



**NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**  
*H. Martin Lancaster, President*

March 16, 2006

**MEMORANDUM**

TO: Presidents

FROM: H. Martin Lancaster

SUBJECT: Perkins Vocational/Technical Education Funding

As you are aware, the Administration's budget proposal zeroed out all funding for Perkins, and Congress has begun moving on Perkins reauthorization legislation. It is important to keep your Congressional representatives informed of the importance of Perkins funding to your college.

To help you with this, I have attached two documents: a statewide overview of how the Perkins funds benefit the Community College System and a template for you to use as a guide when corresponding with your representatives on the use of funds at your college.

If you have questions or need further information about the status of Perkins, contact Elizabeth Brown at 919-807-7128 or by email at [browne@nccommunitycolleges.edu](mailto:browne@nccommunitycolleges.edu).

HML:bh  
Attachments

CC06-053  
E-Mail

## Carl D. Perkins Vocational and Technical Education Act of 1998

The Carl D. Perkins Vocational and Technical Education Act of 1998 provides critical funding to the community colleges. Community colleges provide the most economical and best focused skill development opportunities to students of all ages. These dollars are extremely important for economic recovery as community colleges provide adults with the technical skills and knowledge necessary to succeed in the workplace.

- Career Technical Education is an essential component of the total educational system and is critical to the country's ability to compete in a global economy. Perkins provides funding to enhance these efforts.
- Career Technical Education draws its curricula, standards, and organizing principles from the workplace. Colleges work closely with business and industry to develop the context, objectives, and performance standards for curriculum programs.
- Community colleges are an important bridge to further education and careers for youth and adults.
- Community colleges play a major role in the training and re-training of displaced workers.

### **The Importance of Carl Perkins Funding to North Carolina Community College System**

- North Carolina receives approximately 37.5 million dollars to implement Titles I and II of the Perkins Act. The Community College System receives 1/3 or about \$12.5 million of the total State allotment.
- Of the \$12.5 million our Community College System receives:
  - \$1 million supports State Leadership Activities
  - Almost \$10 million is distributed to our colleges by formula
  - \$1 million supports Tech Prep activities
- State Leadership dollars are used to fund state-level projects such as:
  - The support of on-line course development centers which have developed over 150 courses for our Virtual Learning Community. These courses are available for any of our 58 institutions to use and adapt to their needs, thus saving our poorer colleges the expense of developing them on their own.
  - Providing resources for professional development at both the state and college level. Fifty percent of the available dollars support professional development activities which assist college faculty and staff stay current in their field.
  - Developing a statewide infrastructure for the online delivery of professional development for vocational and technical education faculty.
  - Training and material development to assist in meeting the needs of our students with disabilities and other barriers to education (limited English, single parents, etc.).
- Colleges use their allotted funds for enhancing curriculum programs, services, and activities.
  - 23% of these funds is used to support guidance and counseling services for vocational and technical education students, particularly students with special needs. Almost 80% of the vocational and technical students are identified as disabled, disadvantaged, ESL, or having other barriers to success.
  - 22% is used to purchase, upgrade, or adapt specialized equipment for vocational and technical programs. There are over 122,000 vocational and technical education students seeking a degree, diploma, or certificate. This is slightly over 2/3 of the total curriculum enrollment.

- 16% assists in initiating, improving, expanding, and modernizing quality vocational and technical education curriculum programs.
- 12% provides supportive personnel such as tutors, signers, and interpreters which enables students to achieve success in their education endeavor.
- Tech Prep funding provides resources to the colleges for:
  - Articulation with high school programs and four-year institutions.
  - Designing curriculum with employer input to meet current technology requirements of the employing market.
  - Integrating academic and vocational/technical instruction and utilizing worksite learning where appropriate.
  - Building student competence in mathematics, science, reading, writing, and communications through a coherent sequence of courses.

The \$12.5 million the North Carolina Community College System receives from the Perkins Act is not a large sum in the overall budget. However, without these dollars, our community colleges would not be able to provide the programs and services which enhance our diverse learner's ability to succeed in postsecondary education.

Elimination of any of the dollars designated for vocational and technical education will certainly have an impact on the quality of programs and services North Carolina provides its students in preparing them for successful careers.

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### The Importance of Carl Perkins Funding to \_\_\_\_\_ Community College

- \_\_\_\_\_ Community College receives \$ \_\_\_\_\_ from Title I, Basic Grant formula funding.
- Of the \$ \_\_\_\_\_ we receive to enhance curriculum programs, services, and activities: {give dollar amount or percentage of total expenditures for line items. Include enrollment numbers where appropriate. **Examples** follow.}
  - 23% of these funds supports guidance and counseling services for vocational and technical education students, particularly students with special needs. Number of the vocational and technical students are identified as disabled, disadvantaged, ESL, or having other barriers to success.
  - 22% is used to purchase, upgrade, or adapt specialized equipment for vocational and technical programs. There are over (Number) vocational and technical education students seeking a degree, diploma, or certificate. This is approximately \_\_\_\_\_% of the total curriculum enrollment.
  - 16% assists in initiating, improving, expanding, and modernizing quality vocational and technical education curriculum programs.
  - 12% provides supportive personnel such as tutors, signers, and interpreters which enables students to achieve success in their education endeavor.
  - Other areas: instructional supplies, developmental instructor's salaries, career development, childcare, nontraditional activities, and professional development.
- Include other Perkins grant monies your college receives. For example:
  - Money from a professional development grant to assist college faculty and staff stay current in their field, VLC development/editing centers funded with Perkins, and NC-NET centers.
  - Title II, Tech Prep funding. Provide several bullets describing what the money was used for, specifically addressing articulation agreements with LEAs and 4-year colleges/universities, Huskins, and dual enrollment opportunities. Include the number of students benefiting from these funds.

{ Add closing statements describing what the loss of this money would mean to the students and to the college – something similar to the following. }

Elimination of any of the dollars designated for vocational and technical education would certainly impact the availability of programs and services we provide to our students and to the business community. These dollars are essential as we train and retrain displaced workers as well as train youth for future careers in our community and the state.