

Funds provided through the
Strengthening Career and Technical Education for the 21st Century Act
P.L. 115-124

CFDA # 84.048A
and/or
N.J.S.A. 18A:54-1 et seq.

Perkins Grant Application Guidelines

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April 1, 2021



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1. Introduction

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

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

CTE must ready students to be educated, prepared and adaptable for the workplace and in the community to effectively address the common challenges that businesses, employers and society as a whole face now and will increasingly face in the future. The NJDOE sees CTE as a collaborative system. The New Jersey Department of Education, New Jersey Department of Labor, community colleges, local districts, community organizations and workforce have come together to share their insight, experience, and offer opportunities that will ensure all New Jersey students have equitable access to high-quality career and technical education in order to achieve academic and career success aligned to economic opportunities.

Funds provided for CTE programs are supported through the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) and 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.

The Perkins Grant Application Guidelines (Perkins Guidelines) are intended to provide Perkins eligible recipients with the information they need to design and implement their Perkins local applications in compliance with all applicable regulations.

1.1 Perkins V Purpose

Introduction

Perkins V intends to expand access to high-quality CTE programs for all students while removing existing barriers. The reauthorization process was driven largely by a desire to ensure that students are prepared for 21st century careers, both for their individual benefit and so that business and industry have the skilled workers they need to stay economically competitive. One of the most significant changes in Perkins V is the Comprehensive Local Needs Assessment (CLNA). After conducting a CLNA, stakeholders will have a set of findings that paints a picture of local CTE programs and the students currently being served. Perkins V maintains a focus on CTE program improvement, flexibility, and data and accountability:

- maintains a commitment to driving improvement through programs of study and includes a robust, formal definition of that term;
- retains the state governance structure of current law, as well as formulas for local funding flowing to public or nonprofit educational institutions;

- updates the federal-to-state formula to ensure states receive no less than their fiscal year 2018 funding levels as long as funding is not cut overall (and then providing for equal, ratable reductions for all states);
- increases the allowable reserve fund to 15 percent to spur local innovation and implement programs of study;
- introduces a CLNA that requires data-driven decision-making on local spending, involves significant stakeholder consultation and must be updated at least once every two years
- creates a new competitive grant program within national activities focused on innovation and modernization;
- lifts the restriction on spending funds below grade 7 and allows support for career exploration in the “middle grades” (which includes grades 5-8);
- defines who is included in the accountability system by including a formal “CTE concentrator” definition, instead of leaving this definition up to states;
- significantly changes the process for setting performance targets by eliminating the negotiations with the Secretary and replacing these negotiations with a new list of requirements for developing targets and including those targets in state and local plans;
- shifts the accountability indicators; the most significant changes are the consolidation of the two non-traditional measures into one, and the elimination of the technical skill attainment measure, which is replaced with a “program quality” measure at the secondary level that requires states to choose to report on work-based learning, postsecondary credit attainment or credential attainment during high school;
- focuses on disaggregation of data by maintaining the required disaggregation by student populations, requiring additional disaggregation for each core indicator by CTE program or Career Cluster, and referencing attention to this disaggregation and identified performance gaps throughout the Act; and
- increases the focus on serving special populations with a new purpose of the Act, expanded definition, new required use of state leadership funds, additional consultation and stakeholder involvement, and new Government Accountability Office (GAO) study².

Perkins V Legislation

The purpose of this Act is "to develop more fully the academic knowledge and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in CTE programs and programs of study, by—

- (1) building on the efforts of States and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or in-demand occupations in current and emerging professions;

² [Advanced CTE’s Major Tenets of Perkins V](https://www.acteonline.org/wp-content/uploads/2018/08/PerkinsV_One-Page_082418.pdf) (https://www.acteonline.org/wp-content/uploads/2018/08/PerkinsV_One-Page_082418.pdf)

- (2) promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating CTE students;
- (3) increasing State and local flexibility in providing services and activities designed to develop, implement, and improve CTE;
- (4) conducting and disseminating national research and disseminating information on best practices that improve CTE programs and programs of study, services, and activities;
- (5) providing technical assistance that—
 - (A) promotes leadership, initial preparation, and professional development at the State and local levels; and
 - (B) improves the quality of CTE teachers, faculty, administrators, and counselors;
- (6) supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area CTE schools, local workforce investment boards, business and industry, and intermediaries;
- (7) providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive; and
- (8) increasing the employment opportunities for populations who are chronically underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in, or have aged out of, the foster care system, and homeless individuals.”³

1.2 Important Perkins Information

- In order to be eligible for Perkins funding for fiscal year (FY)-XX (ex. FY21), eligible recipients must complete a CLNA defined in Perkins V;
- All programs must become programs of study by the year 2023;
- Funds must be obligated during the period of performance, July 1, XXXX–June 30, XXXX. For example, an authorized purchase order must be issued and placed with the vendor during the current grant period, July 1, XXXX–June 30, XXXX. Perkins has **no carryover**;
- There will be ongoing updates to the Perkins Guidelines throughout the grant period to ensure changes in regulations are identified and additional clarification is provided, as necessary, to help eligible recipients implement their Perkins activities successfully. A revision date will be listed on the cover page;
- If your institution has a new Perkins Project Director, please email PerkinsNJ@doe.nj.gov to be added to the PerkinsNJ mailing list;

³ Text from the Perkins V, Section 2

- The United States Office of Management and Budget (OMB) has issued [Uniform Grant Guidance](#) for all federal grants.⁴ Revisions have been made to reflect this updated guidance; and
- The Federal Award Identification Number (FAIN) is revised every year and can be found in the local application overview. This number is required to be included in the eligible recipients Property Record (master inventory list).

There are new allowable budget items. Please refer to the Budget and Use of Funds section in this document as well as Section 135, Use of Funds, in Perkins V.

1.3 Use of Funds by Local Entities

Each eligible recipient receiving funds under Perkins V may not use more than five (5) percent for administrative purposes. The balance of the funds must be used to develop, coordinate, implement, or improve CTE programs to meet the needs identified in the CLNA. There must be a clear linkage between the needs assessment and how funds are spent.

Unlike Perkins IV⁵, there are no longer “required” and “permissive” uses of funds. The new language includes phrases such as “which may include” to signal options. In addition to being justified by the local needs assessment, funds must be used to support CTE programs that are of sufficient size, scope and quality to be effective.

Use of Funds

The requirements for uses of funds are as follows:

- (1) Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities and programs of study, which may include:
 - (A) introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;
 - (B) readily available career and labor market information, including information on:
 - i. occupational supply and demand;
 - ii. educational requirements;
 - iii. other information on careers aligned to State, local or Tribal (as applicable) economic priorities; and
 - iv. employment sectors;

⁴ The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (UGG), 2 C.F.R. § et. Seq.

⁵ Perkins IV, Carl D. Perkins CTE Act of 2006

- (C) programs and activities related to the development of student graduation and career plans;
 - (D) career guidance and academic counselors that provide information on postsecondary education and career options;
 - (E) any other activity that advances knowledge of career opportunities and assist students in making informed decisions about future education and employment goals, including non-traditional fields; and
 - (F) providing students with strong experiences in, and comprehensive understanding of, all aspects of an industry;
- (2) provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, which may include:
- (A) professional development on supporting individualized academic and CTE instructional approaches, including the integration of academic and CTE standards and curricula;
 - (B) professional development on ensuring labor market information is used to inform the programs, guidance and advisement offered to students, including information provided under Wagner-Peyser Act;
 - (C) providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate with opportunities to advance knowledge, skills and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards and credentials;
 - (D) supporting school leaders and administrators in managing CTE programs in their schools, institutions or Local Education Agency (LEA);
 - (E) supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in CTE programs;
 - (F) providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills and understanding in pedagogical practices, including evidence-based pedagogical practices (as reasonably available);
 - (G) training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities;
 - (H) training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English Learners,

which may include universal design for learning, multi-tier systems of supports and positive behavioral interventions and support; or

- (I) training effective use of community spaces that provide access to tools, technology and knowledge for learners and entrepreneurs, such as makerspaces or libraries;
- (3) provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;
- (4) support integration of academic skills into CTE programs and programs of study to support:
- (A) CTE participants at the secondary school level in meeting the challenging academic standards adopted under the Elementary and Secondary Education Act of 1965 (ESEA) by the State; and
 - (B) CTE participants at the postsecondary level in achieving academic skills;
- (5) plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators, which may include:
- (A) a curriculum aligned with requirements for a program of study;
 - (B) sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills that are in demand in the State, regional or local economy, and in collaboration with business outreach staff in one-stop centers and other appropriate organizations, including community-based and youth serving organizations;
 - (C) where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (as described in ESEA), including dual or concurrent enrollment programs, early college high schools, and development or implementation of articulation agreements as part of a CTE program of study;
 - (D) appropriate equipment, technology and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;
 - (E) a continuum of work-based learning opportunities, including stimulated work environments;
 - (F) industry- recognized certification examinations or other assessments leading toward a recognized postsecondary credential;

- (G) efforts to recruit and retain CTE program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance, and academic counselors, and paraprofessionals;
- (H) where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under Workforce Innovation and Opportunity Act (WIOA) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act (IDEA);
- (I) expanding opportunities for students to participate in distance CTE and blended learning programs;
- (J) expanding opportunities for students to participate in competency-based education programs;
- (K) improving career guidance and academic counseling programs that assist students in making informed academic and CTE decisions, including academic and financial aid counseling;
- (L) supporting the integration of employability skills into CTE programs and programs of study, including through family and consumer science programs;
- (M) supporting programs and activities that increase access, student engagement and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;
- (N) providing CTE, in a school or other educational setting, for adults or out-of-school youth to compete secondary school education or upgrade technical skills;
- (O) supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with CTE program standards and curricula;
- (P) making all forms of instructional content widely available, which may include use of open educational resources;
- (Q) supporting the integration of arts and design skills, when appropriate, into CTE programs and programs of study;
- (R) partnering with qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building and scalability of the delivery of high-quality CTE;
- (S) support to reduce or eliminate out-of-pocket expenses for special populations participating in CTE, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care or mobility challenges for those special populations;
or

- (T) other activities to improve CTE programs; and
- (6) develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.

In addition, eligible recipients can pool resources with other eligible recipients to support the implementation of programs of study through the professional development activities described above.”⁶

⁶ Perkins V, Section 135 (b) and (c)

2. Eligibility

2.1 Criteria for Eligibility

In order to be eligible for Perkins funding, the LEA or county college must first complete the [CLNA](#). In addition, they must ensure all programs meet the size, scope and quality descriptions listed in the Perkins State Plan. Performance reports are provided to districts and colleges based on the CTE data submissions in NJ Standards Measurement and Resource for Teaching (NJ SMART) and Vocational Education Data System (VEDS). The reports are designed to make it easy to identify patterns across programs, school sites, and indicators. The performance data will be used as one significant piece of evidence to inform the CLNA process. Element 3: CTE Student Performance, requires a careful analysis of the data and will shape spending decisions moving forward. Other elements such as Element 2: CTE Program Size, Scope and Quality, Element 4: CTE Program Implementation, and Element 6: CTE Program Access and Equity all require a heavy reliance on performance data and trends across CTE programs. Unlike past practice, where budget spending was required to be linked explicitly to unmet performance targets in each program, the larger picture of programmatic offerings must be considered, and more comprehensive strategies should be developed to improve performance across CTE programs. Eligible recipients at the secondary level must transition all programs to programs of study by 2023.

2.2 Performance Accountability: Targets

Please refer to the [New Jersey Perkins V State Plan](#) beginning with pages 107-108.

Each eligible recipient's performance is measured against established state levels of performance, also known as Performance Targets. All performance targets are set on a statewide basis and submitted to the United States Department of Education (USDOE) in the New Jersey Perkins V State Plan. The plan contains performance targets for each school year. Eligible recipients must make continual, meaningful progress toward improving the performance for all CTE students, including subgroups of students and special populations.

2.3 Perkins V Subgroup Populations

Perkins V requires eligible recipients to identify gaps and disparities among student subgroups identified in ESEA Subgroups and Perkins Special Populations.

Student Subgroups and Special Populations

- Race and Ethnicity;
- Gender;
- Individuals with Disabilities;
- English Learners;
- Economically Disadvantaged;
- Military Connected;
- Foster Care;
- Homeless;
- Migrant;
- Single Parents;

- Out-of-Workforce Individuals; and
- Non-traditional Enrollees.

2.4 Local Program Improvement Plan

Each eligible agency shall evaluate annually their local levels of performance and if they, the eligible agency, determines that the eligible recipient failed to meet at least 90 percent of an agreed upon local level of performance for any of the core indicators of performance for all CTE concentrators, the eligible recipient shall develop and implement a program improvement plan. The Office of Career Readiness will work with eligible recipients to provide technical assistance to develop measurable action steps to eliminate gaps or disparities. The action plan will include the following:

- A systemic process that incorporates a root-cause analysis to address factors contributing to the gaps or disparities;
- A systemic review of recruitment, admissions, and counseling practices that may contribute to gaps and disparities in performance;
- The development of goals to determine how to reallocate funding based on performance gaps and disparities;
- The development of a process of ongoing collaboration with stakeholders in the field, advisory committees, and other groups to determine best practices to close performance gaps;
- The development of an on-going process to incorporate high-quality professional development for administrators, teachers and counselors related to addressing gaps and disparities; and
- The development of a system to incorporate evidence-based practices and strategies to improve the program.

3. Applying for the Grant

3.1 Comprehensive Local Needs Assessment

A completed CLNA is a requirement of eligibility to receive Perkins funding. The CLNA process is about eligible recipients making a formal shift from merely collecting and reporting information to using information strategically to drive decisions about CTE programs that build pathways to postsecondary success for all students while meeting the needs of employers and the community. To receive diverse and valued input, analysis and feedback, the CLNA must be conducted in consultation with required stakeholders.

The documentation, forms, worksheets and questions related to needs assessments can be found in the [New Jersey CLNA Guide](#). All documentation, including the worksheets for each of the CLNA Elements, surveys, responses, meeting minutes, and data reports associated with the CLNA **must be kept on file at the institution** and is subject to review by NJDOE at any time during the application process and/or during monitoring.

Stakeholders for CLNA (Consultation)

While conducting the local needs assessment and completing the local application, eligible recipients must involve a diverse group of stakeholders in the process. The stakeholders must include:

1. representatives of CTE programs in a local educational agency or educational service agency, including educators, career guidance and academic counselors, principals and other school leaders, administrators and specialized instructional support personnel and paraprofessionals;
2. representatives of CTE programs at postsecondary educational institutions, including faculty and administrators;
3. representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
4. parents and students;
5. representatives of student groups;
6. representatives of regional or local agencies serving out-of-school youth, homeless children and youth and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);
7. representatives of Indian Tribes and Tribal organizations in the State, where applicable; and
8. local business or industry partner.

3.2 Local Application

Eligible recipients will be required to submit a local application for funding which consists of several required parts. The application will be submitted as an online application through the Electronic Web Enabled Grant System (EWEG). The local application must contain:

1. List of Required Stakeholders

2. Additional Stakeholders (if applicable)
3. Narrative Responses
4. CLNA Uploaded Documents
 - a) Form A: Chief Institution Administrator Certification
 - b) CLNA Summary
5. Assurances
 - a) General Assurances for receiving grant funds (located in EWEG Central Contacts)
 - b) Local Perkins Application Assurances
 - c) Assurances of Supplementing not Supplanting
6. Date the Local Education Agency's (LEA's) Board of Education or governing board authorizes the submission of the current year application
7. Budget

Board Resolution

The eligible recipient's board of education, board of trustees or other governing body must approve the submission of the local grant application. The board must also approve all amendments to the application.

Statement of Assurances

The chief school administrator/college president/agency head must agree to the Statement of Assurances in the local application, indicating that he/she has approved the local 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.

3.3 Use of Funds

Please refer to section 1.3 Perkins Use of Funds for Local Entities for the full Use of Funds list. The Office of Career Readiness included an abbreviated list in the local application found in EWEG:

1. **Career Exploration:** Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities and programs of study.
2. **Professional Development:** Provide professional learning for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
3. **CTE Skills:** Provide within CTE the skills necessary to pursue careers in high-skilled, high-wage, or in-demand industry sectors or occupations.

4. **Academic Skills:** Support integration of academic skills into CTE programs and programs of study to support CTE participants at the secondary level or at the postsecondary level.
5. **Student Performance:** Plan and carry out elements that support the implementation of CTE programs and programs of study that result in increasing student achievement on performance indicators.
6. **Evaluation:** Develop and implement evaluations of the activities carried out with funds, including evaluations necessary to complete the CLNA and the annual local application.

3.4 Application Review Process

- The eligible recipient submits the local application for funding electronically;
- The application is reviewed by the Office of Career Readiness program officer. If remediation is necessary, the Office of Career Readiness program officer will provide technical assistance and review areas of remediation with the eligible recipient for accuracy and compliance;
- Once the local application is complete and approvable, it is approved by the program officer and submitted to the grant specialist in the NJDOE Office of Grants Management (OGM), for final approval;
- Upon review and approval by OGM, the application status in EWEG will be changed to “Final Approved”; and
- Eligible recipients will only be permitted to request reimbursement of expenditures upon final approval of their application. If the eligible recipient fails to meet all specified application and revision due dates, the NJDOE may withdraw its offer of funding for the grant period.

Activities should be projected for the period starting July 1 of the current year and ending June 30 of the following year. Once the application has been submitted in substantially approvable form, by accepting the Statement of Assurances, eligible recipients agree to use local funds to ensure that local activities are implemented within the project period.

Note: Eligible recipients may not obligate funds prior to the beginning of the grant period, July 1 of the grant’s fiscal year.

3.5 Budget

Allowable Budget Activities

Perkins V Use of Funds (Section 135) expanded allowable activities that were not previously permissible under Perkins IV. Please refer to this section of Perkins V for a full list of allowable activities. Eligible recipients can only fund activities that address the needs identified through the CLNA process for programs that meet the definition of size, scope and quality

To be considered in the local application, such activities must:

1. Address access and equity gaps or needs specific to special populations;

2. Includes stakeholder involvement in decision making and execution;
3. Create or enhance the pipeline to one or more CTE programs; and
4. Be new or innovative to the institution.

Middle/High School Career Exploration Activities

Through Perkins V, funding may be made available to provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities and programs of study. Examples of activities include:

- summer bridge programs;
- after school programs at the high school or in the middle grades;
- introductory courses or activities focused on career exploration and awareness, including non-traditional fields;
- career guidance and academic counseling that provide information on postsecondary education and career options; and
- career exploration experiences for middle school students to visit high school classrooms to experience the CTE program. Expenditures could include transportation for students, stipends for teachers/faculty, supplies needed for extra activities, or stipends for counselors for professional development related to the activities.

These activities can be requested in the application on a limited basis; however, they may be considered supplanting if they were previously conducted and reimbursed through local or other funding. These activities may not be used to replace recruitment activities that may already be conducted by the eligible recipient.

To further assist eligible recipients with career exploration activities, the NJDOE Office of Career Readiness, offers a free online career information system which is available to all New Jersey districts, institutions, and residents. The New Jersey Career Assistance Navigator (NJCAN) is available at no cost to all New Jersey school districts, institutions, and residents. For more information, visit [NJCAN](#).

Out-of-Pocket Expenses for Perkins V Designated Special Population Student Groups

Perkins V includes language to allow eligible recipients to use their funds to reduce or eliminate out-of-pocket expenses for students in Perkins V special populations participating in CTE. An example of these expenses could be fees i.e., college tuition, field trips, transportation, childcare, or mobility challenges. These activities can be requested in the application on a limited basis to address gaps or needs clearly described in the CLNA. The intention is to offset costs which will assist to break down barriers that may prevent students in special population student groups from participating fully in CTE programs. These expenditures **cannot be paid directly to the student or family members of the student**. Out-of-pocket expenses can **only** be paid directly to a third party i.e., childcare facility, public transportation company, etc.

Career and Technical Student Organization (CTSO) Activities

Perkins V provides greater flexibility for funding CTSO activities. It supports student preparation for and participation in technical skills competitions aligned with CTE program standards and curricula. Any expenses that provide direct individual student benefit, such as individual student memberships and individual student jackets/uniforms are still prohibited. Also prohibited are expenditures that include CTSO marketing and promotional materials. Eligible recipients can only include CTSO expenditures if there is a documented need identified through the CLNA process.

Costs for in-state student CTSO events are an integral part of the co-curricular activity and are eligible for funding. Eligible costs include transportation and lodging for student leadership conferences and activities occurring within the grant year. The Federal Domestic Per Diem Rates in effect at the time of registration must be used. In-state overnight travel for CTSO events is permissible if approved in the local application. **Please note: Student out-of-state travel for CTSO events is not an eligible expense.**

Note: Eligible recipients must keep in mind that the expenditures requested must be reasonable, allocable, and necessary. Eligible recipients must also be cautious of supplanting. If an expenditure was paid by local funds in the previous year i.e.: transportation to CTSO event, the eligible recipient cannot be reimbursed for that expenditure in the current year. The anticipation is that the expenditure would be paid for through the same funds utilized the previous year.

Evaluations Necessary to Complete the CLNA

Perkins V includes specific language in Section 135(6) that allows eligible recipients to utilize funds to develop and implement evaluations of the activities carried out with Perkins funds, including evaluations necessary to complete the CLNA. Eligible recipients should consult with their NJDOE Perkins Program Officer if they have questions about allowable expenditures for evaluations.

3.6 Multiple Funding Sources

Some eligible recipients receive funds from more than one source. If an eligible recipient has more than one funding source, then a budget must be complete for each of the funding streams within their local application.

Some possible combinations of funding are:

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

Each eligible recipient's state and/or federal allocation amounts will be included in the eligible recipient's Notification of Award notification letter provided in [NJDOE Homeroom](#) and in the EWEG local application. Eligible recipients must maintain separate accounting records and separate budgets for each funding source.

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

3.7 Budgeting Keys

Within the local application budget, all expenditures must be linked back to the CLNA Results Summary, which can be found in the [CLNA Guide](#). Each expenditure must include a CLNA Element (1-6), Priority Strategy (1-15 created by the eligible recipient), and a Use of Funds number (1-6).

CLNA Element

The CLNA is made up of six key elements. For each item budgeted, the CLNA element that the item will address must be identified. This should align with the strategy that the eligible recipient has identified in their CLNA Results Summary. The six CLNA key elements are:

1. Labor Market Alignment;
2. Program, Size, Scope and Quality;
3. Student Performance;
4. Program Implementation;
5. Professional Development, Recruitment, Retention; and
6. Access and Equity.

Priority Strategy

There should be a clear connection between the strengths and challenges identified through the CLNA process and the strategies and activities outlined in the CLNA Results Summary. The CLNA is a fact-finding mission to discover strengths and opportunities in the six identified areas. These findings are validated by data and evidence and informed by stakeholder input. The local application includes the highest priority strategies and solutions that will be used to address the needs and drive the budget towards the highest impact on student achievement in CTE. These strategies created by the eligible recipient are called Priority Strategies and should be listed in the CLNA Results Summary. The eligible recipient may develop up to 15 Priority strategies for each of the six CLNA key elements.

Use of Funds

1. **Career Exploration:** Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities and programs of study.
2. **Professional Development:** Provide professional learning for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
3. **CTE Skills:** Provide within CTE the skills necessary to pursue careers in high-skilled, high-wage, or in-demand industry sectors or occupations.
4. **Academic Skills:** Support integration of academic skills into CTE programs and programs of study to support CTE participants at the secondary level or at the postsecondary level.

5. **Student Performance:** Plan and carry out elements that support the implementation of CTE programs and programs of study that result in increasing student achievement on performance indicators.
6. **Evaluation:** Develop and implement evaluations of the activities carried out with funds, including evaluations necessary to complete the CLNA and the annual local application.

Administrative Costs

Each eligible recipient receiving Perkins funds shall use up to five percent (5%) of the funds for administrative costs associated with the administration of activities assisted with Perkins funding. The term 'administration,' when used with respect to an eligible recipient, means activities necessary for the proper and efficient performance of the eligible recipient's duties under Perkins V, including the supervision of such activities. Such term does not include curriculum development activities, personnel development or research activities.

The costs of administration are those portions of reasonable, necessary and allowable costs associated with the overall project management and administration of the Perkins award.

Examples of administration costs are salaries, associated benefits, and other expenses of the eligible recipient's staff that perform the following functions:

- Overall program management, program coordination, and office management functions including the salaries and related costs of the executive director, project director and/or project evaluator;
- Preparing program plans, budget schedules, and related amendments;
- Monitoring of programs, projects, sub-recipients and related systems and processes;
- Developing systems and procedures, including management information systems, for assuring compliance with program requirements;
- Preparing reports and other documents related to the program requirements;
- Evaluating program results against Stated objectives; and
- Divisional level administration services such as program specific accounting, auditing or legal activities.

Examples of non-labor costs for administration include:

- Costs for goods and services required for administration of the program, including office supplies and postage; and
- Travel costs incurred for official business in carrying out program management.

Once a local application has been approved, the amount of funding allocated for administrative costs **cannot** be increased or decreased without submitting an amendment to the local application. In other words, administrative costs reported in the eligible agency's final report cannot exceed the amount approved in the local application or in an amendment thereto.

Administrative costs also **cannot** exceed 5% of total funds expended, not 5% of the grant award allocation. If an eligible recipient does not expend all of their funds, the administrative costs would be 5% of the actual expended amount.

Supplement Not Supplant

Eligible recipients may use funds for CTE activities that shall supplement, **not supplant**, non-Federal funds expended to carry out CTE activities.

The USDE Office of Career, Technical and Adult Education (OCTAE) has provided the following non-regulatory guidance regarding when a presumption of supplanting would arise:

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 224 of Perkins V; (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 V funds for CTE services. Examples of instances where supplanting is presumed to have occurred include, but are not limited to—

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

- The eligible recipient used Federal funds (except Bilingual) to provide services the institution was required to make available under other Federal, State or Local laws;
- The eligible recipient used Federal funds to provide services that the institution provided with non-Federal funds in the prior year; and
- The eligible recipient used Perkins funds to provide services for CTE students that the institution provided with non-Federal funds for non-CTE students.

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

- Staffing for open computer labs of which the computers were all purchased using Perkins funds, and made it available to the entire institution;
- Instructors and tutors for remediation classes that are funded by the institution using local funds for non-CTE students while using Perkins funds to fund instructors and tutors for remediation classes for CTE students; and
- Renovations to an auditorium that is used for the entire institution and rented out to the community for events.

4. Commonly Requested Budget Items

See Expenditure Examples in Appendix E

4.1 Salaries, Instructional (100-100, 100-200)

Instructional Salaries (100-200)

Salary percentages must be based upon the percentage of time dedicated to the Perkins Grant and school-year salary.

Secondary

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

Postsecondary

For postsecondary applicants, funds may be requested for instructional salaries on a limited basis with consideration to the overall size, scope and quality of all of the eligible recipient's eligible programs. Additionally, these funds should focus on salaries in programs aligned to New Jersey's Key Industry Clusters as identified by the New Jersey Department of Labor located in [Appendix I](#).

Non-Instructional Salaries (200-100)

Non-instructional salaries may be utilized on a limited basis and must be directly identified as a necessary strategy supported by the CLNA and utilized for approved CTE programs. Each salary must support the strategies and activities included in the CLNA. Eligible recipients must be able to document the percentage of time the grant-funded employee dedicates to Perkins grant responsibilities. Activities related to grant management should be included in the Administrative budget. Only activities related to implementing the CLNA elements should be included in salaries.

The eligible recipient must provide sufficient and detailed information to allow a reviewer to determine if the proposed expenditure is allowable. This includes the purpose of the proposed non-instructional salary(ies). The name of item, description, specification expenditure description textbox on the Non-Instructional Salary Budget page in the application must be provided. If workshop presenters or speakers are employees of the eligible recipient (LEA, college, consortium member), payment must be in accordance with employee contracts or the prevailing institutional policies.

Note: Eligible recipients may utilize Perkins funding for curriculum revisions that are designed to upgrade the curriculum between normal district/institution curriculum cycles or update as a result of supply or equipment upgrades. Costs associated with revising curriculum under the regular board approved cycle for all programs at the district/institution are disallowed. In addition, the NJDOE will review instructional salaries for possible supplanting issues and reserves the right to determine if programs are eligible for funding of instructional salaries through the grant monitoring process.

Stipends (100-100, 200-100)

Stipends may be paid to part-time or full-time employees for approved CTE program services and activities beyond the employee's contracted time. Stipends are considered a salary and must be listed in the Instructional (100-100) or Non-Instructional Salaries (200-100) funding categories. For example, a teacher may be paid a stipend to serve as advisor to the school's CTSO, as long as the stipend is for an activity not included in the regular contract. Perkins grant funds are to be used to supplement local and state funds, not supplant. Refer to section 3.7 Budgeting Keys for more detail on supplanting. Usually, few benefits are deducted from a stipend. See Fringe Benefits for more information.

State-Funded Positions (including stipends)

For those positions that are wholly funded with state funds, Teachers' Pension and Annuity Fund (TPAF) and Federal Insurance Contributions Act (FICA) cannot be paid using state funds; however, other fringe benefits may be paid through this grant. For positions, which are funded using both state and federal funds, it is important to remember that the fringe benefits must be calculated to match the percentage of state and federal funds used for salary. Note: Only county vocational postsecondary programs receive state funds through this grant.

4.2 Fringe Benefits (200-200)

Fringe benefits are eligible costs. FICA is a fringe benefit required for all federally funded full-time and part-time employees. It is automatically calculated at a rate of 7.65%. If the eligible recipient requires TPAF to be paid as part of a stipend, then grant funds must be budgeted for this cost. TPAF is automatically calculated at the current rate when selected in the budget and is subject to change on a yearly basis.

The same contractual fringe benefits, such as health or other benefits, offered to all employees of the eligible recipient may be included. The amount or percentage should be based on the percent of time dedicated to the Perkins funded program and the school year salary. The percent of health benefits may not exceed the percent of the employee time funded by the grant.

4.3 Consultants (Other Professional Services 200-300)

Requests for consultants or workshop personnel services for all such activities that improve CTE programs and identified in the CLNA can be included. Examples include curriculum consultation, high-quality professional development (see the Professional Development section for more information), or student technical skills workshops. Fees for consultants cannot exceed \$3,000 per day. If consultant travel costs are not included as part of the consultant's fee, they should be requested and itemized separate from the consulting fee. If workshop presenters or speakers are employees of the eligible recipient, costs should be included under the non-instructional salaries budget.

Eligible recipients should maintain and be able to produce upon NJDOE request the following documentation:

- name of each consultant funded;
- when the services were provided;
- the dollar amounts expended for these services; and
- the specific activities and/or services provided by each of the consultant's personnel.

Function Object Codes for Consultants:

- Educational, working directly with students 100-300;
- Professional, Technical 200-300; and
- Educational, working directly with teachers and faculty 200-300.

Professional Development

High-quality professional development activities are allowable. High-quality professional development activities are sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused. Standalone workshops (one occurrence with no follow up) will not be approved. Expenditures associated with professional development activities could be salaries for staff to work outside of their contract, consultant costs, travel, registration, supplies, etc.

The budget expenditure should relate to the type of cost. To include consultants as an activity, please refer to the “Consultants” section of this guide. If including other areas such as salaries or supplies, please refer to those sections of the guide.

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

4.4 Memberships (Purchased Professional Services 200-300)

District-wide or institutional affiliation plans are allowable. Several CTSOs offer school/campus affiliation plans for the primary purpose of enabling districts to purchase CTE instructional materials and resources based on the number of participating students. These plans usually include student and advisor memberships as a secondary benefit. Under these conditions, such an affiliation plan is an allowable use of Perkins funds. Individual CTSO student and advisor memberships are not allowable.

4.5 Registration (Other Professional Services 200-500)

If registration fees are included in travel expenses, please include registration costs under travel (200-580). If registration fees are for a workshop/conference that does not involve travel, it can be included as 200-500.

4.6 Tuition for Students (200-500)

As part of out-of-pocket expenses, tuition for students may be allowable under Perkins V. It can be included in the application on a limited basis for Perkins V defined special population student groups. If the eligible recipient is utilizing local funds to pay for tuition for all other students in the school, utilizing Perkins funds for CTE students may be considered supplanting.

4.7 Travel/Transportation (200-580)

Staff Travel (200-580)

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

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

Eligible staff travel costs include registration fees, transportation, lodging and meal(s) for out-of-state professional development workshops and activities. Exceptions to restrictions for overnight travel within the state will be made at the discretion of the commissioner for advisors accompanying students for CTSO leadership conferences that are integral to approved CTE programs.

The mileage reimbursement rate for travel is the prevailing state reimbursement rate of \$0.35 per mile. Carpooling for travel to the same destination is encouraged.

Function Object Codes for Staff Travel

- Staff registration fees 200-500; and
- Staff hotel, meals, travel expenses 200-580.

Eligible recipients can find additional guidelines in UGG, 2 C.F.R. § 200.474 Travel Costs. Secondary and vocational school districts must comply with the state regulations noted in N.J.A.C. 6A:23A-7.1 et. seq. County colleges and state agencies must comply with the state regulations noted in New Jersey Office of Management and Budget (NJOMB) Circular 16-11-OMB.

Student Travel (100-800, 200-500)

Travel for students to various one-day curriculum-related locations, such as field trips, CTSO events or to Structured Learning Experiences (Work-based Learning Experiences) are permissible. Permissible overnight travel is for in-state CTSO events only. Out of state travel is permissible only for one-day activities. Costs for out-of-state overnight travel is prohibited. International travel is not permitted.

- Approved in-state student travel, registration fees, meals (only CTSO in-state overnight) 100-800 (excluding bus/van); and
- Student transportation (bus/van rental) 200-500.

County Colleges and State Agencies

County colleges and state agencies must comply with the [federal domestic per diem rates](#) in effect at the time of registration. If meals are included in the registration fees, they must be subtracted from the reimbursable per diem rate for meals. Full day per diems for meals will not be paid for partial day travel. International travel is not permitted.

4.8 Supplies (100-600, 200-600)

When using Perkins funds to purchase supplies, materials and equipment, eligible recipients must maintain effective control and accountability for all grant assets by tracking all computing and electronic devices and items of any amount, which are less expensive to track than to replace.⁷

Instructional & Non-instructional Supplies (100-600, 200-600)

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

Administrative Supplies

Supplies and materials used for administrative purposes should be included under the Admin budget.

Assessments (paper and pencil assessments)

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

Software

All software, regardless of cost, must be listed in Supplies. If the software is for students or directly used for instruction with students, it would be included under Instructional Supplies (100-600). If the software is for staff, it would be included in Non-Instructional Supplies (200-600) for support services software.

Unitemized Supplies (100-600, 200-600)

An eligible recipient may request up to twenty percent (20%) of the total grant award for **unitemized** supplies and materials for its approved CTE programs. However, any item with a unit cost of **\$750 or more** must be itemized in the Perkins grant local application budget. The eligible recipient must provide sufficient and detailed information (including the purpose of the proposed unitemized supplies and materials) (s) to allow a reviewer to make the determination if the proposed expenditure(s) is allowable.

Eligible recipients may not utilize unitemized supplies to address any not met performance areas. Any supply item that is used to address disparities or gaps in performance must be itemized.

Supply Inventory

Each supply purchased with state or federal funds must have a visible, permanently attached, and 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.

⁷ UGG, 2 C.F.R. §200.302(b)(4)

4.9 Extended Warranties (Purchased Property Services 200-400)

Warranties and service contracts on computers, printers, and other electronic items beyond the grant period cannot be charged to the current grant period. Contracts that extend past the grant period can be pro-rated and reimbursements can be made in the subsequent years of the warranty or contract for the corresponding year.

Example

A computer which included a 1-year warranty was delivered to the school on 7/1/20. The included warranty (free with the computer) extends from 7/1/20–6/30/21. A three-year extended warranty (7/1/21–6/30/24) was also purchased for the computer. The district or college will use local funds to pay for the computer and the warranty both at the time the item was received.

- 2020-2021 - the eligible recipient can only request reimbursement for the cost of the computer with the included one-year warranty (not the extended warranty);
- 2021-2022 - the eligible recipient will request reimbursement for the first year of the extended warranty: “Year-one of the three-year warranty for the time period 7/1/2021–6/30/2024”;
- 2022-2023 - the eligible recipient will request reimbursement for the secondary year of the extended warranty: “Year-two of the three-year warranty for the time period 7/1/2021–6/30/2024”; and
- 2023-2024 - the eligible recipient will request reimbursement for the third year of the extended warranty: “Year-three of the three-year warranty for the time period 7/1/202–6/30/2024.”

4.10 Equipment (400-731, 400-732)

Equipment may be requested for instructional or non-instructional purposes. Equipment used for instructional purposes must be requested in Instructional Equipment. Equipment used for program support must be requested as Non-Instructional Equipment. **All expenses associated with the equipment such as installation, shipping, handling, etc. should be included** in the price of the equipment expenditure description in the local application.

Equipment must be received, installed and available for student instruction and use **no later than April 30th of the project period.**

To be considered equipment, the item must meet the definition of equipment: An equipment item is an instrument, machine, furniture, apparatus or set of articles which meets all of the following criteria⁸:

- 1) it retains its original shape, appearance and character with use;

⁸ An item should be classified as a supply if it does not meet **all** the equipment criteria listed above.

- 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.

Equipment Inventory

In order to avoid audit or monitoring findings when using Perkins funds to purchase supplies, materials and equipment, eligible recipients must maintain effective control and accountability for all grant assets by tracking items of any amount which are less expensive to track than to replace.⁹

- Equipment purchased with Perkins funds must be used in appropriate CTE programs or for services and activities consistent with these guidelines;
- Equipment acquired through Perkins funds used for instruction or support services may not be used for administrative purposes;
- Each piece of equipment purchased with state or federal funds must have a visible, permanently attached, numbered inventory tag (computers, printers and monitors need separate inventory tags even if purchased as a unit). Any unit purchased, which consists of multiple pieces, must be tagged with sequential numbers;
- The equipment item, with its inventory tag number, must appear on the Equipment Inventory Page submitted with the final report;
- All the permanently affixed labels must indicate the funding source (Perkins), project period year it was acquired, and inventory number (derived from the eligible recipients' inventory system);
- FAIN (Federal Award Identification Number) must be included in the eligible recipient's master inventory list;
- Equipment purchased with federal and/or state funds remains the property of the NJDOE/OCR;
- Equipment may be used for other instructional purposes only if such use does not interfere with the primary instructional use of the equipment; and
- The location of all equipment must be specified (building and classroom) in the application as well as an equipment inventory.

⁹ UGG, 2 C.F.R. §200.302(b)(4)

Function Object Codes

- Instructional equipment 400-731;
- Non-Instructional (or administrative related) equipment 400-732;
- Lease/Rental of Instructional equipment 100-500; and
- Lease/Rental of other equipment 200-400

Eligible Recipient Responsibility

Please refer to the [NJ DOE General Federal Entitlement Grant Guidance](#) for a complete description of equipment and related requirements, including requirements for asset labeling and inventory tracking. A complete list of Perkins-funded equipment must be maintained by the eligible recipient and produced upon NJDOE request.

Planning for Purchases of Equipment

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

5. Managing the Grant

Eligible recipients are responsible for compliance with the Perkins Guidelines, the Perkins V State Plan and applicable statutes, regulations and approved applications, and to use federal funds in accordance with those statutes, regulations, plan and applications.¹⁰ Eligible recipients are also responsible for monitoring the status of their application, reviewing all NJDOE application feedback throughout the review and approval process and responding to requests for revisions in a timely manner.

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

5.1 Application and Report Submission

The Perkins Grant Application, amendments to the application, and all other required reports should be submitted to the NJDOE by the dates specified in the instructions. In extenuating circumstances, an eligible recipient may request a filing extension in writing. The request must be submitted to **the State Director of CTE in writing (letter or email)**. The request must be on the district/institution's letterhead and contain, at a minimum, the following information:

- description of what is being requested;
- description of extenuating circumstance(s);
- a proposed date of submission; and
- the chief school administrator/college president signature.

Note: Eligible recipients should adhere to all filing requirements and deadlines. Repeated failure to do so can lead to an eligible recipient being assessed as a high-risk eligible recipient as part of the NJDOE's audit and monitoring risk assessments.

5.2 Technical Assistance

The Office of Career Readiness offers professional development to eligible recipients in the form of technical assistance sessions and webinars throughout the grant year. Eligible recipients are required to attend these training sessions or send a representative to learn about new policy changes, legislation information, technical application updates, etc. Additionally, NJDOE program officers are available, as needed, to answer eligible recipient questions or to provide individual technical assistance.

5.3 Data Reporting

Secondary eligible recipients' performance and funding allocation will be based on data submitted through the NJ SMART CTE data submission and CTE placement survey. It is incumbent on each eligible recipient that receives an allocation to annually prepare and submit to the NJDOE data on the performance levels of the core indicators of performance. Eligible recipients can find specific

¹⁰ EDGAR, 34 C.F.R. § 76.700

information and guidance about the [NJ SMART CTE Submission](#). Secondary grantees are strongly encouraged to use the annual practice period for NJ SMART CTE Submission to ensure their data is accurately reported.

Postsecondary eligible recipient performance will continue to be based on the data submitted through the [Vocational Education Data System \(VEDS\)](#). Institutions have a responsibility to ensure the accurate reporting of their data.

5.4 Local Program Improvement Plan

The eligible recipient will be required to analyze and compare each year of their performance data to determine impact of decisions made from the CLNA. If no meaningful progress has been made, the Office of Career Readiness will provide technical assistance with the eligible recipient to develop measurable action steps to eliminate gaps or disparities. The action plan will include the following:

- A systemic process that incorporates a root-cause analysis to address factors contributing to the gaps or disparities;
- A systemic review of recruitment, admissions, and counseling practices that may contribute to gaps and disparities in performance;
- The development of goals to determine how to reallocate funding based on performance gaps and disparities;
- The development of a process of ongoing collaboration with stakeholders in the field, advisory committees, and other groups to determine best practices to close performance gaps;
- The development of an on-going process to incorporate high-quality professional development for administrators, teachers and counselors related to addressing gaps and disparities; and
- The development of a system to incorporate evidence-based practices and strategies to improve the program.

5.5 Inventory Control

Eligible recipients must maintain effective control and accountability for all grant assets (UGG, 2.C.F.R §200.302(b)(4) by tracking items of any amount. Eligible recipients must:

- Maintain a complete list of Perkins-funded equipment by the eligible recipient and produced upon NJDOE request;
- Tag items with 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. All the permanently affixed labels must indicate the funding source (Perkins), project period year it was acquired, and inventory number (derived from the eligible recipients' inventory system);
- The equipment item, with its inventory tag number, must appear on the Equipment Inventory Page submitted with the final report; and

- FAIN (Federal Award Identification Number) must be included in the eligible recipient's master inventory list.

5.6 Equipment Delivery Waiver

If extraordinary circumstances prevent the eligible recipient from meeting the equipment delivery deadline, the chief school administrator/college president must request an extension of this deadline from the State Director of CTE. This request must be made in writing (letter or email) and must include the following:

- a detailed description of the extraordinary circumstances preventing the eligible recipient from having the equipment received, installed and available for student instruction and use by the deadline;
- justification of any extenuating circumstances; and
- documentation associated with the circumstances (e.g., emails from vendors, purchase orders, bids, etc.)

Extensions will only be granted for extenuating circumstances that are adequately documented.

5.7 Disposition of Equipment

Due to the variety of federal and state sources of funding (and program specific regulations) incorporated into the NJDOE's discretionary and entitlement grant programs, there is *no one standard treatment of contract-funded equipment disposition*. **Requests to dispose of equipment must be submitted to the State Director of CTE in writing (letter or email)**. The request must contain the district/institution letterhead and the signature of the chief school administrator/college president. In addition, the request must provide the following information for each piece of equipment to be disposed:

- the year in which the equipment was purchased;
- a detailed description of each piece of equipment, including the make, model number, and serial number;
- a description of the current condition of the equipment;
- the original purchase price of each piece of equipment;
- the current value of each piece of equipment including an explanation of how the value was determined;
- Proceeds from sale of piece of equipment, if sold;
- Insurance claim and reimbursement, if applicable; and
- Police report, if stolen.

NJDOE personnel will review the request, and the eligible recipient will be advised in writing as to how to proceed. For additional information, go to the [Office of Grants Management General Federal Entitlement Grant Guidance](#).

In cases where an eligible recipient fails to take appropriate disposition actions, the NJDOE may direct the eligible entity to take disposition actions.¹¹

5.8 Lost, Stolen, or Destroyed Equipment

If an eligible recipient discovers that their equipment has been lost or stolen, they must immediately file a police report and then notify the NJDOE. The notification must be addressed to **the State Director of CTE in writing (letter or email), must be on** district/institution letterhead and include, at a minimum, the following information for the lost or stolen items:

- a description of each piece of equipment, including the make, model number, and serial number;
- the year in which the equipment was purchased;
- the original purchase price of each piece of equipment;
- the current value and condition of each piece of equipment prior to it being lost or stolen;
- documentation of the removal of the asset from the district/institution's fixed asset inventory;
- a copy of insurance claim;
- reimbursement and associated correspondence;
- a copy of the police report and associated emails; and
- the chief school administrator/college president signature.

NJDOE personnel will review the request, and the eligible recipient will be advised in writing as to how to proceed. For additional information, go to the [Office of Grants Management General Federal Entitlement Grant Guidance](#).

According to The Education Department General Administrative Regulations (EDGAR) regulations, in cases where a school district fails to take appropriate disposition actions, the school district may be directed to take excess and further disposition actions.

¹¹ 2 C.F.R. § 200.313(e)(4)

6. Fiscal Accountability and Accounting Procedures

6.1 General Principles for Allowable Costs

To be considered allowable for reimbursement, costs must meet the following general criteria:

- Be necessary and reasonable for proper and efficient operation of the program;
- Be allocable to the project and properly documented;
- Be permissible under applicable State and/or Federal laws and regulations;
- Conform to policies and procedures as well as any limitations or exclusions set forth in these guidelines, laws or regulations, or other governing limitations as to types or amounts of cost items;
- Be the net amount after applying all applicable credits, such as purchase discounts, project-generated income, and adjustments of overpayments;
- Not be included as a cost in any other project or grant;
- Be consistently treated; and
- Must be accounted for in a basis that is in accordance with Generally Accepted Accounting Principles (GAAP).

6.2 Chart of Accounts and GAAP Coding for Secondary Institutions

Effective July 1, 1993, the NJDOE regulations require 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). Eligible recipients must use the coding of accounts consistent with the 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 maintains a copy of Handbook 2R2. The Uniform Minimum Chart of Accounts for use with this grant program has been included in Appendix D.

6.3 Purchasing

All Perkins Grant expenditures must be obligated by June 30 of the project period. All financial obligations for expenditures approved in your Perkins Grant application must be liquidated no later than September 30 following the end of the project period. **Perkins has no carryover.**

All encumbrances (or obligations) must be made within the approved funding period (project period) of the grant. Encumbrances for both federal and state projects are created on the following basis:

Scenario:	Encumbrance is made:
Acquisition of real or personal property...	The encumbrance is made on the date on which a binding written commitment to acquire the property is made.
Personal services by an agency employee...	The encumbrance is made when the services are performed.

Scenario:	Encumbrance is made:
Personal services by a contractor who is not an agency employee...	The encumbrance is made on the date on which the agency makes a binding written commitment to obtain the work.
Performance of work other than personal services...	The encumbrance is made on the date on which the agency makes a binding written commitment to obtain the work.
Public utility services...	The encumbrance is made when the agency receives the services.
Travel...	The encumbrance is made when the travel is taken.
Rental of real or personal property...	The encumbrance is made when the agency uses the property.
Goods...	The encumbrance is made when the agency receives the property.

Coordination with Eligible Recipient’s Business Office

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

6.4 Program Income

There are times when programs earn income as a result of an approved program activity. Consistent with the UGG, “program income” means gross income earned by the recipient or eligible recipient that is directly generated by a Federally-supported activity or earned as a result of the award during the grant period. This can include, but is not limited to, income derived from fees for services performed.¹² Additionally, in accordance with N.J.A.C, a district board of education operating a CTE program shall account for and credit to the CTE 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 CTE program.¹³ The Office of Career, Technical and Adult Education (OCTAE) has issued prior approval authority for eligible recipients to earn program income¹⁴ and has determined that only the addition and/or cost-sharing options apply to Perkins eligible recipients and eligible sub recipients.¹⁵ Therefore, Perkins eligible recipients and eligible sub recipients are authorized to use program income under either the addition or cost-sharing options as noted below:¹⁶

¹² UGG, 2 C.F.R. §200.80

¹³ N.J.A.C. 6A:19-2.1

¹⁴ 2 C.F.R. §200.307(e)(2)

¹⁵ USDE, OCTAE [Program Memorandum Regarding Program Income, Issued February 5, 2016](#)

¹⁶ UGG, 2 C.F.R. §200.307(e)

Addition Option

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

Cost Sharing Option

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

If the addition option is used, eligible recipients must use program income available at the time an expenditure is made and must expend that income before drawing down Federal funds.¹⁷

6.5 Reimbursement Requests for Payment

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

6.6 Monitoring

Responsibility for Monitoring, Inspection, Verification, and Recordkeeping

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

Monitoring Notification

Monitoring may occur at any time during the year. For onsite monitoring, a letter will be mailed to the chief school administrator/college president/agency head prior to scheduling the monitoring visit. Other grant programs may be monitored concurrently with the Perkins grant.

Records 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 eligible recipient **must** maintain the following information for the grant year in a readily accessible fashion:

¹⁷ USDE, OCTAE [Program Memorandum Regarding Program Income, Issued February 5, 2016](#)

- status of current activities in the latest approved Perkins Grant Application;
 - CLNA documentation;
 - current signed and dated articulation agreements, if applicable;
 - work-based learning documentation;
- cancelled checks, etc.;
- payroll records;
- grant funded employee time and activity records, signed and dated by the employee and designated supervisor;
- records of professional development activities such as sign in sheets, registrations and participant evaluations;
- employee travel expenditure reports;
- other locally required fiscal reports; and
- enrollment data, including special populations.
- current fiscal year records including but not limited to:
 - **procurement requisitions including quotations and/or bidding documentation;**
 - **purchase orders at a minimum must contain the following:**
 - The account number charged;
 - Name of the Federal program (Perkins);
 - Approved CIP code;
 - Grant year;
 - Location of equipment, personal computers and/or other portable devices;
 - Mention of board approval and date, if applicable;
 - Quotation, bid or State contract number, if applicable;
 - Requisition number and date;
 - Business Administrator or business official's signature;
 - Easily identifiable Perkins amounts if purchase order is split between funding sources;
 - Vendor invoices should match the purchase order and/or reconcile to the amount charged to the Perkins program. The amounts should be easily identifiable and reconcilable; and
 - Cancelled checks.

Results of Monitoring

The team assigned to monitor the grant recipient will present a report of the visit to the Director of the Office of Career Readiness. A letter outlining the findings will be sent to the Chief School Administrator/College President/Agency Head. The eligible recipient may be required to submit a Corrective Action Plan (CAP) based on the results of the visit and/or performance data. Development of the corrective action plan and compliance with timelines and follow-up are critical and are subject to review by NJDOE designated auditors. If there are severe discrepancies or other problems, further action may be required. If disallowed costs are identified, funds must be remitted within the timeline

determined by the NJDOE. Refer to section 8.4.2, Return of Funds. The Director of the Office of Career Readiness must receive notification and a copy of the check when remitted.

In addition to on-site monitoring visits, technical assistance visits may be scheduled as deemed appropriate by the NJDOE or as requested by eligible recipients.

Common and Recent Monitoring Findings

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

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

Additional examples from recent monitoring in New Jersey:

- Not conducting work-based learning; and
- Not completing activities in the approved application related to nontraditional.

Secondary:

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

Postsecondary:

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

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

Methods of Administration (MOA) Civil Rights Compliance Review

The Methods of Administration (MOA) Civil Rights Compliance program is required by the USDE, Office for Civil Rights for all subrecipients offering CTE programs and programs of study. The goal of the MOA program is to assist the subrecipient in strengthening educational excellence, equal access and equity in CTE programs and programs of study through periodic reviews to ensure subrecipients are in compliance with the Guidelines for Vocational Education Programs, Title VI of the Civil Rights Act of 1964 that prohibits discrimination on the basis of race, color and national origin (34 C.F.R. Part 100), Title IX of the Education Amendments of 1972 that prohibits discrimination based on sex (34 C.F.R. Part

106), and Section 504 of the Rehabilitation Act of 1973, that prohibits discrimination on the basis of disability (34 C.F.R. Part 104).

Through periodic compliance reviews secondary and postsecondary institutions are able to ensure that all students have equal access to CTE programs and programs of study. The review process is collaborative in nature to assist subrecipients in making valuable changes in their policies, practices, and procedures with students, counselors, and staff. During this time NJDOE cross collaborative team members will work with the subrecipient to identify and rectify any civil rights issues. The review process looks carefully at the admissions process and criteria for controlling eligibility for enrollment into CTE programs and programs of study and ensure that CTE services, programs and activities are equitable for all students without regards to race, color, national origin, sex, or disability status. It also seeks to assist the subrecipient in the development and implementation of strategies and solutions to fulfill those requirements.

For more information regarding MOA reviews and process, please contact the New Jersey MOA Coordinator, Dr. Michele Doughty Michele.Doughty@doe.nj.gov.

6.7 Amendments

After a grant application has been approved, it may be necessary to submit an amendment. All budget amendments must be submitted in EWEG for approval. The cumulative threshold for submission of budget amendments is **ten percent (10%) of the total award amount**. All **cumulative** changes under 10% of the total award amount, during the grant year, except where specifically regulated, are at the discretion of the eligible recipient. (See exceptions noted below). In return for the eligible recipient's increased **discretion and flexibility**, the eligible recipient must bear the additional responsibility of **accountability** for any changes under that threshold. While the eligible recipient has additional latitude for many expenditure changes, certain changes **may not** be made without NJDOE approval of an Amendment Application. Any new activity included must be directly related to the CLNA. The eligible recipient must ensure that each of the budget changes meets the requirements outlined in the Perkins Guidelines.

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

- the sum of all changes (measured cumulatively throughout the fiscal year) to an approved budget exceeds ten percent of the total approved budget (**recipients are responsible for monitoring the cumulative level of fiscal change**);
- any changes in the approved intent, program area, or purpose of salary costs and the related benefits;
- any changes that cause the supply category total (100-600 and/or 200-600) to exceed the non-itemized threshold of **ten percent (10%)** of the total grant award;
- transferring funds from an expenditure category approved in the application to an **unapproved** expenditure category;
- supplies previously considered to be unitemized now exceed \$750 unit cost;
- any changes in the type of equipment, the intended use of approved equipment, or 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 as long as funds being used are not taken away from activities dedicated to improving performance areas that have not met performance levels in a required key elements; or

- requests to purchase equipment other than those items approved in the grant application (unapproved equipment); or
- transferring funds into the administrative cost (not to exceed the 5% expended cap).

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

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

Budget amendments for the grant period must be submitted on or before the deadline. After the deadline, amendment applications will not be accepted, and the system will not allow an amendment to be created. Reminder: Once the original application is approved, an amendment can be submitted any time prior to the amendment deadline. If an amendment includes an equipment item, the amendment should be submitted as early as possible.

For Consortia

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

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

Supplemental Allocations

In some cases, the NJDOE may find it necessary to distribute additional funds to eligible recipients during the grant year. All rules, regulations and application procedures concerning the supplemental award will be distributed to the eligible recipients 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.

6.8 Closing Out the Grant

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 eligible recipient must complete the inventory page for all equipment purchased. The final report is created and submitted electronically through the EWEG system. Final reports must be submitted according to the timeline determined by the NJDOE. **Failure to submit final reports in a timely manner may result in a withholding of reimbursements for the current year.**

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

Return of Funds

When grant expenditures are disallowed and funds have been reimbursed to the eligible recipient, these funds must be returned to the NJDOE. Should this occur, state and federal funds must be returned to the NJDOE in a prescribed format. [The Return of State and Federal funds](#) is described on NJDOE's School Finance page.

Appendix A: Definitions

Act

Strengthening CTE for the 21st Century Act P.L. 115-124

Academic Attainment – Language Arts Literacy

The number of CTE concentrators and completers who met or exceeded expectations of any State acceptable assessment for English to meet the graduation requirement, and who left secondary education in the reporting year.

Academic Attainment – Mathematics

The number of CTE concentrators and completers who met or exceeded expectations of any State acceptable assessment for math to meet the graduation requirement, and who left secondary education in the reporting year.

Academic Attainment – Science

The number of CTE concentrators and completers who scored proficient on the state science assessment compared to the total number of CTE concentrators and completers who took the state science assessment.

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.

Administrative Costs (“Admin Costs” or “Local Administrative Costs” including Indirect Costs

Section 3 (1) of the Act states that 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. Section 135(d), of the Act states that each eligible recipient receiving funds under this part shall not use more than five percent of the funds for administrative costs associated with the administration of activities under the section. Positions such as project coordinator, accountant, clerical staff, or other positions not directly serving students are considered administrative. Indirect costs are considered administrative costs.

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. Please see the CTE Program Guide for more information regarding Advisory Committee Requirements.

All Aspects of An Industry

Strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter, including information as described in section 118.¹⁸

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) CTE subjects.”¹⁹

Articulated Credit

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

¹⁸ P.L. 115-124, Strengthening Career and Technical Education for the 21st Century Act, Section 3.

¹⁹ P.L. 115-124, Strengthening Career and Technical Education for the 21st Century Act, Section 135

Articulation agreement

Articulation agreement means a written commitment –

- A) That is agreed upon at the State level or approved annually by the lead administrators of-
- i. A secondary institution and a postsecondary educational institution; or
 - ii. A sub-baccalaureate degree granting postsecondary educational institution and a baccalaureate degree granting postsecondary educational institution; and
- B) To a program that is –
- i. Designed to provide students with a nonduplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and
 - ii. Linked through credit transfer agreements between the two institutions described in clause (i) or (ii) of subparagraph (A) (as the case may be).²⁰

CTE

Organized educational activities that:

- offer a sequence of courses that provide individuals with the coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions;
- provides technical skill proficiency, an industry-recognized credential, a certificate or an associate degree;
- may include prerequisite courses (other than a remedial course) that meet the requirements of this definition; and
- include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills and knowledge of all aspects of an industry.²¹

Career and Technical Student Organizations

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. Such organizations must have State and national units that establish and coordinate the work and purposes of instruction in CTE at the local level.²²

²⁰ P.L.115-124, Strengthening Career and Technical Education for the 21st Century Act, Section 3.

²¹ [New Jersey Administrative Code Title 6A: 19-1.2](#)

²² P.L.115-124, Strengthening Career and Technical Education for the 21st Century Act, Section 3.

Career Clusters®

The 16 distinct groupings of occupations and industries based on the required knowledge and skills that are recognized by the US Department of Education and by the New Jersey Department of Education.²³

Career Guidance and Academic Counseling

Guidance and counseling that –

- A) provides access for students (and, as appropriate, parents and out-of-school youth) to information regarding career awareness exploration opportunities and planning with respect to an individual's occupational and academic future;
- B) provides information to students (and, as appropriate, parents and out-of-school youth) with respect to career options, financial aid, job training, secondary and postsecondary options (including baccalaureate degree programs), dual or concurrent enrollment programs, work-based learning opportunities, early college high schools, financial literacy, and support services, as appropriate; and
- C) may provide assistance for special populations with respect to direct support services that enable students to persist in and complete career and technical education, programs of study, or career pathways.²⁴

Charter School

A public school that operates as its own LEA under a charter granted by the Commissioner. The New Jersey Department of Education is the State Education Agency (SEA) and sole charter school authorizer in New Jersey.²⁵

CLNA

Comprehensive Local Needs Assessment

Completion Nontraditional (Secondary and Postsecondary)

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

²³ [New Jersey Administrative Code Title 6A: 19-1.2](#)

²⁴ P.L.115-124, Strengthening Career and Technical Education for the 21st Century Act, Section 3.

²⁵ From New Jersey Department of Education's [Charter Schools](#) Website

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 shared-time vocational school program, but only in those program areas where there is an approved two (2) course sequence.

Postsecondary Collegiate

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

Postsecondary Vocational School/Adult

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

Concurrent/Dual Credit

Students simultaneously earn both credits towards high school graduation requirements and college credits for successfully completing a college course.

Consortium

An agreement, combination or group (as of companies) formed to undertake an enterprise beyond the resources of any one member.²⁶ Two or more eligible recipients must combine their gross Perkins allocations (which must be equal to 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.

Course

An organization of subject matter and related learning experiences designed to meet a CTE objective provided for the instruction of students as part of an approved CTE program or program of study.²⁷

²⁶ Merriam-Webster Online Dictionary, 2008

²⁷ [New Jersey Administrative Code Title 6A: 19-1.2](#)

Disability

In general, 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.

EDGAR

The Education Department General Administrative Regulations.

Eligible Recipient:

- A) a local educational agency (including a public charter school that operates as a local educational agency), an area CTE school, an educational service agency, an Indian Tribe, Tribal organization, or Tribal educational 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 132.²⁸

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.

²⁸ P.L.115-124, Strengthening Career and Technical Education for the 21st Century Act, Section 3

Expand Technology

Activities that pertain to developing, improving or expanding the use of technology in CTE that may include –

1. training of CTE teachers, faculty, career guidance and academic counselors and administrators to use technology, including distance learning;
2. providing CTE 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
3. encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs.²⁹

Generally Accepted Accounting Principles (GAAP)

Principles established by the Governmental Accounting Standards Board (GASB) as prescribed by the Financial Accounting Standards Board. All school districts must use the GAAP accounting system (N.J.S.A. 18A:4–14).³⁰ GAAP is the uniform minimum standards and guidelines for financial accounting and reporting. They govern the form and the content of the financial Statements of an entity. GAAP encompasses the conventions, rules and procedures necessary to define accepted accounting practice at a particular time. They include not only a broad guideline of general application, but also detailed practices and procedures. GAAP provides a standard by which to measure financial presentations. The primary authoritative body on the application of GAAP to State and local governments is the GASB.³¹

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 (3) school years.

In-Demand Industry Sector or Occupation

Occupations that have more than the median number of total (growth plus replacement) openings statewide or in a particular region.

²⁹ P.L.115-124, Strengthening Career and Technical Education for the 21st Century Act, Section 124.

³⁰ [A Glossary of Acronyms and Terms From The New Jersey Department Of Education](#) (NJDOE) 2009

³¹ Generally Accepted Accounting Principles (GAAP) For New Jersey School Districts, A Technical Systems Manual

English Learners:

- A) a secondary school student who is an English learner, as defined in section 8101 of the Elementary and Secondary Education Act of 1965; or
- B) an adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and
 - i. whose native language is a language other than English; or
 - ii. who lives in a family or community environment in which a language other than English is the dominant language.

Local Education Agency (LEA)

A public board of education or other public authority legally constituted within a State for either administrative control or direction of or, to perform a service function for, any public elementary or secondary school in the State. It can also refer to such combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary or secondary schools. Local school districts are often referred to as LEAs in grant or funding documents.³²

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 Grant Application.

Nontraditional fields

Occupations or fields of work, such as careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from the underrepresented gender comprise less than 25% of the individuals employed in each such occupation or field of work.

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 eligible recipient during the same or a future period.³³ An obligation is not necessarily a liability in accordance with Generally Accepted

³² A [Glossary of Acronyms And Terms From The New Jersey Department Of Education](#) (NJDOE) 2009

³³ EDGAR, Part 74, Subpart A, 74.2

Accounting Principles. When an obligation occurs (is made) depends on the type of property or services the obligation is for (see chart below).³⁴

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

Activity Timeline

If an Obligation is For --	The Obligation is Made --
a) Acquisition of real or personal property (including supplies and equipment)	On the date on which the eligible recipient 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 eligible recipient 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 eligible recipient makes a binding written commitment to obtain the work. Typically, via a purchase order.
e) Public utility services.	When the eligible recipient receives the services.
f) Travel.	When the travel is taken.
g) Rental of real or personal property.	When the eligible recipient 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.

³⁴ EDGAR, Part 75, Subpart F, 75.707

Out-of-School Youth

An individual who is (i) not attending any school (as defined under State Law); (ii) not younger than age 16 or older than age 24; and (iii) one or more of the following:

- I. A school dropout;
- II. A youth who is within the age of compulsory school attendance but has not attended school for at least the most recent complete school year calendar quarter;
- III. A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is— (aa) basic skills deficient; or (bb) an English language learner;
- IV. An individual who is subject to the juvenile or adult justice system;
- V. A homeless individual, a homeless child or youth, a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act (42 U.S.C. 677), or in an out- of-home placement;
- VI. An individual who is pregnant or parenting;
- VII. A youth who is an individual with a disability; and
- VIII. A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

Overload

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

Participant

Secondary

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

Postsecondary Collegiate

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

Postsecondary Vocational School/Adult

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

Placement: (Secondary Only)

The number of exited CTE concentrators and completers who are in postsecondary education or advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 121511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504 9a)), or are employed.

Program Evaluation

“The assessment of the CTE programs carried out with funds under this title, including an assessment of how the needs of special populations are being met and how the CTE programs are designed to meet State adjusted levels of performance and prepare...”³⁵

Program Improvement

If, after the review of CTE activities, the eligible agency determines that an eligible recipient failed to meet at least 90% of an agreed upon local adjusted level of performance for any of the core indicators of performance described in section 113(b)(4), the eligible recipient shall develop and implement a program improvement plan (with special consideration to performance gaps identified under section 113(b)(4)(C)(ii)(II)) in consultation with the eligible agency, appropriate agencies, individuals, and organization during the first program year succeeding the program year for which the eligible recipient failed to so meet any of the local adjusted levels of performance for any of the core indicators of performance.³⁶

Program of Study

As defined in section 3 of the Act, a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that-

- a) incorporates challenging state academic standards, including those adopted by a state under section 1111(b)1 of the Elementary and Secondary Education Act of 1965;
- b) addresses both academic and technical knowledge and skills, including employability skills;
- c) is aligned with the needs of industries in the economy of the state, region, Tribal community or local area;
- d) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- e) has multiple entry and exit points that incorporate credentialing; and
- f) culminates in the attainment of a recognized postsecondary credential.

³⁵ P.L. 115-124, Strengthening Career and Technical Education for the 21st Century Act, Section 124.

³⁶ P.L. 115-124, Strengthening Career and Technical Education for the 21st Century Act, Section 123.

Recognized postsecondary credential

A credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.³⁷

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 CTE courses as defined in section 3(5) of the Perkins legislation.

Retention/Placement (Postsecondary)

The percentage of postsecondary concentrators who, during the second quarter after program completion, are in one of the following categories: remain enrolled in postsecondary education, are in advanced training, military service or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 121511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504 9a), or retained in employment.

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.

Size, Scope, Quality

The eligible recipient will provide assurances to provide a CTE program that is of such size, scope and quality to bring about improvement in the quality of CTE programs. For the complete definitions, please refer to the [New Jersey State Perkins V Plan](#) Key Features section.

³⁷ Per Workforce Innovation and Opportunity Act TEGL 10-16

Special Populations

The term “special populations” means—

- A) individuals with disabilities;
- B) individuals from economically disadvantaged families, including low-income youth and adults
- C) individuals preparing for nontraditional fields;
- D) single parents, including single pregnant women;
- E) out-of-workforce individuals;
- F) English learners;
- G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act
- H) youth who are in, or have aged out of, the foster care system; and
- I) youth with a parent who-
 - i. is a member of the armed forces
 - ii. is on active duty.

Stipend

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

Structured Learning Experience (SLE)

Experiential, supervised, in-depth learning experiences aligned to the New Jersey Student Learning Standards that are designed to offer students the opportunity to more fully explore career interests within one or more of the Career Clusters. SLEs are designed as rigorous activities that are integrated into the curriculum and that provide students with opportunities to demonstrate and apply a high level of academic, and/or technical skills, and develop personal, academic and career goals.³⁸

³⁸ [New Jersey Administrative Code Title 6A: 19-1.2](#)

Supplant

The act of an eligible recipient using Federal funds to replace State and local funds for CTE and tech-prep activities. Supplanting is prohibited by the Perkins Act. Refer to section 6.3 for additional information.

Supplement

Something added to complete a thing, offset a deficiency or strengthen the whole.³⁹

Supplies

Items costing \$2,000 or less that are used in the instruction of students in CTE programs or in support of approved CTE 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

Services related to curriculum modification, equipment modification, classroom modification, supportive personnel and instructional aids and devices.

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.

UGG

Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards.

Work-based Learning (WBL)

Sustained interaction with industry or community professionals in real workplace settings, to the extent practicable, or stimulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.

WBL will be classified according to a tiered system, which includes four levels of engagement: Career Awareness, Career Exploration, Career Preparation and Career Training. All four levels of WBL will be reported by eligible recipients; however, only Exploration, Preparation and Training will qualify as indicators of program quality.

³⁹ Webster's II New College Dictionary, 1999. Houghton Mifflin Company, Boston, MA and New York, NY.

- **Career Awareness** - Initial experiences that build and increase awareness of the variety of career opportunities available in any given industry needed to pursue a career interest or goal. (Career Fairs or Guest Speakers)
- **Career Exploration** - Recurring experiences that encourage the development and understanding of the skills necessary for career planning and decision-making. (Job Shadowing, Volunteering, Community Service, Service Learning, & School-based Enterprise)
- **Career Preparation** - Sustained interactive experiences with professionals from business and industry that are designed to deepen student knowledge and develop essential skills related to a chosen career pathway. (Paid or Unpaid Internships and Cooperative Education Experiences/Hazardous and Non-hazardous)
- **Career Training** - Paid experiences that prepare individuals through specific training by teaching the skills, knowledge, and competencies needed for employees to perform a specific job or occupation within the workplace in which individuals may obtain a credential, certificate or degree upon completion of the training. (Pre-apprenticeships and Youth Apprenticeships registered with the USDOL-OA)

Appendix B: Board Resolution to Apply

Board Approval Before Submission of the Grant application

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

Board Approval After Submission of the Grant application

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

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

- Project number;
- Name of eligible recipient;
- Amount of allocation;
- Meeting date;
- Signature of board administrator; and
- Date of signature.

**Board Resolution to Apply
Strengthening Career and Technical Education for the 21st Century Act
(Perkins V) Grant
FY [enter grant year]**

Project Number:

For example: Perkins

The [enter Board name] Board* hereby certifies that permission has been granted to apply for the grant program entitled:

Carl D. Perkins CTE Improvement Act of 2006 for the purposes described in the application, in the amount of,

\$(enter dollar amount e.g., \$10,000.00)

Starting on July 1, XXXX and

Ending on June 30, XXXX.

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

[enter month and year (e.g., June 12, 2022)]

Secretary of the Board*

[enter month and year (e.g., June 12, 2022)]

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

Appendix C: Consortium Application

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

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

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

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

The board of each LEA or college must approve the agency's participation in the consortium. A minimum of two (2) board resolution forms is required for each consortium. The total number of forms required will be the same as the number of agencies participating in the consortium. Each consortium participant must forward a signed copy of the **Board Resolution to Apply as a Member of a Consortium** form (see sample form) to the lead agency. The lead agency must also have on file a signed and dated **Board Resolution to Apply** form on behalf of the consortium indicating the requested total allocation amount for the entire consortium.

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

The lead agency must address the needs of every consortium member in the performance measures section of the application. The lead agency must account for all funds received and disbursed by the project, maintain all records and submit all required reports. To submit the grant application and complete all required reports, the lead agency must gather the required information from all consortium participants. The consortium participants are responsible for submitting the information to the lead agency.

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

A consortium applicant submitting an amendment application must maintain a file documenting that all participating consortium members agree to the amendment application and update the Consortium Project Plan as needed.

Required Documents for Consortium:

- Board Resolution to apply as a consortium (from all participants);
- Perkins Consortium Application and Project Plan; and
- Electronic application in EWEG.

Instructions

Board Resolution to Apply as a Member of Consortium

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

Board Approval Before Submission of the Grant application

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

Board Approval After Submission of the Grant application

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

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

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

Consortia

Each consortium participant must forward a copy of **the Board Resolution to Apply as a Member of a Consortium** to the consortium applicant (lead agency). If the consortium participant's grant application

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

Board Resolution to Apply as a Member of a Consortium for the Strengthening Career and Technical Education for the 21st Century Act

District Code :

Perkins Project Number:

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

The [enter Board name] 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:

Strengthening Career and Technical Education for the 21st Century Act for the purposes described in the consortium application.

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

July 1,[enter year] , and ending on June 30,[enter year].

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

[enter month and year (e.g., June 12, 2022)]

Secretary of the Board*

[[enter month and year (e.g., June 12, 2022)]

* 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.

**New Jersey Department of Education
Office of Career Readiness**

Perkins Consortium Application and Project Plan

This completed form, board approvals from all LEA's, and the agreement must be sent to:

New Jersey Department of Education
PerkinsNJ@doe.nj.gov
Attention: Perkins Consortium Designation

FY:

Participant Lead Education Agency (LEA):

County:

LEA Code:

Consortium Agreement

_____ has been designated as the applicant agency for the FY _____ Perkins entitlement applications, as noted above. As the applicant agency, I have agreed to the implementation of activities, utilization of funds, sharing of costs and final disposition of equipment purchased with the funds as set forth in the application.

Perkins Applicant

Chief School Administrator Name:

Chief School Administrator Signature:

Any LEA receiving an allocation that is not sufficient to meeting the requirements of Perkins V is encouraged to form a consortium or enter into a cooperative agreement with an allocation to the area CTE school or educational service agency, and operate programs that are of sufficient size, scope and quality to be effective. Funds allocation to consortium must be used to meet the requirements of the Perkins V Use of Funds. The funds must be used only **for purposes and programs that are mutually beneficial to all members** of the consortium. They cannot be reallocated to individual members of the consortium. LEA's must include a general project plan of how the funds will be utilized among the participants.

Each consortium must complete a joint Comprehensive Local Needs Assessment (CLNA) for the shared funding source and must address at least one required Element (Element 3: Student Performance, Element 5: Staff Recruitment, Retention and Development, or Element 6: Access and Equity) through the budget.

Participant 1

Participant 1 LEA:

County:

LEA Code:

Funds to contribute: select all that apply:

Perkins Secondary Federal

Perkins Postsecondary Federal

Perkins Secondary Reserve

Perkins Postsecondary State

Participant 2

Participant 2 LEA:

County:

LEA Code:

Funds to contribute: select all that apply:

Perkins Secondary Federal

Perkins Postsecondary Federal

Perkins Secondary Reserve

Perkins Postsecondary State

Participant 3

Participant 3 LEA:

County:

LEA Code:

Funds to contribute: select all that apply:

Perkins Secondary Federal

Perkins Postsecondary Federal

Perkins Secondary Reserve

Perkins Postsecondary State

Participant 4

Participant 4 LEA:

County:

LEA Code:

Funds to contribute: select all that apply:

Perkins Secondary Federal

Perkins Postsecondary Federal

Perkins Secondary Reserve

Perkins Postsecondary State

Consortium Project Description

Project Focus Area – Select all that apply

Develop courses and programs that encourage collaboration between two or more school districts;

Develop new career and technical programs that focus on the industry sectors that fuel the rural regional economy;

Facilitate the development of highly-trained and knowledgeable students who are equipped with technical and workplace skills needed by regional employers;

Improve the access to career and technical education programs for students who attend sparsely populated rural school districts by developing public and private partnerships with business and industry leaders and by increasing coordination of high school and postsecondary program options;

Increase family and student awareness of the availability and benefit of career and technical education courses and training opportunities; and

Provide capital start-up costs for items including but not limited to laboratory and industry equipment.

Other (please describe in the line below):

If other, please describe:

1. CTE Programs benefiting from agreement (list all CIP codes and program names):

2. Brief description of shared projects

3. List the intended outcomes for students and/or teachers:

4. How are the funds directly aligned to those intended outcomes?

5. CLNA Elements addressed through participation in the consortium (Elements 1 –6). At least one required Element (3, 5 or 6) must be addressed through the budget:

6.Has the local school board approval been received?

Yes

No

Appendix D: Common CTE Costs and Associated Budget Considerations

Function Object Code:	Expenditure Category	Budget Considerations (Supporting Documentation which may be requested for monitoring purposes):
100-100	Salaries Instructional	<ol style="list-style-type: none"> 1. Time (Part-time/Full-time/Stipend) 2. Title of Person(s) and number of staff members 3. Purpose 4. Duties and responsibilities (State whether or not it falls within regular contract hours) 5. Total Salary 6. Percentage of time that is grant funded
100-300	<ul style="list-style-type: none"> • Educational Consultants (work directly with students) • Professional Speakers for students • Service provided by skilled professional 	<ol style="list-style-type: none"> 1. Organization/Consultant name 2. Purpose of activity 3. Number of consultants 4. Number of days/times they are providing services 5. Dates of service (e.g., month and year) 6. Per day rate 7. Specific service provided 8. Identify student population who will receive service
100-300	<ul style="list-style-type: none"> • End-of-Program Third Party Exams (online, scored by external provider) • Software Licenses: Initial purchase 	<ol style="list-style-type: none"> 1. Name of Exam/license 2. Purpose 3. Number of Exams 4. Licenses: Start and end date
100-500	<ul style="list-style-type: none"> • Service Cost: Internet access charge • Service Cost: Lease/rental of instructional equipment • Service Cost: Maintenance of instructional items 	<ol style="list-style-type: none"> 1. Name of Service 2. Specific service provided 3. Purpose of the service
100-600	Instructional Supplies	<ol style="list-style-type: none"> 1. Name of Supply 2. Specifications 3. Purpose 4. Number to be purchased 5. Unit cost

Function Object Code:	Expenditure Category	Budget Considerations (Supporting Documentation which may be requested for monitoring purposes):
100-800	Field Trip Admission (excluding bus rental)	<ol style="list-style-type: none"> 1. Purpose of travel (including name of event/site) 2. Travel destination (City, State) 3. Dates of field trip (e.g., month and year) 4. Per student admission cost 5. Number of students attending 6. Students attending (program/course name)
200-100	Salary Non-Instructional	<ol style="list-style-type: none"> 1. Time (Part-time/Full-time/Stipend) 2. Title of Person(s) and number of staff members 3. Purpose 4. Duties and responsibilities (State whether or not it falls within regular contract hours) 5. Total Salary 6. Percentage of time that is grant funded
200-300	<ul style="list-style-type: none"> • Consultant (Educational, Professional, Technical – no direct student contact) • Technical Services (specialized skill or knowledge – no direct student contact) 	<ol style="list-style-type: none"> 1. Organization/Consultant name 2. Purpose 3. Number of consultants 4. Number of days/times services are being provided 5. Dates of service 6. Specific service provided
200-300	Institutional Affiliation Fee: District wide or School wide (Individual memberships are not allowed)	<ol style="list-style-type: none"> 1. Name of Organization 2. Purpose of affiliation 3. Cost per affiliation fee
200-400	<ul style="list-style-type: none"> • Lease/Rental - Non-Instructional equipment (during the project period only) • Maintenance Contracts, Repairs, (during the project period only) • Warranty/service contract on equipment, personal computers and/or other portable devices (during the project period only) 	<ol style="list-style-type: none"> 1. Item Name 2. Purpose 3. Dates of agreement/rental/service/warranty

Function Object Code:	Expenditure Category	Budget Considerations (Supporting Documentation which may be requested for monitoring purposes):
--	Staff Registration fees (conferences, workshops)	<ol style="list-style-type: none"> 1. Purpose of travel (including conference/workshop/ event name) 2. Identification and job title of staff 3. Date (month and year at minimum) 4. Travel destination (City, State) 5. Registration fees
200-500	Student transportation (bus/van rental)	<ol style="list-style-type: none"> 1. Purpose of travel (including conference/workshop/ event name) 2. Identification and job title of staff 3. Date (month and year at minimum) 4. Travel destination (City, State) 5. Registration fees
200-500	Site License (renewal only)	<ol style="list-style-type: none"> 1. Site License name 2. Purpose 3. Length of license agreement (including dates not to exceed the contract period/June 30th)
200-500	Postage, printing, telephone costs	<ol style="list-style-type: none"> 1. Identify service (postage printing, telephone) 2. Purpose or reason for expense related to CTE 3. Cost of expense
200-500	Staff Tuition	<ol style="list-style-type: none"> 1. Staff title 2. Purpose/relevance of course related to CTE 3. Name of course/program 4. Length of course (dates, days, total hours) 5. Cost of tuition

Function Object Code:	Expenditure Category	Budget Considerations (Supporting Documentation which may be requested for monitoring purposes):
200-580	Staff Travel (transportation, meals, lodging - Disallowed: International travel)	<ol style="list-style-type: none"> 1. Purpose of travel (including conference/workshop/ event name) 2. Identification and job title of staff traveling 3. Number of staff traveling 4. Dates of travel (Month, Year) 5. Travel destination (City, State) 6. Registration fees 7. Transportation type (include State reimbursement rate) 8. Lodging per night rate (Federal Domestic Per Diem Rates) including number of nights 9. Meals per day rate (Federal Domestic Per Diem Rates) including number of days
200-580	Staff Travel Mileage Only (.35 cents/mile)	<ol style="list-style-type: none"> 1. Purpose of travel (including conference/workshop/ event name) 2. Identification and job title of staff traveling 3. Number of staff traveling 4. Dates of travel (Month, Year) 5. Travel destination (City, State) 6. Total mileage x .35 cents per mile
200-600	Non-Instructional Supplies	<ol style="list-style-type: none"> 1. Name of Supply 2. Specifications 3. Purpose 4. Number to be purchased 5. Unit cost
200-800	Substitute Salaries for consortium member agency (other than LEA)	<ol style="list-style-type: none"> 1. Purpose/Reason for substitute (event, workshop, conference coverage) 2. Per-day rate of substitute
200-800	Other non-instructional items	Any related information including purpose, dates, times, purpose, reason, location, etc.
400-720	Renovations integral to the use of Instructional equipment approved for purchase	<ol style="list-style-type: none"> 1. Type of renovation 2. Relationship of renovation to approved equipment 3. Reason for renovation

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

Appendix E: Expenditure Examples

Note:

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

Salaries

Budget Item	Function Object Code	Topic	Entry Minimum Requirements	Example
Instructional	100-100	Part-Time (Hourly) salary for Tutoring/Instructional Support	<ol style="list-style-type: none"> 1. Title of teacher 2. Duties and responsibilities 3. Purpose 4. Time 5. Rate 6. Total (system will calculate) 	<ul style="list-style-type: none"> • Two certified instructors to provide “after school” instructional support to assist and prepare CTE students for the State Licensure Exam. • Responsibilities include integrating soft-skill instruction into competency-based content area and activities, providing extra help to students in Basic General Math and Geometry. • Calculation is based on the district contractual rate for instructional work above and beyond normal contracted time. <p>Calculation: 10 hours per week × 8 weeks @ \$42 hourly rate = \$3,360.</p>

Supplies

Budget Item	Function Object Code	Topic	Entry Minimum Requirements	Example
Instructional	100-600	Computers	<ol style="list-style-type: none"> 1. Item Name 2. Specifications 3. Purpose 4. Unit cost 5. Number 6. Total (system will calculate) 	<ul style="list-style-type: none"> • Desktop Computers to provide CTE teachers and students with exposure to the latest technology in approved CTE programs to increase learning in the classroom. • Minimum specifications include: Microsoft Windows 8 Operating System, Intel TM2 Duo E8400 w/ VT (3.0GHz, 1333 MHz FSB) Processor, 23-inch Widescreen Flat Panel Monitor with one-year warranty, 250 Gb Hard Drive, 52 x CD-ROM, DVD, 250 Mb Zip Drive, and 4GB DDR3 Non-ECC SDRAM, 1333 MHz Memory. <p>Calculation: 15 computers × \$500/computer= \$7,500</p>
Instructional	100-600	Unitemized Supplies	<ol style="list-style-type: none"> 1. Types of unitemized supplies, use “such as” 2. Statement that no item will exceed a unit cost of \$750. 3. Check “Unitemized” box. 	<ul style="list-style-type: none"> • Unitemized supplies and materials to provide students with the latest technology and simulated work experiences in approved CTE programs. • Unitemized supplies such as career related CD-ROMS/DVDs, flash drives, black and white toner cartridges, color toner cartridges, pens, pencils, graphic calculators, diskettes, portfolios, and file folders. • No single item unit cost exceeds \$750. <p>No calculation required; enter as 1 unit.</p>

Other

Budget Item	Function Object Code	Topic	Entry Minimum Requirements	Example
Other	200-300	Consultant	<ol style="list-style-type: none"> 1. Type of consultant 2. Purpose 3. Number of consultants 4. Number of days/times services are being provided 5. Dates of service 6. Specific service provided 	<ul style="list-style-type: none"> • Professional Consultant Services Fee to provide professional development to teachers on integrating literacy into the CTE classroom. • Services will include classroom coaching and model lessons as well as group discussion/presentations. • One consultant will be on site in the district for 3 days in October, 3 days in March, 3 days in April and 3 days in June for a total of 12 days. <p>Calculation: 12 days @ \$1,315 per day = \$15,780.</p>
Other	200-580	Staff Travel	<ol style="list-style-type: none"> 1. Purpose of travel (including conference/event name) 2. Number of staff traveling and job title 3. Dates of travel (Month, Year) 4. Travel destination (City, State) 5. Transportation (fare, mileage-use \$.35/mile, bus, etc.) Lodging per night rate (Federal Domestic Per Diem Rates) including number of nights 	<p>Travel accommodations for one Assistant Professor of Nursing to attend the Psychiatric Nursing Update 2016 Conference in Nashville, TN (April 2016) to receive professional development in curriculum content such as:</p> <ul style="list-style-type: none"> • assessment tools to ensure patient and staff safety; • ways to utilize patient recovery; and • strategies to improve program performance levels in the Nursing CTE program. <p>Calculation:</p> <p>roundtrip airfare, Philadelphia, PA to Nashville, TN \$460</p> <p>hotel, single occupancy \$150 × 3 nights= \$450</p> <p>meals, \$30 per day× 3 days x 1 person= \$90</p> <p>Total Staff Travel Accommodations= \$1,000</p> <p>*Registration fees should not be included under 200-580, they should be entered under 200-500</p>

Budget Item	Function Object Code	Topic	Entry Minimum Requirements	Example
Other	400-720	Renovations integral to the use of Instructional equipment approved for purchase	<ol style="list-style-type: none"> 1. Type of renovation 2. Relationship of renovation to approved equipment 3. Reason for renovation 4. Who will be completing the renovations 	<ul style="list-style-type: none"> • Renovations to existing culinary classroom in order to install new energy efficient Perkins-funded walk-in refrigerator. • Renovations include moving a wall to allow six (6) more inches of space and reconfiguring the electrical outlet to ensure electrical is properly installed in accordance with building code. • Cost = \$2,000 and will be completed by an outside contractor.

Equipment

Budget Item	Function Object Code	Topic	Entry Minimum Requirements	Example
Equipment Instructional	400-731	Equipment	<ol style="list-style-type: none"> 1. Name of item 2. Description 3. Specifications 4. Purpose 5. Quantity 	<ul style="list-style-type: none"> • Valve Regulated Lead Acid (VRLA) Battery Tester for students in the Automotive Engineering Technology/Technician CTE program to enhance student's technical skills, and apply safe practices applicable to new battery energy storage technologies. • Includes 43 second automatic test cycle, automatic post-test shut off, six-foot cable set, 5% display resolution, and ability to test Sealed Lead Acid (SLA) with one year warranty. <p>Calculation: $3 \times \\$2,150 = \\$6,450$</p>

Appendix F: Non-Allowable Costs

Applicants may not expend funds for the following:

- Costs associated with advertising in magazines, newspapers, radio and television, internet, direct mail, exhibits and similar items;
- Cost of food for student field trips, CTSO events, advisory council meetings, in-service meetings, or professional development activities that do not involve overnight conference travel;
- Cost of general internet access;
- Equipment warranties and service contracts beyond the current grant year. This includes any warranties on computers or other electronic items that are considered supplies;
- Equipment items other than those specifically approved in a funding application or amendment (unapproved equipment);
- Equipment items that are located in general purpose areas that is readily available to all students or the general public (i.e. auditorium or library) or in space the eligible recipient routinely rents to other entities.
- 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 the project period;
- General office and classroom consumable materials and supplies (not including specialty supplies needed to operate an approved CTE program);
- General purpose classroom furniture such as desks, chairs, filing cabinets, bookcases, etc.;
- Grant writing;
- International staff travel;
- Instructional and other staff salaries after the second year of operation of a new program that has been approved through the [CTE Program Approval Process](#);
- Non-instructional activities such as athletic, social, or recreational events or printing and disseminating non-instructional newsletters;
- No reimbursement for staff or student in-state overnight travel (meals and/or lodging) except as permitted under the OMB 16-11 or pre-approved by NJDOE;
- Student out-of-state, overnight travel;
- No reimbursement for meals on in-state travel;
- Mileage reimbursement is capped at \$.35/mile;

- Promotional items and memorabilia that include but are not limited to, pens, pencils, posters, T-shirts that are imprinted with a school logo or the name of a school program;
- Items for personal use and ownership including but not limited to supplies such as textbooks, small electronics and/or computer, clothing, and awards;
- Individual student certification/licensing fees (does not include associated testing)
- Payment of individual membership dues;
- General purpose equipment (including software and other information technology infrastructure) and associated costs;
- Costs for or associated with remedial courses. See the definitions section for a definition of remedial courses;
- Salary expenditure for an Apprenticeship Coordinator;
- Student salaries;
- Student tuition payments;
- Staff tuition payments (exception: courses necessary to complete the Cooperative Education Coordinator certification);
- Administrative costs in excess of 5% of the total expended amount of the award;
- Costs exceeding the approved administrative cost in the approved grant application
- Support staff salaries after the second year of Perkins grant funding (except for secretaries and other similar support staff paid to perform administrative duties);
- Support of unapproved CTE programs or support of CTE programs for which no data were received on the most recent VEDS or NJ SMART data report; and
- Cost associated with revising curriculum included as part of the board designated renewal curriculum cycle for all programs within the district (i.e., the board approved curriculum revision cycle is 5 years).

Appendix G: Sample Articulation Agreement

Sample Only

Articulation Agreement Between

(Enter the name of a community college)

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

and

(Enter the name of secondary institution)

For the

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

Introduction:

The purpose of this articulation agreement is to provide an articulation process whereby a secondary school student accepted into the above-mentioned program of study, cooperatively administered by a community college and/or a partnering four-year college or university, may receive college credit for a course, or a sequence of courses for a program of study successfully completed during secondary school. The goals of the articulation process are to:

- a) provide students with a wide variety of academic and career-technical coursework that prepares them for an industry-recognized credential, an associate or baccalaureate degree, an apprenticeship, or a certificate program of study;
- b) recognize and reward students for college-level competencies achieved during high school; and
- c) assist students in making a smooth transition from high school to post-secondary education.

College credits earned through this articulation agreement will offer students more flexibility in course selection and reduce their college credit load during their enrollment at the above listed partnering postsecondary institutions of higher education.

Articulation Requirements

Program courses must meet requirements as established and approved by the partnering postsecondary institutions, and must follow guidelines established by New Jersey Statute (N.J.S.A) and New Jersey Department of Education Administrative Code of the (N.J.A.C.), including the following:

N.J.S.A. 18A:61C-1. College-level instruction for high school students

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

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

N.J.S.A. 18A:61C-4. College credit

The Commissioner of the Department of Education, in consultation with the Commission on Higher Education and the Presidents' Council, shall establish a program to provide courses for college credit on public high school campuses to high school pupils, through institutions of higher education in this State.

N.J.S.A. 18A:61C-5. Enrollment

Any institution of higher education and any local school district may enroll in the program.

N.J.S.A. 18A:61C-6. Contents of program

The program shall consist of at least the following:

- a) Procedures for institutions of higher education and local districts who wish to enroll in the program;
- b) Procedures for pupils who wish to enroll in the program, including procedures to ensure that no student who is academically eligible shall be excluded from participation in college courses offered on high school campuses because of inability to pay; and
- c) Requirements prescribing minimum qualifications a teacher shall possess as a condition for enrollment in the program.

N.J.S.A. 18A:61C-7. Course limitations

The Commissioner, in consultation with the Commission on Higher Education and the Presidents' Council, may limit courses taught under the program to courses which are equivalent to those offered by the institution of higher education to its regularly admitted students.

N.J.S.A. 18A:61C-8. Course credit acceptance

A public institution of higher education shall accept the course credit of a student who successfully participates in the program.

N.J.S.A. 6A:19-3.1 Program requirements

A district board of education intending to offer a CTE program or program of study shall meet the following requirements:

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

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

Articulation Components

I. Application Procedures and Requirements

- A. To participate in the program of study, interested students must apply and fulfill all necessary application requirements, which may include the submission of letters of reference and/or a portfolio demonstrating interest in and commitment to completing the program of study, interviews with students and parents, or other application requirements deemed necessary by the secondary school district and partnering two-year and four-year postsecondary institutions.
- B. To be accepted into the program, students must apply at the beginning of their ___ year of secondary school, have a minimum Grade Point Average (GPA) of ___, and/or complete course pre-requisite courses such as _____.
- C. Students will submit program entrance requirements to designated program personnel (e.g., letters of reference and/or portfolios, documentation of interests in career pathways represented by the programs of study) according to the time frame specified in the application.
- D. Responsible administrative parties will notify students of their application decisions.
- E. In cases where students pay a fee for completing college coursework, to cover an examination fee if applicable, or for processing, recording, and reporting college credits, the student will be notified of the nature of the charges.

II. College Credit Awards

- A. Secondary schools and partnering colleges and universities will establish a process for recording and reporting college credits earned by students at the secondary level.
- B. In order for course credit to be awarded by the partnering postsecondary institutions, students must earn a grade of _____ or higher in each course and/or have a minimum GPA of _____ in their programs of study, and if applicable, pass the respective placement exams required by the postsecondary institution (e.g., Accuplacer, SAT).
- C. The total number of credits transferable under this agreement will not exceed _____.
- D. Credits awarded for coursework completed in this program of study are transferable for up to ____ years after the student graduates from high school.
- E. In order to receive college credit for courses completed during high school, the student must enroll in the partnering community college and/or 4-year college or university within _____ year(s) of the date of high school graduation.
- F. College credit for courses completed prior to the student’s application to the program of study may be granted at the discretion of the partnering community college, four-year college or university for up to a maximum of ____ credits.

III. Course Approval

- A. The partnering community college and/or four-year college or university agree to integrate all appropriate State and business and industry standards into the curricula, and provide non-duplicative sequencing of coursework from secondary to postsecondary education.
- B. Postsecondary partners will review course content and required competencies, course goals and objectives, and sign and date articulation agreements on a yearly basis.
- C. The CTE program of study will relate to an established college program of study:

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

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

IV. Program Administration and Review

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

- B. To ensure accountability and sustainability of the program of study, the governing committee will produce an annual report summarizing program outcomes. The report will include appropriate assessment data (e.g., information on academic performance, completion rates, retention rates, and student satisfaction).
- C. The articulation agreement may be terminated or renewed by either partner with written notice submitted prior to the commencement of each academic year.
- D. Each institution agrees to inform the other institution of significant changes in course content or other circumstances that could affect the awarding of credits under the terms of the articulation agreement.
- E. Articulation agreements for dual, concurrent or articulated credit must be signed and dated on a yearly basis by lead school administrators.

**Articulation Agreement
for the
Enter Name of Program of Study**

V. Signed Approval by Partners

In Witness Whereof, the parties hereto, duly authorized, must be signed by their authorized lead administrators.

Participating Secondary School District:

Print Name:

Date:

Executed by:

Sign Name:

Date:

Two-Year Postsecondary Institution:

Print Name

Date:

Executed by:

Sign Name

Date:

Four-Year Postsecondary Institution:

Print Name:

Date:

Executed by:

Sign Name:

Date:

Appendix H: Workforce Development Board Directors by County

Atlantic County

Francis Kuhn, Acting Workforce Development Board Executive Director
Atlantic/Cape May Workforce Development Board
2 South Main Street, 2nd floor
Pleasantville, NJ 08232-2728
Phone: 609-485-0153, ext. 4809
Fax: 609-485-0067
[Atlantic County website](#)

Bergen County

Tammy Molinelli, Executive Director
Bergen County Workforce Development Board
60 State Street, Room 200
Hackensack, NJ 07601
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Fax: 201-996-6975
[Bergen County website](#)

Burlington County

Kelly A. West, Executive Director
Burlington County Workforce Development Board
795 Woodlane Road
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[Burlington County website](#)

Camden County

Jeffrey S. Swartz, Executive Director
Camden County Workforce Development Board
1111 Markkress Road, Suite 101
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[Camden County website](#)

Cumberland/Salem/Cape May Counties

Allison Spinelli, Executive Director
Cumberland/Salem/Cape May Workforce Development Board
3322 College Drive, PO Box 1500
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Fax: 856-238-6810

[Workforce Development Board - Cumberland County, New Jersey \(NJ\)](#)

Essex County

Samuel Okparaekwe, Executive Director
Essex County Workforce Development Board
Hall of Records
465 Martin Luther King Jr., Blvd. East Orange, NJ 07102
Phone: 973-621-2011
Fax: 973-395-8667

[The County of Essex, New Jersey | Economic Dev., Training & Employment \(essexcountynj.org\)](#)

Gloucester County

Michelle Shirey, Director
Gloucester County Workforce Development Board
115 Budd Boulevard
West Deptford, NJ 08096
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Fax: 856-384-6938

[Gloucester County website](#)

Greater Raritan

Paul Grzella, Director,
Greater Raritan Workforce Development Board
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Somerville, NJ 08876
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Mobile: (908) 507-8020

[Greater Raritan Workforce website](#)

Hudson County/Jersey City

Benjamin Lopez, Sr. Executive Director
Hudson County – Jersey City Workforce Development Board
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Jersey City, New Jersey 07302
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Fax: 201-3954621

[Hudson County website](#)

Mercer County

Virgen Velez, Director
Mercer County Workforce Development Board
640 South Broad Street
Trenton, NJ 08625-0954
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[Mercer County website](#)

Middlesex County

Kevin Kurdziel, Director
Middlesex County Workforce Development Board
550 Jersey Avenue
New Brunswick, NJ 08901
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Fax: 732-745-4050
[Middlesex County website](#)

Monmouth County

Lawrence Sternbach, Executive Director
Monmouth County Workforce Development Board
17 Christopher Way
Eatontown, NJ 07728
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Fax: 732-544-5458
[Monmouth County website](#)

Morris, Sussex, and Warren Counties

Dr. Jane Armstrong, Executive Director
Morris/Sussex/Warren Workforce Development Board
PO Box 900,
Morristown, NJ 07963-0900
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City of Newark

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Fax: 908-659-7406

[Union County website](#)

Appendix I: New Jersey Key Industry Clusters

1. Bio/pharmaceuticals and life sciences;
2. Transportation, Distribution and Logistics;
3. Finance;
4. Retail Trade;
5. Manufacturing;
6. Health care;
7. Technology;
8. Construction and Energy; and
9. Leisure and Hospitality.