



# MEMORANDUM

**RESPONSE DEADLINE: SEPTEMBER 19, 2001**

**DATE:** September 4, 2001

**TO:** Selected College Tech Prep Coordinators

**FROM:** Elizabeth Brown, Director  
Federal Vocational Education

**SUBJECT:** College Tech Prep Enhancement Grant Budgets for July 2001-June 2002

At its June meeting, the State Board of Community Colleges approved second year funding for your College Tech Prep Enhancement grant. In order to access these funds, please complete the attached fiscal year 2002 budget form. As you develop the budget, remember that:

- A minimum of 10% of the budget must be used to support the program evaluation.
- Expenditures must be used only to support approved project objectives and outcomes.
- Only expenses that support the articulated College Tech Prep curriculum or the development of additional articulated curricula will be eligible for funding.
- Food items and facility rental cannot be purchased from grant funds.
- No administrative personnel costs can be paid from the grant budget.

**Budgets are due in the College Tech Prep office on September 19, 2001.** Budgets will be reviewed as quickly as possible and you will receive written notification of budget approval.

If you have any questions, please call or e-mail me or Mary Gardner in the System Office. I can be reached at 919/733-7051, extension 445, [browne@ncccs.cc.nc.us](mailto:browne@ncccs.cc.nc.us), and Mary can be reached at extension 459, [gardnerm.@ncccs.cc.nc.us](mailto:gardnerm.@ncccs.cc.nc.us).

EB/mjg

Attachment

S01-029  
E-Mail

cc: Selected Community College Presidents  
Delores A. Parker, Vice President

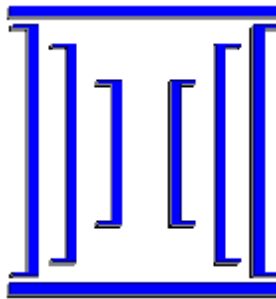
# College Tech Prep Enhancement Grant Budget

College/Consortium Name: \_\_\_\_\_ Date: \_\_\_\_\_

Description	Budget Amount FY 2001-2002
<b><u>Administrative &amp; Supporting Services</u></b>	
Salaries - Support Services	\$
Fringe Benefits	\$
Transportation	
In-State	\$
Out-of-State	\$
Subsistence	
In-State	\$
Out-of-State	\$
Equipment	
Purchase/Lease	\$
Supplies & Materials	\$
CTP Program Evaluation	\$
Other Expenses (specify)	
_____	\$
_____	\$
<b><u>Marketing &amp; Material Development</u></b>	
Contractual Services	\$
Consultants	
Transportation	\$
Subsistence	\$
<b><u>Faculty/Staff In-service Training</u></b>	
Contractual Services	\$
Participants	
Transportation	\$
Subsistence	\$
Workshop Expenses	\$
Equipment	
Purchase/Lease	\$
Supplies & Materials	\$
Printing/Binding Brochures	\$
Postage	\$
Other Expenses (specify)	
_____	\$
_____	\$
<b>TOTAL</b>	<b>\$</b>

**LOCAL PLAN  
FOR  
FEDERAL VOCATIONAL AND TECHNICAL  
EDUCATION FUNDING**

**FISCAL YEAR 2002**



**INSTITUTION:** \_\_\_\_\_

**PREPARED BY:** \_\_\_\_\_

**TITLE:** \_\_\_\_\_

**PHONE:** \_\_\_\_\_ **Ext.** \_\_\_\_\_

**FAX:** \_\_\_\_\_

**NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**

**200 W. JONES STREET  
RALEIGH, NC 27603-1379**

**5022 MAIL SERVICE CENTER  
RALEIGH, NC 27699-5022**

"It is the intent of the General Assembly that vocational education be an integral part of the educational process." The State Board of Community Colleges shall administer, through local boards, a comprehensive program of vocational education which shall be available to all students who desire it without regard to race, color, national origin, sex, age, or disability.

**LOCAL PLAN FOR FUNDING THROUGH  
THE CARL D. PERKINS VOCATIONAL AND TECHNICAL  
EDUCATION ACT OF 1998**

INTRODUCTION

This plan package is being transmitted by the North Carolina Community College System office to each eligible college in the System as a means of making funds provided by the Carl D. Perkins Vocational and Technical Education Act of 1998 available to the member institutions.

The purpose of this Act is to develop more fully the academic, vocational, and technical skills of secondary and postsecondary students who elect to enroll in vocational and technical education programs, by:

- (1) developing challenging academic standards;
- (2) promoting the development of services and activities that integrate academic, vocational, and technical instruction, and that link secondary and postsecondary education for participating vocational and technical education students;
- (3) providing services and activities designed to develop, implement, and improve vocational and technical education, including tech-prep education; and
- (4) providing professional development and technical assistance that will improve vocational and technical education programs, services, and activities.

The plan includes **five** parts:

- Part I - General Information
- Part II - Allotment and Options
- Part III - Local Plan
- Part IV - Accountability/Evaluation

## **PART I - GENERAL INFORMATION**

In FY 2001 you submitted a full plan for your Perkins activities through FY 2004. The attached budget must be used to access funds for fiscal year (FY) 2002 (for use July 1, 2001 through June 30, 2002) provided by Perkins III. Any college desiring such financial assistance should submit a plan **postmarked no later than September 19, 2001.**

The allotment available to each college is calculated by using the formula specified in the Act; i.e., the total number of Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in eligible programs in each college during the preceding year as a percentage of the total number of those recipients enrolled in eligible programs in the entire system.

Your college's estimated allotment for FY 2002 is shown under Part II, page **six** of this plan package. This amount is subject to change pending final allocation from the U.S. Department of Education. You have two options regarding the allocation:

- 1) agree to accept the allotment and submit a completed plan; or
- 2) decline the allocation and submit only Part II of the local plan.

If you choose to decline your allotment, you may still elect to submit a plan in future years.

Note that all expenditures must be consistent with the federal requirements for uses of funds and with federal allowable activities. If a college accepts, but does not use, all of its Perkins allotment in the fiscal year for which the allotment was made, those funds not expended must be returned to the North Carolina Community College System.

There have been two major changes in procedure this year.

- The budget sheets have been changed from those used in previous years. The new format will allow colleges to assign costs to their specific purpose codes to ensure proper accounting of Perkins funds. Separate columns have also been added for the first quarter split-out of funds required by the U.S. Department of Education and for last year's carry-over funds that have been included.

- In years past, a re-allocation of the previous year's carry-over money was made in January. This year, those funds have been allotted with the initial amount. **Plans should be made with no expectations of additional basic grant funds being available this year.**

## USES OF FUNDS

Each college that receives funds under Perkins III shall use the funds to improve vocational education programs with the full participation of individuals who are members of special populations.

Important aspects of your plan are listed below. Please read them carefully.

Funds no longer must be targeted to those programs having the highest concentration of special populations. Dollars may be spent in any vocational/technical program. **However**, there are still requirements for meeting the needs of special population students, such as eliminating barriers to access and success and enabling special populations to meet levels of performance.

Local use of funds is divided into two sections: Required and Permissible. The eight required factors listed on the next page describe the elements that a program must contain to be eligible for funding under Perkins III. Before committing money to the permissible uses, you must be able to show that all the required uses are being met either with Perkins dollars or through other sources.

Perkins III funds may be used to provide direct assistance to individuals, including dependent care, tuition, transportation, books and supplies **if all** of the following conditions are met:

- Recipients of the assistance must be individuals who are members of special populations who are participating in vocational and technical education activities that are consistent with the goals and purposes of Perkins III.
- Assistance may only be provided to an individual to the extent that it is needed to address barriers to the individual's successful participation in vocational and technical education.
- Direct financial assistance to individuals must be part of a broader, more generally focused effort to address the needs of individuals who are members of special populations. Direct assistance to individuals who are members of special populations is not, by itself, a "program for special populations." It should be one element of a larger set of strategies designed to address the needs of special populations.

- Funds must be used to supplement, and not supplant, assistance that is otherwise available from non-Federal sources.
- Direct assistance is limited to no more than ten percent of a college's initial allotment.

### **USES OF FUNDS (continued)**

**Perkins III requires that allotted funds first be used to meet the eight required uses before spending under permissible uses.**

#### **Required uses of funds:**

- 1 - Strengthen the academic and vocational and technical skills of students through the integration of academics with vocational and technical programs.
- 2 - Provide students with strong experience in and understanding of all aspects of an industry.
- 3 - Develop, improve, or expand the use of technology including training of vocational personnel to use state-of-the-art technology, providing students with the academic and technical skills to enter high technology and telecommunications careers, and working with high technology industries to offer voluntary internships and mentoring programs.
- 4 - Provide professional development for teachers, counselors and administrators, including inservice and preservice training, effective teaching skills and effective practices to improve community involvement, teacher internships, and use of technology.
- 5 - Evaluate programs and assess how special populations are being served.
- 6 - Initiate, improve, expand, and modernize vocational and technical education programs.
- 7 - Provide services and activities of sufficient size, scope, and quality to be effective.
- 8 - Link secondary and postsecondary vocational and technical education.

#### **Permissible uses of funds (pertaining to postsecondary education):**

- 1 - Involve business and labor organizations in planning, implementing, and evaluating vocational and technical education programs.
- 2 - Provide career guidance and academic counseling.
- 3 - Provide work-related experiences, such as internships, cooperative education, etc.
- 4 - Provide programs for special populations.
- 5 - Support local business and education partnerships.

- 6 - Provide mentoring and support services.
- 7 - Lease, purchase, upgrade, or adapt equipment.
- 8 - Improve or develop new courses.
- 9 - Provide services for placement in employment and further education.
- 10 - Support nontraditional training and employment activities.
- 11 - Support other vocational and technical education activities consistent with purposes of this Act.

### **LOCAL PLAN REVIEW**

The receipt of funds through Perkins III should not be considered an entitlement. The FY 2002 allotment shown in Part II will be transmitted only after your budget has been approved by the North Carolina Community College System. All budgets will undergo extensive review in accordance with the criteria contained in the North Carolina State Plan for Vocational and Technical Education. All funding is contingent on the receipt of funds from the U.S. Department of Education. Funds will be allocated with the colleges' annual 2001-2002 budget when approved by the State Board.

### **LOCAL PLAN COMPLETION PROCEDURES**

The Parts of the Local Plan that a college will return depends on the option that the college elects. If a college:

- a) Accepts its allotment, **Part II and Part III** must be completed and returned.
- b) Declines its allotment, only **Part II** must be returned.

**Please submit an original and two copies of the appropriate Parts to:**

Elizabeth Brown, Director, Federal Vocational Education  
North Carolina Community College System

**U. S. Postal Address:** 5022 Mail Service Center  
Raleigh, NC 27699-5022

**FedEx, UPS, RPS, et al. Address:** 200 West Jones Street  
Raleigh, North Carolina 27603-1379

Questions regarding the Local Plan should be addressed to the Federal Vocational Education staff:  
Elizabeth Brown (919) 733-7051, Ext. 445, Mike Thompson, Ext. 460, Nancy Massey, Ext. 517,  
Bernice Heller, Ext. 446.

**COMPLETED LOCAL PLANS MUST BE POSTMARKED BY  
SEPTEMBER 19, 2001**

**PART II: ALLOTMENT AND OPTIONS**

**Section A - FY 2002 Allotment**

college~ Community College's allotment for FY 2002 as determined by the formula under the Act is  
\$\$amount~.

**Section B - Community College Option**

A college must select one of the following options regarding its FY 2002 allocation under the Act.  
Please place a check beside your selected option.

\_\_\_\_(1) Accept the federal allotment for FY 2002. (Go to Section C.)

\_\_\_\_(2) Decline the federal allotment for FY 2002. (Go to Section D.)

**Section C - Acceptance of Allotment**

As an authorized representative of **College~ Community College**, I **accept** the FY 2002 federal  
vocational allotment under the Carl D. Perkins Vocational and Technical Education Act of 1998.

\_\_\_\_\_  
President

\_\_\_\_\_  
Date

As the authorized representative of the Board of Trustees of **College~ Community College**, I acknowledge this action to **accept** the FY 2002 federal vocational education basic grant in the amount of **\$\$amount~**.

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Chair, Board of Trustees

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Date

**Section D - Decline of Allotment**

As an authorized representative of **College~ Community College**, I **decline** the FY 2002 federal vocational allotment under the Carl D. Perkins Vocational and Technical Education Act of 1998.

\_\_\_\_\_  
President

\_\_\_\_\_  
Date

As the authorized representative of the Board of Trustees of **College~ Community College**, I acknowledge this action to **decline** the FY 2002 federal vocational education basic grant in the amount of **\$\$amount~**.

\_\_\_\_\_  
Chair, Board of Trustees

\_\_\_\_\_  
Date

**IF YOU DECLINE THE ALLOTMENT, STOP HERE AND ONLY RETURN PART II TO ELIZABETH C. BROWN, NORTH CAROLINA COMMUNITY COLLEGE SYSTEM OFFICE.**

**PART III - LOCAL PLAN**

Any college eligible for funds under Section 132 of Perkins III must submit a Local Plan that includes program descriptors, a budget, and program evaluation criteria. In FY 2001 you submitted a full plan for your Perkins activities through FY 2004. If no major deviation from that plan is anticipated for FY 2002, only the budget and a required uses of funds checklist (Sections A and B) will be needed. If significant changes are being made to your plan, please include those using a format similar to that used in last years Local Application.

**Section A - Use of Funds - BUDGET**

Each community college that receives a federal allotment must support vocational and technical education programs that:

- are of such size, scope, and quality to be effective;
- integrate academic and vocational education;
- provide students with strong experience in and understanding of all aspects of an industry;
- develop, improve, or expand the use of technology;
- provide professional development for teachers, counselors, and administrators;
- evaluate programs and assess how the needs of special populations are being met;
- initiate, improve, expand, and modernize vocational and technical education programs;
- link secondary and postsecondary vocational and technical education.

Funds no longer have to be targeted to those programs with the highest concentrations of special populations students. However, it is still important to note that colleges are responsible for the various special populations groups meeting the measures of performance. The Special Populations report is included for your information only in Part V, Section E.

None of the funds made available under this Act may be used to provide funding under the School-To-Work Opportunities Act of 1994 or to carry out, through programs funded under this Act, activities that were funded under the School-To-Work Opportunities Act of 1994, unless the programs funded under this Act serve only those participants eligible to participate in the programs under this Act. [P.L. 105-332, Section 6]

Care must be taken to not supplant existing expenditures with Perkins funds. Further discussion of supplanting is available in Part V, Section D.

Title I, Section 135 of Perkins III lists the allowable uses of the Basic Grant funds. Eight of these are **required**. As you develop your budget for FY 2002, you must, at the same time, complete Section B. This will ensure you have met the obligation of Required Uses of Funds before spending on the

permissible activities. You do not have to spend dollars in all eight required areas if they are being met from other resources; i.e., state and/or local money, or other federal resources.

**Note:** The budget sheets have been changed from those used in previous years. The new format allows colleges to assign costs to specific purpose codes to ensure proper accounting of Perkins funds. Separate columns have also been added for the first quarter split-out of funds required by the U.S. Department of Education and for last year's carry-over funds that have been included.

**To expedite the approval process, it is important that you provide as much detail as possible when completing Column I of the Proposed Budget.**

#### Column I: Description of Expenditures

Column I lists the broad categories in which all expenditures must be made to meet the requirements of Section 135 of the Act. Examples of allowable activities are listed in detail in Part V, Section B of this plan.

For each allowable activity for which any part of your federal allotment will be used, list the vocational education program in which the activity will be conducted and a description of the activity. **Please be as specific as possible.** For example: if you are prorating salaries, include how many people, what percentage of their time will be spent on Perkins activities, and what job they will perform; for equipment provide not only the program name but the equipment to be purchased (computer, lathe, etc.). **The more detail you provide, the quicker your plan can be approved.** Use attachments as needed.

#### Column II: Purpose Codes

Column II has been added this year to improve the approval process. Appropriate pages of The NCCCS Chart of Accounts pertaining to Perkins funds have been included for your information in Part V, Section C. If you wish to view the entire Chart of Accounts, it is available on the NCCCS web page. This process should be coordinated with your business manager.

#### Column III: Carryover funds

Historically these funds have been made available in January, but this year we are able to incorporate them into the initial budget. They are available immediately upon the approval of your budget and are to be used under the same guidelines as this year's basic grant. **There will be no further carry over allotments this fiscal year.**

#### Column IV: First Quarter Allocation

The U.S. Department of Labor is releasing this year's basic grant in two parts. The initial amount is available July 1 through September 30. It is not required that the entire amount be spent, but that amount may not be exceeded. Any of these funds which are not spent during the first quarter will continue to be available through June 30, 2002.

#### Column V: Last Three Quarters Allocation

The remainder of this year's basic grant is to be budgeted in this column, not to exceed the grand total amount.

**BUDGET IS HERE**

**Section B - Required Uses of Funds Checklist**

To ensure compliance with Title I, Section 135(b) of Perkins III, check the appropriate block to indicate whether Perkins dollars or other dollars are used to support the activities. If other sources are used, indicate if they are local, state, or other federal dollars. If other federal, list the grant source. Tech Prep funds should be so identified, even though they are Title II of Perkins.

<b>Required Uses</b>	<b>Source of Funds</b>	
	<b>Perkins</b>	<b>Other (list)</b>
1. Strengthen the academic, and vocational and technical, skills of students participating in vocational and technical education programs by strengthening the academic, and vocational technical, components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical, subjects.		
2. Provide students with strong experience in and understanding of all aspects of an industry.		
3. Develop, improve, or expand the use of technology in vocational and technical education, which may include: A) training of vocational and technical education personnel to use state-of-the-art technology, which may include distance learning; B) providing vocational and technical education students with the academic, and vocational and technical, skills that lead to entry into the high technology and telecommunications fields; or C) encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs.		
4. Provide professional development programs to teachers, counselors, and administrators, including: A) inservice and preservice training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve community involvement; B) internship programs that provide business experience to teachers; and C) programs designed to train teachers specifically in the use and plan of technology.		
5. Develop and implement evaluations of the vocational and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met.		
6. Initiate, improve, expand, and modernize quality vocational and technical education programs.		
7. Provide services and activities that are of sufficient size, scope, and quality to be effective.		

8. Link secondary vocational and technical education and postsecondary vocational and technical education, including implementing tech-prep programs.		
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## **PART IV: ACCOUNTABILITY/EVALUATION**

Perkins III strongly emphasizes programmatic and fiscal accountability at both the state and local level. Each community college receiving federal vocational education funds will be required to annually evaluate the effectiveness of the funds.

Information on each college's performance in the core indicators for last year is not yet available. When this information has been compiled, we will send it to you to assist in identifying areas in which you are excelling and areas that need attention.

### **Statewide Core Indicators of Performance**

The Carl D. Perkins Act of 1998 requires States to establish Core Indicators of Performance to measure:

- Student attainment of challenging State established academic and vocational/technical skill proficiencies;
- Student attainment of a postsecondary degree or credential;
- Placement in, retention in, and completion of postsecondary education, placement in military service, or placement or retention in employment; and
- Student participation and completion of vocational/technical education programs that lead to nontraditional training and employment.

The following are the measures of performance North Carolina has proposed to report progress to the U. S. Department of Education:

- 1-A: By the end of program year 2001-2002, 64.83 percent of vocational/technical students who have a GPA of 2.5 or higher and who have reached the threshold level will have mastered program defined academic standards.
- B: By the end of program year 2001-2002, 72.28 percent of vocational/technical students who have a GPA of 2.5 or higher and who have reached the threshold level will have mastered program defined vocational/technical standards.
- 2: By the end of program year 2001-2002, 63.78 percent of vocational/technical education students will receive a postsecondary degree, diploma, or certificate.
- 3-A: By the end of program year 2001-2002, 79.80 percent of the vocational/technical education students reaching the threshold level of vocational/technical education will successfully transition to employment.
- B: By the end of program year 2001-2002, 92.09 percent of vocational/technical education students will have been retained in employment.
- 4-A: By the end of program year 2001-2002, 24.12 percent of the under-represented gender will participate in a program that leads to non-traditional training and employment.

- B: By the end of program year 2001-2002, 18.09 percent of the under-represented gender will complete a program that leads to non-traditional training and employment.

## **Part V: Appendices**

### **Section A. Definitions**

(1) **ADMINISTRATION** --- activities necessary for the proper and efficient performance of the eligible agency or eligible recipient's duties under this Act, including supervision, but does not include curriculum development activities, personnel development, or research activities.

(2) **ALL ASPECTS OF AN INDUSTRY** --- means strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter.

(3) **CAREER GUIDANCE AND ACADEMIC COUNSELING** --- means providing access to information regarding career awareness and planning with respect to an individual's occupational and academic future that shall involve guidance and counseling with respect to career options, financial aid, and postsecondary options.

(4) **DISPLACED HOMEMAKER** --- an individual who --

(A)(i) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;

(ii) has been dependent on the income of another family member but is no longer supported by that income; or

(iii) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under this title; and

(B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

(5) **INDIVIDUAL WITH LIMITED ENGLISH PROFICIENCY** --- a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and ---

(A) whose native language is a language other than English; or

(B) who lives in a family or community environment in which a language other than English is the dominant language.

(6) **INDIVIDUAL WITH A DISABILITY** ---

(A) **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)).

(B) **INDIVIDUALS WITH DISABILITIES** --- more than one individual with a disability.

(7) NONTRADITIONAL TRAINING AND EMPLOYMENT --- occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

(8) POSTSECONDARY EDUCATIONAL INSTITUTION ---

(A) an institution of higher education that provides not less than a two-year program of instruction that is acceptable for credit toward a bachelor's degree;

(B) a tribally controlled college or university; or

(C) a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.

(9) SPECIAL POPULATIONS ---

(A) individuals with disabilities;

(B) individuals from economically disadvantaged families, including foster children;

(C) individuals preparing for nontraditional training and employment;

(D) single parents, including single pregnant women;

(E) displaced homemakers; and

(F) individuals with other barriers to educational achievement, including individuals with limited English proficiency. This also includes academically disadvantaged individuals and inmates.

(10) SUPPORT SERVICES --- services related to curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.

(11) TECH-PREP PROGRAM --- a program of study that ---

(A) combines at least two years of secondary education and two years of postsecondary education in a nonduplicative sequential course of study;

(B) strengthens the applied academic component of vocational and technical education through the integration of academic, and vocational and technical, instruction;

(C) provides technical preparation in an area such as engineering technology, applied science, a mechanical, industrial, or practical art or trade, agriculture, a health occupation, business, or applied economics;

(D) builds student competence in mathematics, science, and communications (including through applied academics) in a coherent sequence of courses; and

(E) leads to an associate degree or a certificate in a specific career field, and to high skill, high wage employment, or further education.

(12) VOCATIONAL AND TECHNICAL EDUCATION --- organized educational activities that ---

(A) offer a sequence of courses that provide individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers (other than careers requiring a baccalaureate, master's, or doctoral degree) in current or emerging employment sectors; and

(B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, of an individual.

## **Section B. Allowable Activities That Meet the Requirements for Uses of Funds**

(Part III of Local Plan)

### 1. Academic Integration

To support vocational and technical education programs that strengthen the academic and vocational/technical skills of students participating in vocational education programs by strengthening the academic and vocational/technical components of such programs through the integration of academics with vocational education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical subjects.

Funds **may** be used for:

- Workshops.
- Release time for academic and vocational faculty to develop integrated curriculum.
- Other activities supporting the integration of academic and vocational curriculum.

### 2. All Aspects of an Industry

Provides students with strong experience in and understanding of all aspects of an industry.

Funds **may** be used for:

- Career Development/Placement Positions (salary and fringes).
- Industry/Job Fairs.
- Apprenticeship Activities.  
(An eligible apprenticeship program is one that is registered with the N.C. Department of Labor. Costs associated with recruitment, selection, employment and training of apprentices are allowable.)

Funds **may not** be used for:

- Support Services for students.

### 3. Use of Technology

To support vocational and technical education programs that develop, improve, or expand the use of technology.

Funds **may** be used for:

- Training of vocational education personnel to use state-of-the-art technology, including distance learning.
- Providing vocational and technical education students with academic and vocational skills that lead to entry into the high technology and telecommunications fields.
- Offering faculty internships and mentoring programs in high technology industries.
- Workshops, seminars, tuition/books, etc. for the above activities. "State-of-the-art technology and telecommunications" are the key words here. Other faculty training would possibly be under "Professional Development."

Funds **may not** be used for:

- Equipment.

#### 4. Professional Development

To provide professional development programs to teachers, counselors, and administrators.

Funds **may** be used for:

- Inservice training activities for instructors who currently teach in funded program areas.
- Inservice training of academic instructors who teach related academic subjects in funded vocational areas (the costs of inservice training of academic instructors may require the proration of costs).
- Salaries of instructors who are participating in inservice "return to industry" training opportunities that are above or outside their contractual teaching requirements.
- The costs of tuition, books and fees for individuals who are completing the SACS requirements, working on a BS/BA degree or increasing their knowledge in a teaching or skill-related subject area.
- Offering a variety of learning experiences for instructors in technical skills and retraining programs including: attendance at special schools that provide credit and certification; workshops and studies leading to certification and SACS re-certification; studies in specialized areas or in specialized subject matters; contracting for outside presenters for faculty/staff development programs; and faculty retraining leading to expanding teaching roles.

Funds **may not** be used for:

- Curriculum development planning activities.
- Competency Based Education (CBE).
- DACUM programs.
- Writing across curriculum activities.
- Program review activities.
- General conferences in which the training offered is not related to subject content or does not provide upgrading of skills.
- Trade shows, exhibitions or exhibits.

- Unstructured or informal visits to observe programs.

#### 5. Modernization and Expansion

Initiate, improve, expand, and modernize quality vocational and technical education programs.

Funds **may** be used for:

- Staff release time from instruction to re-design or modify curriculum (this person may not participate in classroom or other instruction while working on project paid from these funds).
- The hiring of additional faculty for a period not to exceed three years to improve the program by lowering the student/teacher ratio. Attendant costs such as fringe benefits, travel, and materials are allowable.

#### 6. Services and Activities

To provide services and activities that are of sufficient size, scope, and quality to be effective.

Funds **may** be used for:

- Remediation.
- Collaborative Learning.

#### 7. Secondary-Postsecondary Links

To link secondary vocational and technical education and postsecondary vocational and technical education, including implementing tech prep programs.

Funds **may** be used for:

- Costs associated with developing curriculum articulation agreements (staff costs may not be associated with classroom instruction).

Funds **may not** be used for:

- Equipment.
- Secondary Tech-Prep education programs.
- Classroom supplies.

#### 8. Guidance and Counseling

To support guidance and counseling services to students enrolled in vocational and technical education programs. The term guidance and counseling means programs which assist individuals in making and implementing informed educational and occupational choices. A Special Populations Coordinator may be paid from these funds.

Funds **may** be used for :

- Salaries.
- Fringe benefits.
- Travel.

- Supplies and materials.

#### 9. Nontraditional Training and Employment

The term “nontraditional training and employment” means occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

- Workshops/seminars for students.
- Classroom training.

#### 10. Other

Funds **may** be used for:

- Leasing, purchasing, upgrading, or adapting equipment for vocational/technical education programs. Each item of equipment purchased must remain assigned to that program for its usable life and continue to be used for its original and intended purpose.
- Supportive personnel such as tutors, signers, note takers for students enrolled in vocational/technical education programs.
- Instructional supplies, instructional aids and devices.
- Administrative costs (not to exceed 5% of budget) - all administrative costs charged to a basic grant must be used in the direct support of the programs and activities that are authorized elsewhere in the local plan. Administrative costs may include:
  - salaries
  - fringe benefits
  - travel

Funds **may not** be used for:

- Office equipment.

## Section C. CHART OF ACCOUNTS (From the NCCCS Accounting Procedures Manual)

The following are excerpts from the NCCCS Accounting Procedures Manual and only contain information for Purpose Codes allowable under the Carl D. Perkins Vocational and Technical Education Act of 1998. ***Statements in italics have been added for purposes of this Plan.***

### **2XX CURRICULUM INSTRUCTION**

This category includes the cost of all activities that directly involve the delivery of instruction to students. These costs shall include the salaries paid to instructors and teaching assistants whose efforts directly involve the instruction of students. These costs shall also include all fringe benefits associated with these individuals as well as “other costs” including: travel, supplies, service and maintenance contracts on educational equipment and any other current expenses incurred in the course of instruction. The curriculum purposes are as follows:

**210** **Certificate** programs are designed to lead to employment or to provide skills upgrading or retraining for individuals already in the workforce. A certificate program may be a stand-alone curriculum program title, or a college may award a certificate under an approved degree or diploma curriculum program for a series of courses taken from the approved program of study. ***Perkins funds may only be used for an approved curriculum program.***

**220** **Associate Degree** programs are planned programs of study culminating in an Associate in Applied Science, Associate in Arts, Associate in Fine Arts, Associate in Science, or Associate in General Education degree. ***Perkins funds may only be used in an Associate in Applied Science Degree program.***

Associate in Applied Science Degree programs are designed to prepare individuals for employment. These programs involve the application of scientific principles in research, design, development, production, distribution, or service.

**230** **Diploma** programs are designed to provide entry-level employment training. A diploma program may be a stand-alone curriculum program title, or a college may award a diploma under an approved Associate in Applied Science Degree curriculum program for a series of courses taken from the approved program of study and structured so that a student may complete additional nonduplicative course work to receive an Associate in

Applied Science Degree. ***Perkins funds may only be used for an approved curriculum program.***

#### **41X ACADEMIC SUPPORT**

Academic Support includes those activities that provide support for the institution's primary purpose of instruction. This category includes the following purpose:

- 410** **Library/Learning Center** includes expenditures for organized activities that directly support the operation of a catalogued or classified collection of resource material. It also includes learning resource and educational media support services that aid in the transmission and collection of information in support of the institution's educational mission.

#### **42X – ACADEMIC ADMINISTRATION**

Academic Administration includes expenditures for activities that provide administrative support to the academic programs, but excludes executive academic officers who are included under Executive Management (purpose 110). ***The following academic administration purpose is allowable under Perkins.***

- 421** **Curriculum** is the administration of curriculum instruction as a whole and includes related expenditures for all directors, deans, support personnel, etc. who support and/or supervise curriculum programs. The chief academic officer shall not be coded to this purpose. Department chairs in which instruction is still an important role, should have their expenditures charged under their specific curriculum purpose.

#### **5XX – STUDENT SUPPORT**

- 510** **Student Services** include the costs associated with the admissions office and registrar. ***(Perkins funds exclude registrar.)*** Also included in this purpose are counseling, career guidance, placement officers and placement testing, and financial aid administration. Do not include the chief student affairs officer.

**510-**

- 3971** **Voc. Ed. Direct Assistance to Students.** Record the cost of tuition, required fees, required books, required supplies, and childcare expenses that have been approved by the System Office's Federal Vocational Education Director for Activity 6. Costs must be directly associated with the vocational education program. Receipts or written documentation must be provided before reimbursements can be processed. Childcare expenses should be paid directly to the provider and form 1099 filed. In rare instances, a reimbursement may be made to the student for expenses substantiated by a receipt from a licensed and legal child care provider. Expenditures must be coded to purpose 510 and vocational code 15. ***Amount of Perkins funds available is limited to not more than 10% of a college's allotment.***

## **9XX – OPERATION & MAINTENANCE OF PLANT**

**920** **Equipment** includes the cost of acquiring administrative or instructional equipment or furniture, motor vehicles, data processing equipment, audio-visual materials of a durable nature, and any other tangible items of substantial cost that may reasonably be expected to have a useful life exceeding one year. ***Perkins funds may only be used for items in this category which are utilized for instructional purposes.***

### **Section E. Supplement, Not Supplant**

Federal grant funds must supplement and not supplant state or local funds. Federal funds may not result in a decrease in state or local funding that would have been available to conduct the activity had federal funds not been received. In other words, federal funds may not free up state or local dollars for other purposes, but should create or augment programs to an extent not possible without federal dollars. You must be able to demonstrate that federal funds are added to the amount of state and local funds that would, in the absence of federal funds, be made available for uses specified in your plan.

For example, if Perkins funds were used to provide a vocational education service the college is required to provide under state or local law, supplanting would occur. In this circumstance, all federal funds used to carry out that service could be questioned by auditors. As a rule, Perkins funds should not be used for a college's general responsibilities.

### **Determining Supplanting**

The critical question in determining whether there has been a supplanting violation is whether federal funds were used instead of funds from non-federal sources. It will have to be shown that the federally funded activity would not have been funded by state or non-federal sources.

When auditors review compliance with non-supplant rules, they often use the following test: What would the recipient have done in the absence of federal funds? If the project would have been carried out anyway with non-federal funds, there will be the presumption of supplanting. During the audit appeal process evidence would be required to disprove that presumption.

On the other hand, if the auditor were to find evidence that in the absence of those federal funds, the specific activity or program would not have been carried out, there would be no presumption of supplanting.