.6 Purchased Professional & Technical Services (100-300):

Online end-of-program assessments administered and scored by an outside organization must be listed in Purchased Professional & Technical Services.

If the assessment is delivered in paper and pencil format, please refer to the section on Instructional Supplies.

3.7 Common Costs and Associated Budget Considerations

Func/Ob:	Expenditure Category:	Budget Considerations (Supporting Documentation which may be requested for monitoring purposes):
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	
	Third-Party Exams (online, scored by external provider)	<ol style="list-style-type: none"> 1. Vendor 2. Purpose 3. Exam Name 4. Type of Exams 5. Number of Exams

Func/Ob:	Expenditure Category:	Budget Considerations (Supporting Documentation which may be requested for monitoring purposes):
100-500	Service Cost: Internet access charge <hr/> Service Cost: Lease/rental of instructional equipment <hr/> Service Cost: Maintenance of instructional items	<ol style="list-style-type: none"> 1. Vendor 2. Specific service provided 3. Purpose of the service
100-800	Field Trip Admission (Excluding bus rental) <hr/> Student in state travel (meals, lodging, conference registration)	<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) <ol style="list-style-type: none"> 1. Purpose of travel (including conference/workshop/event name) 2. Travel destination (City,) 3. Dates of field trip (e.g.; month and year) 4. Lodging per night rate (Federal Domestic Per Diem Rates) If staying overnight for CTSO activities. 5. Meals per day rate (Federal Domestic Per Diem Rates) 6. Conference registration cost (per student) 7. Number of students registering 8. Name of student group or organization
200-300	Consultant (Educational, Professional, Technical – no direct student contact) <hr/> Technical Services (specialized skill or knowledge – no direct student contact) <hr/> Institutional Affiliation Fee: District wide or School wide (Individual memberships are not allowed)	<ol style="list-style-type: none"> 1. Organization/Consultant name 2. Purpose 3. Number of consultants 4. Number of days/times services are being provided 5. Dates of service 6. Specific service provided 7. Specific service provided <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 (one year only) <hr/> Maintenance Contracts, Repairs, (one year only) <hr/> Warranty (one year only)	<ol style="list-style-type: none"> 1. Vendor 2. Purpose 3. Dates of agreement/rental/service/warranty

Func/Ob:	Expenditure Category:	Budget Considerations (Supporting Documentation which may be requested for monitoring purposes):
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. Travel destination (City, State) 4. 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. Travel destination (City, State) 4. Registration fees
	Site License (renewal only)	<ol style="list-style-type: none"> 1. Vendor name 2. Purpose 3. Name of Software 4. Length of license agreement (including dates not to exceed the contract period/June 30th)
	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 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

Func/Ob:	Expenditure Category:	Budget Considerations (Supporting Documentation which may be requested for monitoring purposes):
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

3.8 Equipment – Instructional and Non-Instructional (400-731, 400-732)

Definition of Equipment:

An equipment item is any 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 identity 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 including delivery and installation.

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

Note: Equipment warranties and service contracts beyond the grant year are not allowable.

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: In FY 2015 equipment must be received, installed and available for student instruction no later April 30, 2015 the end of the project period.

Equipment Procedures:

- 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 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 on the **Instructional Equipment** page and described in **Instructional Equipment (400-731)**.

Equipment used for program support and administrative services must be requested on the Instructional Equipment page and described in **Non-Instructional Equipment (400-732)**.

Reminder: Equipment

In order to ensure that eligible recipients are best protected against adverse audit or monitoring findings when using federal 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. **All inventoried items must include tag number, cost, location, date of purchase, grant that funded the purchase and item description.** The district must make available for NJDOE review a comprehensive listing of all inventoried items purchased with Perkins funds.

Return of Equipment

Equipment purchased with state or federal funds may be subject to return to the state if the funded program is eliminated by the local secondary or postsecondary institution.

Equipment which is purchased but not allowable will result in a disallowed cost. The grantee will be required to reimburse the state from local funds for such disallowed costs.

For more information on equipment, refer to EDGAR 34 CFR, Part 80.32

<http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.pdf>.

3.9 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 that are not overnight conferences, 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 maintenance, renovations/remodeling and construction unless necessary for installation and/or operational use of instructional equipment approved for purchase during FY 2015;**
- general purpose classroom furniture such as desks, chairs, filing cabinets, bookcases, etc.;
- **Routine or periodic facility maintenance;**

- **General office and classroom consumable supplies, purchased, for other programs thru out district;**
- **General Construction;**
- **General office and school supplies for non-approved CTE programs and staff not working directly on CTE programs;**
- grant writing;
- indirect costs (utilities, custodial costs, etc.);
- 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;
- out-of-state student travel including but not limited to: registration, entry fees, transportation and meals.
- overnight travel for staff 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:
 - a. No reimbursement for in-state overnight travel (meals and/or lodging)
 - b. No reimbursement for meals on in-state travel
 - c. 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.
- purchase of any item for personal use such as supplies, 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;
- 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 NJ SMART data report.

4. Budgetary Constraints (This repeats/summarizes information from previous sections)

- Mileage for travel The mileage reimbursement rate is the prevailing eligible recipient's reimbursement rate but not to exceed \$0.31 per mile (Carpooling for travel is encouraged.);

- Equipment Minimum unit cost of more than \$2,000 including delivery and installation, and a useful life of more than one year. See complete definition in Section C2.8.5;
- Administrative Costs Maximum of 5 percent of the grant.

5. Administrative Costs

Administrative costs 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. The eligible recipient may list a maximum of 5 percent of the grant allocation for administrative costs.

If an eligible recipient uses its administrative funds for salaries, it must use administrative funds to pay for the appropriate benefits. See the section on Fringe Benefits.

SECTION E: AMENDMENTS, REPORTS AND OTHER ACTIONS

1. Amendments

After a grant application has been approved, it may be necessary to submit an amendment. All budget amendments must be submitted electronically through the SAGE application 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. The grantee must ensure that each of the budget changes meets the requirements outlined in the FY 2015 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. Notice of the approval action is to be verified to the NJDOE by one of the following two methods:

1. If the submission of the amendment is approved by the appropriate authority before the amendment is submitted to the NJDOE, a copy of the board resolution need not be submitted.
2. If the amendment is approved by the appropriate authority after it has been submitted to the NJDOE, a copy of the board resolution or a certified copy of the board minutes showing the approval action immediately following approval is to be uploaded using the Upload Tab in SAGE.

Budget amendments for the grant period must be submitted on or before March 28, 2015. After March 28, 2015 amendment applications will not be accepted and the SAGE 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 28, 2015.** 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 (Section C2.2). 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.

2. Responsibility for Monitoring, Inspection, Verification, and Recordkeeping

The NJDOE has the responsibility to make 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.

When will the monitoring occur? If deemed necessary, monitoring may occur at any time during the year. 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.

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;
 - Intended 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;
- employee travel expenditure reports;
- other locally required fiscal reports; and
- enrollment data, including special populations.

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, Office of Career and Technical Education (OCTE). 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 Part 4, Return of Funds. The Director, OCTE 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.

3. 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 OCTE 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:

www.nj.gov/education/grants/discretionary/management/conman.shtml#47.

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.

4. 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.

5. 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 SAGE system. Final reports must be submitted according to the timeline determined by NJDOE. **The deadline for Final Reports is October 15, 2015 unless otherwise specific.**

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

Note:

Although the state threshold for reporting equipment in the Perkins application is \$2,000, the district must track items of any amount that is less expensive to track than it is to replace. All inventoried items must include tag number, cost, location, date of purchase; grant that funded the purchase' and item description. The district must make available for NJDOE review a comprehensive listing of all inventoried items purchased with Perkins funds.

SECTION F: 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 118.⁴

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.”⁵

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.

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.⁶

Career and technical education: The term “career and technical education” means organized educational activities that: offer a sequence of courses (which may include structured learning experiences) providing students with the rigorous academic and technical knowledge and skills requires to prepare for postsecondary education or training and for careers in emerging and established professions; and that may lead to technical skill proficiency, a credential, a certificate, or a degree; and that 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, including entrepreneurships.⁷

Career and Technical Education Program: A sequence of academic and technical courses designed to provide students with the industry-based skills and knowledge needed to gain employment in a particular occupation or career area or to pursue further education at the post-secondary level.⁸

⁴ P.L. 109-270, The Carl D. Perkins Career and Technical Education Improvement Act of 2006, Section 3. Definitions

⁵ P.L. 109-270, The Carl D. Perkins Career and Technical Education Improvement Act of 2006 , Section 135

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

⁷ New Jersey Administrative Code Title 6A: 19-1.2 www.nj.gov/njded/code/current/title6a/chap19.pdf

⁸ New Jersey Administrative Code Title 6A: 19-1.2 www.nj.gov/njded/code/current/title6a/chap19.pdf

Career and Technical Student Organizations: (A) IN GENERAL.—The term “career and technical student organization” means an organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program. (B) STATE AND NATIONAL UNITS.—An organization described in subparagraph (A) may have State and national units that aggregate the work and purposes of instruction in career and technical education at the local level.

Career Clusters®: "Career Cluster" means one of the career and technical education program areas recognized by the U.S Department of Education and by the New Jersey Department of Education.⁹ A career cluster is a grouping of occupations and broad industries based on commonalities.

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.¹⁰

Charter School: A public school that operates independently of a local school district’s board of education under a charter granted by the Commissioner. Once the charter is approved and established, the school is managed by a board of trustees with status as a public agent authorized by the State Board of Education to supervise and control the school. A charter school is a corporate entity with all the powers needed to carry out its charter program.¹¹

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.)

⁹ New Jersey Administrative Code Title 6A: 19-1.2 www.nj.gov/njded/code/current/title6a/chap19.pdf

¹⁰ P.L. 109-270, The Carl D. Perkins Career and Technical Education Improvement Act of 2006, Section 3.

¹¹ From New Jersey Department of Education’s Charter Schools Website: www.nj.gov/education/chartsch

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.¹² 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.

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.

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.

¹² Merriam-Webster Online Dictionary, 2008

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 132.¹³

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
- 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.¹⁴

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*).¹⁵ GAAP is the uniform minimum standards and guidelines for financial accounting and reporting. They govern the form and the content of the

¹³ P.L. 109-270, The Carl D. Perkins Career and Technical Education Improvement Act of 2006, Section 3

¹⁴ P.L. 109-270, The Carl D. Perkins Career and Technical Education Improvement Act of 2006, Section 124.

¹⁵ A Glossary Of Acronyms And Terms From The New Jersey Department Of Education (NJDOE) 2009 www.state.nj.us/njded/genfo/acronyms.htm

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.¹⁶

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.

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.¹⁷

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.

¹⁶ Generally Accepted Accounting Principles (GAAP) For New Jersey School Districts, A Technical Systems Manual

¹⁷ A Glossary Of Acronyms And Terms From The New Jersey Department Of Education (NJDOE) 2009 www.state.nj.us/njded/genfo/acronyms.htm

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. The Career Equity Resource Center (CERC) supports career and technical education teachers and administrators to address the needs of special education, non-traditional and historically marginalized student populations. The focus is on promoting awareness, participation and completion of career technical programs for diverse students. To this end, the center provides educators with technical assistance, professional development, and resources aimed at preparing underserved middle, secondary, and post-secondary students for high wage, high skill, high demand 21st century occupations. For more information, contact CERC at 848-932-4614 or www.cerc.rutgers.edu.

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.¹⁸

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).¹⁹

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.
(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	On the first day of the subgrant period.

¹⁸ EDGAR, Part 74, Subpart A, 74.2

¹⁹ EDGAR, Part 75, Subpart F, 75.707

IF AN OBLIGATION IS FOR --	THE OBLIGATION IS MADE --
properly approved by the State under the applicable cost principles.	

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...”²⁰

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

²⁰ P.L. 109-270, The Carl D. Perkins Career and Technical Education Improvement Act of 2006, Section 124.

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.²¹

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.

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.

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.

²¹ P.L. 109-270, The Carl D. Perkins Career and Technical Education Improvement Act of 2006, Section 123.

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.²² Refer to Section A, 1.5 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 the section on fringe benefits (Section D, 2.8.2.2).

Structured Learning Experience (SLE): Structured learning experience (SLE) means experiential, supervised, in-depth learning experiences that are designed to offer students the opportunity to more fully explore career interests within one or more of the Career Clusters, as described in N.J.A.C. 6A:8-3.2, Career education and counseling. 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 attainment; develop career goals; and develop personal/social goals.²³

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 A, 4.4 for additional information.

Supplement: Something added to complete a thing, offset a deficiency or strengthen the whole.²⁴

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.

²² P.L. 109-270, The Carl D. Perkins Career and Technical Education Improvement Act of 2006.

²³ New Jersey Administrative Code Title 6A: 19-1.2 www.nj.gov/njded/code/current/title6a/chap19.pdf

²⁴ 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.

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APPENDIX A

Board Resolution to Apply

Board Resolution to Apply as a Member of a Consortium

Instructions

BOARD RESOLUTION TO APPLY

for the
Carl D. Perkins Career and Technical Education Improvement Act of 2006 Grant for FY 2015

Project Number:

									1	5
--	--	--	--	--	--	--	--	--	---	---

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, 2014 and

Ending on June 30, 2015.

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

_____, 2014

Secretary of the Board*

_____, 2014

*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.

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 2015

District Code :

--	--	--	--

Perkins Project Number:

P	E	R	K					1	5
---	---	---	---	--	--	--	--	---	---

(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, 2014, and ending on June 30, 2015.

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

_____, 2014

Secretary of the Board*

_____, 2014

***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.**

INSTRUCTIONS:
BOARD RESOLUTION TO APPLY AND
BOARD RESOLUTION TO APPLY AS A MEMBER OF A 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 SAGE 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 SAGE 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 uploaded using the upload field in SAGE.

APPENDIX B

Statement of Assurances

Perkins Secondary Funding Application Statement of Assurances
July 1, 2014 - June 30, 2015

The school district/charter school/agency hereby assures the Commissioner of Education of the State of New Jersey that:

- A. All courses/programs/projects are conducted in accordance with N.J.S.A. 18A:26-2, N.J.S.A. 18A:54-1 et seq., N.J.A.C. 6A:19 and N.J.A.C. 6A:8-2.2, 2.3, 3.2;
- B. Where the Multi-Year Perkins Plan and One-Year Perkins Funding Application are based on the objective(s) to deliver services, provide supplies or purchase equipment for student use, the students will receive the proposed benefits. All funds awarded for a given fiscal year will be expended in accordance with the approved purposes and budget;
- C. The Perkins funds will be used to support approved CTE programs only;**
- D. I have reviewed the performance data provided in the 2015 Perkins Performance Report for the approved CTE programs and as a priority Perkins funds will be used to implement strategies/activities to improve those programs that have NOT MET the performance standards;**
- E. The funds awarded will be used to supplement, and in no case supplant, state or local funds budgeted for programs or services of the same type. Support from any other funding will not duplicate funding from P.L. 109-270;
- F. Records which document the compliance with program requirements, relate to fiscal control, and/or the accounting of project funds, including those required under the record retention provisions of the General Education Provisions Act (GEPA Section 437), will be maintained for three years after the submission of all required reports, in accordance with EDGAR, Part C, 80.42;
- G. In accordance with P.L. 109-270, Sec. 135(b), the eligible recipient assures through its local One-Year Perkins Funding Application that the funds will be used to support programs that:
 - (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 technical education programs, including the needs of special population;
 - (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
 - (9) provide activities to prepare special populations, 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;
- H. This Perkins One-Year Funding Application has been developed in consultation with interested parties (P.L. 109-270 Sec. 134(b)(5) and the appropriate Workforce Investment Board(s) and a copy of the completed spending plan has been forwarded to the appropriate WIB(s) for review and comment;
- I. The eligible recipient agrees to use local funds to ensure that strategies and activities are implemented within the time line described in the Perkins One-Year Funding Application;
- J. The applicant, as well as its principals (Board of Education, Superintendent, Business Administrator) and subcontractors, for all contracts in excess of \$25,000, is not presently debarred, proposed for debarment, declared ineligible, suspended or voluntarily excluded by any federal agency from receiving federal funds in accordance with Executive Orders 12549 and 12689; and
- K. The applicant will submit the prior year Perkins Final Report in accordance with the Perkins Guidelines and directives issued by the NJDOE, to enable the SEA to meet its responsibilities under the program and will maintain such records, provide such information and afford access to records as the NDOE may find necessary to carry out its duties.

APPENDIX C

Quick Reference of Commonly Requested Costs
In Alphabetical Order

Fiscal Year 2015 Uniform Minimum Chart of Accounts

QUICK REFERENCE OF COMMONLY REQUESTED COSTS IN ALPHABETICAL ORDER*

Expenditure Category	Function & Object Code
Benefits	200-200
Books (including shipping & handling)	
Reference & Library	200-600
Textbooks & Workbooks (student use)	100-600
Conferences/Workshops	
Staff Registration fees	200-500
Hotel, Meals, Travel	200-580
Student expenses for in-state conferences	100-800
Student transportation to in-state conferences	200-500
Consultants (<i>includes travel & expenses</i>)	
Educational, working directly with students	100-300
Professional, Technical	200-300
Educational, working with teachers and other staff	200-300
Copying/duplicating	200-500
**Equipment (includes delivery & installation)	
Instructional	400-731
Non-instructional	400-732
Field trips	
Admission fees	100-800
Transportation (bus rental)	200-500
Graphic design	
Consultant fees	200-300
Vendor	200-300
Internet access and videoconferencing (line charges, use charges)	

QUICK REFERENCE OF COMMONLY REQUESTED COSTS IN ALPHABETICAL ORDER*

Expenditure Category	Function & Object Code
Instructional	100-500
Non-instructional	200-500
Leases/rentals	
Instructional equipment	100-500
Other Equipment	200-400
Postage	200-500
Printing	200-500
Repairs & Maintenance	
Equipment	200-400
Salaries (full- or part-time)	
Instructional	100-100
Non-instructional	200-100
Software	
Instructional	100-600
Non-instructional	200-600
Staff	200-500
Substitute Teachers	100-100
Supplies	
Instructional (classroom)	100-600
Non-instructional	200-600
Teachers or Aides, (full or part-time employees of applicant)	
Contracted salary & additional comp.	100-100
Curriculum work	200-100
Telephone	200-500

QUICK REFERENCE OF COMMONLY REQUESTED COSTS IN ALPHABETICAL ORDER*

Expenditure Category	Function & Object Code
Travel, staff	200-580
Hotel, Meals	200-580
Tuition	
Staff (Professional Development)	200-500

* This document is a quick reference of GAAP function and object codes to be used by applicants of entitlement and discretionary grants when constructing a grant application budget. It is based upon The Uniform Minimum Chart of Accounts (Handbook 2R2), issued by the New Jersey Department of Education in 2008. Consult the governing entitlement program guidelines or published Notice of Grant Opportunity for specific allowable and non-allowable costs and additional budget information.

**To be identified as equipment (rather than supplies), an item must meet all of the following criteria:

1. It retains its original shape, appearance and character with use;
2. It does not lose its identity 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 worn out, it is more practical 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 unit cost of the item is more than \$2,000 including delivery and installation.

OFFICE OF CAREER AND TECHNICAL EDUCATION

**Carl D. Perkins Career and Technical Education Improvement Act of 2006
and/or State Career and Technical Education Funds**

FISCAL YEAR 2015 PERKINS GOVERNMENT FUND CODE

Governmental Funds Code	Description
20	Special Revenue Fund. Accounts for the proceeds of specific revenue sources (other than trusts or major capital projects) that are legally restricted to expenditures for specified purposes. Some examples of special revenue funds might include restricted state or federal grants-in-aid and restricted tax levies. One fund is used supplemented by the use of program codes.

FISCAL YEAR 2015 PERKINS REVENUE SOURCE CODES

Revenue Source Codes	Description
3260	General Vocational Education. State aid in the form of grants issued by the Office of Career and Technical Education for general vocational education programs including district and regional vocational education, industrial education, and work-study programs. Each grant should be detailed separately by use of the program and project/reporting code. This should only be used by county vocational schools offering postsecondary programs.
4430	Carl D. Perkins Vocational and Technical Education Act of 1998. Federal formula grants for improving student achievement and preparing students for postsecondary education, learning, and careers.

FISCAL YEAR 2015 PERKINS PROGRAM CODES

Program Codes	Description
331-360	Vocational Programs – State. Use only with special revenue fund 20. Activities that provide students with the opportunity to develop the knowledge, skills, and attitudes needed for employment in an occupational area offered during regular school hours. Only county vocational schools with postsecondary programs should be using this program code.
361-399	Vocational Programs – Federal. Use only with special revenue fund 20. Activities that provide students with the opportunity to develop the knowledge, skills, and attitudes needed for employment in an occupational area offered during regular school hours.

FISCAL YEAR 2015 PERKINS FUNCTION/OBJECT CODE LIST IN NUMERICAL ORDER

EXPENDITURE CATEGORY	FUNCTION & OBJECT CODE	EXAMPLES OF EXPENDITURES FOR CATEGORY
INSTRUCTION		
Personal Services - Salaries	100-100	<ul style="list-style-type: none"> • Salaries and stipends for teachers, instructional (full-time, part-time, summer, substitutes). For Substitutes for consortium member (not lead agency) staff, use 200-800; • Teachers or Aides, (full or part-time employees of applicant) non-clerical; • Salary and stipend amounts paid to both permanent/temporary instructional school district employees, including personnel substituting for instructional employees in permanent positions (e.g., full-time, part-time summer, substitutes). NOTE: For substitutes for consortium member staff (not lead agency), use 200-800; • Contracted salary for activities outside the normal work time; and
Purchased Professional & Technical Services	100-300	<ul style="list-style-type: none"> • Educational Consultants working directly with students (includes travel & expenses); • Speakers for students; • Services that by their nature are performed only by persons or firms with specialized skill and knowledge (e.g., architects, engineers, dentists, consultants, lawyers, teachers, accountants, and medical doctors, etc.); and • Standardized specific subject exams administered/and scored by external testing agency, including any online end of program assessments.

EXPENDITURE CATEGORY	FUNCTION & OBJECT CODE	EXAMPLES OF EXPENDITURES FOR CATEGORY
Other Purchased Services	100-500	<p>Service costs (not professional or technical) or property services for persons not on LEA/Agency's payroll who interact with students/clients:</p> <ul style="list-style-type: none"> • Internet access and use charges for delivery of specific programs for instructional purposes; • Leases/rentals of instructional equipment; • Specific Line Charges (Internet, videoconferencing, etc.); • Service calls and maintenance contracts for instructional items. • Installation (non-instructional and separate from purchase of supply)
Instructional Supplies	100-600	<p>Classroom supplies and materials (other than textbooks):</p> <ul style="list-style-type: none"> • Consumable items used by students for instructional purposes; • Textbooks & Workbooks for student use. (Textbooks not used in the classroom must be included under 200-600); • Software, Instructional, regardless of unit cost. (includes site licenses); • Supplies, Instructional (for classroom use); • Student testing materials (not scored by external agency, ie paper and pencil NOTCI tests); • CD ROMs, DVDs, and • Shipping and handling charges and installation if included in purchase price for the above items.
Other Objects	100-800	<p>Costs for instructional goods and services not included above; i.e.:</p> <ul style="list-style-type: none"> • Field trip admission fees for students as part of instruction; and • Itemized costs for approved in state student travel meals, lodging, and conference registration fees).

SUPPORT SERVICES GENERAL DESCRIPTION: *SUPPORT SERVICES PROVIDE ADMINISTRATIVE, TECHNICAL (SUCH AS GUIDANCE AND HEALTH), AND LOGISTICAL SUPPORT TO FACILITATE AND ENHANCE INSTRUCTION. THESE SERVICES EXIST AS ADJUNCTS FOR FULFILLING THE OBJECTIVES OF INSTRUCTION, COMMUNITY SERVICES, AND ENTERPRISE PROGRAMS, RATHER THAN AS ENTITIES WITHIN THEMSELVES.*

Personal Services - Salaries	200-100	<ul style="list-style-type: none"> • Compensation for teacher training/professional development activities outside the normal work time. • Salaries, non-instructional (full or part-time); and • Salaries, teachers or Aides (full or part-time employees of applicant), curriculum work.
Personal Services- Employee Benefits	200-200	<ul style="list-style-type: none"> • Benefits and other necessary deductions (e.g., amounts not included in gross salary but in addition to that amount)
Purchased Professional & Technical Services	200-300	<ul style="list-style-type: none"> • Consultants, <u>Educational</u>, Professional or Technical; • Graphic design - Consultant fees, Vendor fees; and • Services that by their nature are performed only by persons or firms with specialized skill and knowledge (e.g., architects, engineers, dentists, consultants, lawyers, teachers, accountants, and medical doctors, etc.). • Institutional Affiliation Fees: District or School wide
Purchased Property Services	200-400	<ul style="list-style-type: none"> • Leases/rentals - Non-Instructional equipment; • Maintenance Contracts, Equipment; • Repairs & Maintenance, Equipment; • Services purchased to operate, repair, maintain, and rent property owned or used by the school district on items as referenced above; and • Services performed by persons other than school district employees.
Other Purchased Services	200-500	<ul style="list-style-type: none"> • Registration fees, staff conferences; • Copying/duplicating; • Field trip transportation (i.e. bus rental); • Internet access and use charges, Non-instructional; • Postage; • Printing; • Telephone; and • Tuition, Staff (related to CTE professional development). • Installation (non-instructional and separate from purchase of supply)
Travel	200-580	<ul style="list-style-type: none"> • Travel, staff - Accommodations, transportation, meals (Conferences/ Workshops).

Supplies and Materials	200-600	<ul style="list-style-type: none"> • Reference & Library Books (including shipping & handling); • Software, non-instructional; and • Supplies, non-instructional.
Other Objects	200-800	<ul style="list-style-type: none"> • Substitute salaries for consortium member agency, other than lead agency. Consortium <u>member</u> agency must keep records of salaries and deductions; and • Other non-instructional items not included above.
Indirect Costs (heating/cooling, lighting, etc.)	200-860	<ul style="list-style-type: none"> • <u>Not allowed</u> for Perkins grant applications.
FACILITIES ACQUISITION AND CONSTRUCTION SERVICES		
Buildings	400-720	<ul style="list-style-type: none"> • Reasonable renovations integral to the use of instructional equipment approved for purchase.
Instructional Equipment	400-731	<ul style="list-style-type: none"> • Instructional Equipment (may include delivery & installation, if included on budget detail page).
Non-instructional Equipment	400-732	<ul style="list-style-type: none"> • Non-instructional Equipment (may include delivery & installation, if included on budget detail page).

APPENDIX D

Office of Career & Technical Education
Staff Directory

Office of Career and Technical Education (OCTE)

Telephone # 609-633-0665

Fax #: 609-984-5347

Director, Marie Barry

609-633-0665

Manager, Robyn Kay

609-984-5900

Perkins Grant Program Officers

County	Program Officer	Telephone	E-mail
Delsea Regional School District	Maria Casale	609-292-8327	maria.casale@doe.state.nj.us
Hudson and Morris	Kate Diffenderfer	609-984-1331	katherine.diffenderfer@doe.state.nj.us
Monmouth and Atlantic	Gary Diggs	609-777-0369	gralyn.diggs@doe.state.nj.us
Cumberland and Middlesex	Lin DiRenzo	609-633-8016	lin.direnzo@doe.state.nj.us
Camden, Gloucester** and State Agencies	Michele Doughty	609-633-3874	michele.doughty@doe.state.nj.us
Sussex and Union	Sharon Fleming	609-984-0196	sharon.fleming@doe.state.nj.us
Mercer	Anne Freeman	609-984-5906	anne.freeman@doe.state.nj.us
Cape May and Salem	Howard Garey	609-292-7433	howard.garey@doe.state.nj.us
Passaic and Englewood School District	Charlotte Gray	609-292-3283	charlotte.gray@doe.state.nj.us
Burlington, Essex and Hunterdon	Marilyn Halkias	609-633-0847	marilyn.halkias@doe.state.nj.us
Somerset	Lori Howard	609-777-0548	lori.howard@doe.state.nj.us
Ocean	David McNair	609-777-3578	david.mcnaair@doe.state.nj.us
Bergen* and Warren	Melissa Stager	609-777-2170	melissa.stager@doe.state.nj.us

*Excluding Englewood School District 03-1370

**Excluding Delsea Regional High School District 15-4940

Function	Staff	Telephone	E-mail
Private Career Schools	Natasha Palmer	609-777-2139	natasha.palmer@doe.state.nj.us
Structured Learning Experiences/Certification	Anne Freeman	609-984-5906	anne.freeman@doe.state.nj.us
Personalized Student Learning Plans	David McNair Melissa Stager	609-633-0665	pslp@doe.state.nj.us
Data Planning Associate	Shinlan Liu	609-633-1056	shinlan.liu@doe.state.nj.us
Secretary to Director, Marie Barry	Ann Marie Radice	609-633-0665	karimu.edwards@doe.state.nj.us
Secretary to Manager, Robyn Kay	Betty Grubb	609-984-3810	betty.grubb@doe.state.nj.us
Support Staff	Kristen Bailey	609-984-7016	kristen.bailey@doe.state.nj.us
	Debby Wolfe	609-984-7737	debra.wolfe@doe.state.nj.us

APPENDIX E

Workforce Investment Board Directors

Workforce Investment Board (WIB) Directors

Atlantic/Cape May Counties

Rhonda Lowery, Executive Director
Atlantic/Cape May WIB
2 South Main Street, 2nd floor
Pleasantville, NJ 08232-2728
Phone: 609-485-0153, ext. 4804
Fax: 609-485-0067
E-mail: rhonda.lowery@dol.state.nj.us
Website: www.atlanticcapewib.info

Bergen County

Tammy Molinelli, Executive Director
Bergen County WIB
25 Rockwood Place, Suite 205
Englewood, NJ 07631
Phone: 201-343-8830
Fax: 201-343-1173
E-mail: tammol@bergen.org
Website: www.bergenwib.org

Burlington County

Kelly A. West, Coordinator
Burlington County WIB
795 Woodlane Road
PO Box 6000
Westampton, NJ 08060
Phone: 609-265-5603
Fax: 609-265-5399
E-mail: kwest@co.burlington.nj.us
Website: www.burlingtoncountyworks.com

Camden County

Jeffrey S. Swartz, Executive Director
Camden County WIB
1111 Markkress Road, Suite 101
Cherry Hill, NJ 08003
Phone: 856-751-1500
Fax: 856-751-4495
E-mail: Jeff@ccwib.com
Website: www.ccwib.com

Cumberland/Salem Counties

Christy DiLeonardo, Division Director
Cumberland/Salem WIB
220 North Laurel Street
Bridgeton, NJ 08302
Phone: 856-451-8920, ext. 110
Fax: 856-451-2514
E-mail: cdio@ccoel.org
Website: www.cswib.org

Essex County

Samuel Okparaeké, Executive Director
Essex County WIB
50 South Clinton Street, 4th Floor
East Orange, NJ 07018-3120
Phone: 973-395-8681 or 973-395-8409
Fax: 973-395-2864
E-mail: sam.okparaeké@dol.state.nj.us
Website: www.essex-countynj.org/index.php?section=dept/cs/wi

Gloucester County

Thomas Bianco, Executive Director
Gloucester County WIB
115 Budd Boulevard Complex
West Deptford, NJ 08096
Phone: 856-384-6963
Fax: 856-384-6938
E-mail: tbianco@co.gloucester.nj.us
Website: www.wibnj.com

Hunterdon/Somerset Counties

Monica Mulligan, Acting Director
Greater Raritan WIB
Somerset County Human Services
PO Box 3000
27 Warren Street
Somerville, NJ 08876-1262
Phone: 908-704-6326
Fax: 908-253-0180
E-mail: mulliga@co.somerset.nj.us
Website: www.grwib.org

Hudson County

Anthony J. Corsi, Director
Hudson County WIB
530 48th Street, 7th Floor
Union City, New Jersey 07087
Phone: 201-369-5205, ext. 3756
Fax: 201-271-4557
E-mail: anthony.corsi@dol.state.nj.us
Website: www.hcstonline.org/wib

Mercer County

Beverly Mills, Director
Mercer County WIB
McDade Administration Building
640 South Broad Street
Trenton, NJ 08650
Phone: 609-989-6827
Fax: 609-989-6882
E-mail: bmills@mercercounty.org
Website:
www.nj.gov/counties/mercercounty/commissions/investment

Middlesex County

Jane Z. Brady, Director
Middlesex County WIB
550 Jersey Avenue
New Brunswick, NJ 08901
Phone: 732-745-4050
Fax: 732-745-3601
E-mail: jane.brady@dol.state.nj.us
Website:
www.co.middlesex.nj.us/employment/wibmembers.asp

Monmouth County

Eileen Higgins, Director
Monmouth County WIB
145 Wyckoff Road
Suite 201
Eatontown, NJ 07724
Phone: 732-683-8850, ext. 2111
Fax: 732-544-5458
E-mail: eileen.higgins@dol.state.nj.us
Website: www.monmouthwib.org

Morris, Sussex & Warren Counties

Jack Patten, Director
Morris/Sussex/Warren WIB
PO Box 900, 30 Schuyler Place, 3rd Floor
Morristown, NJ 07963-0900
Phone: 973-829-8400, ext. 232
Fax: 973-829-8500
E-mail: jpatten@co.morris.nj.us
Website: www.mswwib.org

City of Newark

Nelida Valentin, Executive Director
Newark WIB
990 Broad Street, 2nd Floor
Newark, NJ 07102
Phone: 973-733-5995
Fax: 973-733-4802
E-mail: valentinn@ci.newark.nj.us
Website: www.newarkwib.org

Ocean County

Patricia Leahey, Coordinator
Ocean County WIB
Ocean County Department of Human Services
1027 Hooper Avenue, Building 2, 3rd Floor
Toms River, NJ 08754-2191
Phone: 732-506-5374
Fax: 732-228-7791
E-mail: pleahey@co.ocean.nj.us
Website: www.co.ocean.nj.us/ocdhs/wib/index.html

Passaic County

Charles Featherson, Director
Passaic County WIB
401 Grand Street
Room 417
Paterson, NJ 07505
Phone: 973-569-4020, ext. 6841
Fax: 973-881-2733
E-mail: charlesf@passaiccountynj.org
Website: www.wibpc.org

Union County

Antonio Rivera, MSW, Director
Union County WIB
10 Elizabethtown Plaza, 4th Floor
Elizabeth, NJ 07207
Phone: 908-527-4195
Fax: 908-659-7406
E-mail: arivera@ucnj.org
Website: www.ucnj.org

APPENDIX F

Articulation Agreement Template

Articulation Contacts

SAMPLE ONLY

ARTICULATION AGREEMENT BETWEEN

(Enter the name of a community college)

(Enter the name of 4-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 4-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 programs shall develop the program or programs based on the required elements established by the Department, as follows:
 1. A documented need for the program;
 2. A career and technical education program advisory committee that includes parents, students, teachers, school counseling staff, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals representing the appropriate programs;
 3. Program admission requirements that include access for all populations, including special populations and special education students;
 4. Instructional staff holding the appropriate certificates;
 5. Enrollment projections of the program for the first three years of the program's operation;
 6. 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 Core Curriculum Content Standards for secondary programs, which can be found on the New Jersey Department of Education website at www.state.nj.us/njded/cccs/ ;
 - iv. Content that meets industry-approved or nationally-recognized skill standards;
 - v. Industry-based skill certificates, when available;
 - vi. Opportunities to participate in structured learning experiences implemented in accordance with N.J.A.C. 6A:19-4;
 - vii. Opportunities to participate in career and technical student organizations; and
 - viii. A career and technical education safety and health program and plan;
 7. Adequate resources required to operate the program, including sufficient and appropriate instructional and support staff, facilities, and equipment;
 8. A plan to establish relevant postsecondary education and training linkages; and

9. Procedures for the evaluation of student and program performance and 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 2-year and 4-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, 4-year college or university for up to a maximum of ___ credits.

III. Course Approval

- A. The partnering community college and/or 4-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-technical 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 4-year college or university. The Office of Career and Technical Education 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

ARTICULATION CONTACTS:

Atlantic Cape Community College:	E. Maria Eubanks, 609-343-5003, eeubanks@atlantic.edu
Bergen Community College:	Dr. William Yakowicz, 201-612-5253, wyakowicz@bergen.edu
Brookdale Community College:	Donna Cuddy, 732-224-2574, dcuddy@brookdalecc.edu
Burlington County College:	Dr. John Polomano, 609-894-9311, ext. 1260, jpoloman@bcc.edu
Camden County College:	Margo Venable, 856-227-7200, ext. 4283, mvenable@camdencc.edu
Cumberland County College:	Dorothy Cohen, 856-691-8600, ext. 353, dcohen@cccnj.edu
Essex County College:	Joseph M. Tysk, 973-877-3452, jtysk@essex.edu
Gloucester County College:	Betty Griffin, 856-468-5000, ext. 6330, egriffin@gccnj.edu
Hudson County Community College:	Timia Ligon, 201-360-5333, tligon@hccc.edu
Mercer County Community College:	Dr. Guy Generals, 609-570-3331, generald@mcc.edu
Middlesex County College:	Kimberlee Hooper, 732-906-2554, khooper@middlesexcc.edu
County College of Morris:	Dr. Dwight L. Smith, 973-328-5090, dlsmith@ccm.edu
Ocean County College:	Nancy Gerry, 732-255-0477, ngerry@ocean.edu
Passaic County Community College:	Todd Sorber, 973-684-5656, tsorber@pcc.edu
Raritan Valley Community College:	Nancy Jordan, 908-526-1200, ext. 8278, njordan@raritanval.edu
Salem Community College:	Mark McCormick, 856-351-2770, mmccormick@salemcc.edu
Sussex County Community College:	Alberta Jaeger, 973-300-2176, ajaeger@sussex.edu
Union County College:	Dr. Negar Farakish, 908-412-3590, negar.farakish@ucc.edu
Warren County Community College:	Dr. Lisa A. Summins, 908-689-8932, lsummins@warren.edu

APPENDIX G

New Jersey's Key Industry Clusters

New Jersey Key Industry Clusters

New Jersey has a richly diverse population; proximity to major metropolitan areas and a history of invention and innovation; from electronics and pharmaceuticals to biotechnology research; that impressively continues to grow. New Jersey's commitment to investment, collaboration and talent development supports growth in key industry clusters that drive economic expansion. In the Garden State, these key clusters have found an ideal location – within a day's drive of 40 percent of the U.S. population; a talented, productive and highly educated workforce with a high density of residents with advanced degrees and 52 colleges and universities. Here is a brief look at some key industry clusters.

Technology Industry Cluster

- In 2013 New Jersey's technology cluster accounted for 354,640 jobs or 11.0 percent of private sector employment statewide. Nationally the cluster was responsible for 9.6 percent of all private sector employment.
- The annual average wage for the technology cluster was \$110,952 in 2013 or 188 percent of the statewide average (\$59,026) for all industries. Employers in the industry paid over \$39 billion in wages, or about 21 percent of the total wages paid in all industries.
- Employment within the technology cluster can primarily be found within the following sectors: professional, scientific and technical services (48.6%), manufacturing (19.6%), wholesale trade (15.8%), and information (13.9%).
- The technology cluster is supported by the strength of New Jersey's highly educated workforce as over 93 percent of New Jerseyans within the cluster have achieved some level of college education or higher. Almost 77 percent hold a Bachelor's degree or higher.

Note: The definition of the technology cluster was expanded in 2013 to reflect the U.S. Bureau of Labor Statistics definition.

Biopharmaceutical Life Sciences Industry Cluster

- New Jersey's biopharma life sciences cluster employment totaled over 115,000 in 2013, or 3.6 percent of the state's private sector workers. Nationally, the proportion was just 1.9 percent.
- New Jersey's biopharmaceutical and life sciences cluster employment is comprised of three primary components: pharmaceutical sector (43.5%), biotechnology (35.4%) and medical device manufacturing (21.1%). In 2013, the state's pharmaceuticals employment accounted for 8.8 percent of pharmaceuticals jobholding in the U.S.
- Establishments totaled over 3,000 in 2013. Despite recent reorganizations by pharmaceutical firms, the drug and pharmaceutical component's establishment count increased between 2008 and 2013 by 9.4 percent, outpacing growth nationally (+7.1%) over the same period.
- New Jersey biopharma life science employers paid over \$15 billion in wages during 2013, or 7.9 percent of the state's total wages.
- The state's highly educated workforce is seen in this cluster as more than three-fifths (62.2%) of its workers statewide hold a Bachelor's degree or higher: Bachelor's (29.2%), Master's/Professional (24.7%), Doctoral (8.3%) degree.

Advanced Manufacturing Industry Cluster

- The advanced manufacturing cluster contributed over \$20.7 billion to New Jersey's Real Gross Domestic Product in 2012, or about 4.8 percent of all state output (latest available from the U.S. Bureau of Economic Analysis).
- Advanced manufacturing employment is primarily comprised of four industry groups: chemical manufacturing (36%), computer and electronic product manufacturing (18%), fabricated metal manufacturing (16%) and machinery manufacturing (11%). The remaining 19 percent is made up of selected detailed industries.
- In 2013, there were 133,700 people employed in industries classified as advanced manufacturing in New Jersey, or about 55 percent of manufacturing employment statewide.
- Chemical manufacturing industries, the cluster's largest segment, employed roughly 49,000 in 2013, or 20.2 percent of all manufacturing workers in the state. The state's jobholding in chemical manufacturing represents 6.1 percent of U.S. chemical manufacturing employment.
- The state's advanced manufacturing industry establishments paid a total of more than \$12.6 billion in wages in 2013, or roughly 6.6 percent of New Jersey's total wages.

Note: The definition of the advanced manufacturing cluster was expanded in 2013 to reflect new methodology used by LWD.

Transportation, Logistics, Distribution Industry Cluster

- In 2013, transportation, logistics and distribution (TLD) employed 364,756 workers in New Jersey. The cluster employed 11.3 percent of the state's private sector workers, a higher percentage than for the nation (8.8%).
- TLD contributed more than \$54.4 billion to the state's Real Gross Domestic Product (GDP) in 2013.
- In 2013, employers in the state's TLD industry cluster paid a total of \$25.2 billion in wages.
- Located between New York City and Philadelphia, New Jersey is within a day's drive of 40 percent of the U.S. population.
- The state offers access to the nation's freight rail network and is also home to several key transportation facilities necessary for a strong TLD industry cluster including three major seaports and a large international airport.
- According to 2012 figures (latest available) from the U.S. Army Corps of Engineers, Waterborne Commerce Statistics Center, New Jersey's shipping activity accounts for 6.6 percent of the nation's tonnage of total cargo volume.

Note: The definition of the TLD cluster was expanded in 2014 to reflect new methodology used by LWD.

Financial Services Industry Cluster

- Despite a relatively small employment base (5.6% of private sector employment in 2013) finance and insurance contributed almost \$35 billion or roughly eight percent to the state's Real Gross Domestic Product in 2013.
- According to the NJ Business & Industry Association, 15 of the state's top 75 employers are finance and insurance firms whose combined employment represents roughly 40 percent of jobholding in finance and insurance.
- Financial services relies heavily on information and technology. New Jersey has remained in the forefront of technological advancement by becoming a national leader in developing data centers to support the industry. Of the more than 40 data centers located in the state, over half are located in Hudson County.
- In 2013, almost \$20.3 billion in total wages were paid by New Jersey's employers in financial services industries.
- The greatest concentration of jobs within the financial services industry cluster is found in Hudson County (17.6%).

Health Care Industry Cluster

- The health care cluster contributed over \$30 billion to New Jersey's Real Gross Domestic Product (GDP) in 2012, or roughly 7 percent of all state output (latest available from the U.S. Bureau of Economic Analysis).
- Health care cluster employment is comprised of three industry groups: ambulatory health care services (47%), hospitals (32%) and nursing and residential care facilities (21%).
- From 1990 through 2013, the health care sector in New Jersey has added 186,300 new jobs, while all other industries combined had a net gain of only 113,400.
- Health care is the only industry that has added jobs in the state every year from 1990 through 2013 while increasing its share of jobholding from 7.5 percent in 1990 to 11.6 percent in 2013.
- The outlook for New Jersey's health care employment is bright. From 2012 through 2022, it is projected that more than 88,600 jobs will be added, an annual increase of 2.0 percent.
- Health care establishment employers paid more than \$23.3 billion in total wages in 2013, or about 12.2 percent of all wages paid statewide.

Leisure, Hospitality and Retail Industry Cluster

- Leisure, hospitality and retail (LHR) is comprised of four components: retail trade (56.0% of employment), food services/drinking places (29.7%), accommodation (7.2%) and arts/entertainment/recreation (7.1%).
- Many of the businesses within LHR are intertwined with the state's tourism industry, which directly supported 320,238 jobs in 2013. According to the NJ Division of Travel and Tourism the state generated more than \$40 billion in tourism demand in 2013.
- LHR contributed \$44.7 billion (or 9.8%) to the state's Real Gross Domestic Product in 2013.
- LHR jobholding totaled 796,788 in 2013, or 24.6 percent of the state's private sector workers.
- New Jersey LHR employers paid nearly \$22 billion in wages during 2013, or 11.5 percent of the state total. The average annual wage for the LHR cluster in 2013 was \$27,516.
- Over one-quarter (28.3%) of all employment in the LHR cluster is concentrated in three counties: Bergen, Monmouth and Middlesex. Atlantic County ranks fourth for LHR employment due mainly to the presence of its casino hotel industry.
- Due primarily to their tourism-based economies, over half of private sector employment in Atlantic (56.1%) and Cape May (54.6%) counties is concentrated in the LHR cluster.

Construction Industry

- The construction industry is divided into 3 components:
 - Specialty Trade Contractors
 - Construction of Buildings
 - Heavy and Civil Engineering
- In 2013 New Jersey's Construction industry averaged 136,500 jobs. An increase of 6,100 (+4.7%) jobs from 2012's average.
- More than 100,000 people were employed in occupations classified as construction and extraction across all industries in 2013
- Average construction occupation salary was \$55,940 in 2013

For more information on New Jersey's key industry clusters, contact the Bureau of Labor Market Information at 609-292-7376 or visit the Office of Labor Planning and Analysis website at <http://lwd.state.nj.us/labor/lpa/>.