

2018-19 Annual Perkins Planning Meeting  
April 19, 2018  
Greensboro, NC



**Perkins Annual  
Planning Meeting  
April 19, 2018**



**North Carolina  
Community College System**

---

**Postsecondary CTE**  
Annual Perkins Planning Meeting  
April 19, 2018  
Greensboro, NC

[www.ncperkins.org](http://www.ncperkins.org)



**Perkins/CTE State Staff**

---

**Dr. Bob Witchger** Director, Career & Technical Education  
WitchgerB@nccommunitycolleges.edu 919-807-7126

**Dr. Tony R. Reggi** Coordinator, Career & Technical Education  
ReggiA@nccommunitycolleges.edu 919-807-7131

**Patti Coultas** Coordinator, Career & Technical Education  
CoultasP@nccommunitycolleges.edu 919-807-7130

**Chris Droessler** Coordinator, Career & Technical Education  
DroesslerC@nccommunitycolleges.edu 919-807-7068

**Jennifer Holloway** CTE Administrative Assistant  
HollowayJ@nccommunitycolleges.edu 919-807-7129



North Carolina Community College System



## Postsecondary Perkins

---

- **Basic Grant** - Enhancing 9-14 Programs of Study (POS) that link secondary to postsecondary POS
- **Leadership Grant** – Promoting New Ideas
- **FAUPL** – (Formally Agreed Upon Performance Level) Performance and Accountability
- **Methods of Administration** – (MOA) Equity & Accessibility
- **Career Pathways Grant** – RFP (Request for Proposals)



North Carolina Community College System



## Basic Grant

---

- Enhance CTE - Links to high school (9-14)
- Employers – Engaging, listening, acting
- Develop more fully the academic, technical and professional skills of faculty
- Encourage partnerships with stakeholders
- Work-Based Learning (WBL)



North Carolina Community College System



## Basic Grant - required activities

---

1. Strengthen the Academic, Career and Technical Skills of Students
2. Secondary to Postsecondary Linkages
3. All Aspects of Industry
4. Develop, Improve, or Expand the use of Technology
5. Professional Development
6. Evaluation of CTE Programs
7. Initiate, Improve, Expand, or Modernize CTE Programs
8. Size, Scope, and Quality
9. Activities for Special Populations



North Carolina Community College System



## Voc Codes

---

10. Administration
11. Strengthen the Academic, Career and Technical Skills of Students
12. Secondary to Postsecondary Linkages
13. All Aspects of Industry
14. Develop, Improve, or Expand the use of Technology
15. Professional Development
16. Evaluation of CTE Programs
17. Initiate, Improve, Expand, or Modernize CTE Programs
18. Activities for Special Populations
19. Other Permissible Use of Funds



North Carolina Community College System



## Leadership Grant

---

- Assessment of CTE
- Expand the use of technology
- Professional development programs
- Support and improve CTE programs
- Support partnerships
- Serve state correctional institutions
- Support programs for special populations
- Provide technical assistance to our colleges



North Carolina Community College System



## Leadership Grant

---

<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>
•Automotive	•Competency-Based Education	•Career Cluster Guide
•SkillsUSA	•Career Cluster Guide	•SkillsUSA
•Pathways	•SkillsUSA	•ESAP
•Career Coaches	•WIOA	•WIOA
•RN to BSN	•Apprenticeship	•Apprenticeship
•Competency-Based Education	•Articulation	•Articulation
•Accounting	•CORD / NC-NET	•CORD / NC-NET
	•Survey	•Survey
		•Public Service



North Carolina Community College System



## Research/Presentations/Webinars/PD

---

### Presentations/webinars

- Hot Jobs (Careers) of the Future
- Turning your Passion into a Career
- Removing barriers for student success
- Keeping our youth out of trouble with the Law
- Career Information: What it is, and Why it's Important
- Employers & educators developing quality career pathways
- Civil rights, Equity awareness
- Career awareness and planning - Career Cluster Guide



North Carolina Community College System



## Perkins Performance Indicators

---

- 1P1 - Technical Skill Attainment
- 2P1 - Credential, Certificate or Degree Attainment
- 3P1 - Student Retention or Transfer
- 4P1 - Student Placement in Employment
- 5P1 - Nontraditional Gender Participation
- 5P2 - Nontraditional Gender Completion



North Carolina Community College System



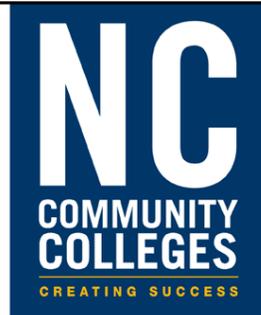
## Perkins Performance Indicators

---

- 1P1 - Students who attain a 2.5 GPA or higher
- 2P1 - Students who complete a credential, certificate, diploma or degree
- 3P1 - Students who continue in CTE (retention or transfer)
- 4P1 - Students who are placed in a job (employment)
- 5P1 - Students who enroll in program of study nontraditional for their gender
- 5P2 - Students who complete a program of study nontraditional for their gender



North Carolina Community College System



2017  
Perkins  
Core Indicators of Performance

**2016-2017 Performance Indicator Summary by State Levels of Performance**

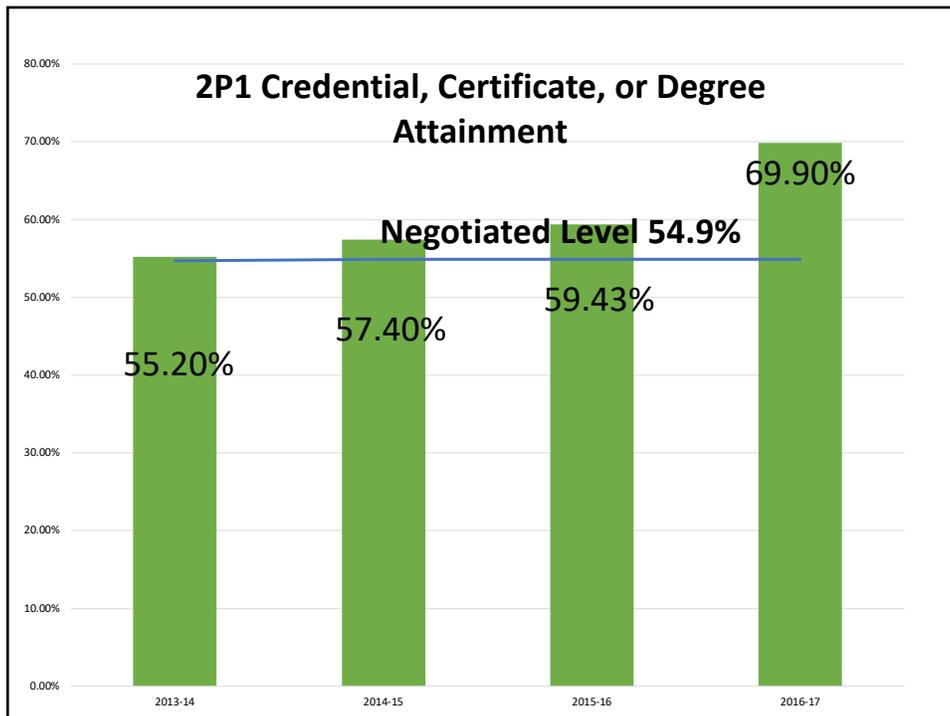
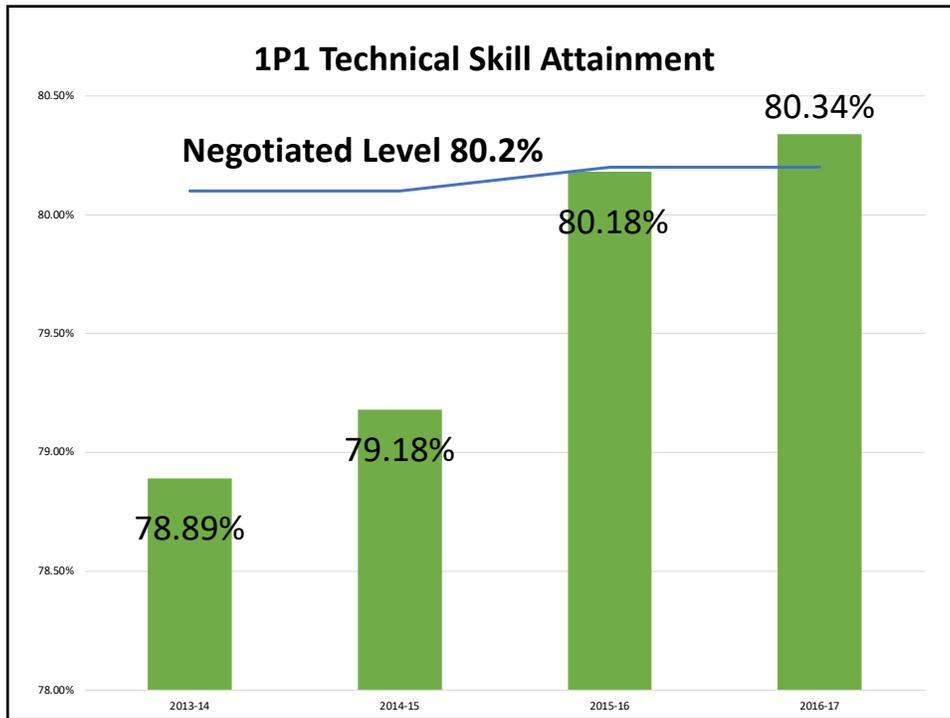
 Met or exceeded State Negotiated Level of Performance  
 Below, but within 10% of the State Negotiated Level of Performance  
 More than 10% below the State Negotiated Level of Performance

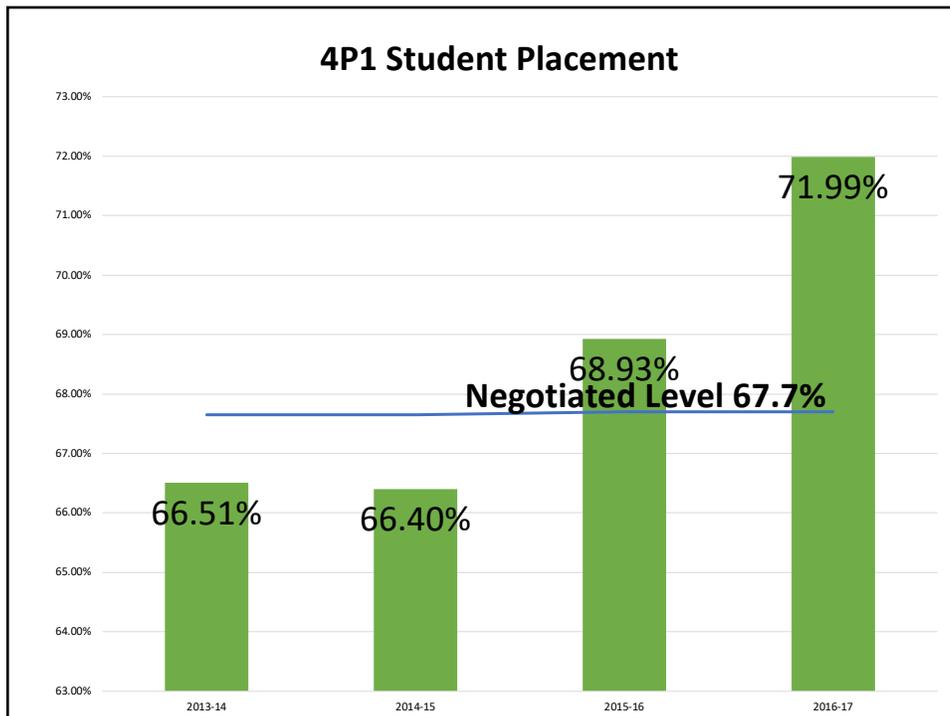
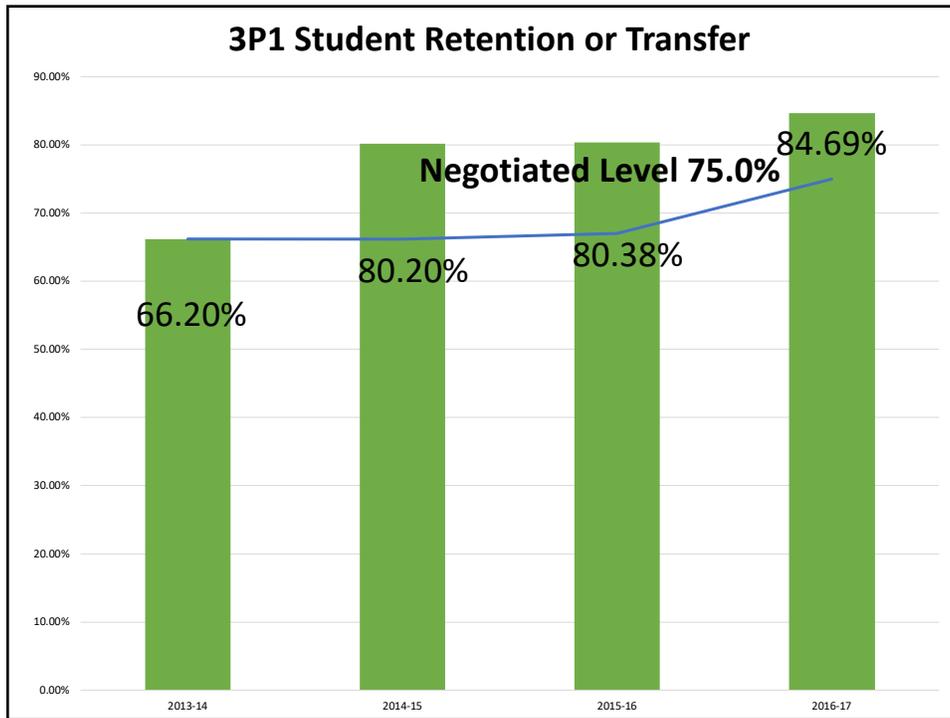
	1P1	2P1	3P1	4P1	5P1	5P2
State Negotiated Level of Performance	80.20%	54.90%	75.00%	67.70%	5.95%	14.50%
10% Below State Level of Performance	72.18%	49.41%	67.50%	60.93%	5.36%	13.05%
Average of all Colleges	 80.43%	 70.56%	 83.58%	 71.54%	 5.69%	 13.48%
Alamance CC	 86.01%	 66.97%	 79.64%	 65.99%	 7.77%	 19.51%
Asheville-Buncombe TCC	 79.48%	 72.92%	 85.51%	 74.33%	 8.31%	 16.41%
Beaufort County CC	 70.55%	 66.00%	 82.11%	 76.67%	 8.02%	 14.47%
Bladen CC	 61.95%	 55.00%	 75.23%	 76.67%	 4.26%	 10.71%
Blue Ridge CC	 78.19%	 69.36%	 87.38%	 67.05%	 3.47%	 11.54%
Brunswick CC	 82.66%	 75.57%	 84.24%	 68.70%	 4.57%	 14.86%
Caldwell CC and TI	 89.62%	 68.85%	 83.19%	 79.13%	 3.52%	 11.18%
Cape Fear CC	 77.59%	 75.50%	 86.84%	 71.87%	 3.99%	 11.48%
Carteret CC	 89.19%	 71.34%	 83.99%	 66.24%	 5.43%	 15.38%
Catawba Valley CC	 85.15%	 70.19%	 86.79%	 78.05%	 7.14%	 15.71%
Central Carolina CC	 81.96%	 68.64%	 81.04%	 64.27%	 6.69%	 10.85%
Central Piedmont CC	 82.13%	 64.01%	 84.73%	 71.88%	 4.92%	 16.09%
Cleveland CC	 83.39%	 72.24%	 83.89%	 70.72%	 7.41%	 11.11%
Coastal Carolina CC	 85.31%	 79.15%	 83.41%	 62.99%	 4.06%	 13.26%
College of the Albemarle	 83.86%	 73.84%	 83.87%	 62.58%	 3.76%	 13.04%
Craven CC	 89.67%	 68.22%	 82.70%	 67.83%	 4.72%	 15.48%
Davidson County CC	 82.97%	 82.60%	 86.78%	 74.95%	 5.55%	 13.90%

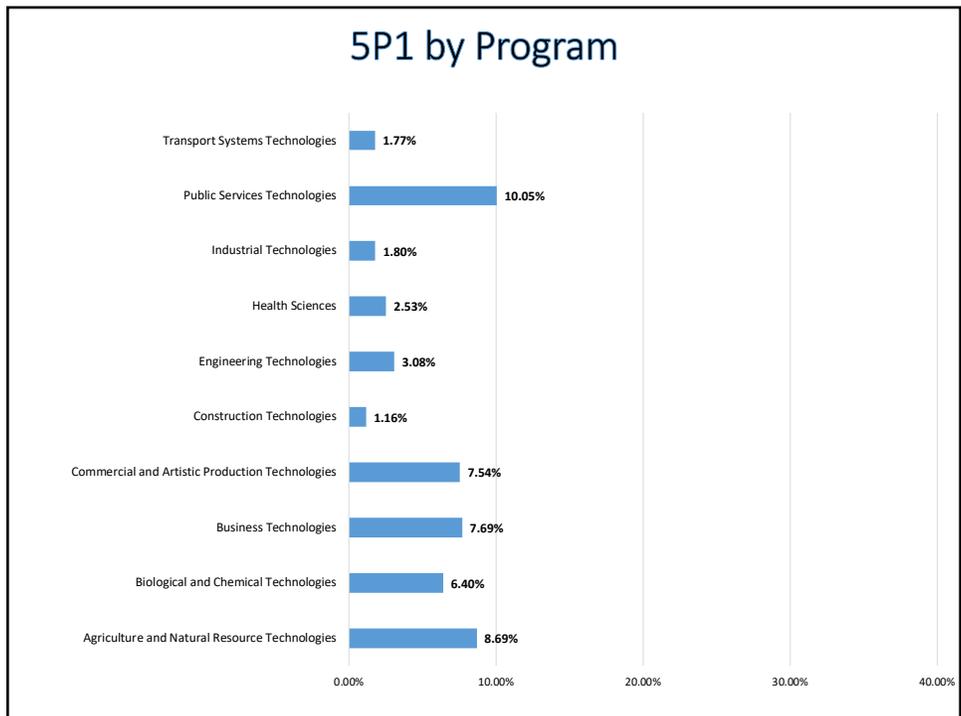
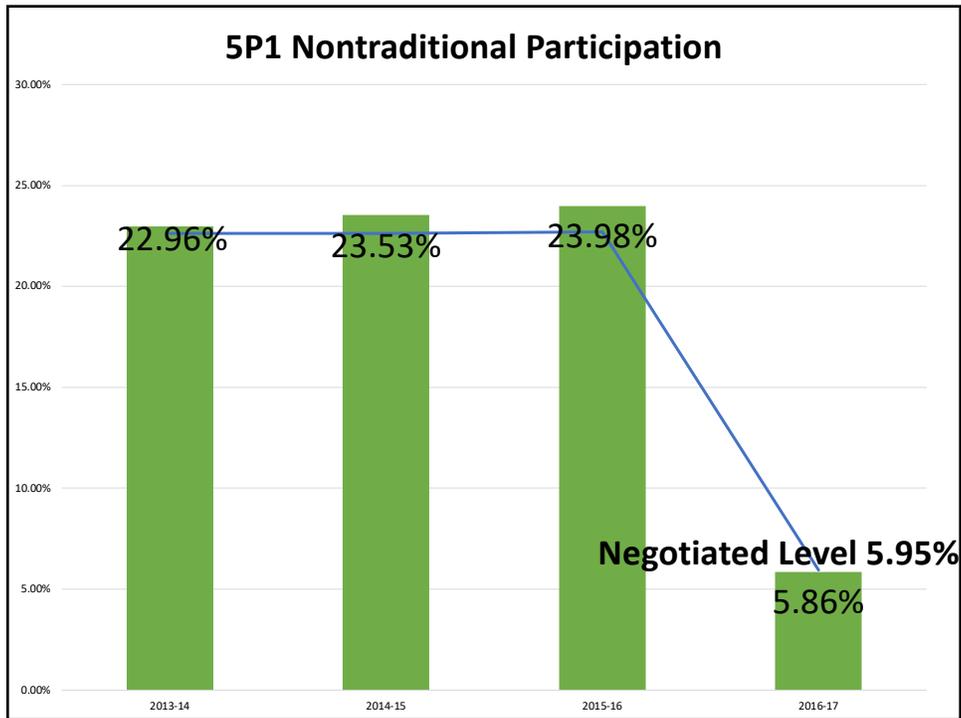
**2016-2017 Performance Indicator Summary by State Levels of Performance**

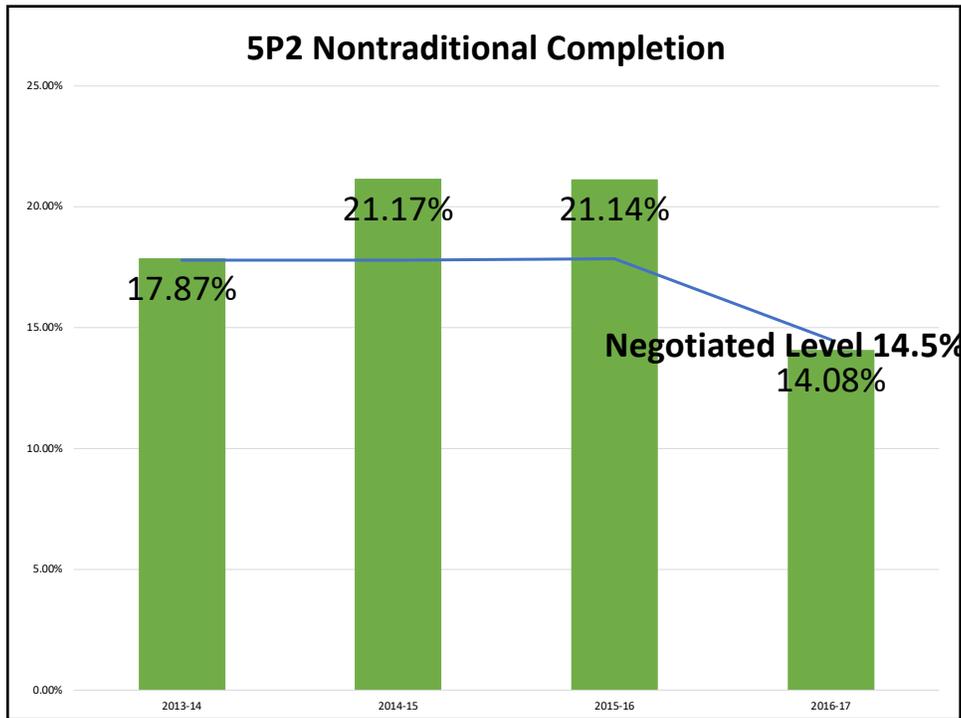
 Met or exceeded State Negotiated Level of Performance  
 Below, but within 10% of the State Negotiated Level of Performance  
 More than 10% below the State Negotiated Level of Performance

	1P1	2P1	3P1	4P1	5P1	5P2
State Negotiated Level of Performance	80.20%	54.90%	75.00%	67.70%	5.95%	14.50%
10% Below State Level of Performance	72.18%	49.41%	67.50%	60.93%	5.36%	13.05%
Average of all Colleges	 80.43%	 70.56%	 83.58%	 71.54%	 5.69%	 13.48%









### 5P1 Nontraditional Participation -- by Ethnicity & Gender

---

**5.95% State Negotiated level**

- 10.6% African American Female
- 2.3% African-American Male**
- 9.0% White Female
- 1.3% White Male**
- 11.3% Hispanic Female
- 2.0% Hispanic Male**
- 11.4% Other Female
- 2.3% Other Male**

North Carolina Community College System



### 5P2 Nontraditional Completion -- by Ethnicity & Gender

---

**14.5% State Negotiated level**

20.3% African American Female

**9.0% African-American Male**

15.6% White Female

**9.4% White Male**

18.6% Hispanic Female

**9.0% Hispanic Male**

21.3% Other Female

**11.3% Other Male**



North Carolina Community College System



2017  
Perkins  
Core Indicators of Performance



## Monitoring - Basic Grant

---

- Career and Technical Education activities
- Secondary students earning postsecondary credit
- Improve academic and technical skills of students
- Understanding all aspects of industry
- Taught to challenging standards
- Professional development for CTE staff
- Inform stakeholders of Perkins CTE Act
- Continuous improvement
- Risk monitoring
- Equipment purchase and use
- Serving Special Populations enrolled in CTE



North Carolina Community College System



## Monitoring – Risk Factors

---

- Attendance at webinars and meetings
- Timeliness of paperwork
- New staff
- General performance measures
- Local plan
- Percentage of budget in one area
- Participation in Articulation Agreement update



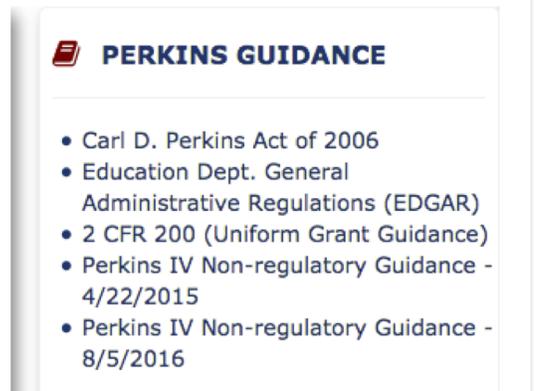
North Carolina Community College System



## Link to Perkins Act

---

- [www.ncperkins.org/](http://www.ncperkins.org/)



North Carolina Community College System



## Tracking Time and Effort

---

- Identify 100% CTE vs split time
- 100% CTE submit verification twice a year
- Split time complete daily time sheet, signed weekly, and submitted monthly
- Subject to Risk Monitoring
- Redact all student information on submissions



North Carolina Community College System





## Methods of Administration (MOA) of Federal CTE Programs

---

- Student accessibility
- Student access
- Equity in teaching faculty, enrolled students, and support staff



North Carolina Community College System



## Methods of Administration of Federal CTE Programs Checklist

---

- Administrative - Notice of non-discrimination
- Site location and student eligibility
- Equity recruitment
- Admissions
- Student financial assistance
- Counseling and prevocational programs
- Services for students with disabilities
- Accessibility 504-ADA
- Comparable facilities
- Work study, cooperative education, job placement, apprenticeship
- Employment



North Carolina Community College System



## Writing the Local Plan

---

1. Contact information
2. Allotment - Accept or reject
3. Required use of funds - Focusing the grant
4. Assurances
5. Local plan and budget document - Pathways, accountability, enhancement
6. Budget allocation - Pathways, WBL, PD
7. Required activities - What difference does the funding make?
8. Permissible activities
9. Supplanting - Equipment, supplies



North Carolina Community College System



## CTE Moodle

---

- [NCperkins.org](http://NCperkins.org)



North Carolina Community College System



## 2018-19 Budget - General Guidance

---

- Equitable distribution of funds
- All required activities are to be accomplished with Perkins or other funding sources
- Keep salaries under 50%
- Keep equipment under 50%
- Fund Work-Based Learning at least 20%
- Fund Faculty Professional Development at least 20%
- Fund Career Pathway activities at least 20%
- Budget modification accepted through the third quarter.



North Carolina Community College System



## Career Pathways

---





## Faculty Professional Development ideas

---

- Sustained, multi-day PD, follow-up
- Faculty in industry
- Faculty teaching and learning
- Faculty exchange with other colleges
- Faculty exchange with high school classroom
- Limit conference attendance



North Carolina Community College System



## Perkins Allocation 2018-19

---

For planning purposes use the same funding level as in fy2017-18 for fy2018-19 and expect some changes.

- The federal education budget is uncertain
- Pell Numbers have small tenths-of-a-percent changes among colleges
- With uncertainty, we will use the 2017-18 allocations for planning purposes
- Projected allocations (handout)
- Anticipate adjustments



North Carolina Community College System



## Consortia

---

- Form a leadership team
- Joint planning
- Develop programs that will be mutually beneficial
- Collaborative use of funds



North Carolina Community College System



## Perkins/CTE State Staff

---

**Dr. Bob Witchger** Director, Career & Technical Education  
WitchgerB@nccommunitycolleges.edu 919-807-7126

**Dr. Tony R. Reggi** Coordinator, Career & Technical Education  
ReggiA@nccommunitycolleges.edu 919-807-7131

**Patti Coultas** Coordinator, Career & Technical Education  
CoultasP@nccommunitycolleges.edu 919-807-7130

**Chris Droessler** Coordinator, Career & Technical Education  
DroesslerC@nccommunitycolleges.edu 919-807-7068

**Jennifer Holloway** CTE Administrative Assistant  
HollowayJ@nccommunitycolleges.edu 919-807-7129



North Carolina Community College System



Best Practices

---



North Carolina Community College System

# **Perkins 101**

## **April 18, 2018**



## North Carolina Community College System

---

### **Perkins 101: For Improved understanding & local Implementation of the Carl D. Perkins Career and Technical Education Act of 2006**

April 2018

**Robert J. Witchger, Ed.D.**

Director, Career and Technical Education

**Tony Reggi, D.Min.**

Coordinator, Career and Technical Education

North Carolina Community College System



## Carl Dewey Perkins

---

- Representative from Kentucky
- 1949-1984
- Legacy of support to education and the underprivileged
  - Perkins Student Loan
  - Carl D. Perkins CTE Program





## Evolution of Perkins Program

---

- 1905: Advocates for "practical education" argue for broader public school curriculum that prepares graduates for jobs
- 1917: Smith-Hughes Vocational Education Act (\$1.7M)
- 1936: George-Deen Act increased funding (\$14.5M)
- 1968: Replacement legislation introduced by Rep. Perkins (\$365M)
- 1984: Perkins I - vocational education improvement, special populations



## Evolution of Perkins Program

---

- 1990: Perkins II - integration of vocational and academic education
- 1998: Perkins III - technology and workforce preparation
- 2006: Perkins IV - career and technical education with increased academic preparation; preparation for high wage, high skill occupations for tomorrow's workforce through programs of study
- 2018: Closer alignment with Workforce Innovation Opportunity Act (WIOA) emphasis on workforce preparation and Programs of Study to Meet identified need of assessment



## Purpose of Perkins Program

---

Develop more fully the academic, vocational and technical skills of students enrolled in CTE:

- Develop challenging and rigorous academic and technical standards so that students are prepare for high skill, high wage, high demand, and emerging occupations
- Link secondary and postsecondary education for effective student transition to work
- Develop, implement & improve CTE Programs of Study

*Working with employers is implied throughout the ACT*



## Purpose of Perkins Program

---

Develop more fully the academic, vocational and technical skills of students enrolled in CTE:

- Professional development and other activities that improve the quality of CTE teachers, faculty, administrators and counselors
- Partnerships among educational institutions, state agencies, and business and industry
- Provide lifelong learning opportunities that will produce the knowledge and skills needed to keep the U. S. competitive.



## Perkins Emphasis

---

- 1964 - State Planning – Set Up Vocational Education
- 1968 – Include Special Populations in Voc. Ed.
- 1984 – Equal Access to CTE - Affirmative Action
- 1990 – High School and Community College - Tech Prep Innovation
- 1998 – Intense work through Programs of Study
- 2006 - Rigorous Programs of Study, High Skill Training
- 2018 - Career Pathways, Job Training, Employability Skills



## The Carl D. Perkins CTE Act of 2006

---

- Is a workforce development program delivered through educational institutions.
- To keep U.S. competitive by providing a national and local highly skilled, sustainable workforce



## Mission

---

- Enhance Postsecondary Career & Technical Education (CTE) through Programs of Study (POS)
- Level the playing field for those who elect to enroll in CTE programs of study and increase enrollment
- Actively engage employers in the development and implementation of CTE programming leading to employment



## Oversight and Authority

---

### Federal

- U.S. Department of Education
- Office of Career Technical and Adult Education (OCTAE)
  - Carl D. Perkins Act of 2006

### State

- Eligible Agency
- Sole state agency responsible for administering program
- State Plan/Improvement Plan

### Local

- Eligible Institution (postsecondary)
- Eligible Recipient (secondary)
  - Local Plan/Annual Plan/Improvement Plan – (2017-18 Template)

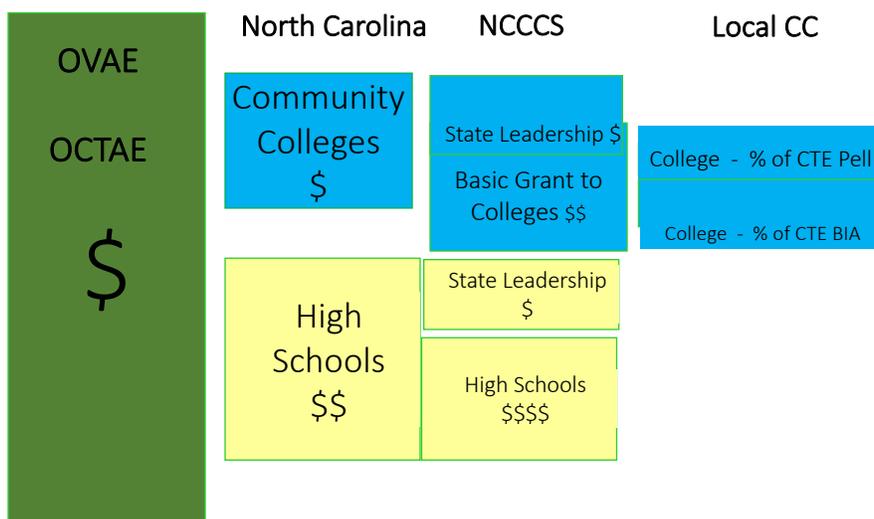


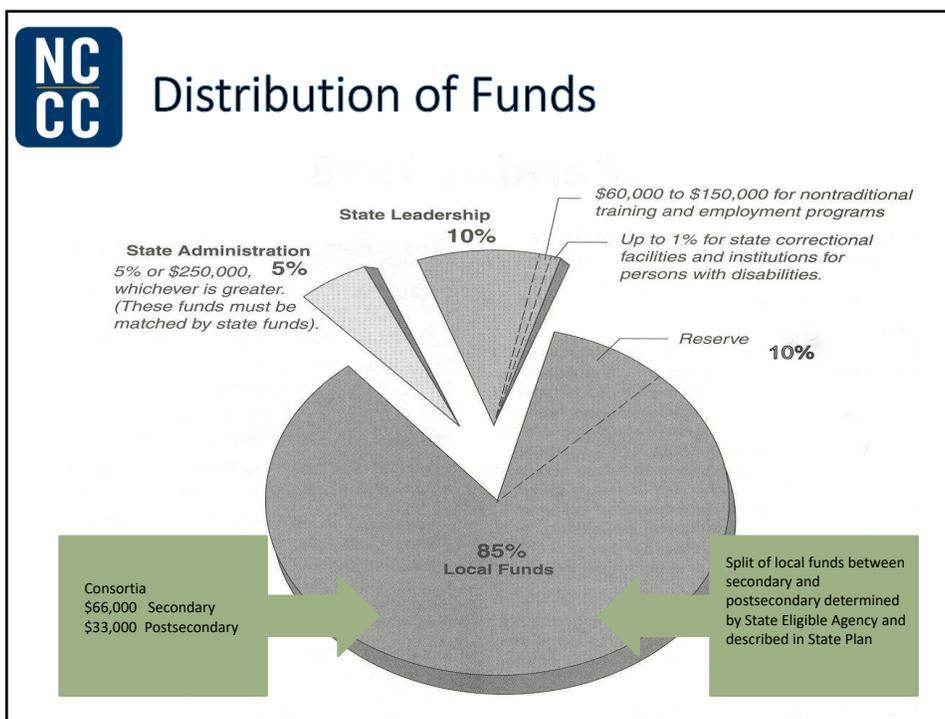
## Our CTE Plan of Work

- Spelled out in Carl D. Perkins Career and Technical Education Act of 2006
- Outlined in the North Carolina Five-Year CTE State Plan
- Reflected in your community college Local Plan



## Perkins Flow of Funding





- 
- ## WIOA Board Input
- 
- State Plan
  - Perkins IV 5-Year Local Plan
  - WIOA infrastructure funding
  - WIOA impact and increased collaboration and direction



## Use of Funds

---

### Local

- Administration
  - 5% of funds used or awarded
- Program Improvement
  - Annual Plan
    - **Required use of funds**
    - Permissive use of funds
  - Improvement Plan

### State

- Administration
  - 5% of grant
- State Leadership
  - **Required use of funds**
  - Permissive use of funds
  - Improvement plan
- Reserve Funds



## Use of Funds: Administrative

---

- How will you use administrative funds (5% maximum)?
- Amount of the 5% set aside for administration
  - None/All/Portion
  - 5% of actual spent; Indirect is part of the administrative costs
  - ½% for WIOA Career Center Infrastructure
- Use of admin funds
  - Limited to activities related to administering the grant
  - Can use admin \$ for program improvement but cannot use program improvement \$ for admin
- Coordinator who is paid through a Perkins activity
  - Portion for administering the grant must come from admin 5% or from institution;



## How does Perkins fit in CTE programs?

---

- It's a Federal formula program meant to improve and enhance existing CTE programs
- The Perkins Act was originally authorized in 1984; the most recent authorization is Perkins IV in 2006
- District funding allocations are based on Federal census and poverty data
- Postsecondary funding allocations are based on CTE participants receiving Pell grants or recognized by BIA
- Perkins is federal money – The state and local grantees must follow the federal grant guidelines and EDGAR



## Perkins Allocations

---

- State Allocations Are Census Based
- In-State Allocation
  - Secondary census data
    - 70% based on school-aged kids 5-17 census count at or below poverty guidelines
    - 30% total district census data (Section 131 (a)(b))
  - Postsecondary
    - College's (or consortium's) percent of state-wide Pell & BIA recipients from CTE programs. (Section 132(a)(2))



## CTE Definitions

---

- Postsecondary CTE **Participant** is an AAS non-transfer student enrolled in six credit hours (during the program year) in any CTE program area.
- Postsecondary CTE **Concentrator** is a CTE participant who completes a minimum of 12 academic and technical hours, 6 hours will be in CTE coursework.
- Currently North Carolina Recertifies Participants and Concentrators each program year.



## Consortium Distribution of Funds

---

- Funding formula must result in minimum level in order for recipient to be awarded funds:  
Postsecondary \$50,000
- Used only for purposes and programs that are mutually beneficial to all members of the consortium
- May not be distributed based upon amounts determined by the funding formula
- North Carolina is seeking waiver for 2018-19



## Section 131 & 132 – Consortia Requirements

---

- May not be reallocated to individual members of the consortium for purposes or programs benefitting only 1 member of the consortium
- Must have a fiscal agent responsible for grant management and compliance
- Fiscal agent receives the 5% administrative
- Determine how to handle recipients on the bubble



## Section 133 – Redistribution of Unspent Funds

---

- When an eligible recipient does not expend all of its allocated amount, those funds are returned to the state
- The state retains such amounts for distribution in the following academic year.



## Required Uses of Funds Section 135. Local Use of Funds

1. Strengthen CTE through integration of academics and technical programs
2. Link secondary and postsecondary through programs of study
3. Teach to All aspects of industry
4. Develop, improve, or expand CTE Programs
5. Faculty Professional development
6. Evaluate CTE programs
7. Initiate, improve, expand and modernize CTE programs / technology
8. Activities for special populations enrolled in CTE Programs
9. Support programs that are of sufficient size, scope and quality to be effective

Recipient is required to address with either Perkins or institutional funds as outlined in 5-Year Plan



## Required & Permissive Use of Funds Section 135. Local Use of Funds

1. Involve stakeholders
2. Career guidance and academic counseling
3. Business partnerships
4. Programs for special populations – Enrolled in CTE leading to employment
5. CTE student organizations
6. Mentoring and support services – CTE Students
7. Equipment and instructional materials
8. Teacher preparation
9. Accessibility of postsecondary instruction
10. Transition to baccalaureate
11. Entrepreneurship, family and consumer science, automotive
12. New courses
13. Career-themed learning communities
14. CTE for adults and dropouts to complete secondary or to upgrade skills
15. Career assistance
16. Activities for nontraditional fields
17. Pooling of funds (teacher prep/data collection/POS/technical assessments)



## Local Perkins Application Plan -

---

- The law is just the minimum requirements
- States can add more requirements, set parameters, restrictions, etc..
  - Prioritize uses of funds
  - Connect accountability to uses of funds



## Integration of Academic & CTE Skills

---

- Required: **Strengthen academic and technical skills** of students participating in CTE programs through the integration of academics with CTE programs. (Voc 11)
- Related Permissive: Teacher preparation programs that address the **integration of academic and CTE** and that assist individuals with experience in business and industry who are interested in becoming CTE faculty.



## Secondary - Postsecondary Linkages

---

- Required: **Link secondary and postsecondary levels**, including not less than 1 CTE program of study containing both secondary and postsecondary elements that are coordinated, non-duplicative and aligned. VOC 12
- Related Permissive: Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual and concurrent enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion.
- Related Permissive: Improving or developing new CTE courses, including the development of programs of study and courses that prepare individuals academically and technically for high-skill, high-wage and high-demand occupations and dual or concurrent enrollment opportunities.



## Programs of Study

---

- Must be offered in order to be eligible for funding
  - Incorporate secondary/postsecondary elements
  - Coherent and rigorous content aligned with challenging academic standards in a coordinated, non-duplicative progression of courses that prepare students to succeed at postsecondary level
  - May include opportunity for dual/concurrent credit
  - Faculty Coordinated Pathways
  - Lead to an industry recognized credential or postsecondary degree
- Articulation agreements Local Agreements renewed each year unless there are statewide articulation agreements in place;
- Articulation alone does not meet requirements
- Template for mapping the Program of Study
- Focus is on collaboration - Faculty, Directors, Deans, EMPLOYERS



## Program of Study / Career Pathways

---

- Colleges developed 1 pathway in 2014 - 15
- Colleges developed 2 additional pathways in 2015 - 16
- Colleges enhanced and aligned pathways in 2016 - 18
- Pathways are developed with our high school partners
- Career and College Promise can be incorporated into the pathway and cannot be substituted for the pathway
- Faculty funded with Perkins Funds and teaching in CCP must meet standards of 9-14 CTE Pathways including counseling and followup



## CTE Career Pathways / Programs of Study - 20%

---

1. Can include **articulated** and **career and college promise** courses
2. **Begin in High School** and continue through CC completion (9 -14)
3. **Engage employers** up front
4. **Engage Faculty** in coordinating classes
5. Offer **work-based learning** experiences at each grade level
6. Build in ongoing **career advising**
7. Provide program open entry and open exit for students
8. Offer the opportunity to build (stack) **credentials** along the way

## Building the Program of Study - 9-14 High School and Community College

(Rigorous) Programs of Study      (Classes are examples)

Level	Courses								Certifications & Degrees
9	English I	Algebra I or Integrated Math I	Environmental Earth Science	World History	Health/PE	MSIA Word, PDF	Small Business Entrepreneurship	Freeman Social Management	MSIA Certifications (2)
10	English II	Geometry or Integrated Math II	Physical Science	Civics	Principles of Business & Finance	MSIA Email, Access	Business Law	MSIA Website or Database	MSIA Certifications (2)
11	English III	Algebra II or Integrated Math III	Biology	BUS 111	BUS 110 Intro to Business	Accounting I	BUS 117 Principles of Management	BUS 113 Principles of Supervision	MSIA Certifications (1) MOS Career Readiness - CRC
12	English IV	4 <sup>th</sup> Math Aligned with student's plan	US History Part A	MAT 115 Mathematical Models	US History Part B	Accounting II	ENG 114 Professional Research & Reporting	BUS 113 Business Law I	High School Diploma QuickBooks Certification CC Certificate
Summer	CBE 112 Internship	CBE 110 World of Work	ACA 111 College Student Success						
1	MKT 220 Advertising & Sales	ACC 120 Principles of Financial Accounting	ENG 111 Expository Writing	BUS 116 Business Law II	BUS 200 Business Communications	BUS 240 Business Ethics	ACC 120 Individual Income Taxes	ACC 121 Principles of Managerial Accounting	Business Administration Diploma 44 hours
2	Social Science Seminar	BUS 230 Business Applications Seminar	ECO 252 Principles of Macroeconomics	Humansities Fine Arts Elective				ACC 121 Principles of Managerial Accounting	Business Administration MS Degree 55-72 hours

**Core Courses**

CTE High school courses

Community college courses

Articulated Courses

**Labor Market Value \$\$\$**

**Articulated credits - MSITA for CIS110**

Online Course on Demand See CC course requirements for each degree

## Building the Pathway Engaging Employers (including Work-Based Learning)

(Rigorous) Programs of Study      (Classes are examples)

Level	Courses								Certifications & Degrees
9	English I	Algebra I or Integrated Math I	Environmental Earth Science	World History	Health/PE	MSIA Word, PDF	Small Business Entrepreneurship	Freeman Social Management	MSIA Certifications (2)
10	English II	Geometry or Integrated Math II	Physical Science	Civics	Principles of Business & Finance	MSIA Email, Access	Business Law	MSIA Website or Database	MSIA Certifications (2)
11	English III	Algebra II or Integrated Math III	Biology	BUS 111	BUS 110 Intro to Business	Accounting I	BUS 117 Principles of Management	BUS 113 Principles of Supervision	MSIA Certifications (1) MOS Career Readiness - CRC
12	English IV	4 <sup>th</sup> Math Aligned with student's plan	US History Part A	MAT 115 Mathematical Models	US History Part B	Accounting II	ENG 114 Professional Research & Reporting	BUS 113 Business Law I	High School Diploma QuickBooks Certification CC Certificate
Summer	CBE 112 Internship	CBE 110 World of Work	ACA 111 College Student Success						
1	MKT 220 Advertising & Sales	ACC 120 Principles of Financial Accounting	ENG 111 Expository Writing	BUS 116 Business Law II	BUS 200 Business Communications	BUS 240 Business Ethics	ACC 120 Individual Income Taxes	ACC 121 Principles of Managerial Accounting	Business Administration Diploma 44 hours
2	Social Science Seminar	BUS 230 Business Applications Seminar	ECO 252 Principles of Macroeconomics	Humansities Fine Arts Elective				ACC 121 Principles of Managerial Accounting	Business Administration MS Degree 55-72 hours

**Core Courses**

CTE High school courses

Community college courses

Articulated Courses

Experiential Work-Based Learning

**Tours**

**Project B Learning**

**OJT / OIL**

**Co-Op**

**Apprenticeship**

**Employer Engagement**

**Articulated credits - MSITA for CIS110**

Online Course on Demand See CC course requirements for each degree



## All Aspects of an Industry

---

- Required: Provide students with strong experience and understanding **of all aspects of an industry**, which may include work-based learning experiences. (VOC. 13)
- Related Permissive: Create business-education partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for faculty.



## Program Improvement / Technology

---

- Required: Initiate, develop, improve, modernize, or expand, **use of technology** in CTE POS which may include: (VOC 14)
- training of career and technical education teachers, faculty, and administrators to use technology, and which may include distance learning-ie: Moodle to enhance course instruction
  - providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provide a strong basis for such skills) that lead to entry into the technology fields
  - 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



## Professional Development

---

- Required: Provide in-service and pre-service **professional development programs to faculty**, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, on topics including: (Voc:15)
  - effective integration of academics and CTE.
  - effective teaching skills based on research.
  - effective practices to improve parental and community involvement.
  - effective use of scientifically based research and data to improve instruction.
- Professional development should:
  - ensure that instructors and personnel stay current with all aspects of an industry.
  - involve internship programs that provide relevant business experience.
  - train teachers specifically in the effective use and application of technology to improve instruction.



## CTE Program Evaluation

---

- Required: Develop and implement evaluations, including an assessment of how the needs of special populations are being met. (Voc 16)
- **Note**: Most of our community colleges met this requirement through their annual program reviews including Institutional Effectiveness staff sharing program data with deans and faculty to improve CTE Programs of Study and our Use of Perkins Data Book.



## CTE Special Populations

---

Students enrolled in CTE programs

- with disabilities
- who are economically disadvantaged
- preparing for non-traditional fields (25% gender minority)
- Single parents and pregnant women
- Displaced homemakers
- Individuals with limited English speaking proficiency

*Help students move to self-sufficiency*



## Special Populations

---

- Required: Provide activities to prepare special populations, including nontraditional students, single parents and displaced homemakers **who are enrolled in CTE programs** for high skill, high wage, and high demand occupations that will lead to self-sufficiency. (VOC. 18)



## Stakeholder Involvement

---

- Permissive:
- Involve stakeholders
- Parents, businesses and labor organizations, etc. in the design, implementation and evaluation of CTE programs. (VOC: 19)



## Student Success

---

- Permissive: **Provide** services that contribute to CTE student success **including**:
  - career guidance and counseling to postsecondary CTE students
  - mentoring and support services of CTE Students
  - small personalized career-themed learning communities
  - assistance to CTE students in continuing their education or training or in finding an appropriate job
  - nontraditional training and employment activities such as mentoring and outreach (VOC: 19)



## Program Accessibility

---

- Permissive: **Developing and expanding postsecondary program offerings** at times and in formats that are accessible **for all students, including through the use of distance education.** (VOC: 19)



## Targeted Program Areas

---

- Permissive: Support targeted program areas that contribute to workforce preparation including:
  - entrepreneurship education and training.
  - family and consumer science programs.
  - automotive technologies. (VOC: 19)



## Perkins Coordinator

---

- Facilitate the implementation of the Perkins grant
- Ensure college is addressing all required activities and are meeting the intent and spirit of the law
- Engage Faculty and CTE Deans in planning and implementing the local CTE plan
- Insure proper use of Perkins funds allocated to college
- Enhance CTE links between HS and CC – Rigorous Programs of Study (RPOS)
- Follow up on the implementation of RPOS – share practices
- Support Development of Pathways and collaboration with partners to meet industry needs in region



## Local Plan Elements

---

- Process & Preparation
  - Activities
  - Budget
- Use of Funds
  - Admin
  - Program Improvement
- Accountability
  - Improvement Plan Status
  - Performance Measures



## Local Plan Preparation

---

- How can you meaningfully evaluate/measure the use of the funds for an activity?
- What activities will change student outcomes?
- What drives the decision making process on how to use Perkins funds?
- How do you know what the CTE needs are on your campus and how are those needs determined?
- How are those needs discussed in relationship to Perkins core indicators?
- What activities will change classroom outcomes?
- How extensively involved are the directors of academic programs, student services and institutional research?



## Application Process

---

- Development of the Local Annual Plan (Template)
  - Use team approach – CAO, CTE Deans, & Faculty
  - Use checklist for each activity
  - Review with state staff prior to submission until confident
- Submit/Approve or Reject/Resubmit
- Must be in substantially approvable form by June 30 in order to obligate funds on July 1; very important for salary based activities
- Due Dates:
  - December 30 Mid Year;
  - May 30 End of year Evaluation



## Common Local Plan Pitfalls

---

1. Activity description not aligned with budget entries and job descriptions
2. All pieces of the activity not described
3. Too much/too little information
4. Data to support funding; Student /Counselor Ratio
5. Justification for continued funding
6. Evaluation measures
7. Insufficiently focused use of funds
8. Adhere to what's typically been done



## Local Plan: Implementation

---

- Build rigorous programs of study
- Link secondary and postsecondary
- Teach all aspects of industry
- Improve the use of technology in CTE classes
- Provide professional development for CTE faculty & staff



## Implementation - continued

---

- Evaluate CTE programs
- Expand and modernize CTE programs
- Fund programs that are of sufficient size, scope and quality
- Work for self sufficiency of special populations in CTE
- Address Local Performance / Accountability



## NC Local Plan Template

---

In the next 9 slides are the Act's Required Use of Funds. Please list the key activities, on your Local Plan that addresses each of the Required Uses of Funds.

**Note:** This is a plan of activities that your college intends implementing to meet the requirements of Section 135 (b) and North Carolina's Local Plan Requirements.



## NC Local Plan Template

---

Each element in the required activities has space for your to:

1. Briefly state the activity
2. Indicate what core indicator is addressed
3. Designate the source of funds
4. Address salary or equipment
5. Indicate the status of the activity
6. Provide short narrative sentences



## NC Local Plan Template

---

### **Voc Code 10: Administration**

- Costs directly related the administration of the grant
- Indirect Costs charged by the college to administer the grant
- Infrastructure Costs



## NC Local Plan Template

---

Voc Code 11: **Strengthen the academic and career and technical skills of students** participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical **programs of study** described in section 122(c)(1)(A), to ensure learning in— (A) the core academic subjects and (B) career and technical education subjects.



## NC Local Plan Template

---

Voc Code: 12 Link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than one career and technical program of study described in section 122(c)(1)(A). Include in this section partnerships, collaboration, around developing demand driven Career Pathways: Programs of Study, Employer Engagement, Career Advising, and work based learning.



## NC Local Plan Template

---

Voc Code 13: **All Aspects of Industry:** provide students with strong experience in and understanding of all aspects of an industry, which may include work based learning experiences.



## NC Local Plan Template

---

Voc. Code 14: **Develop, improve, or expand the use of technology in career and technical education,** which may include—

(A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;

(B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or (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.



## NC Local Plan Template

---

Voc Code 15: **Provide professional development** programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including—;



## NC Local Plan Template

---

Voc Code 16: Develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met.



## NC Local Plan Template

---

Voc. Code 17 **Initiate, improve, expand, and modernize quality career and technical education programs**, including relevant technology.



## NC Local Plan Template

---

Voc Code 18 **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.



## NC Local Plan Template

---

Voc Code 19: **Other Permissible uses of funds**, refer to the Perkins Act for 2006 or our budget manual for other permissible uses.



## NC Local Plan Template

---

10. Continuous improvement: If your college is below the state negotiated level of performance, summarize strategies for performance improvement

1P1 The number of CTE concentrators who passed technical assessments that are aligned with Industry-recognized standards, or when no skill assessment is available, an earned GPA of 2.5 or higher. 80.3%

2P1 The number of CTE concentrators receiving a certificate, diploma, or degree (2P1), by quarter. 57%

3P1 Number of concentrators in CTE who remain enrolled in their original postsecondary institution or transferred to another two-or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous year. 78.0%



## NC Local Plan Template

---

4P1 Number of concentrators in CTE who were placed or retained in employment or in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education. 68.5%

5P1 Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. 6.01%

5P2 Number of concentrators in CTE from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. 14.95%



## NC Local Plan Template

---

Equipment Request - Summarizes equipment the college is planning to purchase with Perkins Funds

Staff Request – Summarizes staffing college is planning to fund under this grant. Note Position Descriptions must accompany the local plan.

Modification Request – Form colleges use to request a modification in their local plan and budget



## Timeline: Program Year 2018-19

DATE	ACTION ITEM
January 2018	Data for funding formula collected for PY19 funding (PELL)
Spring 2018	Improvement plans based on PY17 results developed and approved (may impact PYE16 annual plan)
Spring 2018	State Plan revisions with proposed PYE19 targets (FAUPL) submitted to OCTAE
February 2018	Funding announced by Feds to State to Locals (unofficial). Prepare for consortia changes.
Spring 2018	Performance targets negotiated (state and local)
Spring 2018	PY19 Annual Plan submitted for approval - Plans in Substantially Approval Form (PY18 – Due: May 15, 2018)
Oct – 2018	Prepare Consolidated Annual Report Due December 31, 2018



## Continuous Oversight

- Budget Modifications
  - Update Local Plan
- College Site Visits
- Confirm Local Plan Actions
- Desk Monitoring
- Preparation for End of Year Reports
- Calendar Reminders
  - CTE Professional Development



## Compliance Review

---

<b>Program</b>	<b>Fiscal</b>	<b>Accountability</b>
<ul style="list-style-type: none"> <li>• Annual Plan and associated documents</li> <li>• Selection process</li> <li>• Activity progress</li> <li>• Interviews</li> <li>• Professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Reimbursements to date</li> <li>• Remainder of year</li> <li>• Planned amendments</li> <li>• Personal Activity Reports</li> <li>• Inventory check</li> <li>• Random sample invoices</li> </ul>	<ul style="list-style-type: none"> <li>• Core indicators</li> <li>• Improvement plan</li> <li>• Data quality</li> <li>• Program of Study documentation</li> <li>• Special populations (ratio, served)</li> <li>• Technical skills assessments</li> </ul>

**TECHNICAL ASSISTANCE OPPORTUNITY**



## Accountability

---

### Section 113 Core Indicators of Performance

#### Postsecondary

- 1P1: Technical Skill Attainment
- 2P1: Completion
- 3P1: Retention
- 4P1: Placement
- 5P1: Nontraditional Participation
- 5P2: Nontraditional Completion



## Accountability Measures

- 1P1 - Students who attain a 2.5 GPA or higher
- 2P1 - Students who complete a credential, certificate, diploma or degree
- 3P1 - Students who continue in CTE (retention or transfer)
- 4P1 - Students who are placed in a job (employment)
- 5P1 - Students who enroll in nontraditional program of study
- 5P2 - Students who complete a nontraditional program of study



## Negotiated Levels

### Worksheet for Setting Performance Measures for 2015-2016

Instructions: Take this document back to your colleges for discussion and preparation of the 2015-2016 proposed numbers for Core Indicators of Performance. To determine your proposed levels of performance for 2015-16: 1p1-5P2, use the current plan you have on file to identify your college's negotiated levels of performance for 2014-15. Reference our state negotiated level of performance (below), your negotiated level of performance and then suggest a % of incremental improvement for your proposed level of performance for 2015-16. Remember each college is to demonstrate continuous improvement. Talk with your college institutional effectiveness person, academic Vice President and others to determine the increment of improvement.

College	Proposed 2018-2019 State Number	Contact Name
Core Indicator		College negotiated levels of performance for 2018-19
1P1 Technical Skill Attainment	80.30%	
2P1 Credential, Certificate, or Degree	57.00%	
3P1 Student Retention or Transfer	78.00%	
4P1 Student Placement	68.50%	
5P1 Non- traditional Participation	6.01%	
5P2 Non- traditional Completion	14.95%	
Notes:		



## Accountability

---

- Title I: Overview of Perkins IV, Section 113
  - Purpose of section 113 is to set out the Act's accountability requirements and core indicators for performance at the secondary and postsecondary levels for all CTE students.
  - The core indicators are the same for the state agency as for the local providers, but separate performance levels will be agreed upon.



## Accountability

---

Disaggregated performance data categories:

- Gender
- Race and Ethnicity (following 1997 revised standards)
- Individuals with Disabilities (IDEA & ADA)
- Economically Disadvantaged, including Foster Children
- Single Parents
- Displaced Homemakers
- Individuals with Limited English Proficiency
- Migrant Students (secondary only)



## Accountability

---

- Final Agreed-Upon Performance Level (FAUPL)
  - Purpose of the FAUPL is to have an agreement between the Department and the State on student and performance definitions, measurement approaches, and baseline and performance targets for the core indicators.
  - State FAUPLs are attached to your states July 1 grant award. State FAUPLs are also posted on PCRN.
  - In using the FAUPL, consider:
    - how you might negotiate CTE performance with local districts and postsecondary programs?
    - how you might integrate analysis of local performance data to Perkins applications.



## Accountability

---

### Section 123: Improvement Plans

- If a state does not meet at least 90% of its agreed-upon state adjusted level of performance on a core indicator, it must prepare a Perkins Improvement Plan.
- Similarly, if a local college does not meet at least 90% of its agreed-upon adjusted level of performance on a core indicator, it must prepare a Perkins Improvement Plan.
- When a Perkins Improvement Plan is required, if any special population does not perform to at least 90% of the statewide/institutional rate, then you must perform a Gap Analysis to determine the barriers to success.



## Accountability

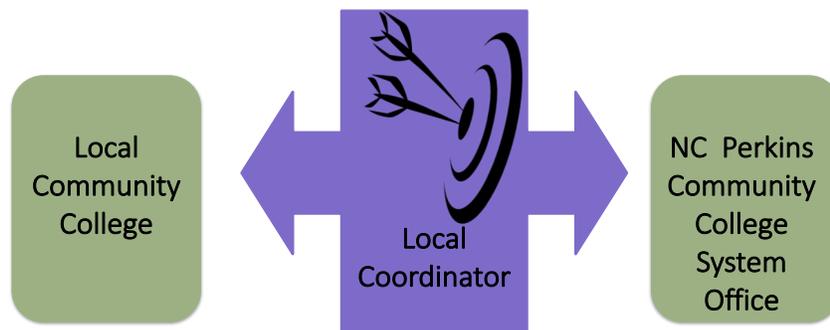
---

- What is the Consolidated Annual Report (CAR)?
- The CAR is a data collection and reporting format that allows states to submit their required data to the Department of Education (DOE) and allows reports to be generated from that data source.
- The CAR is made up of three parts:
  - 1) the narrative,
  - 2) accountability data—enrollment & performance, and
  - 3) financial status reports



## Role of the Local Coordinator

---





## Perkins Coordinator

---

1. Facilitate the implementation of the Perkins grant
2. Ensure college is addressing all required activities and are meeting the intent and spirit of the law
3. Engage Faculty and CTE Deans in planning and implementing the local CTE plan
4. Insure proper use of Perkins funds allocated to college
5. Enhance CTE links between HS and CC – Rigorous Programs of Study
6. Support Development of Pathways and collaboration with partners



## Local Plan – Approval Before Obligation

---

- Local Plan - General Guidance April 19, 2018
- Due: June 15, 2018
- Substantially approvable form as defined by state
- Cannot reimburse retroactively
- Word to the Wise: Follow it or amend it



## Local Plan Amendment

---

- Budget Amendment maps to the local plan through descriptive statements in each line item.
- See Budget and Handbook for more information.



## Local Plan Considerations

---

- Is it allowable?
- Is it necessary and reasonable?
- Is it allocable?
- Does it supplement and not supplant?
- Is it consistent with recipient's policies?
- Is it within GAAP (generally accepting accounting principles)
- Does it conform with your application?
- Is it adequately documented?
- Does it relate to a core indicator?
- Is it defensible?



## Oversight and Authority

- Federal
  - U.S. Department of Education
  - Office of Career Technical and Adult Education (OCTAE)
    - Carl D. Perkins CTE Act of 2006
    - EDGAR
    - Uniform Grant Guidance
- State
  - Eligible Agency
  - Sole state agency responsible for administering program
    - State Plan/Improvement Plan
    - State statutes and regulations
- Local
  - Eligible Institution (postsecondary)
  - Eligible Recipient (secondary)
    - Local Plan/Annual Plan/Improvement Plan
    - State and/or institutional policies



## Perkins

---

- There has been some type of CTE/Vocational program funded since 1917 (Smith Hughes Vocational Act)
- In terms of raw dollars, Perkins is not a major educational grant
- Perkins is the largest grant targeted at secondary education

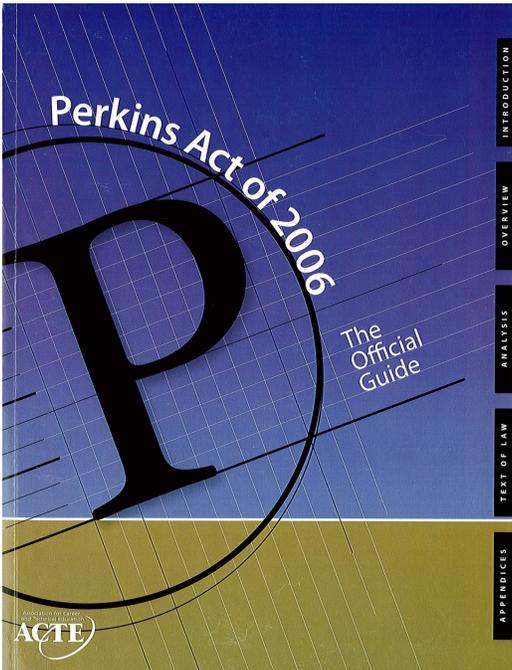


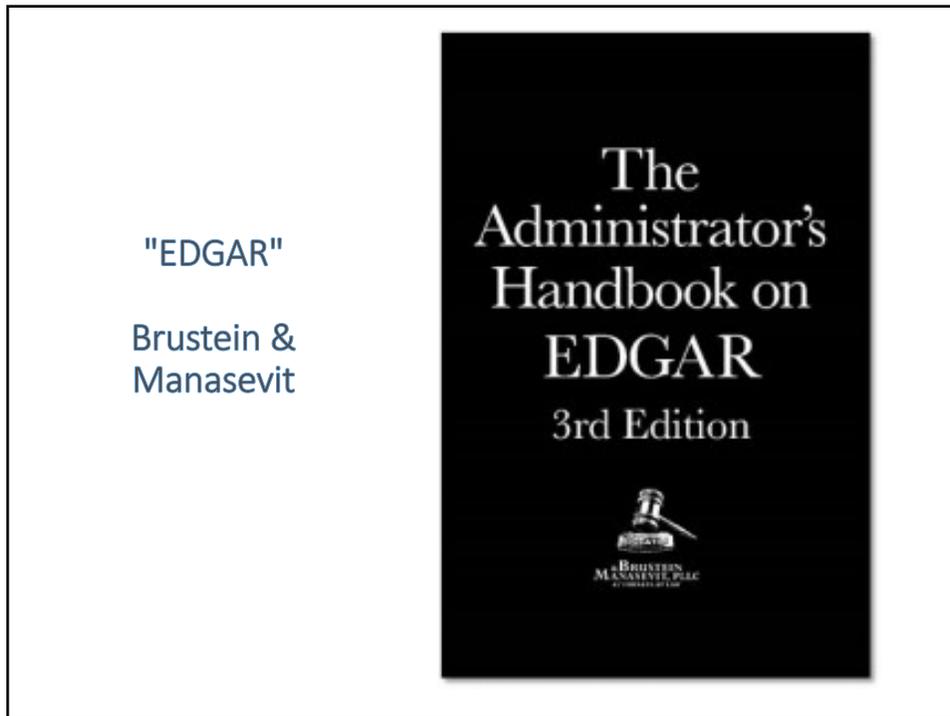
North Carolina  
Community College System

---

## Perkins Helpful Resources

The Purple Book  
The CTE Bible





## The OMB Super Circular

- <http://www.ed.gov/edblogs/ovae/2014/03/07/the-omb-super-circular-is-now-the-omni-circular/>
- <https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards>
- <http://www.gpo.gov/fdsys/pkg/FR-2013-12-26/pdf/2013-30465.pdf>
- [http://www.caplaw.org/resources/PublicationDocuments/updatesnewsletter/2014/CAPLAW\\_NavigatingtheOMBSuperCircular\\_Changes\\_SpecialEdition2014.pdf](http://www.caplaw.org/resources/PublicationDocuments/updatesnewsletter/2014/CAPLAW_NavigatingtheOMBSuperCircular_Changes_SpecialEdition2014.pdf)

The image shows a slide titled "The OMB Super Circular". To the right of the title is a photograph of a tall stack of papers. Below the title is a bulleted list of four URLs related to the OMB Super Circular.



## Helpful Resources

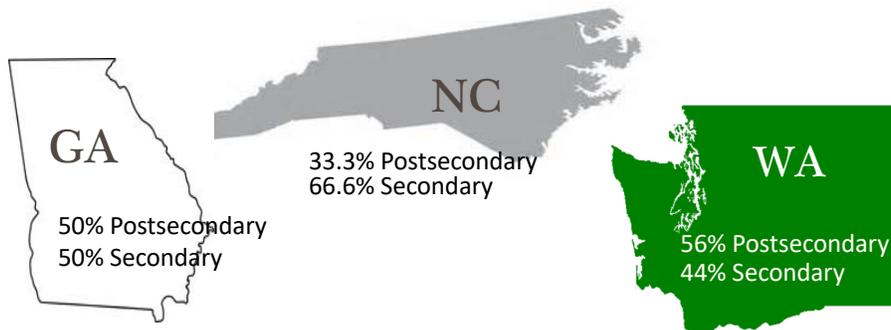
### Perkins Career Resource Network (PCRN)

- PCRN is a collection of on-line resources for Perkins accountability, program administration, and grant management. The site is maintained by OCTAE Division of Academic and Technical Education (DATE).
- <http://cte.ed.gov>
- Resources organized by:
  - Legislation & Policy Guidance
  - State Formula Grants
  - Accountability
  - Discretionary Programs
  - National Initiatives



## PERKINS

- Perkins is “split funded” between the secondary and the postsecondary programs
- The average split nationally is 59.24% secondary and 38.89% postsecondary





## Accountability Section 113 Core Indicators of Performance

---

### Secondary

- 1S1: Academic Attainment | Reading/ Language Arts
- 1S2: Academic Attainment | Mathematics
- 2S1: Technical Skill Attainment
- 3S1: Secondary School Completion
- 4S1: Student Graduation Rates
- 5S1: Secondary Placement
- 6S1: Nontraditional Participation
- 6S2: Nontraditional Completion

### Postsecondary

- 1P1: Technical Skill Attainment
- 2P1: Credential, Certificate, or Diploma
- 3P1: Student Retention or Transfer
- 4P1: Student Placement
- 5P1: Nontraditional Participation
- 5P2: Nontraditional Completion



## Accountability

---

### Final Agreed-Upon Performance Level (FAUPL)

- The FAUPL is an agreement between the Department and the state on the student and performance definitions, measurement approaches, and performance targets for each of the core indicators.
- State FAUPLs are attached to your state's July 1 grant award. State FAUPLs are also posted on PCRN.
- In using the FAUPL, consider:
  - How you might negotiate CTE performance with local districts and postsecondary programs; and
  - How you might integrate analysis of local performance data to Perkins applications.



## Accountability

---

### (a) State Program Improvement

- If a State fails to meet at least 90 percent of an agreed upon State adjusted level of performance for any of the core indicators of performance, the eligible agency shall develop and implement a program improvement plan.

### (b) Local Program Improvement

- If the eligible agency determines that an eligible recipient failed to meet at least 90 percent of an agreed upon local adjusted level of performance for any of the core indicators of performance, the eligible recipient shall develop and implement a program improvement plan.

### (c) Gap Analysis

- If a special population fails to meet at least 90 percent of the total population rate, the state/local must perform a Gap Analysis to determine what barriers to success that population is facing.



## Use of Data

---

- Remember, Perkins data is to be used for continual improvement.
- Don't just write a report / plan and leave it on the shelf.
- You should always be working your plan to improve student outcomes.



North Carolina  
Community College System

---

## Omni Circular



## UGG Written Policies

---

- Cash Management Procedure (200.302, 200.305)
- Allowability Procedures (200.302, 200.403)
- Conflicts of Interest Policy (200.318)
- Procurement Procedures (200.319)
- Equipment Management Procedures (200.313)
- Method for Conducting Technical Evaluations of Proposals and Selecting Recipients (200.320)
- Compensation and Fringe Benefits Policies (200.430, 200.431, 200.464)
- Travel Policy (200.474)



## 200.331 - Award Information

- Every sub-award must be clearly identified
  - Federal Award Identification
  - CFDA title and number
  - Federal award ID
  - Federal award date
  - Performance start/end dates
  - Amount
  - Awarding agency
  - Indirect cost rate
- All requirements of the pass-through agency for compliance, financial or performance purposes



## 76.707 Obligation Dates

If acquisition is for....	Obligation is.....
Real or personal property	When binding written commitment is made
Personal services by employee (W-2)	When services are performed
Personal services by contractor (1099)	When binding written commitment is made
Performance of work other than personal services	When binding written commitment is made
Travel	When taken
Rental of property	When used



## 200.430 Salaries and Fringe

---

- Any salaried position must document time and effort for 100% of work load hours
- Reasonable
- Single cost or multiple cost objectives
- Projected must be reconciled with actual
- Process for documentation may have changed but must still be documented.
- Still expected to be source of findings so be prepared.



## 200.313, 200.439 Equipment

---

- Use for stated purpose
- Encourage use by other federal programs if such use does not interfere with CTE
- Trade-in or sale proceeds can be used toward purchase price of replacement equipment
- Must track capital items and attractive assets and physically inventory every two years
- Does not have to be institutional inventory process; Perkins may be more restrictive than local policy
- If your state elects a dollar threshold lower than \$5,000 for inventory purposes (or has “stewardship” requirements) you must comply with your state’s lower capitalization limit



## 200.313 Property Records

---

- Description
- Funding source
- Who holds title
- Acquisition date
- Cost of property
- % of federal participation
- Location
- Use and condition of property
- Ultimate disposition (date/sales price)



## 200.20, 200.94 Supplies

---

- Computing Devices
  - Considered as supplies (200.94)
  - Used to acquire, store, analyze, process and publish data electronically, including accessories for printing, transmitting, receiving or storing information
- Supplies
  - All tangible personal property (except that costing \$5,000)
  - Includes computing devices



## 200.432 Conferences

---

Hosting a meeting to disseminate technical information

- Must be necessary and reasonable for performance of the grant
- Can include facilities, speaker fees, meals and refreshments, local transportation unless restricted by the federal grant
- Locally available depended-care resources
- Exercise discretion to assure appropriate and necessary



## Food and Beverages

---

OMB A-87 B.3; OMB A-21 J.3  
 OMB A-87 B.14; OMB A-21 J.17  
 OMB A-87 B.27; OMB A-21 J.32  
 OMB A87 B.43; OMB A-21 J.53  
 OMNI Selected Items of Cost – §  
 200.420, et. Seq.

- **NO**
- Unless it is related to –
  - Approved travel (subject to your state's per diem guidelines)
  - Included in your approved registration
  - Not considered entertainment
  - Included as part of an approved conference or meeting (attending or sponsoring)
  - Alcohol never allowed



## 200.474 Travel

---

- Necessary for the federal award
  - Travel requests – “Participation is necessary to the Federal award” and why.
  - Conferences – “Participation is necessary for successful performance under the Federal award” and, “The conference costs are reasonable.”
- Transportation, lodging, subsistence, related items
- Temporary dependent care (but not travel of the dependent)
- Actual, per diem or mileage basis (or combination)
- Must be in compliance with written travel policies



## Meetings and Conferences

---

- OMB A-87 B.27 (Comparable language in OMB A-21 J.32)
- Meetings and conferences. Costs of meetings and conferences, the primary purpose of which is the dissemination of technical information, are allowable. This includes costs of meals, transportation, rental facilities, speaker’s fees, and other items incidental to such meetings or conferences. (Also see OMB A-87 B.14; OMB A-21 J.17, “Entertainment Costs”.
- OMNI § 200.432 contains similar language
- States the “Conference hosts/sponsors must exercise discretion and judgment in ensuring that conference costs are appropriate, necessary and managed in a manner that minimizes costs to Federal award.”
- Something new – “locally available dependent-care resources are allowable.”



## Perkins

---

- Non-Regulatory Guidance – Food and Beverages
- If you are hosting a conference or workshop with federal funds you need to be aware of this guidance
- <http://www2.ed.gov/policy/fund/guid/gposbul/gposbul.html>
- Then look for –
  - Frequently Asked Questions to Assist ED Grantees to Appropriately Use Federal Funds for Conferences and Meetings—May 2013



## Perkins

---

- If using Perkins funds we expect to see this kind of language in your travel and conference requests in the future –
- Travel requests (in-state & out-of-state) – “Participation is necessary to the Federal award” and why..
- Conferences – “Participation is necessary for successful performance under the Federal award” and, “The conference costs are reasonable.”



## Perkins General Test of Allowability

- Fits with your application
- Allowable per the appropriate OMB Circular
- Reasonable
- Allocable
- Consistently treated
- Consistent with your organization's policies
- Incurred in accordance with GAAP
- Not charged elsewhere
- *Adequately documented...*

OMNI  
§200.403



## Perkins Risk-based fiscal monitoring

Start with what you do know?

- Size of the grant
- A-133 audit findings
- Request a copy of the recipient's Desk Monitoring document
- Late with applications
- Late with cash management reports
- Late with the financial completion report
- Any recipient placed on a financial hold by your state or another federal program
- Concerns raised by your programmatic staff who did go on-site
- Performance measures

Has a practical aspect – most states don't have the resources to support full-time fiscal accountability staff



## Perkins Fiscal Monitoring Stages – On-Site

---

- You have limited resources – determine ahead of time ...
  - Your selection criteria
    - A reasonable number of on-site visits annually
    - Build fiscal questions into your programmatic on-site visits
- “For cause” monitoring (something appears wrong)
- Go with the most common problem areas...



## Perkins Fiscal Monitoring Stages – On-Site Interview Questions

---

- Develop your own list of questions based on the most common selected items of cost (OMNI § 200.420)
  - Advertising
  - Advisory councils
  - Personnel costs
  - Conferences
  - Entertainment costs
  - Goods or services for personal use
  - Lobbying
  - Materials, supplies, “computing devices”
  - Memberships
  - Travel costs
  - Etc.
- On-Site visits get you to the current school year



## Perkins

### The most common problems, goofs!

---

- Failure to follow your own plan...
- Failure to maintain adequate documentation ...
- Your cost documentation does not support your fiscal completion report...
- Failure to follow your state's procurement guidelines ...
- Failure to follow your state's equipment management guidelines...
- Failure to keep records for the required three years (I recommend 5)...



## Application Perkins On-line

---

- Contact Sheet
- Acceptance of Funds
- Perkins Use of Funds
- Budget – Line Items
- Assurances
- Local Plan Template
- Programs of Study



## Contact Sheet

---

- Name
- E-Mail
- Phone
  
- Note: Please e-mail other college contacts to be included in our correspondence such as CAO, CFO, CTE Deans, Perkins Contact



## Acceptance and Assurances

---

- Print out and Accept the Funds
  - President Signs to Accept Funds
- Sign the assurances sheets
  - 16 Elements of Assurances
  - President Signs to abide by the Assurances



## Assurances

---

16 Statements that the President assures the college will abide by

1. Supplement
2. Used in Large Programs of Size, Scope, and Quality
3. Fiscal Control
4. Equitable Purchasing
5. Guidance and Counseling
6. Encourage pursuit of programs of study
7. Counseling to employment
8. Non Traditional Counseling



## Assurances

---

16 Statements that the President assures the college will abide by

9. Assess Special Needs Completion
10. Special Population Equal Access
11. Special Populations Core Indicators
12. Special Population programs designed for high skill high wage
13. Modification for Special Populations
14. Coordinate with Rehab and workforce system
15. Services for Limited English Proficiencies
16. Comply with Pell Grant



## Local Plan

---

### Nine Required Activities

- Note Voc. Codes related to activities
- Addressing core indicators
- Source of funding
- Amount of funding
- Equipment or salaries?
- Status of activity –
- Status Update – Sentence on Progress



## Local Plan

---

- Equipment Sheet
- Staffing Sheet
- Budget Summary Sheet
- Modification Sheet



## Program of Study

---

- Three Primary Programs of Study (POS)
- Additional POS to support Faculty and Equipment \*  
New 2018-19
- 9 -14 Course Recommendations
- Integration of work based learning opportunities
- Transition from HS to College



## Required use and Budget

---

- Indicate Required Use of Funds
  - Checklist sheet
  - Maps to the Local Plan Template
- Budget - Perkins Handbook for Guidance 4.1
  - Look closely in this section for guidance



## Monitoring

---

### Oversight and Technical Assistance

1. Meeting with College Team
2. Legislation
3. CTE Emphasis
4. Futures
5. Required Activities
6. Progress
7. Discussion Questions
8. Elements of Perkins at your College
9. Walk Through



## Monitoring

---

### Oversight and Technical Assistance

- CTE Activities
- CTE Opportunities
- CTE Improvements
- All Aspects
- Challenging Standards
- Professional Development
- Involve Industry



## Monitoring

---

### Oversight and Technical Assistance

8. Involve Industry
9. Continuous Improvement
10. Special Populations – Engage, Overcome Barriers,
11. Non- Traditional
12. Career Guidance
13. Faculty Transition to Teaching
14. Equipment
15. Staffing



## Perkins Handbook

---

- Use of Funds
- Local Plan Budgeting
- Allowable Activities
- Equipment Disposal
- Chart of Accounts
- Supplement, Not Supplant
- Time and Effort



## Perkins

---

- Questions
- Comments
- Suggestions



Learning that works for North Carolina

**CTE**<sup>™</sup>



## Perkins/CTE State Staff

---

- Dr. Bob Witchger** Director, Career & Technical Education  
WitchgerB@nccommunitycolleges.edu 919-807-7126
- Dr. Tony R. Reggi** Coordinator, Career & Technical Education  
ReggiA@nccommunitycolleges.edu 919-807-7131
- Patti Coultas** Coordinator, Career & Technical Education  
CoultasP@nccommunitycolleges.edu 919-807-7130
- Chris Droessler** Coordinator, Career & Technical Education  
DroesslerC@nccommunitycolleges.edu 919-807-7068
- Jennifer Holloway** CTE Administrative Assistant  
HollowayJ@nccommunitycolleges.edu 919-807-7129