

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, 2011 - JUNE 30, 2012

Chris Cerf
Acting Commissioner of Education

Rochelle Hendricks
Acting Deputy Commissioner

Marie Barry, Director
Office of Career and Technical Education
Division of Educational Standards and Programs

NEW JERSEY STATE DEPARTMENT OF EDUCATION
RIVER VIEW EXECUTIVE PLAZA
BUILDING 100, ROUTE 29 SOUTH
PO BOX 500
TRENTON, NJ 08625-0500
<http://www.state.nj.us/education>
April 2011

STATE BOARD OF EDUCATION*

ARCELIO APONTE.....Middlesex
President

RONALD K. BUTCHER.....Gloucester
Vice President

CLAIRE CHAMBERLAIN ECKERTSomerset

JACK FORNARO.....Warren

EDITHE FULTON.....Ocean

ROBERT P. HANEYMonmouth

ERNEST P. LEPOREHudson

ANDREW J. MULVIHILL.....Sussex

ILAN PLAWKER.....Bergen

J. PETER SIMONMorris

DOROTHY STRICKLAND.....Essex

Chris Cerf, Acting Commissioner
Secretary, State Board of Education

It is a policy of the New Jersey State Board of Education and the State Department of Education that no person, on the basis of race, color, creed, national origin, age, sex, handicap, or marital status shall be subjected to discrimination in employment or be excluded from or denied benefits of any activity, program or service for which the department has responsibility. The department will comply with all state and federal laws and regulations concerning nondiscrimination.

***The State Board of Education also functions as the State Board of Vocational Education.**

**PERKINS FY 2012 ONE-YEAR GRANT APPLICATION GUIDELINES
TABLE OF CONTENTS**

SECTION A: PERKINS GRANT OVERVIEW

1. Introduction	1
1.1. Purpose of the Perkins Act	1
1.2. Use of Funds by Local Entities	1
1.3. No Child Left Behind Act of 2001	5
1.4. Career Clusters	6
1.5. Size, Scope and Quality	7
1.6. Consortia	7
2. Accountability	8
2.1. Standards of Quality	8
2.2. Final Agreed Upon Negotiated Performance Levels	9
3. Statutory/Regulatory Sources	10
3.1. OMB Circular A-133	10
3.2. Withholding of Funds	10
4. Accounting Procedures	11
4.1. Chart of Accounts and GAAP Coding	11
4.2. Coordination with Eligible Recipient's Business Office	11
4.3. Dual Funding for CTE Programs	11
4.4. Supplement Not Supplant	11
4.5. Income Derived from CTE Program	12

SECTION B: FIVE YEAR/MULTI-YEAR PLAN INFORMATION

1. Content of Local Plan	13
2. Program of Study	14
3. Revisions to Existing Five Year/Multi-Year Plan	15

SECTION C: GRANT APPLICATION INFORMATION AND PROCEDURES

1. Eligibility and Process	16
2. Timelines	17
3. Grant Application Submission and Approval	18
3.1 Workforce Investment Board (WIB) Review	18
3.2 Grant Application Review and Approval	18
3.2.1 Grant Application Approval Process	19
3.2.2 Approvals	19
3.2.3 Disapprovals	19
3.2.4 Reimbursement Requests	20

SECTION D: ONE-YEAR GRANT APPLICATION

1. Application Components	20
1.1 Board Resolution to Apply	20
1.2 Grant Contact Information	21

1.3	Allocation Form	21
1.4	State Negotiated Performance Standards and Measures	22
1.5	Budget Detail Forms and Eligible Expenditures	36
1.5.1	Instructional Salaries	38
1.5.2	Non-Instructional Salaries	39
1.5.3	Stipends	39
1.5.4	Fringe Benefits	40
1.5.5	Supplies	41
1.5.6	Other.....	42
1.5.6.1	Consultants and Workshop Services	42
1.5.6.2	Travel for Career and Technical Education Program Improvement	43
1.5.6.2.1	General Requirements	43
1.5.6.2.2	Staff Travel.....	44
1.5.6.2.3	Student Travel	44
1.5.7	Equipment	44
1.5.8	Non-Allowable Costs	46
1.5.9	Budgetary Constraints	46
1.5.10	Administrative Costs	48
1.5.11	Contracts with Other Deliverers	48
2.	Budget Summary	49
3.	Uses of Funds	49
4.	Statement of Assurances	49
5.	Submission of Board Application Approval	50

SECTION E: AMENDMENTS, REPORTS AND OTHER ACTIONS

1.	Amendments.....	50
2.	Responsibility for Monitoring, Inspection, Verification, and Record Keeping	52
3.	Disposition of Equipment.....	53
4.	Return of Funds	54
5.	Final Reports	54
6.	Definitions	54

APPENDICES

SECTION A: PERKINS GRANT OVERVIEW

1. Introduction

The *Perkins Act* has been reauthorized and several significant changes have been made. The title of the act is now the *Carl D. Perkins Career and Technical Education Improvement Act of 2006*. The term “career and technical education” (CTE) replaces vocational education throughout the act. It authorizes the legislation through federal Fiscal Year 2012 (June 30, 2013), a total of six instead of five years. Much of the act is similar to the *1998 Perkins Act*, but there are several themes stressed throughout the legislation. The act emphasizes more 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 new act, funds made available to eligible recipients of the grant must be used for career and technical education programs.

Required uses

The requirements for uses of funds are as follows:

“1) strengthen the academic and career and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in--

- A) the core academic subjects (as defined in section 9101 of the *Elementary and Secondary Education Act of 1965*); and
- B) career and technical education subjects;

2) link career and technical education at the secondary level and career and technical education at the postsecondary level, including offering the relevant elements of not less than one career and technical program of study described in section 122(c)(1)(A);

3) provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;

4) develop, improve, or expand the use of technology in career and technical education, which may include--

- A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;
- B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or

¹ Perkins Act of 2006: The Official Guide

- 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 preservice 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—

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

- 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;
- 7) for leasing, purchasing, upgrading or adapting equipment, including instructional 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. No Child Left Behind Act of 2001

On January 8, 2002 President George W. Bush signed *The No Child Left Behind Act of 2001*, a reform of the *Elementary and Secondary Education Act (ESEA)*. The purpose of the Act is to improve education in the schools of the United States. Many of the principles reinforce the

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

importance of the principles of the *Perkins Act*, including accountability for performance, professional development, and involvement of the public.

The priorities that follow are based on the fundamental notion that an enterprise works best when responsibility is placed closest to the most important activity of the enterprise, when those responsible are given greatest latitude and support, and when those responsible are held accountable for producing results. This education blueprint will:

- **Increase Accountability for Student Performance:** States, districts and schools that improve achievement will be rewarded. Failure will be sanctioned. Parents will know how well their child is learning, and that schools are held accountable for their effectiveness with annual state reading and math assessments in grades 3-8.
- **Focus on What Works:** Federal dollars will be spent on effective, research based programs and practices. Funds will be targeted to improve schools and enhance teacher quality.
- **Reduce Bureaucracy and Increase Flexibility:** Additional flexibility will be provided to states and school districts, and flexible funding will be increased at the local level.
- **Empower Parents:** Parents will have more information about the quality of their child's school. Students in persistently low-performing schools will be given choice.

Text from the Executive Summary, *The No Child Left Behind Act of 2001*. For the entire Executive Summary, refer to: <http://www.ed.gov/nclb/overview/intro/4pillars.html>

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 and by the New Jersey Department of Education.” The Career Clusters Initiative is now sponsored by the National Association of State Directors of Career and Technical Education.

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 <http://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 Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing, Sales & Service
- 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 insure that funds are spent on high quality programs that provide the greatest benefit to the largest number of students and the community. For example, grantees should not spend 90 percent of their funds on 10 percent of their students.

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?

The Department of Education (DOE) Perkins program officers will review the grant applications with the above questions in mind. Priority should be given to funding services and activities that will benefit the most students and improve program quality. If it appears that the size, scope and quality are not adequate, additional information and/or revisions may be required of the grantee’s application.

1.6. Consortia

According to the Act, 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 educational agency's gross allocation is greater than \$15,000. A local educational agency whose gross allocation is not greater than the threshold of \$15,000 may enter into a consortium with other local education agencies 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 form a consortium to qualify to expend the federal grant funds. There is no minimum amount of state funds 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 subgrant 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 subgranting the funds to the consortium participants, the consortium may be required to return the funds to the DOE.

In a consortium, one LEA must be identified as the applicant/lead agency and all other partners must be identified. Once the DOE 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.

County Vocational School Districts: 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 each vocational school also receives state funding, each consortium member must still submit an individual local plan for its district.

The DOE 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. Each grantee's performance is based on information from the Vocational Education Data System (VEDS) and other data collection systems. All progress is measured against a grantee's performance record and the Performance Standards and Measures negotiated between the DOE and the United States Department of Education (ED), Office of Vocational and Adult Education (OVAE). Using the Perkins grant funds, each grantee must execute a plan to accomplish continuous improvement.

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;
- CTE skill proficiencies 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

The final agreed upon negotiated performance levels for the state for fiscal year FY 2011 are included on the Entitlement Web-Enabled Grant (EWEG) Perkins One-Year Grant Application for each eligible recipient.

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. **Each grantee, including all consortium members, will be required to establish targets for each of the performance standards and measures.** Under the new Act, each grantee can either accept the State negotiated levels as their local targets, or negotiate with the DOE to reach agreement on

new goals for each core indicator. These adjusted levels of performance will appear in the EWEG application.

EWEG will include both aggregate performance levels and individual program performance levels. Each eligible recipient is accountable for performance of every approved CTE instructional program. Each grant recipient must examine the most current VEDS Data for each program and propose strategies and activities to raise performance of low-performing programs and/or maintain performance of high-performing programs.

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. OMB Circular A-133, Audit Requirements for States, Local Governments and Non-profit Organizations and Appendix B, Compliance Supplement – June 27, 2003.

All applicants must be in compliance with federal audit requirements. The documents listed above 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:

http://www.whitehouse.gov/omb/circulars/a133_compliance_supplement_2010 and http://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 DOE 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 DOE, 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 DOE will make no further payments to the eligible recipient until the DOE is satisfied that the eligible recipient complies

with the requirement(s). In certain cases, the DOE 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 DOE 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. A chart of GAAP codes 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:23-2.1*.

4.3. Dual Funding for CTE Programs

Some county vocational school 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 budget forms for each funding source in EWEG.**

Similarly, some districts may receive dual funding for federal formula and for reserve funding. The dual funding, and the amounts of federal and reserve dollars, will be indicated on the district's allocation letter. **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 USDOE Office of Vocational and Education Non-Regulatory guidance document dated May, 2009, "A presumption would arise if an eligible recipient used Perkins funds to provide services that the State or an eligible recipient (1) was required to make available under other Federal, State or local laws, except as permitted by section 324(c) of Perkins IV; (2) provided with non-Federal funds in the prior year; or (3) provided with non-Federal funds for non-career and technical education students but charged to Perkins IV funds for career and technical education services." Examples of instances where supplanting is presumed to have occurred that are described in section III.G.2.2 of the ED Cross-Cutting Section

(84.000) also apply to the career and technical education program. **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 Title I, Part A or Migrant Education Program (MEP) funds to provide services for participating children that the institution provided with non-Federal funds for nonparticipating children.⁴

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.⁵

SECTION B: Local Five Year/Multi-year Plan Information

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. If not previously submitted, a Multi-year Plan must be submitted to the Office of Career and Technical Education (OCTE) for the period beginning July 1, 2011 and ending June 30, 2013.

1. Content of the Local Five Year/Multi-year Plan

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;

⁴ OMB Circular A-133, Department of Education Cross Cutting Section
<http://www.whitehouse.gov/omb/circulars/a133/a133.html>

⁵ N.J.A.C. 6A:19-2.3 p19-5

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; and
- 12) describe efforts to improve--
 - A) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups under- represented in the teaching profession; and
 - B) the transition to teaching from business and industry.”⁶

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

2. Program of Study

The Act now requires that each grantee offer at least one career and technical program of study in order to be eligible for funding. Each grantee must determine program(s) that they are currently offering that meet the description of a career and technical program of study.

As defined in Section 122 of the Act, 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.

⁶ Text from the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

In addition, the OCTE requires grantees to obtain a current articulation agreement between a secondary institution and a postsecondary institution for each program of study. A template for articulation agreements is included in Appendix F.

3. Revisions to Existing Five Year/Multi-year Plan

Revisions to the Perkins Five Year/Multi-year Plan should be the result of discussion and planning by interested parties as required by the Perkins Act. 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.

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

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 Perkins Five Year/Multi-year Plan must be submitted on or before June 30, 2011 if the recipient proposes to expend grant funds on a revised objective during FY 2012.

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 2012 Perkins funds, the eligible recipient must:

- have submitted a written Five Year/Multi-year Plan. If submitting a funding application for the first time, a Multi-year Plan covering July 1, 2011 through June 30, 2013;
- have at least one currently approved career and technical education program; information concerning the program approval/re-approval process can be found on the DOE website: <http://www.state.nj.us/education/cte/occrapp.htm>;

- have submitted VEDS data to the DOE for the 2009-2010 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 DOE website: <http://www.nj.gov/njded/cte/perkins/index.html>.

For consortia:

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

Eligible recipients electing to join a consortium for the first time with the FY 2012 Perkins One-Year Grant Application should submit the following information 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 superintendent of the consortium lead agency, expressing the intent to join the existing consortium, identifying:
 - A list of the new consortium participant's approved career and technical education programs that are similar to the consortium programs (a similar program is defined as those programs listed within the same career cluster pathway). See www.careerclusters.org;
 - the program needs that will be addressed by the new consortium participant; and
 - the state Performance Standards and Measures that will be addressed by the new consortium participant.
- A copy of the new consortium participant's signed, dated, and approved **Board Resolution to Apply as a Member of a Consortium (See sample in Appendix A)** must be uploaded using the Upload Tab in the EWEG application.

For funding consideration for FY 2012, the FY 2012 Perkins One-Year Grant Application must be submitted to the DOE on or before June 30, 2011. Applicants are expected to respond to all requests for revisions and corrections by the specified deadlines in order to insure that the application is approved in a timely manner. If an applicant fails to respond to revision requests prohibiting successful completion of the DOE approval of the plans, the offer of Perkins grant funding may be withdrawn. **All grant applications must be submitted in the EWEG application system and can be found on the DOE website: <http://homeroom.state.nj.us/>.** No paper applications for the Perkins One-Year application will be accepted. The only paper documents to be submitted are the Multi-year Plan and, when necessary, amendments to the Five Year/Multi-year Plan.

2. Timelines

- June 30, 2011 • Five Year/ Multi-year Plan due (if not previously submitted)
- June 30, 2011 • Revisions to previously submitted Five-Year/Multi-year Plans due
- June 30, 2011 • FY 2012 Perkins One-Year Grant Application due
- July 1, 2011 • FY 2012 Perkins Grant Period begins
- July 6, 2011 • FY 2011 Postsecondary County Vocational School Reimbursement Requests due
- March 30, 2012 • Final Budget Amendments for Perkins One-Year Grant Application FY 2012 due
- June 30, 2012 • FY 2012 Project Year ends - All items must be in place and in use by students.
- July 6, 2012 • FY 2012 Postsecondary County Vocational School Reimbursement Requests due
- September 30, 2012 • All FY 2012 financial obligations incurred must be liquidated
- November 15, 2012 • FY 2012 Final Report due

3. Grant Application Submission and Approval

3.1. Workforce Investment Board (WIB) Review

The WIB has the authority to review the FY 2012 Perkins grant application and to notify the eligible recipient and the Director, OCTE, if there are concerns about the plan. 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 the WIB(s) 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 WIB(s) for review and comment.

The WIB is requested to notify the grantee and the Director, OCTE if there are concerns about the grant application. The Perkins program officers will insure that any concerns expressed by the WIB will be addressed by the grantee prior to DOE approval of the grant application. Failure of the grantee to address the concerns of the WIB may result in a delay in grant approval.

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 2012 One-Year Grant Application to each WIB for review.

3.2. Grant Application Review and Approval

Activities should be projected for the period starting July 1, 2011 and ending June 30, 2012. To facilitate program start-up, the FY 2012 Perkins One-Year Funding Application may be granted substantial approval with exceptions. Grantees may not expend funds prior to the date of submission or the beginning of the grant period, whichever is the latter of the two dates. **Grantees, by accepting the statement of assurances, agree to use local funds to insure that local activities are implemented within the grant year.**

3.2.1 Grant Application Approval Process

- The grantee submits the FY 2012 Perkins One-Year Funding Application electronically using the EWEG application system;
- The document is reviewed by the OCTE program officer assigned to the applicant. 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 approval by the OCTE and will appear in EWEG as Tier 1 approved. Upon receiving Tier 1 approval, EWEG will forward the application to the Office of Grants Management (OGM);
- OGM reviews the grant application for fiscal accuracy and federal and state compliance with funding guidelines. OGM may require additional remediation;
- If additional budgetary/compliance remediation is not required, OGM approves the application and EWEG will indicate that the application has received final approval.

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

3.2.2 Approvals

A FY 2012 Perkins One-Year Grant Application will be approved if it:

- meets all statutory, regulatory, and New Jersey State Five Year Plan for Career and Technical Education and FY 2012 Grant Guidelines;
- addresses the needs identified in the institution's Five Year/Multi-year Plan;
- addresses Program Performance Standards and Measures; and

- complies with all instructions and timelines detailed in the FY 2012 Perkins One-Year Grant Application Guidelines.

3.2.3 Disapprovals

If the eligible recipient fails to meet all specified due dates, the OCTE may withdraw its offer of funding for FY 2012. The DOE may also disapprove submissions that fail to meet one or more of the statutory and/or grant requirements. In all such cases, the DOE will give the applicant reasonable notice and an opportunity to appeal before the final determination regarding the request for funds.

3.2.4 Reimbursement Requests

Payment of grant funds is now 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 Electronic Web-Enabled Grant (EWEG) 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 at least 10 business days prior to the end of the month, but no later than the 15th of the month in order for payment to be made the following month. Grantees are able to track the grant's payment history in EWEG through the payments link of the grant application.

A tutorial on reimbursement requests may be found at:
<http://www.nj.gov/education/grants/rrt.htm> for entitlement grants.

SECTION D: PERKINS ONE-YEAR GRANT APPLICATION

1. Application Components

1.1. Board Resolution to Apply

The eligible recipient's board of education, board of trustees, or other governing body must approve the submission of the FY 2012 Perkins One-Year Grant Application. Notice of the approval action is to be verified to the DOE 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 under the submit tab of the grant application.

- Before board approval – if the grant application is submitted before the application is approved by the appropriate authority, the grantee must upload, using the Upload Tab in EWEG, 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:

The LEA board of a consortium member must approve the LEA’s participation in the consortium. There are **two** board resolution forms for consortia. **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. Only those board resolutions approved after submission of the grant application must be uploaded using the Upload Tab in EWEG.

1.2. Grant Contact Information

Each eligible recipient must complete the grant contact information in the EWEG application system. It is important to accurately complete this information. All notices of grant remediation or approvals will be sent to all designated grant contact persons. Contact information can be updated only when submitting the original application or an amendment.

1.3 Allocation Form

The allocation(s) available for the eligible recipient will be included under the allocation tab. For secondary grantees, this form has been modified to separate Perkins Federal and if available, Perkins Reserve funds for eligible districts and will be titled Perkins Secondary Consolidated. Those districts receiving Reserve funds will be required to complete separate budget pages for the Federal funds and the Reserve funds. The applicant must use the amount listed on the line named “TOTAL FUNDS AVAILABLE” for each funding source. The allocation(s) will also appear at the top of each of the budget tabs, and as expenditures are entered will reflect the declining balance of unobligated funds.

SECONDARY Sample EWEG Screen - Consolidated Allocation

	Perkins Secondary Consolidated	
	Federal	Reserve
Current Year Allocation	\$59,289	\$83,454
Cooperative/Consortia		
Transfer In (+)	\$0	\$0
Transfer Out (-)	\$0	\$0
Fiscal Agent		
SUB TOTAL	\$59,289	\$83,454

TOTAL FUNDS AVAILABLE	\$59,289	\$83,454

The postsecondary allocation form will remain the same as FY 2011. This form includes the following: “NOTE: At least \$50,000 of federal funds is required for a Perkins Postsecondary project. You must either forfeit your funding or participate in a consortium.”

For consortia, each consortium lead agency (applicant’s) form will include the total of the allocations from the other consortium members. A consortium member’s allocation form will show a zero balance after the transfer to the lead agency.

POSTSECONDARY Sample EWEG Screen - Consolidated Allocation

Allocations Instructions

NOTE: At least \$50,000 of federal funds is required for a Perkins Post-Secondary project. You must either forfeit your funding, or participate in a consortium.

	Perkins Post Secondary Consolidated	
	Federal	State
Current Year Allocation	\$809	\$83,454
Cooperative/Consortia		
Transfer In (+)	\$0	\$0
Transfer Out (-)	\$0	\$0
Fiscal Agent		
SUB TOTAL	\$809	\$83,454
TOTAL FUNDS AVAILABLE	\$809	\$83,454

[Calculate Totals](#)

POSTSECONDARY Sample EWEG Screen – Refusal of Funds

Refusal of Funds Instructions

The OCEAN COUNTY VOCATIONAL SCHOOL DISTRICT (293790) school district on (MM/DD/YYYY) [] hereby resolves not to apply for the following funds allocated under the Perkins Post Secondary Programs checked below for Fiscal Year 2011

Perkins Post Secondary Consolidated		
<input type="checkbox"/>	Perkins Post Secondary Federal Funds	809
<input type="checkbox"/>	Perkins Post Secondary State Funds	83454

Individual Certifying

Name: [] Title: []

[Save](#)

1.4. State Negotiated Performance Standards and Measures

Accountability is an essential element of the Perkins grant. A primary measure of success is continuous improvement of student performance in technical and academic areas. Each grantee's performance is based on individual student and program performance information submitted on the Vocational Education Data System (VEDS) and other data collection systems. All progress is measured against a grantee's performance record and the Performance Standards and Measures negotiated between the DOE and the United States Department of Education (ED), Office of Vocational and Adult Education (OVAE). Using the Perkins grant funds, each grantee must execute a plan to accomplish continuous improvement for each approved CTE program.

Each grantee must show the progress made in achieving the negotiated Performance Standards and Measures by following the specific instructions for each performance standard and measure on the "Performance Level" screen in the EWEG application system. The EWEG application will list any programs not meeting the state negotiated performance levels, as well as programs that have met or exceeded the state negotiated performance levels. For each list, the grantee must select the activities/strategies that will be used to enhance or maintain performance levels. The strategies/activities will be selected from a drop-down menu. The EWEG will show the comparison of the grantee's performance levels to the state's negotiated levels. Selected strategies and activities should be funded using the recipient's Perkins allocation. If any performance level is below the state negotiated level, Perkins grant funds **must** be used for at least one activity to address the deficiency. 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 data showing the individual program performance is available from the OCTE Perkins program officer.

Performance Levels

Program performance levels must be addressed for approved Secondary and Postsecondary CTE programs. For grantees receiving dual funding (Secondary - Federal and Reserve or Postsecondary - Federal and State), performance levels are combined for both funding sources. The following section illustrates and describes sample screens for both Secondary and Postsecondary programs.

SECONDARY Sample EWEG Screen "Performance Level Aggregate for all District Programs"

Application: 2010-2011 Original Application Project Period: 7/1/2010 - 6/30/2011 Printer-Friendly
Click to Return to Application Select
Click to Return to Menu List / Sign Out

Overview	Contact Information	Allocations	Performance Level	Budget Summary	Assurances	Comments	Submit	Application History	Page Review Status	Application Print	
Summary	Academic_Achievement Language Arts	Academic_Achievement Math - AA-MATH	Technical Skill Proficiency	Graduation	Placement	Participation Nontraditional	Completion Nontraditional				

Performance Levels - Aggregate for all District Programs Instructions

	Academic Achievement - Language Arts	Academic Achievement - Math	Skill Proficiency	Graduation	Placement	Participation Non-Traditional	Completion Non-Traditional
State Negotiated Level	88.00	79.50	87.50	96.00	81.50	30.50	30.25
VEDS Reported Performance	78.75	71.83	79.28	0.00	100.00	17.27	16.30
Variance from Negotiated Level	-9.25	-7.67	-8.22	-96.00	18.50	-13.23	-13.95
Targeted Performance Level	78.85	72.00	82.35	85.00	100.00	18.75	30.45

[Save Page](#)

State Negotiated Level - Performance measures that are finalized during negotiations between the New Jersey Department of Education and the US Department of Education. They are determined using the state's three-year average for each of the performance measures.

VEDS Reported Performance - Determined from data submitted on the district/agency/institution VEDS report submitted following the 2008-2009 school year. All figures are from the program concentrators who left secondary or postsecondary education in the reporting year.

Variance from Negotiated Level - Determined by subtracting the district/agency/institution VEDS Reported Performance from the State Negotiated Level.

Targeted Performance Level - The grantee must propose their performance goal for each measure for the current grant year. The proposed level cannot be lower than the VEDS Reported Performance for that measure.

Each of the Performance Levels has its own tab structure. For the secondary application, they are: *Academic Achievement – Language Arts, Academic Achievement - Math, Technical Skill Proficiency, Graduation, Placement, Participation Nontraditional, and Completion Nontraditional.*

Each Performance Level tab has two sub tabs: “Met Expectations” and “Did Not Meet Expectations”.

Summary	Academic_Achievement Language Arts	Academic_Achievement Math - AA-MATH	Technical Skill Proficiency	Graduation	Placement	Participation Nontraditional	Completion Nontraditional
AA Met Expectations			AA Did Not Meet Expectations				

Each of these sub tabs will have two additional sub tabs: “CIP Reported Performance” and “Strategies and Activities.”

Summary	Academic_Achievement Language Arts	Academic_Achievement Math - AA-MATH	Technical Skill Proficiency	Graduation	Placement	Participation Nontraditional	Completion Nontraditional
AA Met Expectations			AA Did Not Meet Expectations				
CIP Reported - AA Language Arts Met				Strategies- AA Language Arts Met			

State Negotiated Levels (Secondary)

State levels have been negotiated with the federal Office of Vocational and Adult Education for the 2010-11 year. State Negotiated Levels for the 2011-2012 have not been finalized.

<u>Measure</u>	<u>Target</u>
Academic Attainment – LAL	88.00%
Academic Attainment – Math	79.50%
Technical Skill Attainment	87.50%

Graduation	96.00%
Placement	81.50%
Nontraditional participation	30.50%
Nontraditional completion	30.25%

CIP Reported Performance – Secondary

Note: The *State Negotiated Levels* and *VEDS Reported Performance* information displayed on the *Summary* and *Performance Levels* tabs will be taken from the state negotiated performance levels for FY2011 and from the district’s 2009-10 VEDS data and pre-populated into the funding application.

CIP Reported Performance listed in the "**Met Expectations**" tab (for each Performance Level), will be those programs that have **met or exceeded** the state negotiated performance level based on VEDS data.

SECONDARY Sample EWEG Screen – "Met Expectations – CIP Reported"

The screenshot shows a software interface with a navigation bar at the top containing tabs: Overview, Contact Information, Allocations, Performance Level, Budget Summary, Assurances, Comments, Submit, Application History, Page Review Status, and Application Print. Below the navigation bar is a summary table with columns: Summary, Academic_Achievement Language Arts, Academic_Achievement Math - AA-MATH, Technical Skill Proficiency, Graduation, Placement, Participation Nontraditional, and Completion Nontraditional. The table shows 'AA Met Expectations' and 'AA Did Not Meet Expectations' rows. Below this is a section titled 'CIP Reported - AA Language Arts Met' with a sub-header 'Funding'. The 'Funding' table has the following data:

CIP	Program Name	Reported	Variance	Perkins Funded
521902	FASHION MERCHANDISING	91.67	3.67	<input type="checkbox"/>
510913	ATHLETIC TRAINING/TRAINER	100	12	<input type="checkbox"/>
500101	VISUAL & PERFORMING ARTS	95.65	7.65	<input type="checkbox"/>
470616	MARINE MAINTENANCE/FITTER&SHIP REPAIR TECHNOL./TECH.	100	12	<input checked="" type="checkbox"/>
470607	AIRFRAME MECHANICS & AIRCRAFT MAINT. TECHNOL./TECH.	100	12	<input type="checkbox"/>
470605	DIESEL MECHANICS TECHNOLOGY/TECHNICIAN	88.89	0.89	<input type="checkbox"/>
460201	CARPENTRY/CARPENTER	100	12	<input checked="" type="checkbox"/>
430000	LAW PUBLIC SAFETY & SECURITY	93.75	5.75	<input checked="" type="checkbox"/>
120401	COSMETOLOGY/COSMETOLOGIST GENERAL	98.67	10.67	<input type="checkbox"/>
100202	RADIO & TV BROADCASTING TECHNOLOGY/TECHNICIAN	100	12	<input type="checkbox"/>

At the bottom of the screenshot, there is a 'Save Page' button.

Perkins grant funds may be expended to support these programs. The Perkins Funded box for those programs meeting expectations must be checked if the grantee intends to expend Perkins funds for that program during the FY 2012 grant year.

Not Met Expectations – CIP Reported

Any approved programs listed in the *Not Met Expectations* tab (for each Performance Level), 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 the state negotiated performance level, the Perkins Funded box **must** be checked and Perkins funds **must** be expended for activities to improve performance of each program listed.

SECONDARY Sample EWEG Screen – "Not Met Expectations – CIP Reported "

Overview	Contact Information	Allocations	Performance Level	Budget Summary	Assurances	Comments	Submit	Application History	Page Review Status	Application Print
Summary	Academic Achievement Language Arts	Academic Achievement Math - AA-MATH	Technical Skill Proficiency	Graduation	Placement	Participation Nontraditional	Completion Nontraditional			
AA Met Expectations				AA Did Not Meet Expectations						
CIP Reported - AA Language Arts Not Met				Strategies- AA Language Arts Not Met						
CIP Reported - AA Language Arts Not Met										Instructions for page.
Funding										
CIP	Program Name			Reported	Variance	Perkins Funded				
521909	SPECIAL PRODUCTS MARKETING OPERATIONS (SUPERMARKET CAREERS)			33.33	-54.67	<input checked="" type="checkbox"/>				
521908	BUSINESS & PERSONAL/FINANCIAL SERVICES MARKETING OPERATIONS			12.5	-75.5	<input checked="" type="checkbox"/>				
511614	NURSING ASSISTANT/AIDE & PATIENT CARE ASSISTANT			71.43	-16.57	<input checked="" type="checkbox"/>				
510801	MEDICAL/CLINICAL ASSISTANT			82.35	-5.65	<input checked="" type="checkbox"/>				
510601	DENTAL ASSISTANT			81.82	-6.18	<input checked="" type="checkbox"/>				
500402	COMMERCIAL & ADVERTISING ART			86.54	-1.46	<input checked="" type="checkbox"/>				
480703	CABINET MAKER & MILLWORK/MILLWRIGHT			14.29	-73.71	<input checked="" type="checkbox"/>				
480508	WELDING TECHNOLOGY/WELDER			66.67	-21.33	<input checked="" type="checkbox"/>				
470699	VEHICLE MAINTENANCE & REPAIR TECHNOLOGIES OTHER			60	-28	<input checked="" type="checkbox"/>				
470604	AUTOMOBILE/AUTOMOTIVE MECHANICS TECHNOLOGY/TECHNICIAN			54.17	-33.83	<input checked="" type="checkbox"/>				
470603	AUTOBODY/COLLISION & REPAIR TECHNOLOGY/TECHNICIAN			50	-38	<input checked="" type="checkbox"/>				
470201	HEATING AIR CONDITIONING & REFRIG. MAINT. TECHNOL.			50	-38	<input checked="" type="checkbox"/>				
469999	CONSTRUCTION TRADES OTHER			16.67	-71.33	<input checked="" type="checkbox"/>				
460302	ELECTRICIAN			69.7	-18.3	<input checked="" type="checkbox"/>				
190708	CHILD CARE & SUPPORT SERVICES MANAGEMENT			84.21	-3.79	<input checked="" type="checkbox"/>				
151201	DRAFTING & DESIGN TECHNOLOGY/TECHNICIAN			75.47	-11.53	<input type="checkbox"/>				

CIP Reported Performance – Postsecondary

POSTSECONDARY Sample EWEG Screen "Performance Levels Aggregate for all Grantee Programs"

Overview	Contact Information	Allocations	Refusal of Funds	Performance Level	Budget Summary	Assurances	Comments	Submit	Application History	Page Review Status
Summary	Technical Skill Attainment	Industry Credential	Retention	Placement	Participation Nontraditional	Completion Nontraditional				
Performance Levels										Instructions
	Technical Skill Attainment	Industry Credential	Retention	Placement	Participation Non-Traditional	Completion Non-Traditional				
State Negotiated Level	77.00	95.80	39.00	80.00	24.27	22.78				
VEDS Reported Performance	89.47	100.00	89.47	0.00	30.35	20.83				
Variance from Negotiated Level	12.47	4.20	50.47	-80.00	6.08	-1.95				
Targeted Performance Level	90.00	100.00	90.00	80.00	31.00	22.78				
<p>State Negotiated Level - Performance measures that are finalized during negotiations between the New Jersey Department of Education and the US Department of Education. They are determined using the state's three-year average for each of the performance measures.</p> <p>VEDS Reported Performance - Determined from data on the district/agency/institution VEDS report submitted following the 2007-2008 school year. All figures are from the program concentrators who left secondary or postsecondary education in the reporting year.</p> <p>Variance from Negotiated Level - Determined by subtracting the district/agency/institution VEDS Reported Performance from the State Negotiated Level.</p> <p>Targeted Performance Level - The grantee must propose their performance goal for each measure for the current grant year. The proposed level cannot be lower than the VEDS Reported Performance for that measure.</p>										

Each of the Performance Levels has its own tab structure. For the postsecondary application, they are: *Technical Skill Attainment, Industry Credential, Retention, Placement, Participation Nontraditional, and Completion Nontraditional.*

Each of the Performance Level tabs will have two sub tabs: “Met Expectations” and “Not Met Expectations”.

Summary	Technical Skill Attainment	Industry Credential	Retention	Placement	Participation Nontraditional	Completion Nontraditional
Met Expectations			Did Not Meet Expectations			

Each of these sub tabs will have two additional sub tabs: “CIP Reported Performance” and “Strategies and Activities.”

Summary	Technical Skill Attainment	Industry Credential	Retention	Placement	Participation Nontraditional	Completion Nontraditional
Met Expectations			Did Not Meet Expectations			
CIP Reported - TSA Met			Strategies - TSA Met			

State Negotiated Levels (Post Secondary)

State levels have been negotiated with the federal Office of Vocational and Adult Education for the 2010-11 year. State Negotiated Levels for the 2011-2012 have not been finalized.

<u>Measure</u>	<u>Target</u>
Technical Skill Attainment	83.00%
Industry Credential	96.00%
Retention	40.00%
Placement	65.80%
Nontraditional participation	25.25%
Nontraditional completion	23.50%

CIP Reported Performance – Postsecondary

The screens showing program performance are illustrated below.

CIP Reported Performance listed in the **Met Expectations** tab (for each Performance Level), will be those programs that have **met or exceeded** the state negotiated performance level based on VEDS data.

POST SECONDARY Sample EWEG Screen – "Met Expectations – CIP Reported"

CIP Reported - TSA Met Instructions

Of the number of CTE completers who took an appropriate third-party end-of-program assessment, this is the percent who passed the test.

Funding				
CIP	Program Name	Reported	Variance	Perkins Funded
511614	NURSING ASSISTANT/AIDE & PATIENT CARE ASSISTANT	100	17	<input checked="" type="checkbox"/>
510913	ATHLETIC TRAINING/TRAINER	100	17	<input type="checkbox"/>
510801	MEDICAL/CLINICAL ASSISTANT	100	17	<input type="checkbox"/>
500402	COMMERCIAL & ADVERTISING ART	96.55	13.55	<input checked="" type="checkbox"/>
480703	CABINET MAKER & MILLWORK/MILLWRIGHT	100	17	<input checked="" type="checkbox"/>
480508	WELDING TECHNOLOGY/WELDER	100	17	<input type="checkbox"/>
470616	MARINE MAINTENANCE/FITTER&SHIP REPAIR TECHNOL./TECH.	100	17	<input type="checkbox"/>
470603	AUTOBODY/COLLISION & REPAIR TECHNOLOGY/TECHNICIAN	100	17	<input type="checkbox"/>
460302	ELECTRICIAN	100	17	<input type="checkbox"/>
460201	CARPENTRY/CARPENTER	100	17	<input type="checkbox"/>
430000	LAW PUBLIC SAFETY & SECURITY	95.83	12.83	<input type="checkbox"/>
120503	CULINARY ARTS/CHEF TRAINING	87.5	4.5	<input type="checkbox"/>
10601	APPLIED HORTICULTURE/HORTICULTURE OPERATIONS	100	17	<input checked="" type="checkbox"/>

Perkins grant funds may be expended to support these programs. The Perkins Funded box for those programs meeting expectations must be checked if the grantee intends to expend Perkins funds for that program during the FY 2012 grant year.

Did Not Meet Expectations – CIP Reported

Any approved programs listed in the **Did Not Meet Expectations** tab (for each Performance Level), 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 the expectations, the Perkins Funded box **must** be checked and Perkins funds **must** be expended for activities to improve performance of each program listed.

POST SECONDARY Sample EWEG Screen – "Not Met Expectations – CIP Reported"

Overview	Contact Information	Allocations	Refusal of Funds	Performance Level	Budget Summary	Assurances	Comments	Submit	Application History	Page Review Status	Application Print
Summary	Technical Skill Attainment	Industry Credential	Retention	Placement	Participation Nontraditional	Completion Nontraditional					
Met Expectations				Did Not Meet Expectations							
CIP Reported - TSA Not Met				Strategies - TSA Not Met							
CIP Reported - TSA Not Met											Instructions
Funding											
CIP	Program Name	Reported	Variance	Perkins Funded							
521909	SPECIAL PRODUCTS MARKETING OPERATIONS (SUPERMARKET CAREERS)	0	-83	<input checked="" type="checkbox"/>							
521908	BUSINESS & PERSONAL/FINANCIAL SERVICES MARKETING OPERATIONS	0	-83	<input checked="" type="checkbox"/>							
521902	FASHION MERCHANDISING	66.67	-16.33	<input checked="" type="checkbox"/>							
510601	DENTAL ASSISTANT	54.55	-28.45	<input checked="" type="checkbox"/>							
500101	VISUAL & PERFORMING ARTS	0	-83	<input checked="" type="checkbox"/>							
470699	VEHICLE MAINTENANCE & REPAIR TECHNOLOGIES OTHER	0	-83	<input checked="" type="checkbox"/>							
470607	AIRFRAME MECHANICS & AIRCRAFT MAINT. TECHNOL./TECH.	0	-83	<input checked="" type="checkbox"/>							
470605	DIESEL MECHANICS TECHNOLOGY/TECHNICIAN	0	-83	<input checked="" type="checkbox"/>							
470604	AUTOMOBILE/AUTOMOTIVE MECHANICS TECHNOLOGY/TECHNICIAN	59.09	-23.91	<input checked="" type="checkbox"/>							
470201	HEATING AIR CONDITIONING & REFRIG. MAINT. TECHNOL.	71.43	-11.57	<input checked="" type="checkbox"/>							
469999	CONSTRUCTION TRADES OTHER	0	-83	<input checked="" type="checkbox"/>							
190708	CHILD CARE & SUPPORT SERVICES MANAGEMENT	80	-3	<input checked="" type="checkbox"/>							
151301	DRAFTING & DESIGN TECHNOL/TECHNIC	0	-83	<input checked="" type="checkbox"/>							
120401	COSMETOLOGY/COSMETOLOGIST GENERAL	56.86	-26.14	<input checked="" type="checkbox"/>							
100202	RADIO & TV BROADCASTING TECHNOLOGY/TECHNICIAN	0	-83	<input checked="" type="checkbox"/>							

Strategies and Activities – Secondary & Post Secondary

For each *Performance Level*, *Strategies and Activities* must be selected for both the programs that *Met Expectations* and for *Did Not Meet Expectations*. For each program, the grantee will indicate, using the “Perkins Funded” box, whether or not FY 2012 Perkins funds will be used to address the program performance.

The EWEG system contains a drop-down menu from which the grantees will select one or more strategies or activities. Grantees may select multiple strategies or activities. If the grantee decides that they have a specific strategy or activity that is not covered in the drop-down menu, “Other” may be selected at the end of each menu. If “Other” strategy/activity is selected, the grantee **MUST** describe the new strategy/activity. If the description is not entered, the page will not be saved.

Once the strategy/activity is selected, the grantee will also indicate whether the selection is “No-cost,” “Perkins” funded, or “Other” funded. **If “Perkins” is selected, it is expected that the activity will be evident in the budget detail forms.** If “Other” funding is selected, the grantee must insert the name or **source** of the other funds to be used to support this strategy/activity.

Secondary Strategies and Activities

Dropdown list options for the "*Strategy or Activity*" (by tab) are:

- a. Academic (LAL and Math) Performance
 - i. Restructure curriculum to increase academic rigor
 - ii. Monitor student progress
 - iii. Conduct relevant teacher professional development
 - iv. Provide tutoring
 - v. Conduct HSPA and/or SRA classes
 - vi. Conduct academically-focused structured learning experiences
 - vii. Include CTE teacher on child study team
 - viii. Increase parent contact and involvement
 - ix. Conduct pre-testing/post-testing of students
 - x. Participate in curriculum-relevant CTSO activities
 - xi. Provide enhanced activities for special populations
 - xii. Conduct open lab sessions
 - xiii. Other (to be approved by NJDOE)

- b. Technical Skill Proficiency
 - i. Align curriculum with industry standards
 - ii. Provide CTE teacher industry internships
 - iii. Implement input from advisory committee
 - iv. Provide industry certification training for teachers
 - v. Conduct professional development for teachers
 - vi. Provide teacher/student exposure to new technology
 - vii. Provide open lab sessions
 - viii. Provide tutoring
 - ix. Conduct practice testing
 - x. Conduct relevant end-of-program assessments
 - xi. Provide skills attainment-focused structured learning experiences
 - xii. Include CTE teacher on child study team
 - xiii. Increase parent contact and involvement
 - xiv. Participate in curriculum-relevant CTSO activities
 - xv. Provide enhanced activities for special populations
 - xvi. Other

- c. Graduation
 - i. Restructure curriculum to increase academic rigor
 - ii. Monitor student progress toward graduation
 - iii. Improve guidance and counseling activities
 - iv. Conduct professional development for teachers
 - v. Conduct professional development for counselors
 - vi. Provide tutoring
 - vii. Include CTE teacher on child study team
 - viii. Conduct relevant structured learning experiences
 - ix. Increase parent contact and involvement

- x. Participate in curriculum-relevant CTSO activities
- xi. Provide enhanced classes for special populations
- xii. Provide HSPA review classes
- xiii. Provide open lab sessions
- xiv. Support inclusion of special education students
- xv. Other

d. Placement

- i. Align curriculum to industry standards
- ii. Establish postsecondary articulation agreements
- iii. Provide relevant structured learning experiences
- iv. Establish/improve relationship with unions and businesses
- v. Establish/improve system to track CTE graduates
- vi. Establish/improve high school-college dual credit programs
- vii. Participate in curriculum-relevant CTSO activities
- viii. Implement input from advisory committee
- ix. Implement employer-student mentor program
- x. Conduct career awareness activities
- xi. Provide/enhance placement counseling
- xii. Provide professional development for counselors
- xiii. Other

e. Participation Nontraditional

- i. Provide professional development for teachers
- ii. Include CTE teacher on child study teams
- iii. Conduct career awareness activities
- iv. Provide exploratory courses for nontraditional students
- v. Provide/enhance guidance and counseling
- vi. Provide non-traditional guest speakers
- vii. Provide career information to parents
- viii. Use services of nontraditional resource center
- ix. Provide career information to middle school students
- x. Other

f. Completion Nontraditional

- i. Provide professional development for teachers
- ii. Provide/enhance guidance and counseling
- iii. Monitor progress of non-traditional students
- iv. Provide structured learning experiences in non-traditional fields
- v. Conduct tutoring services
- vi. Provide open lab sessions
- vii. Provide student-mentor program
- viii. Include CTE teacher on child study teams
- ix. Provide enhanced classes for special populations
- x. Conduct field trips relevant to instruction
- xi. Conduct career fairs for students

- xii. Participate in curriculum-relevant CTSO activities
- xiii. Other

If "Other" is selected as a strategy/activity a box will open below the selection and a description will be required.

SECONDARY Sample EWEG Screen – "Met Expectations – Strategies and Activities"

Overview	Contact Information	Allocations	Performance Level	Budget Summary	Assurances	Comments	Submit	Application History	Page Review Status	Application Print	
Summary	Academic_Achievement Language Arts	Academic_Achievement Math - AA-MATH	Technical Skill Proficiency	Graduation	Placement	Participation Nontraditional	Completion Nontraditional				
AA Met Expectations				AA Did Not Meet Expectations							
CIP Reported - AA Language Arts Met				Strategies- AA Language Arts Met							

Strategies- AA Language Arts Met Instructions for page.

Of the CTE concentrators who left secondary education, this is the percent who scored proficient or advanced on the HSPA-Language Arts test.

Academic Achievement - Language Arts - AA-LAL	State Negotiated Level	VEDS Reported Performance
	88	78.75

List of Strategies and Activities
Select the Strategies or Activities with its Funding options the district will implement for Academic Achievement - Language Arts - AA-LAL

Funding				
Strategy or Activity	No-cost	Perkins	Other	Name of Other Funding Source
Conduct pre-testing/post-testing of students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Funding				
Strategy or Activity	No-cost	Perkins	Other	Name of Other Funding Source
Other	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	District funded
Other - Description (0 of 100 character maximum) Must describe other strategy and /or activity.				

Funding

SECONDARY Sample EWEG Screen – "Not Met Expectations – Strategies and Activities"

Overview	Contact Information	Allocations	Performance Level	Budget Summary	Assurances	Comments	Submit	Application History	Page Review Status	Application Print	
Summary	Academic_Achievement Language Arts	Academic_Achievement Math - AA-MATH	Technical Skill Proficiency	Graduation	Placement	Participation Nontraditional	Completion Nontraditional				
AA Met Expectations				AA Did Not Meet Expectations							
CIP Reported - AA Language Arts Not Met				Strategies- AA Language Arts Not Met							

Strategies- AA Language Arts Not Met Instructions for page.

Academic Achievement - Language Arts - AA-LAL	State Negotiated Level 88	VEDS Reported Performance 78.75
------------------------------------------------------	-------------------------------------	-------------------------------------------

List of Strategies and Activities
Select the Strategies or Activities with its Funding options the district will implement for Academic Achievement - Language Arts - AA-LAL

Funding				
Strategy or Activity	No-cost	Perkins	Other	Name of Other Funding Source
Restructure curriculum to increase academic rigor	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Funding				
Strategy or Activity	No-cost	Perkins	Other	Name of Other Funding Source
Conduct relevant teacher professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	District funded
Funding				
Strategy or Activity	No-cost	Perkins	Other	Name of Other Funding Source
Other	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<small>Other - Description (44 of 100 character maximum)</small> Must describe other strategy and/or activity				

Postsecondary Strategies and Activities

Dropdown list options for the *Strategy or Activity* (by tab) are:

- a. Technical Skill Attainment
 - i. Align curriculum with industry standards
 - ii. Provide CTE teacher industry internships
 - iii. Implement input from advisory committee
 - iv. Provide industry certification training for teachers
 - v. Conduct professional development for faculty
 - vi. Provide teacher/student exposure to new technology
 - vii. Provide open lab sessions
 - viii. Provide tutoring
 - ix. Conduct practice testing
 - x. Conduct relevant end-of-program assessments
 - xi. Provide skills attainment-focused structured learning experiences
 - xii. Participate in curriculum-relevant CTSO activities
 - xiii. Provide enhanced activities for special populations
 - xiv. Other

- b. Industry Credential
 - i. Align curriculum to industry standards
 - ii. Provide relevant structured learning experiences
 - iii. Implement input from advisory committee
 - iv. Provide industry certification training for faculty

- v. Provide practice testing for credential tests
- vi. Increase teacher/student exposure to new technology
- vii. Provide open lab sessions
- viii. Provide tutoring
- ix. Increase academic rigor in CTE program
- x. Participate in curriculum-relevant CTSO activities
- xi. Provide enhanced skill classes for special populations
- xii. Other

c. Retention

- i. Restructure curriculum to increase academic rigor
- ii. Monitor student progress toward graduation
- iii. Improve counseling activities
- iv. Conduct professional development for faculty
 - v. Conduct professional development for counselors
- vi. Provide tutoring
- vii. Conduct relevant structured learning experiences
- viii. Participate in curriculum-relevant CTSO activities
- ix. Provide enhanced classes for special populations
 - x. Provide open lab sessions
- xi. Provide support services for special population students
- xii. Other

d. Placement

- xiii. Align curriculum to industry standards
- xiv. Establish articulation/credit transfer agreements
 - xv. Provide relevant structured learning experiences
- xvi. Establish/improve relationship with unions and businesses
- xvii. Establish/improve system to track CTE graduates
- xviii. Participate in curriculum-relevant CTSO activities
- xix. Implement input from advisory committee
 - xx. Implement employer-student mentor program
- xxi. Conduct career awareness activities
- xxii. Provide/enhance placement counseling
- xxiii. Provide professional development for counselors
- xxiv. Other

e. Participation Nontraditional

- i. Provide professional development for faculty/staff
- ii. Conduct non-traditional career awareness activities
- iii. Provide exploratory courses for nontraditional students
- iv. Provide/enhance counseling
 - v. Provide nontraditional guest speakers
- vi. Use services of nontraditional resource center
- vii. Other

- f. Completion Nontraditional
 - i. Provide professional development for faculty/staff
 - ii. Provide/enhance guidance and counseling
 - iii. Monitor progress of nontraditional students
 - iv. Provide work-based learning experiences in nontraditional fields
 - v. Conduct tutoring services
 - vi. Provide open lab sessions
 - vii. Provide student-mentor program
 - viii. Provide enhanced classes for special populations
 - ix. Conduct field trips relevant to instruction
 - x. Conduct career fairs for students
 - xi. Participate in curriculum-relevant CTSO activities
 - xii. Other

If “Other” is selected as a strategy/activity a box will open below the selection and a description will be required.

POSTSECONDARY Sample EWEG Screen – "Met Expectations – Strategies and Activities"

Overview	Contact Information	Allocations	Refusal of Funds	Performance Level	Budget Summary	Assurances	Comments	Submit	Application History	Page Review Status	Application Print
Summary	Technical Skill Attainment	Industry Credential	Retention	Placement	Participation Nontraditional	Completion Nontraditional					
Met Expectations				Did Not Meet Expectations							
CIP Reported - TSA Met				Strategies - TSA Met							
Strategies - TSA Met											Instructions
Of the number of CTE completers who took an appropriate third-party end-of-program assessment, this is the percent who passed the test.											
Technical Skill Attainment		State Negotiated Level		VEDS Reported Performance							
		83		79.28							
List of Strategies and Activities											
Select the Strategies or Activities with its Funding options the district will implement for Technical Skill Attainment											
Funding											
Strategy or Activity	No-cost	Perkins	Other	Name of Other Funding Source							
Align curriculum with industry standards	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	District funded							
Funding											
Strategy or Activity	No-cost	Perkins	Other	Name of Other Funding Source							
Other	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
Other - Description (44 of 100 character maximum)											
Must describe other strategy and/or activity											
Funding											

POSTSECONDARY Sample EWEG Screen – "Not Met Expectations – Strategies and Activities"

Overview	Contact Information	Allocations	Refusal of Funds	Performance Level	Budget Summary	Assurances	Comments	Submit	Application History	Page Review Status	Application Print
Summary	Technical Skill Attainment	Industry Credential	Retention	Placement	Participation Nontraditional	Completion Nontraditional					
Met Expectations				Did Not Meet Expectations							
CIP Reported - TSA Not Met				Strategies - TSA Not Met							

Strategies - TSA Not Met Instructions

Technical Skill Attainment	State Negotiated Level	VEDS Reported Performance
83		79.28

List of Strategies and Activities
Select the Strategies or Activities with its Funding options the district will implement for Technical Skill Attainment

Funding				
Strategy or Activity	No-cost	Perkins	Other	Name of Other Funding Source
Conduct relevant end-of-program assessments	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Funding				
Strategy or Activity	No-cost	Perkins	Other	Name of Other Funding Source
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	District funded
Other - Description (44 of 100 character maximum) Must describe other strategy and/or activity				

1.5. Budget Detail Forms and Eligible Expenditures

Grant Application Budget Forms For Consolidated Application

The secondary and postsecondary applications for FY2012 are consolidated applications that allow tracking of separate funding streams. In the upper right corner of the screen, there is a box to select the Application Sections.

SECONDARY Sample EWEG Screen Application Section

Application: 2010-2011 Original Application	Project Period: 7/1/2010 - 6/30/2011	Application Sections
		Perkins Secondary Consolidated Perkins Secondary Consolidated Perkins Secondary Federal Funds Perkins Secondary Reserve Funds

POST SECONDARY Sample EWEG Screen Application Section

Application: 2010-2011 Original Application	Project Period: 7/1/2010 - 6/30/2011	Application Sections
		Perkins Post Secondary Consolidated Perkins Post Secondary Consolidated Perkins Post Secondary Federal Funds Perkins Post Secondary State Funds

Grantees receiving only federal funds must complete only the Federal Funds application section. Grantees with more than one funding stream (State and Federal, or Federal and Reserve) must complete both funding application sections. In all cases, completion of the funding application section(s) will automatically populate the Budget Summary form on the Consolidated section.

SECONDARY Sample EWEG Screen - "Consolidated Budget Summary"

Overview	Contact Information	Allocations	Performance Level	Budget Summary	Assurances	Comments	Submit	Application History	Page Review Status	Application Print
Budget (Read Only) Instructions										
D. Expenditure Category	E. Function & Object Code	F. Federal Funds	G. Reserve Funds	H. Total (F + G)						
Instruction										
Personal Services - Salaries	100-100	60000	0	60000						
Purchased Prof. & Tech. Services	100-300	0	0	0						
Other Purchased Services	100-500	0	0	0						
Supplies and Materials	100-600	11454	18800	30254						
Other Objects	100-800	0	0	0						
SubTotal Instruction		71454	18800	90254						
Support Services										
Personal Services - Salaries	200-100	0	0	0						
Personal Services - Employee Benefits	200-200	12000	0	12000						
Purchased Prof. & Tech. Services	200-300	0	0	0						
Purchased Prof. Ed Services	200-320									
Purchased Property Services	200-400	0	0	0						
Other Purchased Services	200-500	0	4000	4000						
Travel	200-580	0	3600	3600						
Supplies and Materials	200-600	0	0	0						
Other Objects	200-800	0	0	0						
Indirect Costs	200-860									
SubTotal Support Services		12000	7600	19600						
FAC ACQ & CONSTRUCTION SERV										
Buildings	400-720	0	0	0						
Instructional Equipment	400-731	0	57000	57000						
Non-instructional Equipment	400-732	0	0	0						
SubTotal FAC ACQ & CONSTRUCTION SERV		0	57000	57000						
TOTAL PROJECT EXPENDITURES		83454	83400	166854						

POST SECONDARY Sample EWEG Screen - "Consolidated Budget Summary"

Overview	Contact Information	Allocations	Refusal of Funds	Performance Level	Budget Summary	Assurances	Comments	Submit	Application History	Page Review Status	Application Print
Budget (Read Only) Instructions											
D. Expenditure Category	E. Function & Object Code	F. Federal Funds	G. State Funds	H. Total (F + G)							
Instruction											
Personal Services - Salaries	100-100	0	0	0							
Purchased Prof. & Tech. Services	100-300	0	0	0							
Other Purchased Services	100-500	0	0	0							
Supplies and Materials	100-600	0	0	0							
Other Objects	100-800	0	0	0							
SubTotal Instruction		0	0	0							
Support Services											
Personal Services - Salaries	200-100	0	0	0							
Personal Services - Employee Benefits	200-200	0	0	0							
Purchased Prof. & Tech. Services	200-300	0	0	0							
Purchased Prof. Ed Services	200-320										
Purchased Property Services	200-400	0	0	0							
Other Purchased Services	200-500	0	0	0							
Travel	200-580	0	0	0							
Supplies and Materials	200-600	0	0	0							
Other Objects	200-800	0	0	0							
Indirect Costs	200-860										
SubTotal Support Services		0	0	0							
FAC ACQ & CONSTRUCTION SERV											
Buildings	400-720	0	0	0							
Instructional Equipment	400-731	0	0	0							
Non-instructional Equipment	400-732	0	0	0							
SubTotal FAC ACQ & CONSTRUCTION SERV		0	0	0							
TOTAL PROJECT EXPENDITURES		0	0	0							

All requested expenditures must be used for approved career and technical education programs. The program must be an approved career and technical education program prior to the expenditure of grant funds. All requested expenditures must be listed on one of the types of Budget Detail forms found in the EWEG application system. These forms are specific to Instructional Salaries (category 100-100 including Employee Benefits), Non-instructional Salaries (category 200-100 including Employee Benefits), Instructional Supplies (category 100-600), Non-instructional supplies (category 200-600), Instructional Equipment (category 400-731) , Non-instructional equipment (category 400-732) and the Other Budget Detail page (all other categories) which is to be used for all other proposed expenditures.

All budget items will require the entry or selection of CIP Code, Goal and Objective number from the Five Year/Multi-year Plan, Standard and Measure, Uses of Funds, and other descriptors such as position title, specifications and other appropriate information. Selection of a Standard and Measure and the selection of the Uses of Funds will replace the need for a justification. Samples of the EWEG screens have been included in the guidelines as references. The actual screens may vary from those shown.

Note: Budget screens for each expenditure category are the same for the secondary and postsecondary applications.

1.5.1 Instructional Salaries (100-100) Funds may be requested for instructional salaries (category 100-100) during the first and second year of operation of newly approved career and technical education programs. Salaries must be based upon the percentage of time dedicated to the Perkins Grant and school-year salary. Use Budget Detail Form – Instructional Salaries in the EWEG application system. **Administrative funds may not be used for instructional salaries.**

SECONDARY & POST SECONDARY Sample EWEG screen - Instructional Salaries

(Note: Non-instructional salary screen is similar to instructional salary screen)

Instructional Salaries				Instruction	
FEDERAL FUNDS		AMOUNT ALLOCATED: \$83,454	AMOUNT BUDGETED: \$	AMOUNT REMAINING: \$83,454	
CIP CODES	GOAL & OBJECTIVE NUMBER	JUSTIFICATION		TITLE of POSITION and RESPONSIBILITIES	Delete Row
12040 10601 10020		STANDARD & MEASURE CNT PNT P	USES OF FUNDS		
TIME <input type="radio"/> Full <input type="radio"/> Part	SALARY Annual Salary: \$ <input type="text"/> Percent of Time: % <input type="text"/> Requested Amount \$ <input type="text"/>	200-200 BENEFITS(max 29%) <input type="checkbox"/> FICA 7.65% \$0 <input type="checkbox"/> TPAF 12.35% \$0 <input type="checkbox"/> Health Benefits <input type="text"/> <input type="checkbox"/> Other Benefits <input type="text"/> Total Benefit 0.0% \$ <input type="text"/>		<input type="checkbox"/>	<input type="button" value="Calculate"/>
CIP CODES	GOAL & OBJECTIVE NUMBER	JUSTIFICATION		TITLE of POSITION and RESPONSIBILITIES	Delete Row
12040 10601 10020		STANDARD & MEASURE CNT PNT P	USES OF FUNDS		
TIME <input type="radio"/> Full <input type="radio"/> Part	SALARY Annual Salary: \$ <input type="text"/> Percent of Time: % <input type="text"/> Requested Amount \$ <input type="text"/>	200-200 BENEFITS(max 29%) <input type="checkbox"/> FICA 7.65% \$0 <input type="checkbox"/> TPAF 12.35% \$0 <input type="checkbox"/> Health Benefits <input type="text"/> <input type="checkbox"/> Other Benefits <input type="text"/> Total Benefit 0.0% \$ <input type="text"/>		<input type="checkbox"/>	<input type="button" value="Calculate"/>
<input type="button" value="Save Page"/>					

1.5.2. Non-instructional Salaries (200-100) may be requested on a very limited basis using Budget Detail Form – Non-instructional Salaries in the EWEG application system. The salary(ies) must support the negotiated state Performance Standards and Measures, local goals and objectives, and the intent of Perkins IV. Grantees must show the percent of time the grant-funded employee will dedicate to Perkins grant responsibilities.

1.5.3. 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; therefore, a Budget Detail Form for either Instructional or Non-instructional Salaries must be completed when requesting funding for a stipend. For example, a teacher may be paid a stipend to advise a school’s Career and Technical Student Organization (CTSO), as long as the stipend is for activity not included in the regular contract. Perkins funds are to be used to supplement local and state funds, not supplant. Refer to Section 4.4 for more detail on supplanting. Usually, few benefits are deducted from a stipend. See the Fringe Benefits explanation below for further information.

1.5.4. Fringe Benefits (200-200) are eligible costs. They are automatically calculated upon entry of salary information on the budget screens. The same contractual fringe benefits offered to all employees of the eligible recipient, up to a maximum of twenty- nine

percent of grant funded salaries, and based on the percent of time dedicated to the Perkins funded program and the school year salary may be included. All fringe benefits must be included on the applicable Budget Detail Form for Instructional or Non-instructional Salaries.

Health Benefits: The box next to health benefits must be checked if the grantee is funding additional health benefits. If that box is marked, the grantee must enter the total percent of health benefits being funded by the grant for the employee(s) listed for that expenditure. The percent of health benefits may not exceed the per cent of the employee 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 (7.00%) and FICA (7.65%) for a total of 14.65%. Other benefits (such as health, disability, etc.) may be included; however, the maximum amount for all benefits is **twenty-nine percent of the amount of the salary requested in the grant proposal. The EWEG application system will not permit benefits to exceed twenty-nine percent.**

Funding for employees not participating in Teachers' Pension and Annuity Fund (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 school postsecondary programs** receive state funds through this grant. For those positions funded with state funds, TPAF and FICA cannot be paid using state or federal funds; however other fringe benefits may be paid through this grant up to the **maximum amount** of twenty-nine percent of the salary requested in the grant proposal.

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 eighty percent federal and twenty percent state, 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.

On the EWEG salary form dual funded positions will require two separate line items. One line must be used for the federal funds and a second line must be used for the state funded portion of the salary.

1.5.5. Supplies (100-600, 200-600)

A grantee may request up to \$20,000, or ten percent of the total grant award (whichever is greater), for **unitemized** supplies for its approved career and technical education programs.

However, any item with a per unit cost of \$750 or more must be itemized. If the total amount exceeds the \$20,000 or ten percent of the grant award (whichever is greater), then all items over the threshold must be itemized. The OCTE Program Officer must be notified of changes to itemized supplies after the application is approved. The grantee is responsible for tracking approved supplies and be able to provide clear documentation for monitoring purposes.

Supplies used for **instructional** purposes are to be requested and described in Instructional Supplies, 100-600. Supplies used for program support and administrative services are to be requested and described in Noninstructional Supplies, 200-600. The description must provide sufficient information to allow a reviewer to make informed decisions on the appropriateness and allowability of the item, particularly as it pertains to non-consumable items, including but not limited to computers.

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

Examples of description (minimum specifications) required for certain items:

Computers:	Operating System:	i.e., Microsoft Windows 7
	Processor:	i.e., Intel TM 2 Duo E8400 with VT (3.0Ghz, 6M, 1333MHz FSB)
	Monitor:	i.e., 20 inch monitor
	Peripherals:	i.e., 52x CD-ROM, DVD, 250 Mb Zip Drive
	Hard drive:	i.e., 250 Gb hard drive
	Memory:	i.e., 4GB DDR3 Non-ECC SDRAM, 1333MHz
Printers:	Type of printer:	i.e., Laserjet
	Speed:	i.e., 15 pages per min.(ppm) black, 8 ppm color
	Other description:	i.e., 128 Mb buffer, 11" x 17" capacity
Software:	Name of software:	i.e., Microsoft Windows 7

(Note: The Non-Instructional Supply screen is identical to the Instructional Supply screen, except that the Non-Instructional screen displays radio buttons for program costs and administrative costs)

SECONDARY & POST SECONDARY Sample EWEG Screen - Supplies – Instructional

Supplies - Instructional		Instructions	
FEDERAL FUNDS	AMOUNT ALLOCATED: \$83,454	AMOUNT BUDGETED: \$	AMOUNT REMAINING: \$83,454
DESCRIPTION/ITEMIZATION/JUSTIFICATION Include description of item and the justification for purchasing this item. For all equipment and non-consumable supplies, include minimum specifications, as required by Section 8.5.8 of the guidelines.			
CIP CODES 12040 10601 10020	JUSTIFICATION STANDARD & MEASURE CNT PNT P	GOAL & OBJECTIVE NUMBER	Delete Row
Name of Item, Description, Specifications (0 of 500 character maximum)		HOW MANY COST PER UNIT \$ TOTAL COST \$	Calculate

1.5.6. Other – All items other than salaries, supplies and equipment should be entered in this category.

1.5.6.1. Consultant and Workshop Services for Improvement of Career and Technical Education Programs (100-300, 200-300)

Requests for consultants and/or workshop personnel services for activities that improve career and technical education programs such as curriculum and/or professional development (100 and 200 series), improving teaching strategies, and integrating academics, must be supported by a description on the Other budget detail form that includes:

- each position for which funding is requested;
- the requested dollar amounts; and
- the specific activities and/or services to be provided by each of the consultants/workshop personnel.

The maximum payment for consultants and/or workshop personnel is \$2,000 a day.

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 for professional development. 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.

SECONDARY & POST SECONDARY - "Other Budget Detail "

1.5.6.2. Travel for Career and Technical Education Program Improvement

1.5.6.2.1. General Requirements

For all funded travel, the eligible recipient must list the following information:

- identification and job title of travelers;
- purpose of travel including conference name;
- anticipated travel dates (e.g., month and year). The travel date cannot occur before July 1, 2011 or after June 30, 2012;
- travel destination;
- 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 11-05 and P.L. 2007 Chapter 53. All travel requests must comply with state regulations as noted in N.J.A.C. 6A23A-5.8.

1.5.6.2.2. Staff Travel (200-500, 200-580)

Costs eligible for funding include registration fees, transportation, lodging and meal(s) for out-of-state professional development workshops and activities for

staff members. 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 are eligible for funding. All grantees must comply with the Federal Domestic Per Diem Rates in effect at the time of registration. If meals are included in 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.

1.5.6.2.3 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 meal(s) for student leadership conferences and activities occurring within the grant year. This information must be included on the Other Budget Detail Form in the EWEG application system. The Federal Domestic Per Diem Rates in effect at the time of registration must be used.

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. Meals for field trips that are not CTSO overnight conferences are not permitted.

1.5.7. Equipment (400-731, 400-732)

Equipment may be requested for instructional and non-instructional purposes. Grantees must provide sufficient specifications and description to identify the equipment and allow the reviewer to determine the appropriateness of the expenditure.

SECONDARY & POST SECONDARY - Sample EWEG Screen - "Equipment Instructional"

Equipment - Instructional Instructions

FEDERAL FUNDS AMOUNT ALLOCATED: \$ AMOUNT BUDGETED: \$ AMOUNT REMAINING: \$

DESCRIPTION/ITEMIZATION/JUSTIFICATION
 Include description of item and the justification for purchasing this item. For all equipment and non-consumable supplies, include minimum specifications, as stated in the guidelines.

JUSTIFICATION				Delete Row
CIP CODES 520302 521201	STANDARD & MEASURE AP NT P	USES OF FUNDS [Dropdown]	GOAL & OBJECTIVE NUMBER [Dropdown]	<input type="checkbox"/>
NAME OF ITEM, DESCRIPTION, SPECIFICATIONS [Text Area]		COST HOW MANY [Text Box] COST PER UNIT \$ [Text Box] TOTAL COST \$ [Text Box] <input type="button" value="Calculate Totals"/>		

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.

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

- **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 form** 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 DOE/OCTE; and

- **Equipment** may be used for **other instructional purposes** only if such use does not interfere with the primary instructional use of the equipment.

Return of equipment if program is eliminated: 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 and not approved as part of the grant application or an amendment to the grant application will result in a disallowed cost. The grantee will be required to reimburse the state from local funds for such disallowed costs.

Equipment requested to improve an existing approved career and technical education program or a new program approved by the OCTE to be introduced in FY 2012 must be received, installed and available for student instruction in FY 2012. Exceptions may be granted by the Director of OCTE. All requests for exceptions must be made in writing.

For more information on equipment, refer to EDGAR 34 CFR, Part 80.32
<http://www.ed.gov/policy/fund/reg/edgarReg/edlite-part80a.html>.

1.5.8. 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**;
- **fund-raising activities**;
- **furniture for classrooms or labs**, unless that furniture/item is required/necessary for the installation and/or operation of specific grant-funded equipment items and/or activities;
- **general facility renovations/remodeling** unless necessary for installation and/or operational use of instructional equipment approved for purchase during FY 2012;
- **general purpose classroom furniture** such as desks, chairs, filing cabinets, bookcases, etc.;
- **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 <http://www.state.nj.us/njded/cte/educators/> 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 08-19 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.⁷;
- **purchase of any item for personal use** such as supplies, clothing, awards and payment of individual membership dues;
- **remediation** cost for and 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 courses** or support of CTE programs for which no data were received on the most recent VEDS report.

1.5.9. Budgetary Constraints

- Workshop Presenters \$2,000 per day per presenter;
- Mileage for travel The mileage reimbursement rate is the prevailing eligible recipient's reimbursement rate but not to exceed \$0.31per mile (Carpooling for travel is encouraged.);
- Supplies Any item that costs at least \$750 per unit must be itemized, with a maximum of \$20,000, or ten percent of the total grant award (whichever is greater) in supplies not needing to be itemized The description must provide sufficient information to

⁷ OMB Circular letter A-87, Attachment B

allow a reviewer to make informed decisions on the appropriateness and allowability of the item, particularly as it pertains to non-consumable items, including but not limited to computers.

- Equipment Minimum unit cost of more than \$2,000, and a useful life of more than one year. See complete definition in Section D1.5.8;
- Administrative Costs Maximum of 5 percent of the grant.

1.5.10. 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 request a **maximum of 5 percent** of the grant allocation for administrative costs.

All administrative costs must be itemized and designated as administrative on the Non-instructional Salaries form, Non-instructional Supplies form, Non-instructional Equipment form or the Other form and assigned an appropriate Function & Object Code.

Salaries: 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.

1.5.11. Contracts with Other Deliverers

Arrangements may be made for the provision of any portion of the secondary program of instruction on an individual or group basis by public or nonpublic agencies or institutions other than the State Board or district board of education through a written contract with the State Board of Education or a district board of education. Such contract shall describe the portion of instruction to be provided by such agency or institution and incorporate the standards and requirements of career and technical instruction set forth in this chapter. Such a contract shall be entered into only upon a determination by the State Board of Education or district board of education of satisfactory assurance that...⁸ all regulations found in *N.J.A.C. 6A:19-2.4 Career and technical instruction under contract* are followed.

2. Budget Summary

The Budget Summary Form provides the total amounts requested for each expenditure category in the project budget. The amounts are automatically entered on the Budget Summary Form in each GAAP category and equal the total amounts on all Budget Detail forms **in each Expenditure Category**. No input is required or allowed on this page.

3. Uses of Funds Secondary and Postsecondary

⁸ New Jersey Administrative Code Title 6A:19-2.4
<http://www.nj.gov/njded/code/current/title6a/chap19.pdf>

Under this part of the Budget tab, select the most appropriate purpose of this expenditure. Only one purpose can be selected.

- a. All Aspects - All aspects of an industry*
- b. Appl. Acad. - Applied Academics*
- c. CTSO - Career and Technical Student Organization activities*
- d. Eval. Prog. - Evaluation of the local program by outside sources
- e. Expand Tech - Expansion of technology for the program*
- f. Imp. Prog. – Improve, expand, modernize program
- g. Guidance - Guidance and counseling
- h. Link Prog. - Link secondary programs to postsecondary education
- i. Non-trad. – Non-traditional programs (for gender)*
- j. Partnerships – Expand business, education partnerships
- k. Prof. Dev. - Professional development for staff members
- l. Size, Scope, Qual. - Activities of size, scope and quality to be effective*
- m. Spec. Pop. - Special Populations*
- n. Supp. Services - Support services for students

* Additional information for Use of Funds for these categories is included in the Section E: Amendments, Reports and Other Actions, 4. Definitions.

4. Statement of Assurances

The Chief School Administrator/College President/Agency Head must agree to the Statement of Assurances, and submit it electronically in the EWEG as part of the 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 EWEG application system. (See sample in Appendix B) Note: Item G of the Assurances states that:

“The eligible recipient agrees to use local funds to ensure that the identified strategies and activities indicated in the Performance Levels section are implemented within the time line described in the Perkins One-Year Grant Application.”

5. Submission of Board Application Approval

The grantee must enter the date the board approved submission on the grant application on the “*Submit*” screen in the EWEG application. The EWEG will not allow the eligible recipient to submit the grant application unless all components of the Perkins application are complete. Board resolutions approved after submission of the grant application must be uploaded using the Upload Tab in the EWEG application.

Consortia: The LEA board of a consortium member must approve the LEA’s participation in the consortium. There are **two** board resolution forms for consortia. **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. Only those board resolutions approved after submission of the grant application must be uploaded (copy, not original) using the Upload Tab in the EWEG application.

SECTION E: AMENDMENTS, REPORTS AND OTHER ACTIONS

1. Amendments

After a grant application has been approved, it may be necessary to submit an amendment. To submit an amendment, grantees must log on to EWEG and click the “create amendment” button. The EWEG system will open a **copy** of the approved grant application. Changes may then be made and submitted in the same manner as the original grant application. To remove an existing item, do not use the “delete line” box on the right of each item. Replace the dollar amounts and number of units with zeros but do not remove the description. Do not attempt to remove an item by emptying the text box and re-entering the new item information. **When requesting approval** for budget amendments, the eligible recipient must clearly show the changes on the appropriate budget detail form(s). Designation of NEW or REVISED must be included in the description box.

All budget amendments must be submitted electronically through EWEG for approval.

The cumulative threshold for submission of budget amendments **remains at \$50,000 or 10% of the allocation, whichever is less.**

All **cumulative** changes under \$50,000 or ten percent whichever is less, 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 DOE approval of an Amendment Application. The grantee must ensure that each of the budget changes meets the requirements outlined in the FY 2012 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 fifty thousand dollars (\$50,000) or 10 percent of the total approved budget, whichever dollar amount is less (*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 \$20,000, or ten percent of the total grant award (whichever is greater);
- 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 or 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.

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

Refer to Section 4. on page 54 regarding procedures for return of funds.

All budget amendments must be approved for submission. 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 DOE 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 DOE, 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 DOE, 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 EWEG.

Budget amendments for the grant period must be submitted on or before March 30, 2012. After March 30, 2012 amendment applications will not be accepted and the EWEG system will not allow submission.

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 C3.1). Once the OGM approves the amendment, OGM will send a Grant Acceptance Certificate to the grantee via EWEG. No other letter or other indication of approval will be sent to the grantee.

The latest approved amendment becomes the new budget for the grantee.

Supplemental Allocations

In some cases, DOE 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 Record Keeping

The DOE 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 DOE.

When will the monitoring occur? If deemed necessary, monitoring may occur at any time during the year. A letter will be mailed to the CSA/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, 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, OCTE. A letter outlining the findings will be sent to the CSA/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 DOE 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 DOE. Refer to section 4 below, 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 DOE.

3. Disposition of Equipment

Due to the variety of federal and state sources of funding (and program specific regulations) incorporated into the DOE's discretionary grant programs, there is *no one standard treatment of contract-funded equipment disposition*. **Requests to dispose of equipment must be submitted to the director of the Office of Career and Technical Education 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.

DOE personnel will review the request, and the grantee will be advised in writing as to how to proceed.

(<http://www.nj.gov/education/grants/discretionary/management/conman.shtml#47>)

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 DOE in a prescribed format. The following link describes this procedure:

<http://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 form for all equipment purchased. The final report is created and submitted electronically through EWEG. Final reports must be submitted according to the timeline determined by DOE.

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

6. 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 Mathematics section of the 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 Language Arts Literacy section of the 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 118.⁹

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.”¹⁰

⁹ P.L. 109-270, The Carl D. Perkins Career and Technical Education Improvement Act of 2006, Section 3. Definitions

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

Career and Technical 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.¹¹

Career and technical education.--The term 'career and technical education' means organized educational activities that-

A) offer a sequence of courses that-

i) provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions;

ii) provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and

iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and

B) 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 entrepreneurship, of an individual.

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.¹²

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 Education¹³. A 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 –

¹¹ New Jersey Administrative Code Title 6A: 19-1.2
<http://www.nj.gov/njded/code/current/title6a/chap19.pdf>

¹² New Jersey Administrative Code Title 6A: 19-1.2
<http://www.nj.gov/njded/code/current/title6a/chap19.pdf>

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

- (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.¹⁴

Charter School: A public school that operates independently of the district 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.¹⁵

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

Concentrator:

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

Postsecondary Collegiate: A postsecondary community college student (**part-time or full-time**) who is matriculated in a NJDOE approved CTE major **in an AS, AAS, AFA, Certificate, or Certificate of Achievement Program** and who by the end of the Spring semester of the 2009-10 school year, has earned at least 12 college-level credit hours.

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.

Consortium: an agreement, combination, or group (as of companies) formed to undertake an enterprise beyond the resources of any one member.¹⁶ 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.

¹⁴ P.L. 109-270, The Carl D. Perkins Career and Technical Education Improvement Act of 2006, Section 3.

¹⁵ From General Questions About Charter Schools, New Jersey Department of Education
<http://www.state.nj.us/njded/chartsch/>

¹⁶ Merriam-Webster Online Dictionary, 2008

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

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

Displaced homemaker.--The term 'displaced homemaker' means an individual who-

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

EDGAR: Education Department General Administrative Regulations.

Eligible Recipient: (A) A local educational agency, an area vocational 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 of the Perkins Act.¹⁷

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.

EWEG: Electronic Web-Enabled Grant application system.

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;

¹⁷ P.L. 109-270, The Carl D. Perkins Career and Technical Education Improvement Act of 2006, Section 3

- 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.¹⁸

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:7F-3, and *N.J.S.A.* 18A:4-14).¹⁹ GAAP is the uniform minimum standards and guidelines for financial accounting and reporting. They govern the form and the content of the financial statements of an entity. GAAP encompasses the conventions, rules and procedures necessary to define accepted accounting practice at a particular time. They include not only a broad guideline of general application, but also detailed practices and procedures. GAAP provides a standard by which to measure financial presentations. The primary authoritative body on the application of GAAP to state and local governments is the GASB²⁰.

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 Educational 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, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a 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

¹⁸ P.L. 109-270, The Carl D. Perkins Career and Technical Education Improvement Act of 2006, Section 124.

¹⁹ A Glossary Of Acronyms And Terms From The New Jersey Department Of Education (DOE) 2005
<http://www.state.nj.us/njded/genfo/acronyms.htm>

²⁰ Generally Accepted Accounting Principles (GAAP) For New Jersey School Districts, A Technical Systems Manual

elementary or secondary schools. Local school districts are often referred to as LEAs in grant or funding documents.²¹

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

Nontraditional fields: The term ‘nontraditional fields’ means occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from the underrepresented gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. Nontraditional fields are determined by an external source on a national not local level.

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.²²

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).²³

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.

²¹ A Glossary Of Acronyms And Terms From The New Jersey Department Of Education (DOE) 2005 <http://www.state.nj.us/njded/genfo/acronyms.htm>

²² EDGAR, Part 74, Subpart A, 74.2

²³ EDGAR, Part 75, Subpart F, 75.707

IF AN OBLIGATION IS FOR --	THE OBLIGATION IS MADE --
(f) Travel.	When the travel is taken.
(g) Rental of real or personal property.	When the grantee uses the property.
(h) A pre-agreement cost that was properly approved by the State under the applicable cost principles.	On the first day of the subgrant period.

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

Participant:

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

Postsecondary Collegiate: A postsecondary community college student (part-time or full-time) who has completed at least one (1) CTE course in any approved CTE program area.

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 post secondary 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.²⁴

Program Improvement: If, after the review of career and technical education activities, the eligible agency determines that an eligible recipient failed to meet at least 90 percent of an agreed upon local adjusted level of performance for any of the core indicators of performance described in section 113(b)(4), the eligible recipient shall develop and implement a program

²⁴ P.L. 109-270, The Carl D. Perkins Career and Technical Education Improvement Act of 2006, Section 124.

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.²⁵

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 and did not earn a degree or a credential who 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 12.²⁶

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

²⁵ P.L. 109-270, The Carl D. Perkins Career and Technical Education Improvement Act of 2006, Section 123.

²⁶ 20 U.S.C. 8801

in the quality of career and technical education programs.²⁷ Refer to Section 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 in the Guidelines.

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 Page 10 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.²⁸

Supplant: The act of a grantee using federal funds to replace state and local funds for career and technical education and tech-prep activities.²⁹ Supplanting is prohibited by the Perkins Act. Refer to Section 4.4 for additional information.

Supplement: Something added to complete a thing, offset a deficiency or strengthen the whole.³⁰

Supplies: Items costing \$2,000 or less that are used in the instruction of students 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.

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

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

²⁸ New Jersey Administrative Code Title 6A: 19-1.2
<http://www.nj.gov/njded/code/current/title6a/chap19.pdf>

²⁹ P.L. 109-270, The Carl D. Perkins Career and Technical Education Improvement Act of 2006. Sec. 311.

³⁰ Webster's II New College Dictionary, 1999. Houghton Mifflin Company, Boston, MA and New York, NY.

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.

List of Appendices

APPENDIX A

**Board Resolution to Apply
Board Resolution to Apply as a Member of a Consortium
Instructions**

APPENDIX B

Statement of Assurances

APPENDIX C

**Quick Reference of Commonly Requested Costs
in Alphabetical Order**

Fiscal Year 2012 GAAP Code List in Numerical Order

APPENDIX D

Office of Career and Technical Education Staff

APPENDIX E

Workforce Investment Board Directors

APPENDIX F

Sample Articulation Agreement Template

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 2012

Project Number:

										1	2
--	--	--	--	--	--	--	--	--	--	---	---

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, 2011, and

ending on June 30, 2012.

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

_____, 2011

Secretary of the Board*

_____, 2011

*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 2012**

District Code :

--	--	--	--

Perkins Project Number:

P	E	R	K					1	2
----------	----------	----------	----------	--	--	--	--	----------	----------

(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, 2011, and ending on June 30, 2012.

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

_____, 2011

Secretary of the Board*

_____, 2011

***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 Tab in the EWEG application.

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

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

CONSORTIA:

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

APPENDIX B

STATEMENT OF ASSURANCES

THE DISTRICT/COLLEGE/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:19-1 et. seq., N.J.A.C. 6A:8-2.2, 2.3, 3.2; and/or the appropriate code regulation for postsecondary institutions;
- 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 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;
- D. 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;
- E. 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 populations;
 - (7) initiate, improve, expand and modernize quality career and technical education programs, including relevant technology;

	(8) provide services of sufficient size, scope, and quality to be effective; and		
	(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.		
F.	This Perkins One-Year Funding Application has been developed in consultation with interested parties (P.L. 109-270 Sec. 134(b)(4) 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; and		
G.	The eligible recipient agrees to use local funds to ensure that the identified strategies and activities identified in the Performance Levels are implemented within the time line described in the Perkins One-Year Funding Application.		
H.	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.		

APPENDIX C

**QUICK REFERENCE OF COMMONLY REQUESTED COSTS
IN ALPHABETICAL ORDER**

**FISCAL YEAR 2012 GAAP CODE LIST IN
NUMERICAL ORDER**

QUICK REFERENCE OF COMMONLY REQUESTED COSTS IN ALPHABETICAL ORDER

NOTE: 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 1992. Consult the governing entitlement program guidelines or published Notice of Grant Opportunity for specific allowable and non-allowable costs and additional budget information.

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 (includes travel & expenses)	
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)	
Instructional	100-500
Non-instructional	200-500
Leases/rentals	
Instructional equipment	100-500
Other Equipment	200-400

Expenditure Category	Function &
----------------------	------------

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

**NOTE: 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.*

**New Jersey Department of Education
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 2012 PERKINS GAAP 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, i.e., Cosmetology/Hairstyling Exam.

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.); • Tuition for students; • Service calls and maintenance contracts for instructional items.
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); • CD ROMs, video cassettes for instruction; and • Shipping and handling charges 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).
<p>SUPPORT SERVICES <i>General Description:</i> 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.</p>		
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.

EXPENDITURE CATEGORY	FUNCTION & OBJECT CODE	EXAMPLES OF EXPENDITURES FOR CATEGORY
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.).
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.
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.

EXPENDITURE CATEGORY	FUNCTION & OBJECT CODE	EXAMPLES OF EXPENDITURES FOR CATEGORY
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 form).
Non-instructional Equipment	400-732	<ul style="list-style-type: none"> • Non-instructional Equipment (may include delivery & installation, if included on budget detail form).

APPENDIX D

OFFICE OF CAREER & TECHNICAL EDUCATION STAFF

Office of Career and Technical Education

Telephone # 609-633-0665

Fax #: 609-984-5347

Marie Barry, Director 609-633-0665
Robyn Kay, Manager 609-984-5900

Kathleen Alexander 609-777-2139
Maria Constantin 609-984-2599
Gary Diggs 609-777-0369 *
Lin DiRenzo 609-633-8016 *
Michele Doughty 609-633-3874 *
Sharon Fleming 609-984-0196 *
Anne Freeman 609-984-5906 *
Howard Garey 609-292-7433 *
Charlotte Gray 609-292-3283 *
Sharon Gregory 609-984-5947 *
Marilyn Halkias 609-633-0847 *
Lori Howard 609-777-0548
Shinlan Liu 609-633-1056
Roger McCloughan 609-292-7452 *
David McNair 609-777-3578
Diane Schonyers 609-984-6409
Amanda Schultz 609-633-9764
Connie Walde 609-777-4659 *

Deborah Barksdale, Support Staff 609-633-0665
Betty Grubb, Support Staff 609-984-3810
Dora Hall, Support Staff 609-984-7016
609-292-7490
Debby Wolfe, Support Staff 609-984-7737
609-292-6341

*Perkins Program Officers

APPENDIX E

WORKFORCE INVESTMENT BOARD DIRECTORS As of 4/13/11

WORKFORCE INVESTMENT BOARD DIRECTORS

Atlantic/Cape May

Rhonda Lowery, Executive Director
Atlantic/Cape May WIB
2 South Main Street, floor 2
Pleasantville, NJ 08232-2728
(609) 485 0153 X 360
fax: (609) 485-0067
e-mail: lowery_rhonda@aclink.org

Bergen

Tammy Molinelli, Executive Director
Bergen County WIB
11 Carol Court
Hackensack, NJ 07601
201) 343-6000 x4004
fax: none
e-mail: tammol@bergen.org

Burlington

Ms. Kelly A. West, Coordinator
Burlington County WIB
795 Woodlane Road
P.O. Box 6000
Westampton, NJ 08060
(609) 265 - 5603
fax: (609) 265 - 5399
e-mail: kwest@co.burlington.nj.us

Camden

Jeffrey S. Swartz, Executive Director
Camden County WIB
1111 Marlgress Road, Suite 101
Cherry Hill, NJ 08003
(856) 751-1500
fax: (856) 751-4495
e-mail: Jeff@ccwib.com

Cumberland/Salem

Christy DiLeonardo, Division Director
Cumberland/Salem WIB
275 N. Delsea Drive, Fl. 2
Vineland, NJ 08360

(856) 696-5660 X226

fax: (856) 451-2514

e-mail: cdio@ccoel.org

Also send copy to:

Dante Rieti, Executive Director
Cumberland County Office of Workforce Development
PO Box 1398
Bridgeton NJ 08302

(856) 451-8920

fax: (856) 451-2514

e-mail: drieti@ccoel.org

Essex

Sam Okparaeké, WIB Director
Essex County Dept. of Economic Development, Training & Employment
50 S. Clinton Street, Floor 4
East Orange, NJ 07018-3120

(973) 395-8681

fax: (973) 395-8667

e-mail: sam.okparaeké@dol.state.nj.us

Mr. Anibal Ramos Department Director
Essex County Division of Training & Employment
50 S. Clinton Street
Suite 5401
E. Orange, NJ 07018

(973) 395-8400

fax: (973) 395-8493

e-mail: aramos@dedte.essexcountynj.org

Also send copy to:

Arlene Steinbacher, Director
Essex Training & Employment Div.
50 S. Clinton St. Floor 3
E. Orange, NJ 07018

(973) 395-5827

fax: (973) 395-5798

e-mail: steinbachera@yahoo.com

Gloucester

Joseph Frattali, Executive Director
Gloucester County WIB

115 Budd Blvd.
Woodbury, NJ 08096

(856) 384-6951

fax: (856) 384-6938

e-mail: jfrattali@co.gloucester.nj.us

e-mail: egallo@co.gloucester.nj.us

Greater Raritan

Michelle Horst, Director
Greater Raritan WIB
Somerset County Dept of Human Services
PO Box 3000

27 Warren St.
Somerville, NJ 08876

(908) 541-5780

fax: (908) 704-1629

e-mail: mhorst@co.somerset.nj.us

Also send copy to:

Diane Seavers

PO Box 3000

27 Warren St.

Somerville, NJ 08876

e-mail: seavers@co.somerset.nj.us

Hudson

Anthony J. Corsi, Executive Director
Hudson County WIB
4800 Broadway, Room 208
Union City, NJ 07087

(201) 271-4555

fax: (201) 271-4557

e-mail: anthony.corsi@dol.state.nj.us

Mercer

Beverly Mills, Director
Mercer County WIB

640 S. Broad St. Suite 408
McDade Administration Bldg. Suite 423
Trenton, NJ 08650
(609)-989-6827
fax: (609)-989-6882
e-mail: bmills@mercercounty.org

Middlesex

Jane Z. Brady, Director
Middlesex County WIB
506 Jersey Avenue
New Brunswick, NJ 08901
(732) 745-3601
fax: (732) 745-4050
e-mail: jane.brady@dol.state.nj.us

Monmouth County

Eileen M. Higgins, Executive Director
Monmouth County WIB
Division of Employment & Training
145 Wyckoff Road, Suite 201
Eatontown, NJ 07724
(732) 683-8850 X 2111
fax: (732) 544-5458
e-mail: eileen.higgins@doel.state.nj.us

Morris, Sussex & Warren Counties

Jack Patten, Director
Morris, Sussex & Warren WIB
30 Schuyler Place, Floor 3Morristown, NJ 07963-0900
(mailing address) PO Box 900
Morristown, NJ 07963-0900
(973) 829-8400 x232
fax: (973) 829-8500
e-mail: jpatten@co.morris.nj.us

City of Newark

Nelida Valentin, Executive Director
Workforce Development Board
990 Broad Street, Floor 2

Newark, NJ 07102
(973) 733-5995
fax: (973) 645-1451
e-mail: valentinn@ci.newark.nj.us

Ocean County

Jill Perez, WIB Director
Ocean County Department of Human Services
1027 Hooper Avenue
Building 2, Floor 33rd floor
Toms River NJ 08754-2191
(732) 506-5374
fax: (732) 288-7791
e-mail: jperez@co.ocean.nj.us

Also send copy to:
Patricia B. Leahey, Coordinator
Ocean County Workforce Investment Board
1027 Hooper Avenue
Building 2, 3rd Floor
Toms River, NJ 08754-2191
(732) 506-5374
fax: (732) 288-7791
e-mail: pleahey@co.ocean.nj.us

Passaic County

Charles Featherson, Passaic County WIB
930 Riverview Dr. Suite 250
Totowa, NJ 07512
(973) 569-4028
fax: (973) 812-3459
e-mail: charlesf@passaiccountynj.org

Union County

Mr. Antonio Rivera, Director
Union County WIB
Dept of Human Services
10 Elizabethtown Plaza
Administration Bldg. - 4th floor
Elizabeth, NJ 07207
(908) 527-4195
fax: (908) 659-7406
e-mail: arivera@ucnj.org

APPENDIX F

ARTICULATION AGREEMENT TEMPLATE

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 completed during secondary school, or receive advanced placement in college. 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 associate and baccalaureate programs of study or certificate programs 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 career preparation. 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 state statute and the administrative code of the New Jersey Department of Education, including the following:

- **18A:61C—1. Program promoting cooperation between high schools and institutions of higher education; establishment; objective; increased availability of college-level instruction;**

scope. 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.

- 18A:61C—4. **Program providing college credit courses for high school students on high school campuses; establishment.** 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 high school campuses to high school pupils, through institutions of higher education in this state.
- 18A:61C—5. **Institutions and districts eligible for enrollment.** Any institution of higher education and any local school district may enroll in the program.
- 18A:61C—6. **Program contents.** The program shall consist of at least the following: procedures for institutions of higher education and local districts who wish to enroll in the program; procedures for pupils who wish to enroll in the program, including procedures to insure that no students who is academically eligible shall be excluded from participation in college courses offered on high school campuses because of inability to pay; requirements prescribing minimum qualifications a teacher shall possess as a condition for enrollment in the program.
- 18A:61C—7. **Limitation of courses.** 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.
- 18A:61C—8. **Acceptance of program course credits.** A public institution of higher education shall accept the course credit of a student who successfully participates in the program.

- **6A:19—8.1 Program approval process.** (a) The standards contained in N.J.A.C. 6A:8-2, The Core Curriculum Content Standards, are adopted as program approval standards for vocational-technical education programs and courses. (b) The standards are available for review at the Department of Education, 100 River View Plaza, PO Box 500, Trenton, NJ 08625-0500. (c) Program approval applications from prospective charter schools shall be reviewed prior to the granting of the charter. Conditional approval may be granted, with a final approval determined during the first year of the school’s operation.

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 partnering 2-year and 4-year 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.

III. 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.

D. New courses may be added only by completion of a new, amended articulation agreement signed by authorized representatives of the partnering community college and/or 4-year college or university. The State of New Jersey, Department of Education must approve all new programs of study for secondary schools to operate the program of study at their school district. Programs of study must lead to an associate or a baccalaureate degree or a postsecondary certificate in a career field.

V. Program Administration and Review

- A. A governing committee 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 must be signed and dated on a yearly basis by lead school administrators.

ARTICULATION AGREEMENT

FOR THE

ENTER NAME OF PROGRAM OF STUDY

VI. 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