

**NC**

**COMMUNITY  
COLLEGES**

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**CREATING SUCCESS**

2019-2020

Perkins Handbook



# 2019-2020 Perkins Handbook

April 2019

**North Carolina  
Community  
College System**

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# 2019 – 2020 Perkins Handbook

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## Introduction

This manual explains the policies, guidance, and procedures for the implementation of Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV or the Act). This manual is written for colleges within the North Carolina Community College System (NCCCS) who receive Perkins funding.

Additional resources for compiling this guide came from the Education Department General Administrative Regulations (EDGAR) 2nd Edition, Code of Federal Regulations Unified Grant Guidance 2 CFR §200, and the 2007 – 2016 North Carolina State Career and Technical Education plan.

## State CTE Perkins Team

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## Team Perkins



Two CTE Program Coordinators are assigned to the East and West colleges and are that institution's point of contact for questions and assistance with their Perkins Basic Grant.

### East Region – Patti Coultas, CTE Program Coordinator

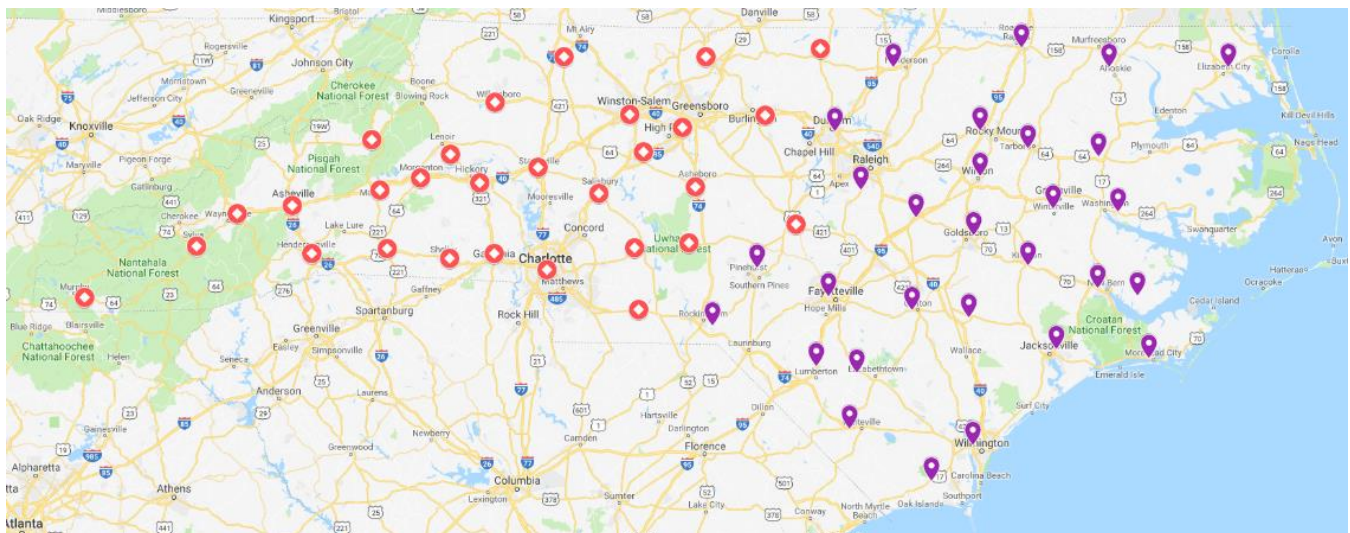
Beaufort County Community College  
Bladen Community College  
Brunswick Community College  
Cape Fear Community College  
Carteret Community College  
Coastal Carolina Community College  
College of The Albemarle  
Craven Community College  
Durham Technical Community College  
Edgecombe Community College  
Fayetteville Technical Community College  
Halifax Community College  
James Sprunt Community College  
Johnston Community College  
Lenoir Community College

Martin Community College  
Nash Community College  
Pamlico Community College  
Pitt Community College  
Richmond Community College  
Roanoke-Chowan Community College  
Robeson Community College  
Sampson Community College  
Sandhills Community College  
Southeastern Community College  
Vance-Granville Community College  
Wake Technical Community College  
Wayne Community College  
Wilson Community College

### West Region – Dr. Tony Reggi, CTE Program Coordinator

Alamance Community College  
Asheville-Buncombe Technical Community College  
Blue Ridge Community College  
Caldwell Community College and Tech. Institute  
Catawba Valley Community College  
Central Carolina Community College  
Central Piedmont Community College  
Cleveland Community College  
Davidson County Community College  
Forsyth Technical Community College  
Gaston College  
Guilford Technical Community College  
Haywood Community College  
Isothermal Community College  
Mayland Community College

McDowell Technical Community College  
Mitchell Community College  
Montgomery Community College  
Piedmont Community College  
Randolph Community College  
Rockingham Community College  
Rowan-Cabarrus Community College  
South Piedmont Community College  
Southwestern Community College  
Stanly Community College  
Surry Community College  
Tri-County Community College  
Western Piedmont Community College  
Wilkes Community College



## 2019-2020 Timeline

**Monthly Perkins Update Webinars** are held the second Tuesday of each month (August – June). Register on [NCPerkins.org](http://NCPerkins.org) to get connected.

- August 13, 2019
- September 10, 2019
- October 8, 2019
- November 12, 2019
- December 10, 2019
- January 14, 2020
- February 11, 2020
- March 10, 2020
- April 14, 2020
- May 12, 2020
- June 9, 2020

### Meetings, Events and Important Dates

July 15-18, 2019 – NC Dept of Public Instruction CTE Conference

July 22-23, 2019 – NCCCS Performance Partnership Conference

September - May – Technical assistance visits to the colleges

January 2020 – Upload 2<sup>nd</sup> Quarter local plan update and XDBR, and in-person, mid-year sharing. Choose one regional location:

- 21<sup>st</sup> Nash Community College
- 28<sup>th</sup> Asheville-Buncombe Tech. Comm. College
- 23<sup>th</sup> Fayetteville Technical Community College
- 29<sup>th</sup> Forsyth Technical Community College

January – Notify community colleges of performance indicator improvement plans

February – Phone meeting with State CTE Director to negotiate levels of performance for each indicator

March – Monitoring. Both on-site and desk monitoring on selected community colleges

April – Annual Meeting

May 26 - June 12. – Each college will have an electronic meeting with the NCCCS CTE Team to present their promising-practice video and go over their one-page end-of-year report.

### Local Plan NCPerkins.org Submissions

- May 17, 2019 – enter your college's contact information for Perkins Grant Activities.
- June 14
  - Allotment Options signed and uploaded
  - Statement of Assurances signed and uploaded
  - Local Plan and Budget signed and uploaded
- January 10, 2020 – 2<sup>nd</sup> Quarter local plan status update and December XDBR uploaded
- March 20 – Negotiated Levels of Performance
- May 15 – last day to upload a budget modification
- July 17 – 4<sup>th</sup> quarter local plan status update and June XDBR uploaded

# Carl D. Perkins Act of 2006

## Purpose (Perkins IV, Section 2(1-7))

The purpose of the Perkins Act is to develop more fully the academic and career and technical skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs, 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 high-demand occupations in current or emerging professions;
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 NCCCS education for participating career and technical education students;
3. increasing state and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education, including tech prep education;
4. conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs, 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 career and technical education teachers, faculty, administrators, and counselors;
6. supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries; and
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.

## Allocation of the Grant

North Carolina's allocation is split between secondary and postsecondary. Secondary (middle and high schools) receives 66 percent and Postsecondary (community colleges) receives 34 percent of the total state Perkins allocation.

Of the funds received at the postsecondary level, 85 percent is distributed to the community colleges and 15 percent is for state-level expenditures.

The community colleges and consortia of community colleges offering CTE programs are eligible for Perkins funds provided that the funding to be allocated through the formula-funding process is not less than \$50,000. Allocations to individual colleges are based on the percentage of postsecondary CTE students receiving Pell Grants and Bureau of Indian Affairs (BIA) assistance.

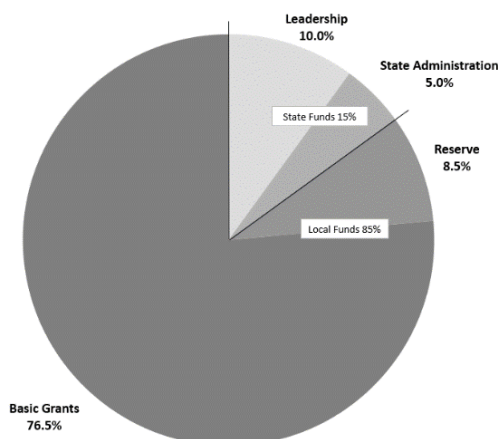


Each spring, a **Pell Grant Information and Bureau of Indian Affairs Verification Form** is sent to the Perkins contact at each college (local Financial Aid staff usually assists in collecting this information.) This form contains the number of CTE students at that college receiving Pell Grants. Colleges are responsible for reporting the number of CTE students receiving Bureau of Indian Affairs (BIA) assistance. This information is then used to determine funding levels for the individual colleges/consortia.

The formula, as dictated by the Perkins Act, is as follows:

$$\frac{\text{Number of Pell and BIA students at the college}}{\text{Number of Pell and BIA students statewide}} = \text{Percentage of Pell and BIA students at the college} \times \text{Total funds available for distribution}$$

Community colleges not meeting a minimum of \$50,000 using this formula are not eligible to receive a direct allotment. They may, however, form a **consortium** with one or more community colleges. In a consortium, one college is designated as the fiscal agent, and the consortium receives the total amount each college would have received individually. Colleges must plan their budget together based on the needs of the consortium. (**Perkins Act Section 132**).



## State Level Use of Funds

### Administration

Up to 5 percent of the postsecondary allocation is set aside for the administration of the state plan. Administrative funds are used pursuant to Perkins section 112(a)(3).

### Leadership

Ten percent of the state funds must be used for state leadership projects. There are specific **mandatory and permissive leadership activities** that are allowed per section 112(a)(2) and section 124 of the Perkins Act.

## Local Use of Funds

### Reserve Funds

NCCCS takes advantage of section 112(c)(1) of the Perkins Act to reserve not more than 10 percent of the 85 percent of the Perkins pass through funds to make grant awards to eligible colleges to carry out the activities enumerated in section 135 (local use of funds). NCCCS allocates the reserve funds on a competitive basis or by formula-based allotment benefitting rural areas, and colleges with high numbers or percentages of CTE students. During 2018-19 and again in 2019-20, this allocation was determined by the tier designation of the county in which the main campus sits and by the number of CTE students that receive Pell and BIA grants at all campus locations.

## Basic Grants

In accordance with the Perkins Act of 2006, Section 135, funds made available to eligible colleges under this part shall be used to support **career and technical education programs**. Colleges must address all required uses of funds before permissible uses. The USDOE Office of Career, Technical, and Adult Education (OCTAE) policy is that while a recipient must demonstrate that they are complying with all mandatory uses, the recipient does not have to use federal Perkins funds to satisfy all required uses. See OCTAE Non-Regulatory Guidance, version 1.0, Question D.11 (Jan 9, 07) online at the Perkins Collaborative Resource Network at: <http://cte.ed.gov/docs/nonregulatory/answers.pdf>.

As required by the Perkins Act section 135(d), a college may use not more than 5 percent of its allotment for **administrative expenses**. Administrative activities are those activities necessary for the effective and efficient performance of the eligible college's duties under Perkins, including the supervision of such activities. Any cost that supports the management of the Perkins program is administrative in nature. Examples of allowable administrative costs include, but are not limited to, salary costs associated with the development of the local plan.

- Per Perkins requirements, one-half of 1 percent of the 5 percent that can be budgeted to administration will be spent on WIOA administration. NCCCS will calculate this, and the WIOA contribution from each college's administrative fund line will be taken out of the grant allocation before the allocated amount is sent to the college. Check with your CTE Coordinator for the amount of remaining administrative funds that may be budgeted.
- Administrative expenses may be used only in proportion to the grant expenditures. For example, if after the first quarter 25 percent of the grant has been spent, then 25 percent of the administrative funds may be billed to the grant.

## Required Uses of Funds

Under section 135 of the Perkins Act, colleges must conduct activities that fall under each of the following nine required activities. Therefore, the local plan must address all nine, even if Perkins funds are not spent on that activity.

1. Strengthen the academic and career and technical skills of students participating in career and technical programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses
2. Link career and technical education at the secondary postsecondary level, including focusing activities on at least three career and technical education pathways
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences
4. Develop, improve, or expand the use of technology in career and technical education, which may include:
  - a. training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning
  - b. providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into technology fields

- c. encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students
- 5. Provide professional development programs for secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including:
  - a. in-service and preservice training on:
    - i. effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable
    - ii. effective teaching skills based on research that includes promising practices
    - iii. effective practices to improve parental and community involvement
    - iv. effective use of scientifically based research and data to improve instruction
  - b. support of education programs for teachers of career and technical education in public schools and other public-school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry
  - c. internship programs that provide relevant business experience; and
  - d. programs designed to train teachers specifically in the effective use and application of technology to improve instruction
- 6. Develop and implement evaluations of career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met
- 7. Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology
- 8. Provide services and activities that are of sufficient size, scope, and quality to be effective
- 9. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency

### **Permissive Uses of Funds**

Colleges may use Perkins basic grant funds pursuant to section 135 of the Act on the following activities:

- 1. To involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs
- 2. To provide career guidance and academic counseling, which may include information for students participating in career and technical education programs, that:
  - a. improves graduation rates and provides information on college programs and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans

- b. provides assistance for NCCCS students, including adult learners who are changing careers or updating skills
- 3. For local education and business partnerships, including:
  - a. work-related experiences for students, such as internships and cooperative education
  - b. adjunct faculty arrangements for qualified industry professionals
  - c. industry experience for teachers and faculty such as faculty externships
- 4. To provide programs for special populations;
- 5. To assist career and technical student organizations;
- 6. For mentoring and support services;
- 7. For leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skills achievement;
- 8. For teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;
- 9. To develop and expand NCCCS program offerings at times and in formats that are accessible for students, including working students, including using distance education;
- 10. To develop initiatives that facilitate the transition of subbaccalaureate career and technical education students into baccalaureate degree programs
- 11. To provide activities to support entrepreneurship education and training
- 12. For improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high-skill, high-wage, or high-demand occupations and dual or concurrent enrollment opportunities through Career and College Promise
- 13. To develop and support small, personalized career-themed learning communities or career academies
- 14. To provide support for family and consumer science programs
- 15. To provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts
- 16. To provide assistance to individuals who have participated in services and activities under the Act in continuing their education or training or finding an appropriate job
- 17. To support training and activities (such as mentoring and outreach) in nontraditional fields;
- 18. To provide support for training programs in automotive technologies
- 19. To pool a portion of such funds with a portion of funds available to not less than one other eligible recipient for innovative initiatives, which may include:
  - a. improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;
  - b. establishing, enhancing, or supporting systems for accountability data collection or reporting data under this Act
  - c. implementing career and technical programs of study

d. implementing technical assessments

20. To support other career and technical education activities that are consistent with the purpose of the Act.

### Additional NCCCS Guidelines

In addition to the statutory requirements, the NCCCS has the following additional recommendations:

1. Perkins funds are to be used for the enhancement of CTE programs. Generally, a college should not use Perkins funds to support the same activity for more than three years.
2. Perkins funds may be used to support faculty salaries in new programs for up to two years. Further funding is negotiable through your CTE Coordinator.
3. Colleges shall include the job description and the percentage of work that is related to CTE.
4. NCCCS recommends the following distribution of funds at the local level. **Spending Guidance:**
  - Salaries – no more than 50% of total funds
  - Equipment – no more than 50% of total funds
  - Work-Based Learning – at least 20% of total funds
  - Professional Development – at least 20% of funds
  - Career Pathway Activities – at least 20% of funds

#### Professional Development (PD) for Faculty

- Conference attendance should include direct application to classroom and student learning and sharing with other faculty. Written documentation should include a summary of items learned and the plan for incorporating it in the classroom. Additionally, does the conference lead to or supplement a credential?
- Sustained, multi-day PD, follow-up
- Faculty in industry (externship)
- Pedagogical-focused training
- Faculty exchange with other colleges
- Faculty exchange with high school classrooms

### Planning Checklist

Each college should consider the following questions to determine if an activity is eligible for Perkins funding:

1. **Does the activity address a core indicator area that is deficient?**

Colleges not meeting at least 90 percent of the target for a core indicator must provide an improvement plan with their annual Perkins report and allocate funding in their annual Perkins budget to address any core indicator deficiencies. Colleges may use college funding sources in lieu of Perkins funds or combine Perkins funding with other college funding to address deficiencies, so long as the combination of funds do not violate federal, state, or NCCCS funding rules.

2. **Is the activity new or does it improve or expand an existing program?**

In general, the college must use federal funds to improve career and technical education programs. This means that eligible colleges must target the limited federal dollars for new or improved activities. **NOTE: Colleges must use funds for program improvement and expansion, and not to maintain existing activities.**

3. **Does this activity support the development of a new or existing program of study/pathway?**
4. **Does this activity address “Required Uses” of Perkins funds (Perkins Act, Section 135)?**  
The college must address all required uses of funds with either Perkins or non-Perkins dollars. The college’s activities collectively must meet all the required usage categories.
5. **How long has Perkins funded the activity?**  
Perkins funds should not support faculty for more than two years.
6. **Was the activity funded during the previous year by non-Perkins funds?**  
Perkins funds may not be used to continue an activity funded by any non-Perkins funds the previous year. That would be supplanting, which is expressly prohibited by law.
7. **Is the activity required by federal, state, or local law?**  
If so, this would be supplanting and should be funded with non-Perkins funds.
8. **Are there data to support the identified need for the proposed activity, and can the impact of Perkins funding be measured?**  
How Perkins funds are used must be supported by data at the program level, and the college must have the capacity to measure improvement attained because of the use of Perkins funds. If an activity cannot be measured, it cannot be funded with Perkins funds.

## Fiscal Grant Management

### Overview

Each recipient of Perkins funds must follow cost guidelines outlined in the Office of Management and Budget (OMB) publication of the final Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (known as the Uniform Grants Guidance), the Perkins Act, and EDGAR. These publications discuss how to determine if an expense is allocable and reasonable (2 CFR Part 200 §200.403 through §200.405) and, specific unallowable expense categories, although the state of North Carolina may set more stringent standards. These documents also provide an explanation of the required documentation when salaries and personnel costs are paid with federal funds. **See Basic Cost Principles** for details of allowable and unallowable costs. (*Ref: 2 CFR, Subpart E – “General Provisions for Selected Items of Cost”*)

### Supplementing Versus Supplanting

In accordance with the Perkins Act of 2006, Section 311 (a), funds made available under the Act must supplement and not supplant non-federal funds expended to carry out CTE activities. In other words, federal Perkins funds are to be used to enhance career and technical education programs and activities and cannot be used when non-Perkins funds are available or have previously supported these CTE programs or activities.

1. It will be presumed that supplanting has occurred where:
  - a. Colleges use Perkins funds to provide services that the college is required to make available under another federal, state, or local law; or
  - b. Colleges use Perkins funds to provide services that the college provided with non-Perkins funds in the prior year
  - c. College provides services for non-CTE programs with non-federal funds and provides the same services to CTE programs using Perkins funds.
2. NCCCS provides technical assistance and training on supplanting as needed. Colleges with questions or concerns regarding supplanting or any other Perkins matters, should contact their program coordinator.

## Mandatory Disclosures

The college or applicant for a Federal award must disclose, in a timely manner, in writing to the Federal awarding agency or pass-through entity, all violations of Federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the Federal award. Failure to make required disclosures can result in any of the remedies described in section §200.338 Remedies for noncompliance, including suspension or debarment. *(See also 2 CFT part 180 and 31 U.S.C. 3321).*

## Debarred and Suspended Parties

Grantees and sub-grantees must not make any award or permit any award (sub-grant or contract) at any tier to any party that is debarred or suspended or is otherwise excluded from or ineligible for participation in Federal assistance programs under Executive Order 12549, Debarment and Suspension.

## Compliance with EDGAR

EDGAR (Education Department General Administrative Regulations) establishes rules that apply to all education programs. Secondary to the Perkins Act itself, EDGAR is a key reference for this handbook. EDGAR regulations include but are not limited to such issues as application procedures, financial administration, property management, records retention, lobbying, and oversight. Colleges are subject to all applicable areas of the EDGAR. This guidebook includes excerpts from these publications; however, users should become familiar with both of the complete basic documents that apply to them. (Ref: 2 CFR Part 200, Subpart D- Post Federal Award Requirements)

## College Perkins Budgets

Colleges must have clearly defined and documented processes as part of their respective policy guidelines for budgeting. The college's Perkins budget has ten primary categories each with its own *voc code*. Colleges must align funds for each category with Perkins core indicators. Colleges must establish accounts consistent with these categories so that Perkins funds can be properly identified and required reports submitted. Expenses should be accounted for by category according to federal program guidelines and the NCCCS Chart of Accounts. Copies of all budget forms are available within the Perkins Online Data System. **Budgeted items must comply with EDGAR.**

### Budget "Voc Code" categories:

**10-Administration** – Administrative costs charged to a basic grant used in the direct support of the programs and activities that are authorized elsewhere in the local plan. Administrative costs may not exceed 5 percent of the current year's allocation.

Funds may be used for salaries, benefits, travel, and supplies directly related to the administration of this grant.

**11-Strengthen the Academic, Career and Technical Skills of Students** –To support activities that improve the academic and CTE skills of participating students by strengthening the academic and CTE components of CTE Programs of Study and through the development of CTE grade 9-14 Career Pathways. *Section 135 (b)(1)*

**12-Secondary to Postsecondary Linkages** – To support activities that link CTE at the secondary level to CTE at the postsecondary level through a CTE Career Pathway. *Section 135 (b)(2)*

**13-All Aspects of Industry** – To provide students with a strong experience in and understanding of all aspects of an industry through exploratory, engaging, and experiential work-based learning opportunities. *Section 135 (b)(3)*

Funds may NOT be used for food or marketing "give-aways", such as bags, hats, or t-shirts,

**14-Develop, Improve, or Expand the use of Technology** – To develop, improve, or expand the use of technology in CTE by providing training for CTE personnel to infuse technology into CTE programs of study. *Section 135 (b)(4)*

**15-Professional Development** – To provide professional development programs that are consistent with Section 122 of the Carl D. Perkins Act of 2006. *Section 135 (b)(5)* Professional development activities consistent with Section 122 include activities that:

- promotes the integration of coherent and rigorous academic content standards and CTE curricula, including opportunities for academic and CTE faculty to jointly develop and implement curricula and pedagogical strategies
- increases the percentage of faculty that meet teacher certification or licensing requirements
- is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards
- encourages contextualized learning
- provides the knowledge and skills necessary to work with special populations
- assists in accessing and utilizing data
- provides return-to-industry externships for faculty

**16-Evaluation of CTE Programs** – To develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met. *Section 135 (b)(6)*

**17-Initiate, Improve, Expand, or Modernize CTE Programs** – To initiate, improve, expand, and modernize quality CTE programs, including relevant technology. *Section 135 (b)(7)*

No more than 50 percent of the current year's allocation may be spent on salaries.

**18-Activities for Special Populations** – To provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency. *Section 135 (b)(9)*

State funds can NOT be used for direct assistance for students.

**19-Other Permissible Uses of Funds** – Funds used for activities outlined in the twenty permissible uses of funds found in Section 135 (c) of the Carl D. Perkins Act of 2006. Expenditures must be documented in the approved local plan and budget or an approved modification to the local plan and budget

**28-Reserve Fund and Other Special Funding** – Funds may be allocated to this voc code based upon only formulas established by the State CTE Director and approved by the NCCC State Board. This includes Reserve Funds and other special projects, except for leadership projects.

### **Annual Budget Review and Approval Process**

The following general actions are taken for annual Perkins budgets:

1. Colleges will submit their annual Perkins budget in the Perkins Online Data System (Moodle).
2. All items in the annual budget must clearly align with the Perkins activities outlined in the local plan
3. CTE program coordinators review the Perkins budgets for compliance with these guidelines.
4. Colleges will receive the approved budgets from their program coordinators and may begin making purchases once the funds are made available.

### **Local Plan and Budget Modifications**

A modification is required if the college desires to modify the approved local plan and/or budget. Requests for modifications must be submitted to your program coordinator for final approval before amendments are



authorized. Colleges should not expend funds until their modification has been authorized. Early submission of an amendment to the annual plan is necessary to ensure that funds are spent early enough in the academic year to impact student learning and associated indicator results.

Budget modifications must adhere to the following:

1. **Relation to cost principles.** The cost principle requirements of EDGAR 2 C.F.R. PART 200 apply.
2. **Local Plan.** When a budget modification is made, the college's local plan must be updated to reflect the changes.
3. **Budget changes.** Colleges shall obtain the prior approval from their program coordinator whenever any of the following changes is anticipated under Perkins grant award:
  - a. any revision which would result in the need for additional funding
  - b. unless waived by the awarding agency, cumulative transfers among direct cost categories, or, if applicable, among separately budgeted programs, projects, functions, or activities that exceed or are expected to exceed 10 percent of the current total approved budget, or funding in a subcategory is insufficient, and **shall be accompanied by a narrative justification for the proposed revision.**
4. **Construction projects.** Construction projects using Perkins funding is typically unauthorized. Renovation to an existing structure for the installation of CTE training equipment may be permitted and requires written prior approval.
5. **Programmatic changes.** Revision of the scope or objectives of the program requires prior approval.
6. **Final budget amendments** for the current fiscal year must be submitted no later than May 15. ***Any amendments past this date may not be approved.***

## Program Income

In accordance with the Uniform Administrative Requirements 2 CFR Part 200, §200.307

1. Colleges are encouraged to earn income to defray program costs where appropriate. Income realized from Perkins programs must be rolled back into the program from which it was earned, and not the college's general fund.
2. Program income includes income from fees for services performed, from the use or rental of real or personal property acquired with grant funds, from the sale of commodities or items fabricated in the CTE program.
3. Program income does not include interest on grant funds, rebates, credits, discounts, refunds, etc. and interest earned on any of them. Taxes, special assessments, levies, fines, and other such revenues raised by a college are not program income.
4. There are no Federal requirements governing the disposition of program income earned after the end of the award period (i.e., until the ending date of the final financial report), unless the terms of the agreement or the Federal agency regulations provide otherwise.
5. Live work procedures must be adhered to in support of program income.
6. Accurate accounting of revenue, supplies, material, etc. must be maintained.

## Basic Cost Guidance/Principles

**Factors Affecting Allowability of Costs** (Ref: 2 CFR Part 200, § 200.403)

All costs must be:

1. Necessary and reasonable
2. Conform with federal law and grant terms
3. Consistent with state and local policies
4. Consistently treated
5. In accordance with Generally Accepted Accounting Principles (GAAP)

6. Not included as a match
7. Adequately documented

### **Direct Costs** (Ref 2 CFR Part 200, § 200.404)

**Direct costs** are those costs that can be identified specifically with a particular final cost objective, such as a Federal award, or other internally or externally funded activity or that can be directly assigned to such activities relatively easily with a high degree of accuracy.

Direct costs generally include:

- Salaries and wages (including vacations, holidays, sick leave, and other excused absences of employees working specifically on objectives of a grant or contract – i.e, direct labor costs).
- Other employee fringe benefits allocable on direct-labor employees.
- Consultant services contracted to accomplish specific grant/contract objectives.
- Travel of employees.
- Materials, supplies, and equipment purchased directly for use on a specific grant or contract.

The salaries of administrative and clerical staff should normally be treated as indirect costs. Direct charging of these costs may be appropriate only if all of the following conditions are met:

- Administrative or clerical services are integral to a project or activity
- Individuals involved can be specifically identified with the project or activity
- Such costs are explicitly included in the budget or have the prior written approval of your Program Coordinator
- The costs are not also recovered as indirect costs

### **Reasonable Costs** (Ref 2 CFR Part 200, § 200.404)

Consideration must be given to:

- Whether cost is a type generally recognized as ordinary and necessary for the operation of the college or the proper and efficient performance of the Federal award
- The restraints or requirements imposed by such factors as Federal, state, local, tribal and other laws and regulations and terms and conditions
- Market prices for comparable goods and services in the geographic area
- Whether the individuals acted with prudence under the circumstances considering their responsibility
- No significant deviation from established prices

Practical questions

- Do I really need this?
- Is the expense targeted to a valid programmatic/administrative need?
- Is this the minimum amount I need to spend to meet my need?
- Do I have the capacity to use what I am purchasing?
- Did I pay a fair rate?
- If I were asked to defend this purchase, would I be able to?

## Allocable Costs (Ref 2 CFR Part 200, § 200.405)

A cost is allocable to a Federal award or cost objective if the goods or services involved are chargeable or assignable in accordance with relative benefits received.

Can only charge in proportion to the value received by the program.

For example – A college purchases a subscription to a course review process to evaluate all courses at the institution. The courses at the college are 80 percent CTE-related and 20 percent college transfer. The college may fund only 80 percent of the subscription with Perkins funds.

Any questions about potential conflicts should be addressed to the college's CTE Program Coordinator.

## Non-Allowable Expenditures

Funds typically cannot be used to purchase the following. Contact your Program Coordinator for additional clarification.

<ul style="list-style-type: none"><li>• Advertising</li><li>• Alcohol</li><li>• Audits except single audit</li><li>• Awards and memorabilia</li><li>• Contingencies</li><li>• Contributions and donations</li><li>• Entertainment</li><li>• Expenses that supplant</li><li>• Facilities</li><li>• Fines and penalties</li></ul>	<ul style="list-style-type: none"><li>• Firearms</li><li>• Food or beverages</li><li>• Fundraising</li><li>• Furniture</li><li>• Giveaways</li><li>• General administration apart from program administration</li><li>• Individual memberships</li><li>• Memberships or anything related to lobbying</li><li>• Student expenses or direct assistance to students</li></ul>
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## Specific Cost Guidance by Category

The Code of Federal Regulations (CFR) contains specific cost guidance by category in **Ref: 2 CFR Part 200, §200.420 – §200.475**. These principles apply whether a cost is treated as direct or indirect. Failure to mention a particular item of cost in these sections of the CFR is not intended to imply that it is either allowable or non-unallowable; rather, determination of allowability in each case will be based on the treatment or standards provided for similar or related items of cost.

**Ref: 2 CFR Part 200, §200.420**, "In case of a discrepancy between the provisions of a specific Federal award and the provisions below, the Federal award governs. Criteria outlined in *§200.403 Factors Affecting Allowability of Costs* must be applied in determining allowability."

## Timely Obligation of Funds

Colleges must make a concerted effort to obligate Perkins funds in a timely manner throughout the fiscal year. Priority must be made to obligate funding in a programmatic response towards improving the college's performance for core indicators, especially in the performance areas that are reported below the targeted levels.

1. Colleges may begin to obligate funds in accordance with their substantially approved form once notified by their program coordinator.
2. Every effort should be made to expend grant funds specifically for capital and non-capital purchases in the **first two quarters of the fiscal year**. This is critical to the efficient and effective use of the grant and to maximize the impact of the funds on student performance throughout reporting year.
3. Modifications to the basic budget may be submitted throughout the fiscal year but no later than May 15, 2020. Attention must be paid to timing of budget amendments to ensure enough time for the planning and approval process. Colleges must provide adequate time to process the request, gain approval from their program coordinator, implement the change, obligate and expend the funds, and prepare to close out the grant for the year. **All equipment purchased using Perkins funding must be in place and in use, no later than June 30<sup>th</sup> of the fiscal year. NOTE: Any amendments submitted past May 15 may not be approved.**

## Required Certifications

To assure that expenditures are proper and in accordance with the terms and conditions of the Federal award and approved project budgets, the annual and final fiscal reports or vouchers requesting payment under the agreements must include a certification, signed by an official who is authorized to legally bind the College, which reads as follows: ***“By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).”*** When budget documents are submitted to [www.ncperkins.org](http://www.ncperkins.org), the individual submitting the documentation will be required to acknowledge this statement. **Ref: 2 CFR Part 200, §200.415.**

## Carryover Procedures

Every effort should be made to completely expend all awarded grant funds each year in an efficient and effective manner. Unused portions of college grant funds will not be allowed for reimbursements. Carryover funds will be returned to the NCCCS. These carryover funds will be included in the overall Perkins allocations to all colleges for the following year.

## Procurement Standards & Property Management

### General Procurement Standards (Ref: 2 CFR Part 200, §200.318)

All colleges will follow §200.318 General procurement standards through §200.326 - Contract provisions.

### Equipment (REF: 2CFR Part 200 §200.313)

#### Use

1. Equipment must be used by the college in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by the Federal award, and the college must not encumber the property without prior approval of NCCCS. When no longer needed for the original program or project, the equipment may be used in other activities supported by the Federal awarding agency, in the following order of priority:
  - a. Activities under a Federal award from the Federal awarding agency which funded the original program or Perkins project, then
  - b. Activities under Federal awards from other Federal awarding agencies. This includes consolidated equipment for information technology systems.

2. During the time that equipment is used on the project or program for which it was acquired, the college must also make equipment available for use on other projects or programs currently or previously supported by the Federal Government, provided that such use will not interfere with the work on the projects or program for which it was originally acquired. First preference for other use must be given to other programs or projects supported by Federal awarding agency that financed the equipment and second preference must be given to programs or projects under Federal awards from other Federal awarding agencies. Use for non-federally-funded programs or projects is also permissible. User fees should be considered if appropriate.
3. Property Income: (REF: 2 CFR Part 200, §200.307) All program income consideration must meet the following requirements:
  - a. General. Colleges are encouraged to earn income to defray program costs where appropriate. Income realized from Perkins programs must be rolled back into the program and not the college's general fund. Program income includes income from fees for services performed, from the use or rental of real or personal property acquired with grant funds, from the sale of commodities or items fabricated in the CTE program. Program income does not include interest on grant funds, rebates, credits, discounts, refunds, etc. and interest earned on any of them.
  - b. Accurate accounting of revenue, supplies, material, etc. must be maintained.
  - c. Governmental revenues. Taxes, special assessments, levies, fines, and other such revenues raised by a college are not program income.
  - d. Income after the award period. There are no Federal requirements governing the disposition of program income earned after the end of the award period (i.e., until the ending date of the final financial report), unless the terms of the agreement or the Federal agency regulations provide otherwise.
  - e. Live work procedures must be adhered to in support of program income.

When acquiring replacement equipment, the college may use the equipment to be replaced as a trade-in or sell the property and use the proceeds to offset the cost of the replacement property.

### Management

Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part under a Federal award, until disposition takes place will, as a minimum, meet the following requirements:

Property records must be maintained that include a description of the property, a serial number or other identification number, the source of funding for the property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the project costs for the Federal award under which the property was acquired, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.

- a. All items susceptible to pilferage purchased with Perkins funds must be inventoried and visibly tagged (or alternate method of identification) before being placed into service.
- b. At a minimum, tags will identify the item as purchased with Perkins and include an inventory number that corresponds with property records.
- c. Property records must include a description of the property, a serial number or other identification number, the source of property, who holds title, the acquisition date, and cost of the property,

percentage of federal participation in the cost of the property, the location, use and condition of the property and any ultimate disposition data including the date of disposal or sale price of the property.

2. A physical inventory of the property must be taken, and the results reconciled with the property records at least annually.
3. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated.
4. Adequate maintenance procedures must be developed to keep the property in good condition.
5. If the college is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return. Consult the Director of CTE at NCCCS prior to selling.
6. Lost, Damaged, or Stolen Items - Colleges must take reasonable precautions to ensure that items purchased with Perkins funding is properly maintained, accounted for, and protected from damage, loss, unreasonable deterioration and theft. Colleges are advised to implement the following controls, and any additional controls felt to be necessary to safeguard the property:
  - a. Maintain adequate and current property records that allow the items to be located, and maintain records of the person or persons who have property in their possession, or are responsible for their security during non-duty hours. Accountability and responsibility must always be maintained , whether the property is located on-site or off-site.
  - b. Provide a secure building and coordinate between the security function and the Property Control Officer, especially regarding security violations or changes affecting official property.
  - c. Have a written policy and always follow it when checking out property that requires employees to sign for property in their possession.

When property acquired with Perkins funds is lost, damaged or stolen the college must conduct and fully document an investigation. When appropriate, law enforcement authorities should be notified, a police report should be filed and maintained for records, and if the item meets the state's capitalization threshold, insurance provider should be notified.

#### Disposition

When original or replacement equipment acquired under a Federal award is no longer needed for the original project or program or for other activities currently or previously supported by a Federal awarding agency, except as otherwise provided in Federal statutes, regulations, or Federal awarding agency disposition instructions, the college must request disposition instructions from NCCCS. Disposition of the equipment will be made as follows, in accordance with Federal awarding agency disposition instructions:

1. Items of equipment with a current-per-unit-fair-market value of \$5,000 or less may be retained, sold or otherwise disposed of with no further obligation to the Federal awarding agency.
2. Except as provided in §200.312 Federally-owned and exempt property, paragraph (b), or if the Federal awarding agency fails to provide requested disposition instructions within 120 days, items of equipment with a current per-unit-fair-market value in excess of \$5,000 may be retained by the college or sold. The Federal awarding agency is entitled to an amount calculated by multiplying the current market value or

proceeds from sale by the Federal awarding agency's percentage of participation in the cost of the original purchase. If the equipment is sold, the Federal awarding agency may permit the college to deduct and retain from the Federal share \$500 or 10 percent of the proceeds, whichever is less, for its selling and handling expenses.

3. The college may transfer title to the property to the Federal Government or to an eligible third party provided that, in such cases, the college must be entitled to compensation for its attributable percentage of the current fair market value of the property.
4. In cases where a college fails to take appropriate disposition actions, the Federal awarding agency may direct the college to take disposition actions.

### **Employee Time and Effort**

Time and effort reporting guidelines are specified in **2 CFR Part 200 §200.430**. All employees, including instructors, administrators, and other staff that are paid with federal funds are required to document the time and effort they spend within that program. The portion of the federally paid salary should be reflective of the time and effort the individual has put forth for that federal program. See the appendix for sample forms.

1. Charges to Federal awards for salaries and wages must be based on records that accurately reflect the work performed. These records must:
  - a. Be supported by a system of internal control that provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
  - b. Be incorporated into the official records of the organization.
2. Employees compensated using Perkins funds are required to maintain auditable time-and-effort documentation that shows how each employee spent his or her compensated time. Such documentation is written, after-the-fact documenting how the time was actually spent (not estimated or budgeted). There are sample forms in the appendix and on NCP Perkins.org. There are three types of time and effort certification reports:
  - a. **Semi-annual certifications are required for personnel whose compensation is funded solely from the Perkins grant.** These certifications document that the person has been working solely in activities supported by the Perkins grant. Some colleges may require monthly reports for these personnel. Every six months is only the minimum. The certification must (1) cover a semi-annual period of time, (2) identify Perkins as the program, and (3) be signed and dated by an employee and supervisor having first-hand knowledge of the work performed by the employee.
  - b. **Semi-annual certifications are required for personnel whose time is spent solely on Perkins Act allowable activities but is paid in part from Perkins and in part from other sources.** Some colleges (grant colleges) may require monthly reports for these personnel. Every six months is only the minimum. The certification must (1) cover a semi-annual period of time, (2) identify activities that are allowable under the Perkins Act, (3) identify all funding sources, and (4) be signed and dated by an employee and supervisor having first-hand knowledge of the work performed by the employee.
  - c. **Monthly certifications are required for personnel whose time is split between Perkins allowable activities and non-allowable activities and is charged in part to Perkins and in part to other sources (split-funded staff).** These reports document the portions of time and effort dedicated to Perkins and to other revenue sources. Such records must (1) be completed after-the-fact, (2) account for the total time

for which the employee is compensated, (3) be prepared at least monthly and coincide with one pay period, and (4) be signed by the employee and by an administrator or supervisor.

If there are differences in the amount of time that an individual is reporting and what is actually being paid, adjustments must be made in the payroll to accurately reflect the time and effort spent on Perkins activities.

**d. *Time and Effort Guidance for split time employees with direct services to students***

If the employees work with both AA/AS and AAS students, the position is considered split. Employees who fall into this category must complete the split time and effort form and record both AAS and AA/AS hours on a weekly basis. The form must be submitted monthly and signed by the employee and their supervisor.

Documentation of effort should include:

- Student's program of study
- Subject area
- Time spent for each session

Documentation should be collected monthly and be included with the time and effort form. Supervisors should reconcile the hours worked with the documentation provided to ensure the hours reported match.

\*\*\* Do not include student personal identifying information (PII) in any reports sent to the System Office.

## Local Plan Requirements

In accordance with the Perkins legislation, Section 134(b)(1) through (12), colleges must conduct certain activities. The following activities and requirements are methods The NCCCS CTE Team uses to manage and monitor the Perkins funds.

### **Managing the Perkins Basic Grant at your College**

Set up a Perkins team at your college to assist in oversight, planning, and implementation of the grant that includes at a minimum a Chief Academic Officer and CTE Deans.

Collaboratively develop, write, and submit for approval, your college postsecondary Perkins application (local plan) and budget with your college team and finance officer.

Ensure the Perkins Basic Grant Acceptance of Allotment and Assurances are signed and followed with appropriate EDGAR guidance.

Coordinate the implementation of grant-funded activities throughout the year.

Coordinate spending with all CTE Programs of Study.

Prepare and submit modifications on the local plan and budget as needed.

**Note:** Modifications are required when a voc. code / line item expenditure exceeds 10 percent or there is a significant change in the local plan.



Equipment purchases must be approved in advance by submitting equipment lists.

Work to enhance the 9-14 CTE Framework -- HS to CC to Work -- CTE Pathways within CCP. Review Memorandum of Understanding with high schools around CTE Programs of Study, this is an extension of the Career and College Promise MOU.

## About the Funds

Perkins CTE grants are designed to enhance Career and Technical Education programs of study. Colleges should think strategically when budgeting funds. Planning should include all the college curriculum CTE programs of study.

If each program of study at the college receives a supply budget, these local funds for supplies cannot be replaced with federal funds (supplanting). Funds to a particular program can be enhanced (supplement).

The Basic Perkins Grant is federal funding to improve and boost CTE programs of study.

## Local Plan

Colleges that choose to accept Perkins funds must complete an application process that includes the following elements:

- **Local Plan** that describes activities in the nine required activity areas outlined in the Act – your local plan should tell us how your college is addressing the nine required activities and how the college plans to spend its allocation
- **Budget** that corresponds to the local plan
- Signed Statement of **Assurances**
- Signed **Allotment Acceptance** form
- **Job Descriptions** of any positions funded in full or in part by Perkins
- Perkins **contact information**

The Local Plan and budget must be approved prior to spending Perkins funds. Distribution of the Reserve Funds will be in a separate plan and budget.

## Mid-Year Update

Each January colleges must complete the status of each activity in their plan. The two furthest right columns of the plan template are for this purpose. Please enter a status then explain more in the second column. Update the equipment list and salaries and note what was changed on those tabs. This update is to show activities planned and accomplished. These updates must be uploaded into NCP Perkins.org.

Additionally, there will be four regional meetings in January (see the timeline on page 3 for location and dates). The mid-year regional meetings will be a time to share practices, allowing colleges to learn from each other. Each college is expected to present promising practices they have implemented.

## End-of-Year Update

Each June colleges must complete the final status of each activity in their plan. Enter a status then explain more in the second column. Update the equipment list and salaries and note what was changed on those tabs. These updates must be uploaded into NCP Perkins.org.

Additionally, each college will submit a one-page narrative (bullets are fine) highlighting the activities in the nine areas this year. A five-minute-or-less promising practices video must be submitted. In June, each college will be given an allotted time to meet online with the NCCCS CTE Team to discuss their video and year's activities.

# Accountability

## Perkins Core Indicators of Performance

The Perkins Act has six accountability measures that are used at both the state and local level. The Perkins Core Indicators of Performance are:

**1P1 – Technical Skill Attainment** – student attainment of challenging career and technical skill proficiencies. 1P1 is the percentage of students who passed a technical skill assessment or, when no technical assessment data is available, earned a GPA of 2.5 or higher in non-developmental credit bearing courses during the program year. NCCCS does not currently have access to technical assessment data, therefore, GPA in non-developmental credit bearing coursework is used.

**2P1 – Credential, Certificate, or Degree** – student attainment of an industry-recognized credential, a certificate, a diploma, or degree. 2P1 is the percentage of CTE Concentrators who did not return to NCCCS for the current year but earned an industry-recognized credential, a certificate, a diploma, or a degree in a CTE Program Area during the previous reporting year. NCCCS does not currently have a way to capture and report data related to the attainment of industry-recognized credentials, therefore, only certificates, diplomas, or degrees awarded by the North Carolina Community College System are reported.

**3P1 – Student Retention or Transfer** – student retention in postsecondary education or transfer to a baccalaureate degree program. 3P1 is the percentage of CTE concentrators from the previous reporting year who did not earn an industry-recognized credential, a certificate, a diploma, or degree during the previous reporting year, but remained enrolled in postsecondary education.

**4P1 – Student Placement** – student placement in employment, military service or apprenticeship programs. 4P1 is the percentage of CTE Concentrators from the previous reporting year who did not earn a credential during the previous reporting year and who did not return to NCCCS for the current year but had a record of placement in military service or apprenticeship programs or placement or retention in employment. NCCCS does not currently have a way to capture and report placement in military service or apprenticeship programs, therefore, only placement or retention in employment will be reported. Employment records are matched with Wage Records from the North Carolina Department of Commerce and, as such, are limited to records of employment in North Carolina.

**5P1 – Non-Traditional Participation** – student participation in career and technical education programs that lead to employment in gender non-traditional fields. 5P1 is the percentage of CTE participants enrolled in non-traditional curriculum programs who are enrolled in a curriculum that is non-traditional for their gender.

**5P2 – Non-Traditional Completion** – student completion of career and technical education programs that lead to employment in gender non-traditional fields. 5P2 is the percentage of CTE Concentrators who completed a certificate, diploma, or degree during the reporting year in a CTE curriculum that leads to employment in a non-traditional field for their gender.

Each year, the community colleges negotiate with the State a level of performance, or goal, for each indicator. The NCCCS CTE Team publishes the *Perkins Core Indicators of Performance Report* each year, as well as updates a data portal online at <https://www.ncperkins.org/data> that show the college's progress toward the state and local goals.

Colleges not meeting at least 90 percent of their negotiated performance level for each core indicator must write an **improvement plan** that includes action steps to improve their performance. NCCCS will review the college's proposed plans for sufficiency and relevancy and offer recommendations as appropriate. Progress in meeting the improvements will be monitored throughout the year. Colleges failing to meet or show significant improvement for

two consecutive years may be directed to address the core indicator with an agreed upon portion of their Perkins allocation.

## Monitoring

### General Information

NCCCS conducts ongoing monitoring to ensure the Perkins program is administered correctly and in compliance with federal and state requirements. Technical assistance will be provided where requested or required. NCCCS performs “desktop” and on-site monitoring visits of colleges receiving Perkins grant funds based on risk or noncompliance with Federal statutes, regulations, and the terms and conditions of the subaward of the Perkins Act.

NOTE: Additional monitoring requirements may be indicated due to updates or changes to federal monitoring and reporting requirements. Colleges will be notified of these updates in a timely manner to facilitate accurate monitoring.

### On-Site Monitoring

Annually, colleges are ranked by risk by a rubric developed by NCCCS CTE staff.

Any findings will be documented and forwarded to the president of the college for the initiation of a corrective action plan. Areas that are found to be commendable or identified as “best practices” will also be included in the documentation forwarded to the president. This will be an opportunity for open dialogue between the college and the state monitoring team, to ask questions and obtain some specific training and professional development needed by the college for Perkins performance improvement.

A letter of findings from the NCCCS will be forwarded to the president of the college within 30 days of the monitoring visit. This report will document the specific findings and will inform the president if any corrective actions are required, and the date due, if applicable.

### *Perkins Monitoring Overview Checklist*

Evidence is collected for the team to review and discuss for each of the following.

- 1) Career and technical education activities are carried out with respect to meeting the State adjusted levels of performance. Section 122(c)(1)
- 2) Secondary students have the opportunity to acquire a postsecondary credit or credential within a 9-14 Pathway/Program of Study. Section 134(b)(3)(A-E) and 122(c)(1)(A)

*Required: Documentation must include one or more items for each bullet:*

- Include a copy of the 9-14 Pathway matrix.
- Which gap in the labor supply does the Pathway address?
- How are employers engaged in the Pathway? (e.g. by assisting in one or more of the following: identification of knowledge, skills, and abilities needed to work in the industry sector; identification of learning outcomes; and help design and vet education and training components; provide for and participate in a variety of work-based learning opportunities, credentialing, hiring students who are in or have completed the Pathway).
- How are secondary, postsecondary, and local workforce board partners engaged in the pathway?
- How are career awareness activities incorporated in the Pathway?
- What high school CTE courses are articulated into this Pathway?
- What work-based learning activities are embedded and encouraged in the Pathway?
- How does the Pathway provide for multiple entry and exit points without duplicating credit/effort?
- What evaluation indicators are used to measure the success of the Pathway?

- What professional development or learning strategies are provided for faculty in this Pathway?
  - How is rigor infused into the Pathway?
- 3) Comprehensive professional development is provided for vocational and technical, academic, guidance, and administrative personnel. Section 134(b)(4)
  - 4) Involvement of students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals in the development, implementation, and evaluation of career and technical education programs. These individuals and entities are informed about, and assisted in understanding, the requirements of this Act. Section 134. (b)(5)
  - 5) Performance is continuously improved through evaluation. Section 134 (b)(7)
  - 6) Programs are designed to enable the special populations to meet the performance measures and prepare special populations for high-skill, high-wage, or high-demand occupations. Section 134(b)(8)(B) and 134(b)(8)(C)
  - 7) Individuals who are members of the special populations are not discriminated against on the basis of their status as members of the special populations, and processes are reviewed to remove any barriers that lower rates of access to, or success for special populations. Section 134(b)(8)(A)
  - 8) Funds are used to promote enrollment, preparation and retention of students in nontraditional fields and policies, processes and activities are nondiscriminatory. Section 134(b)(10)
  - 9) Professional development activities are encouraged, and efforts are made to recruit and retain CTE faculty, career guidance and academic counselors, non-traditional faculty, and those recruited from business. Section 134(b)(12)(a) and 134(b)(12)(a)

## Desk Monitoring

Desk monitoring is for those colleges whose risk level does not rise to the level of an on-site monitoring visit. Each college identified will be sent a letter requesting a budget report (XD BR) and documentation on employee time and effort certification. A phone conversation will take place with the state Perkins Team to review Perkins activities and the documentation that was submitted.

## Appendix A

### The Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act Implementing Perkins V in the 2020-21 Program Year

The Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V) reauthorized the Carl D. Perkins Career and Technical Education Act (Perkins IV). Perkins is a federal education program that invests in secondary and postsecondary Career and Technical Education (CTE) programs.

Perkins is dedicated to increasing learner access to high quality CTE programs of study. This law seeks to ensure programs meet the changing needs of learners and employers with a focus on systems alignment and program improvement. Thus communities, employers, and learners benefit from Perkins.

Perkins places emphasis on real-world skills and practical knowledge within selected career clusters. CTE is an educational option that provides learners at the secondary and postsecondary levels with knowledge and skills needed for college and work.

Perkins CTE sits at the intersection of education, workforce development, and economic development. Perkins has strong ties with the Every Student Succeeds Act (ESSA), the Workforce Innovation and Opportunity Act (WIOA) and The Higher Education Act (HEA). These connections occur through coordinated planning and implementation requirements, cross statute stakeholder input, and aligned definitions and accountability indicators.

Perkins V has many changes in its implementation such as: Increased **Reserve Fund** to address high numbers and percentages of students in CTE programs in rural areas; stressing rigorous academic standards at the postsecondary level while referencing the WIOA term *recognized postsecondary credential* which includes industry-recognized credentials, and certificates or associate degrees at the subbaccalaureate level. Transcribed (articulated) postsecondary credit, work-based Learning, career exploration, and secondary/postsecondary connections are also referenced in the new Perkins act.

**Programs of study** are emphasized throughout the Perkins legislation, which defines *Programs of Study* as a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that incorporate challenging, state-identified academic standards and addresses academic and technical knowledge as well as employability skills aligned to the needs of industries, the region, and state.

Perkins V calls for coordinated **supportive services** for students identified in CTE programs of study as a special populations which now include: (1) Individuals with disabilities; (2) Individuals from economically disadvantaged families, including low-income youth and adults; (3) Individuals preparing for nontraditional fields; (4) Single parents, including single pregnant women; (5) Out-of-workforce individuals; (6) English learners; (7) Homeless individuals; (8) Students who are in or have aged out of, the foster care system; and (8) Students with parents on active duty in the armed forces. Many of these services can be obtained by networking and blending existing programs in the community who serve these populations.

There is an increased emphasis on **work-based learning**, which is clearly defined as sustained interactions with industry or community professionals in real workplace settings (simulated environments as well) that foster in-depth, first-hand engagement with the tasks required of a given career field and must be aligned to curriculum and instruction.

**Accountability** under Perkins V at the postsecondary level will include:

- The percentage of CTE concentrators who during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, a service program, the peace corps or are placed or retained in employment.
- The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within one year of program completions.
- The percentage of CTE concentrators in CTE programs that lead to non-traditional fields.

The Largest addition to the new law is the **comprehensive needs assessment** that is conducted every two years, informs the local plan and includes reviews of five elements:

- 1) Student performance on the performance indicators including the performance of special populations and subgroup;
- 2) Whether CTE program are of sufficient size, scope, and quality to meet the needs of all students served by the college and are meeting labor market needs;
- 3) Progress toward implementing of CTE programs and programs of study;
- 4) How the college will improve recruitment, retention, and training of CTE professional including underrepresented groups; and
- 5) Progress toward implementation of equal access to high-quality CTE courses and programs of study for all students.

Each local college will consult local groups during the needs assessment process and development of the local application including but not limited to: 1) Secondary and Postsecondary Educators, 2) administrators and other support staff 3) state and local workforce development boards 4) business and industry representatives 5) parents and students 6) representatives of special populations, 7) representatives of agencies serving out of school youth, homeless children and you , and at risk youth, 8) representatives of Indian Tribes (where applicable) and other stakeholders.

The **local application** to be eligible for funding will include at a minimum:

- 1) a description of the comprehensive need's assessment,
- 2) Information on state approved CTE programs of study at the college,
- 3) How the college with the local workforce board and workforce agencies, one stop delivery systems, and other partners will provide a series of career exploration and career guidance activities,
- 4) How the college will improve academic and technical skills of students in CTE program by strengthening the academic and CTE components of such program through integration,
- 5) How colleges will provide activities to prepare special populations for high-skill, high-wage, or in-demand occupations that will lead to self-sufficiency, prepare student for nontraditional fields, provide equal access for special populations to CTE courses, programs and programs of study, to ensure that members of special populations are not discriminated against on the base of their status as members of special populations,
- 6) A description of the work-based learning opportunities at the college will provide to students participating in CTE program and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students,
- 7) A description of how the college will provide students participating in CTE the opportunity to gain postsecondary credit while still attending high school,
- 8) A description of how the college will work to support the recruitment, preparation, retention, and training including professional development of teachers, faculty, administrators and specialized instructional support personnel and
- 9) A plan for continuous improvement that addresses disparities or gaps in student performance between plan years.

**Local use of funds** are to be spent to develop coordinate, implement and improve career and technical education programs to meet the needs identified in the comprehensive needs assessment. That is, the local basic grant to colleges is linked to their local needs assessment and the resources aligned with the results of the comprehensive needs assessment.

**Six key required activities** of every CTE program include:

- 1) Career Exploration and career development activities through an organized systematic framework,
- 2) Professional development for CTE professionals,
- 3) Provide within CTE Programs of Study skills necessary to pursue high-skill, high-wage, or in-demand sectors or occupations,
- 4) Support integration of academic skills into CTE programs;
- 5) Plan to carry out elements that support implementation of CTE program and programs of study that result in increased student achievement, and
- 6) Develop and implement an evaluation of the activities funded by Perkins.

**Source:** Adapted from: *Strengthening Career and Technical Education for the 21<sup>st</sup> Century Public Law 115-224 and Advance CTE – State Leaders Connecting Learning to Work Publications*

## Appendix B

### Additional Information for the Application for 2019-2020 Transition Year between Perkin IV & V

Each College has developed three programs of study or pathways that provide a seamless transition between secondary and postsecondary Career and Technical Education Program.

What are the three pathways your college has developed that address a workforce need in your region?

Describe how one pathway was developed to meet a labor market shortage or gap.

Describe how this one pathway links secondary and postsecondary CTE.

How were employers engaged in the development and implementation of this one pathway?

How were counselors and career coaches were informed about this one pathway and how do they use the pathway as a career development tool.

Describe how this one pathway links secondary and postsecondary CTE education.

Describe the progress of this pathway:

- when it was initiated?
- students enrolled in each program year
- students transitioning from high school to college
- students graduating/completing
- students employed in the pathway program of study



## Appendix C

### Time and Effort Forms

There are three types of employees, with three different time-and-effort forms:

1. 100% CTE/Perkins approved activities paid 100% through the college's Perkins Basic Grant.
2. 100% CTE/Perkins approved activities, paid partially through the college's Perkins Basic Grant and partially through another source.
3. Activities are split between CTE/Perkins approved activities which are paid for by the college's Perkins Basic Grant and other activities paid for by other sources. This requires a detailed documentation of time.

### Semi-Annual Certification Statement Form for Employees Working in a Single Federal Award

#### **COLLEGE NAME Time Certification Form**

Date: \_\_\_\_\_

This is to certify that I, \_\_\_\_\_, have worked **100%** of my time from DATE through DATE on Perkins Act of 2006 allowable Career and Technical Education program activities. Funding for my position is 100% from the Perkins Local Basic Grant.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Position/Title

I have full knowledge of 100% of these activities.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Position/Title

## Semi-Annual Certification Statement Form

for employees working 100% of their time on Perkins Act of 2006 allowable activities

### COLLEGE NAME Time Certification Form

Date:

\_\_\_\_\_

This is to certify that I, \_\_\_\_\_, have worked **100%** of my time from DATE through DATE on Perkins Act of 2006 allowable Career and Technical Education program activities. Funding for my position is

\_\_\_\_\_ % Perkins Grant

\_\_\_\_\_ % Local/Other Funds

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Position/Title

I, \_\_\_\_\_, have full knowledge of 100% of these activities.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Position/Title

# Employee Split Time and Effort Form

<b>Personnel Activity Report Split Time &amp; Effort</b>  College: Employee Name: Employee Title: Month/Year:				<b>ANTICIPATED EFFORT</b>	
				Perkins	0.00%
				Other	0.00%
				Other	0.00%
				Other	0.00%
				TOTAL	0.00%
<b>ACTUAL EFFORT FOR THE MONTH</b>					
Dates	Time Spent on Perkins Related Activities	Time Spent on Non-Perkins Related Activities	Sick, Holiday, or Annual Leave *	Actual Effort Hours Total	Perkins Activity Code*
				0	
				0	
				0	
				0	
				0	
<b>Totals</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
		Total All Hours		0	
*Perkins Activity Code Description					
11				Employee Signature	Date
12					
13					
14				Supervisor signature	Date
15					
16					
17					
18					
19					
I hereby certify that the information contained in this Personnel Activity Report accurately reflects 100% of my actual time and effort distribution for the month reported.					

## Appendix D

### Perkins Online Data System (NCPerkins.org) Instructions

#### Accessing the Perkins Online Data System

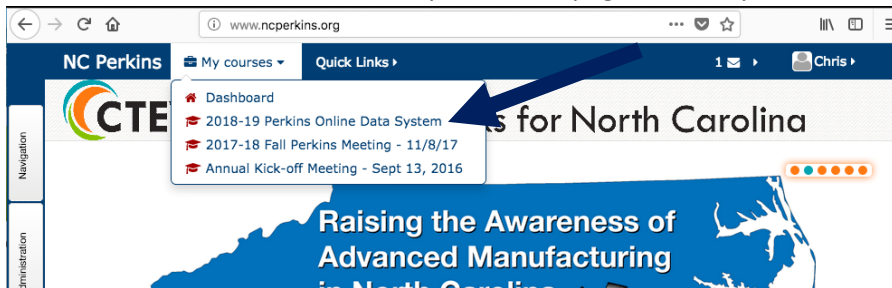
To access the Perkins Online Data System, visit [www.ncperkins.org](http://www.ncperkins.org).

To login to the system, click the “Log in” link in the top, right corner of the page. It might say “Guest.”

Enter the username and password for your college. You may have a separate personal account, but be sure to use the college account.



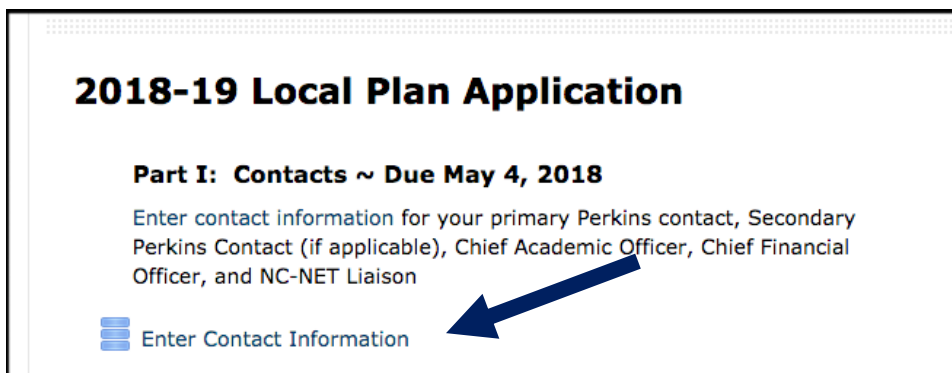
To access the Perkins Online Data System main page, click “My Courses” and then “Perkins Online Data System.”



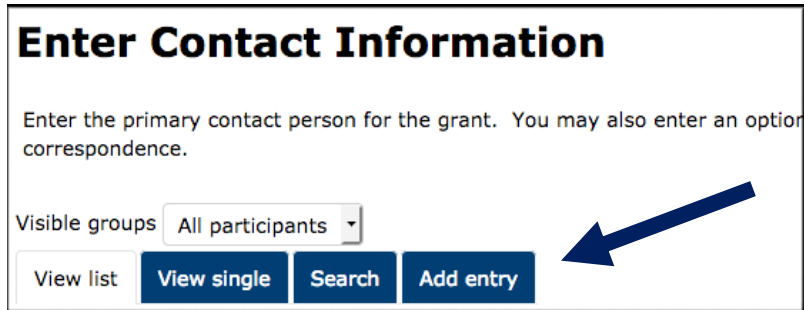
#### Part I – Contacts

Each college needs to provide contact information for their local Perkins coordinator, secondary Perkins contact (if applicable), chief academic officer, chief financial officer, and NC-NET Liaison.

1. Click on **Enter Contact Information**



2. Click on **Add entry**



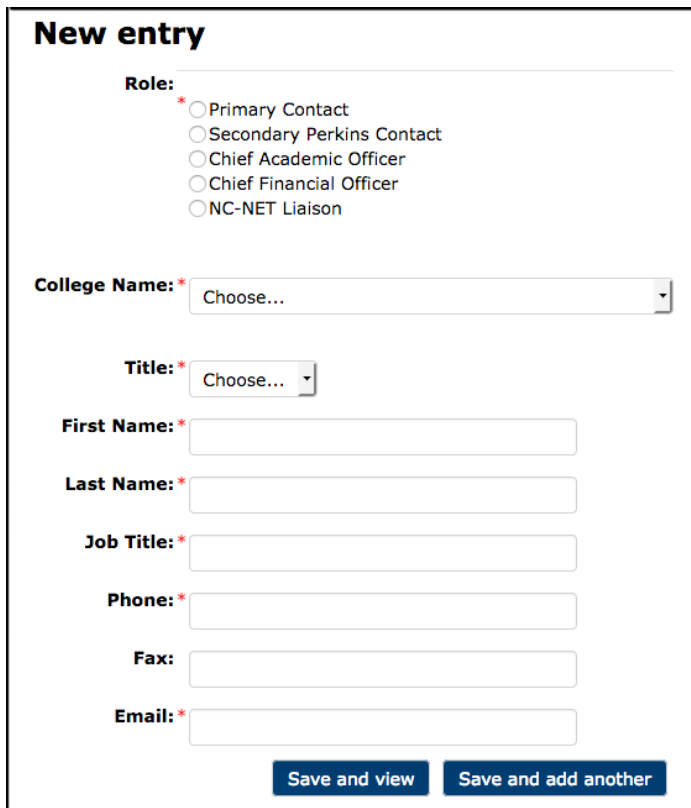
**Enter Contact Information**

Enter the primary contact person for the grant. You may also enter an optional correspondence.

Visible groups All participants ▾

View list View single Search Add entry

3. Enter the contact information as indicated



**New entry**

**Role:**

- ☐ Primary Contact
- ☐ Secondary Perkins Contact
- ☐ Chief Academic Officer
- ☐ Chief Financial Officer
- ☐ NC-NET Liaison

**College Name: \*** Choose... ▾

**Title: \*** Choose... ▾

**First Name: \***

**Last Name: \***

**Job Title: \***

**Phone: \***

**Fax:**

**Email: \***

Save and view Save and add another

4. Click **Save and view**. Repeat steps 1-4 for each contact


## Part II – Allotment Options

College must officially accept or decline its current FY allocation under the Act by submitting an Allotment Acceptance Form.

1. Click on **Allotment Acceptance Form Submission**

**Part II: Allotment Options ~ Due June 30, 2018**


A college must officially accept or decline its current FY allocation under the Act. Click on the link below to indicate whether your institution will accept or decline its allocation. If your institution accepts the allocation, you must download the Allotment Acceptance Form and upload it using the [Allotment Acceptance Form Submission](#) link found below.

 [Allotment Acceptance Form Submission](#)

2. Download the **Part\_II\_Allotment\_Options.docx** file by clicking on the link.

**Allotment Acceptance Form Submission** [Return to: 2018-19 Local P... ↗](#)

**Instructions:** Download the attached file (*Part\_II\_Allotment\_Options.docx*) and obtain the appropriate signatures. Scan and upload the file below.

 [PART\\_II\\_Allotment\\_Options.docx](#)

Visible groups

**Submission status**


Attempt number	This is attempt 1.
Submission status	No attempt
Grading status	Not graded
Due date	Saturday, 30 June 2018, 11:55 PM
Time remaining	89 days 13 hours
Last modified	-
Submission comments	<a href="#">Comments (0)</a>

[Add submission](#)

3. Complete the form and obtain the appropriate signatures. **Scan the form as a PDF file.**
4. Return to Moodle and click on the **Allotment Acceptance Form Submission** link.

**Part II: Allotment Options ~ Due June 30, 2018**

A college must officially accept or decline its current FY allocation under the Act. Click on the link below to indicate whether your institution will accept or decline its allocation. If your institution accepts the allocation, you must download the Allotment Acceptance Form and upload it using the [Allotment Acceptance Form Submission](#) link found below.

 [Allotment Acceptance Form Submission](#)

- Click on the **Add Submission** button.

Submission status	
Attempt number	This is attempt 1.
Submission status	No attempt
Grading status	Not graded
Due date	Saturday, 30 June 2018, 11:55 PM
Time remaining	89 days 13 hours
Last modified	-
Submission comments	Comments (0)

[Add submission](#)

[Make changes to your submission](#)

- Drag and drop the PDF file into the File submission area. **Note: Older versions of Internet Explorer do not allow drag and drop of files. We recommend that you use Chrome, Firefox or Safari for use with the Perkins Online Data System.**

## 2018-19 Perkins Online Data System

### Allotment Acceptance Form Submission

[Return to: 2018-19 Local P...](#)

**Instructions:** Download the attached file (*Part\_II\_Allotment\_Options.docx*) and obtain the appropriate signatures. Scan and upload the file below.

\* ☐ This assignment is my own work, except where I have acknowledged the use of the works of other people.

**File submissions**

Maximum size for new files: Unlimited, maximum attachments: 1

You can drag and drop files here to add them.

There are required fields in this form marked \*.

[Save changes](#) [Cancel](#)

- Once the file appears in the file submission area, click the **Save Changes** button.

### Part III – Assurances

The Assurances document is signed by the president and college board chair assuring that the funds will be spent properly and that rules will be followed.

- Click on the **Assurances Submission** link.

### Part III: Assurances ~ Due June 30, 2018


Download the Statement of Assurances File. Enter your college's name in the first line and obtain the necessary signatures. Upload a PDF of the official signed copy using the [Assurances Submission](#) link below.

[Assurances Submission](#)

2. Download the **Part\_III\_Assurances.docx** file, print, and obtain the appropriate signatures and scan as a PDF file.
3. Return to the main page and click on the Assurances Submission document.

## Assurances Submission

**Instructions:** Download the attached file (Part\_III\_Assurances.docx) and obtain the scanned copy of the Statement of Assurance Form containing official signatures.

 [Part\\_III\\_Assurances.docx](#)

4. Click on the **Add Submission** button.

### Submission status

Submission status	No attempt
Grading status	Not graded
Due date	Wednesday, 15 June 2016, 11:55 PM
Time remaining	58 days 7 hours
Last modified	Thursday, 28 January 2016, 3:27 PM
Submission comments	<a href="#">Comments (0)</a>

[Add submission](#)

5. Drag and drop the PDF file into the File submission area. **Note: Older versions of Internet Explorer do not allow drag and drop of files. We recommend that you use Chrome, Firefox or Safari for use with the Perkins Online Data System.**

## Assurances Submission

[Return to: 2018-19 Local P... ↗](#)

**Instructions:** Download the attached file (Part\_III\_Assurances.docx) and obtain the appropriate signatures. Upload a scanned copy of the Statement of Assurances Form containing official signatures.

\* ☐ This assignment is my own work, except where I have acknowledged the use of the works of other people.

### File submissions

Maximum size for new files: Unlimited, maximum attachments: 1

↓

You can drag and drop files here to add them.

There are required fields in this form marked \*.

[Return to: 2018-19 Local P... ↗](#)

6. Once the file is visible in the file submission area, click the **Save Changes** button




## Part IV – Local Plan & Budget

1. Click on the Local Plan & Budget Submission link.

**Part IV: Local Plan & Budget ~ Due June 30, 2018**


Developing a Local Plan and budget is a critical component in implementing Perkins at the college level. Download the Local Plan and Budget Template for use in developing your plan. Once your plan is complete, upload using the Local Plan and Budget Submission Link below.

 [Local Plan & Budget Submission](#)

2. Download the **Local Plan Template.xlsm** file and complete.

**Local Plan & Budget Submission**


**Instructions:** Upload a your completed local plan below

 [Perkins 2017-18 Local Plan Template.xlsm](#)

3. Once your local plan is complete, return to the main page and click on the **Local Plan Submission** link.

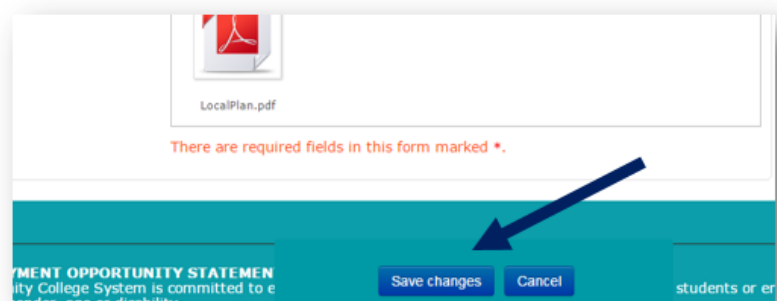
**Part IV: Local Plan & Budget ~ Due June 30, 2018**

Developing a Local Plan and budget is a critical component in implementing Perkins at the college level. Download the Local Plan and Budget Template for use in developing your plan. Once your plan is complete, upload using the Local Plan and Budget Submission Link below.

 [Local Plan & Budget Submission](#)

4. Drag and drop the PDF file into the File submission area. **Note: Older versions of Internet Explorer do not allow drag and drop of files. We recommend that you use Chrome, Firefox or Safari for use with the Perkins Online Data System.**

5. Once the file is visible in the file submission area, click **Save Changes**.



Submission status	
Attempt number	This is attempt 1.
Submission status	No attempt
Grading status	Not graded
Due date	Saturday, 30 June 2018, 3:50 PM
Time remaining	89 days 5 hours
Last modified	-
Submission comments	<a href="#">Comments (0)</a>

[Add submission](#)


Make changes to your submission

## Part V – Job Descriptions

If applicable, upload job descriptions for positions funded through Perkins.

**Part V: Job Descriptions (if applicable) ~ Due June 30, 2018**

Submit a Job Description for all positions funded in full or part with Perkins funds.

 [Submit Job Descriptions & Justifications](#)