

2640

TWO YEAR LOCAL APPLICATION (PLAN)
FOR
FEDERAL VOCATIONAL AND APPLIED
TECHNOLOGY EDUCATION FUNDING

FISCAL YEARS 1994-1996



INSTITUTION: _____

ADDRESS: _____

PREPARED BY: _____

DCC 1-13

REVISED 3/94

NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES
LOCAL APPLICATION FOR
ASSISTANCE UNDER
THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT OF 1990

INTRODUCTION

The U.S. Congress enacted the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (P.L. 101-392) (hereinafter referred to as "the Act") as an amendment to the Carl Perkins Vocational Education Act of 1984. This application packet is transmitted by the North Carolina Department of Community Colleges to each eligible community college in the North Carolina community college system as a means of making the funds provided by the Act available to the member institutions.

The Packet is divided into seven parts:

- Part I - General information about the Act and its requirements.
- Part II - Allotments under the Act and the options available to local community colleges.
- Part III - The local application form.
- Part IV - The local Sex Equity plan.
- Part V - Assurances.
- Part VI - Related Information.
- Part VII - Computer Printout.

Return parts II through V completed.

PART I: GENERAL INFORMATION ABOUT THE ACT AND PROGRAMS

Any community college desiring financial assistance under the Act must submit a completed modification of its local application to the North Carolina Department of Community Colleges postmarked no later than June 30, 1994. The enclosed local application form is to be used for Fiscal Years (FY) 1995-96 (July 1, 1994-June 30, 1996). **Since the application is designed to be used as a planning instrument, the assurances, assessments, coordination methods and equity plan are valid for the two years of the plan. The fiscal information required in Part III, Section D must be updated for FY '95.**

It is important to note that, although this local application form will be used for each fiscal year from 1994 through 1996, each annual allotment is made on a single fiscal year basis. The allotments for FY '95 available to each community college have been calculated by using the formula specified in the Act, i.e., the total number of Pell Grant recipients in eligible programs in each community college during 1993-94 as a percentage of the total number in the N.C. community college system. However, any individual community college whose allocation amounts to less than \$50,000 for FY '95, does not qualify to receive a basic grant under the Act for that year. Allotments are recalculated each year using the same formula. Your college's allotment for FY '95 is shown under Part Two of this local application package. Each community college has two options regarding the allocation. It can:

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

If a local community college chooses to decline its allotment, it may still elect to submit a local application in subsequent years.

In any of the two fiscal years, any allotments which are not distributed due to the fact that (a) community college(s) decline(s) its allocation will be reallocated using the original allocation formula. Therefore, it is possible that a community college's final allotment may be larger than the initial allotment shown under Part Two of the local application package. If this proves to be the case, final allocation notifications will be transmitted as soon as possible.

Note that all expenditures must be consistent with the (1) federal requirements for uses of funds and (2) federal allowable activities. If a local college accepts but does not use all of its federal allotment in the fiscal year for which the allotment was made, those funds not expended must be returned to the North Carolina Department of Community Colleges.

USES OF FUNDS

Each community college that receives a federal allocation under the Act shall use such allotment to **improve vocational education programs**, with the full participation of individuals who are members of special populations, at a limited number of sites or with respect to a limited number of program areas. Priority for assistance shall be given to sites or programs that serve the highest concentrations of individuals who are members of special populations. (See Part VII)

There are three requirements for uses of funds under the Act; the funds shall be used to provide vocational education in programs that (1) are of such size, scope, and quality as to be effective, (2) integrate academic and vocational education in such programs through coherent sequences of courses so that students achieve both academic and occupational competencies, and (3) provide equitable participation in such programs by the special populations consistent with the assurances and requirements contained in the Act for special populations. Examples of allowable activities that meet the requirements for uses of funds are in Part VI, Section B of this application.

Local Accountability

The Act strongly emphasizes programmatic and fiscal accountability at both the state and local level, i.e., each community college that receives any federal vocational education funds will be required to annually evaluate the effectiveness of those vocational education programs receiving assistance from funds under the Act. Two components are required from the colleges in reporting accountability: one is how each community college performed its core measures and met system standards; the other component is Section G. Program Evaluation, in Part III: Local Application.

At a minimum, this statewide system of core measures and standards of performance include: learning and competency gain in occupational skill development, learning and competency gain in basic academic skills development (as related to occupational skill development), learning and competency gain in advanced academic skills development (as related to occupational skill development), occupational competency attainment, vocational program retention, vocational program completion, and positive placement of students in employment.

Local community colleges may request modifications in the system of core standards and measures of performance based on economic, geographic, or demographic factors, or the characteristics of the population to be served. Such modifications shall conform to the assessment criteria contained in the North Carolina State Plan for Vocational and Applied Technology Education.

LOCAL APPLICATION REVIEW

A community college allotment should not be considered as an entitlement, i.e., funds are not automatically receivable upon completion of the local application. The FY '95 allotment shown under Part Two will be transmitted only after the local application has been approved by the North Carolina Department of Community Colleges. All local applications will undergo an extensive review in accordance with the criteria contained in the North Carolina State Plan for Vocational and Applied Technology Education, including a review by the Sex Equity Coordinator.

LOCAL APPLICATION PACKAGE COMPLETION PROCEDURES

The Parts of the local application package that local community colleges will return depends on the option referred to above that the colleges elect. If a college decides to:

- (a) accept its allotment, Part II and Sec. D of Part III must be returned; or
- (b) decline its allotment, Part II must be returned.

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

J. W. Eades, Associate Director, Federal Vocational Education
North Carolina Department of Community Colleges
200 W. Jones Street
Raleigh, North Carolina 27603-1337

Questions regarding the local application package, should be addressed to J. W. Eades (919) 733-7051, Ext. 445. Questions relating specifically to the Local Sex Equity Plan (Part Four), should be addressed to Doris Jacobs at (919) 733-7051, Ext. 411.

COMPLETED LOCAL APPLICATIONS MUST BE POSTMARKED BY JUNE 30, 1994.

PART II: ALLOTMENT AND OPTIONS

(Must be returned to the N. C. Department of Community Colleges.)

Instructions: Part Two has four sections.

Section A contains the amount of your FY '95 federal vocational and applied technology education allotment.

In Section B a college is to indicate if it elects to receive any **reallocated funds** if such are available.

In Section C a college is to indicate if it desires to accept or decline its FY '95 federal allotment.

Section D is to be completed only if a college opts to decline its allotment for FY '95.

Section A. Community College FY '95 Federal Allotment

The &coll allotment for FY '95 as determined by the formula under the Act is:

\$ @amnt _____

Section B. Additional Community College Allotments

Any initial allotments which are not distributed will be reallocated using the original allocation formula. Does your institution want to receive its portion of any reallocated funds that may be available? (Circle the number of your response.)

1. Yes

2. No

Section C. Community College Option

A community college must select one of the following options regarding its FY '95 federal allocation. Please place a check beside the appropriate option.

_____ (1) Wishes to accept the federal allotment for FY '95.

GO TO PART THREE

_____ (2) Opts to decline the allotment for FY '95.

GO TO SECTION D

Section D. Decline of Allotment

As an authorized representative of the community college listed in Section A, I **decline** the FY '95 federal vocational allotment under the 1990 Carl D. Perkins Vocational and Applied Technology Education Act.

President

Date

As the authorized representative of the Board of Trustees of &coll, I acknowledge this action to **decline** the FY '95 federal vocational education basic grant in the amount of \$@amnt.

Chairman, Board of Trustees

Date

IF YOU DECLINE THE ALLOTMENT, STOP HERE AND ONLY RETURN PART TWO TO J. W. EADES, NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES.

PART III: LOCAL APPLICATION

(Must be returned to the N. C. Department of Community Colleges.)

PART 3 SHOULD BE COMPLETED ONLY IF THE FEDERAL ALLOCATION IS ACCEPTED.

Directions: Part Three contains eight sections, A - H. Responses to all items under each section must be included. Note that many of the items require a description of methods. In those instances, it is important that specific responses be provided on how the method(s) will be implemented. For all Sections other than the one entitled "Uses of Funds," the period of time to be covered is FY '94 - FY '96. Attach additional pages as needed.

Section A. Affirmative Outreach and Recruitment Efforts

Under the Act, each eligible college that receives assistance under Title II shall provide the following information to each individual who requests it or who seeks admission to vocational education programs offered by the college:

- o opportunities available in vocational education;
- o specific programs that are available;
- o special services that are available;
- o employment opportunities projected as being available;
- o placement services and outcomes for the specific programs that are available.

When appropriate, each eligible college that receives assistance shall help with the students' applications relating to such admissions.

Explain how this requirement will be met in space provided or attached.

Section B. Special Populations Needs Assessment

NEEDS ASSESSMENT BY SPECIAL POPULATION CATEGORY:

Describe how the needs of each of the following special populations will be assessed. Include in your description specific methods and sources of information that will be used.

(1) Disabled Individuals:

(2) Educationally Disadvantaged Individuals:

(3) Economically Disadvantaged Individuals:

(4) Limited English Proficient (LEP) Individuals:

(5) Individuals Who Will Participate in Programs Designed to Eliminate Sex Bias:

(6) Individuals in Correctional Institutions (if applicable):

Section C. Occupational Needs Assessment

Which of the following sources of information will be used to determine the college's service area occupational needs? Check all that apply.

- _____ (a) Local Surveys
- _____ (b) Employment Security Commission Data
- _____ (c) County Business Patterns
- _____ (d) State Occupational Information Coordinating Committee (SOICC) Data
- _____ (e) Program Placement and Follow-up Data
- _____ (f) Advisory Committee Input
- _____ (g) Chamber of Commerce Data
- _____ (h) Want-Ad Counts
- _____ (i) Other (Please specify) _____

How often will the service area occupational needs be reassessed? In what way(s) is the reassessment done?

Section D. Use of Funds

IMPORTANT NOTE

Each community college that receives a federal allotment shall use such allocation to **improve vocational education programs**, with the full participation of individuals who are members of special populations, at a limited number of sites or with respect to a limited number of program areas. Priority by the local community college for assistance under this allotment must be given to sites or programs that serve the highest concentrations of individuals who are members of special populations. (See Part VII.)

Part VII of this application contains a display (computer printout of enrollment data) by program area of the percentage of "special populations" enrolled in technical (T) and vocational (V) curriculums during 1991-92 in your community college. Also, the report provides the total average percentage of special populations enrolled in your college for the same period of time. (See figure at the bottom of the right hand column of the chart.)

This average percentage is the cutoff point for the use of federal Vocational Education funds, i.e., only those programs that had a percentage at or above the average of special populations enrolled during 1992-92 are eligible for supplemental assistance to be provided during 1994-95 utilizing these funds. **This data must be used in determining which programs qualify during 1994-95 for assistance under the Act.** Note that the "special populations" (as defined by the Act) are reflected on this report as:

- sex equity students (students of either sex that make up 25% or less of the enrollment in a given program);
- disadvantaged students including those with limited English speaking proficiency;
- inmates; and
- disabled students.

Federal funds must be used to provide vocational education in programs that

- (a) are of such size, scope, and quality to be effective;
- (b) integrate academic and vocational education through coherent sequences of courses so that students achieve both academic and occupational competencies; and
- (c) provide equitable participation for the special populations which are consistent with the assurances in Part Five of this application.

DIRECTIONS FOR COMPLETING SECTION D

Listed under Column I are brief descriptions of the allowable activities that may be used to meet the requirements for uses of funds under the Act. (Examples of allowable activities are listed in greater detail in Part VI of this application.)

IN CONSIDERING THE ALLOCATION OF FUNDS, THE NEEDS OF SPECIAL POPULATIONS MUST BE ADDRESSED BEFORE EXPENDITURES CAN BE MADE FOR OTHER ALLOWABLE ACTIVITIES.

Column II: For each allowable activity for which any part of the federal allotment will be used, list the vocational education program from Part VII (computer printout), in which the allowable activity will be carried out. Concisely describe the method that will be used in carrying out the allowable activity.

Column III:

- (A) Indicate the amount of your FY '95 federal allotment from the Act that will be used to carry out the allowable activity. The total of Column III should equal the amount of your FY '95 federal allotment.
- (B) Indicate the estimated amount of other dollars that will be used to carry out the allowable activity.
- (C) Circle the source of "other dollars" that will be used to carry out the allowable activity. **The Perkins allotment are not to be considered as other "Federal" dollars.**

Section D. Use of Funds (continued) - See definitions of allowable activities under Part VI, Section A

I. Allowable Activity	II. Program/Program Area/Project (From Attached Printout)	III. Amount of Allotment
1) Administra- tion (not to exceed 5%)		A. Perkins \$\$ \$ B. Other \$\$ \$ C.Sources Other \$\$ 1. Federal 2. State
2) Guidance and counseling		A. Perkins \$\$ \$ B. Other \$\$ \$ C.Sources Other \$\$ 1. Federal 2. State
3) Special pop- ulations coordinator		A. Perkins \$\$ \$ B. Other \$\$ \$ C.Sources Other \$\$ 1. Federal 2. State
4) Upgrading curriculum		A. Perkins \$\$ \$ B. Other \$\$ \$ C.Sources Other \$\$ 1. Federal 2. State

Section D. Use of Funds (continued)

I. Allowable Activity	II. Program/Program Area/Project (From Attached Printout)	III. Amount of Allotment
5) Purchase of equipment		A. Perkins \$\$ \$ B. Other \$\$ \$ C.Sources Other \$\$ 1. Federal 2. State
6) Inservice training of vocational and academic instructors		A. Perkins \$\$ \$ B. Other \$\$ \$ C.Sources Other \$\$ 1. Federal 2. State
7) Remedial courses		A. Perkins \$\$ \$ B. Other \$\$ \$ C.Sources Other \$\$ 1. Federal 2. State
8) Tech-prep education programs		A. Perkins \$\$ \$ B. Other \$\$ \$ C.Sources Other \$\$ 1. Federal 2. State

Section D. Use of Funds (continued)

I. Allowable Activity	II. Program/Program Area/Project (From Attached Printout)	III. Amount of Allotment
9) Apprenticeship		A. Perkins \$\$ \$ B. Other \$\$ \$ C.Sources Other \$\$ 1. Federal 2. State
10) Supplementary services/ other expense		A. Perkins \$\$ \$ B. Other \$\$ \$ C.Sources Other \$\$ 1. Federal 2. State

Section E. Integration of Vocational and Academic Skills

List and describe the methods that will be used to integrate vocational and academic skills to ensure both academic and occupational competences of vocational students.

Section F. Sequence of Courses

List and describe the methods that will be used to ensure the provision of a coherent sequence of courses that lead to job skill attainment.

Section G. Program Evaluation

Describe the methods, including the measurable objective criteria, that will be used to carry out each of the program evaluation requirements shown below for '94-95. (You may use the blocks offered below or consolidate the answers into no more than a two-page narrative which you may attach. Make sure answers are appropriately preceded by the alphabetical letter corresponding to the evaluation requirement, i.e., a) __, b) __, c) __).

Evaluation Requirement	Description of Method(s) to be Used
a) With the full and informed participation of representatives of individuals who are members of special populations, identify and adopt strategies to overcome any barriers which are resulting in lower rates of access to and/or success in vocational programs.	
b) With the full and informed participation of representatives of individuals who are members of special populations, evaluate the progress of individuals who are members of special populations.	
c) Evaluate the progress of vocational education programs in providing students with strong experience in and understanding of all aspects of the industry the students are preparing to enter.	

Section H. Coordination With the Job Training Partnership Act (JTPA)

List the Service Delivery Areas (SDAs) and Private Industry Councils (PICs) with whom you will be coordinating vocational education services. Describe the methods to be used for coordinating services between your institution and the JTPA, SDA(s), and PICs.

SDAs/PICs	Method(s) to be Used
a)	
b)	
c)	

PART IV: LOCAL SEX EQUITY PLAN

DIRECTIONS FOR COMPLETING PART IV

Describe your sex equity plan by choosing TWO of the broad categories below and listing substantive activities. List for each activity the outcome(s) in QUANTIFIABLE terms which describe how many people will be affected and in what way. Categories include **I. PROMOTIONAL** (publicity, recruitment); **II. STAFF DEVELOPMENT** (training and inservice on equity concepts and issues, teacher-student interaction); **III. PROACTIVE GUIDANCE** (retention, career awareness and information); and **IV. CURRICULAR** (instructional methods, materials, teacher-student interaction patterns). Name the position that will oversee this activity. If you plan to use Perkins money for this effort, commit a dollar amount.

CATEGORY _____
Activities:

Outcome(s) for each activity:

CATEGORY _____
Activities:

Outcomes(s): for each activity

Signature of person supervising sex equity plan

\$ Amount if applic. _____

PART V: ASSURANCES

Section A. Assurances P.L. 101-392

THIS STATEMENT OF ASSURANCES MUST BE SIGNED AND DATED BY AN AUTHORIZED REPRESENTATIVE OF THE INSTITUTION TO RECEIVE THE FEDERAL ALLOTMENT.

Upon acceptance of federal vocational education funds, _____ agrees to: (college name)

- 1) Assure that funds made available under P.L. 101-392 shall be used to supplement, and to the extent practicable increase the amount of state and local funds that would in the absence of such federal funds be made available for the uses specified in the local application, and in no case supplant such state or local funds;
- 2) Assure that any program, program area, or project assisted with funds made available under P.L. 101-392 shall be of sufficient size, scope, and quality to give reasonable promise of meeting the vocational education needs of the students involved in the program, program area, or project;
- 3) Provide vocational education programs that are of such size, scope, and quality as to bring about improvement in the quality of education offered by the college;
- 4) Provide for such fiscal control and fund accounting procedures as may be necessary to assure the proper accounting for federal funds paid to the community college;
- 5) Assure that none of the funds expended under P.L. 101-392 will be used to acquire equipment, including computer software, in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such organization;
- 6) Provide guidance, counseling, and career development activities conducted by professionally trained counselors and teachers who are associated with the provisions of such special services;
- 7) Provide vocational education programs that encourage students through counseling to pursue such coherent sequences of courses;
- 8) Provide counseling and instructional services designed to facilitate the transition from school to employment and career opportunities;
- 9) Provide relevant training and vocational education activities to men and women who desire to enter occupations that are not traditionally associated with their sex;
- 10) Provide vocational education programs that seek to cooperate with the sex equity program carried out under P.L. 101-392;
- 11) Assess the special needs of students participating in programs receiving assistance under P.L. 101-392 with respect to their successful completion

of the vocational education program in the most integrated setting possible;

- 12) Assure that individuals who are members of special populations will be provided with equal access to the full range of vocational education programs available to individuals who are not members of special populations, including occupationally specific courses of study, cooperative education, apprenticeship programs, and, to the extent practicable, comprehensive career guidance and counseling services, and will not be discriminated against on the basis of their status as members of special populations;
- 13) Assure that individuals who are members of special populations will be provided with equal access to recruitment, enrollment, and placement activities;
- 14) Assure that vocational education programs and activities for individuals with disabilities will be provided in the least restrictive environment in accordance with section 612(5)(B) of the IDEA and will, if appropriate, be included as a component of the individualized education program developed under section 614(a)(5) of that Act;
- 15) Assure that students with disabilities who have individualized education programs developed under section 614(a)(5) of the IDEA, with respect to vocational education programs, will be afforded the rights and protections guaranteed those students under sections 612, 614, and 615 of such Act;
- 16) Assure that students with disabilities who do not have individualized education programs developed under section 614(a)(5) of the IDEA or who are not eligible to have such a program, with respect to vocational education programs, will be afforded the rights and protections guaranteed those students under section 504 of the Rehabilitation Act of 1973;
- 17) Assure that the provision of vocational education to each student with disabilities will be monitored to determine if that education is consistent with the individualized education program developed for the student under section 614(a)(5) of the IDEA, in any case in which such a program exists;
- 18) Provide supplementary services to students who are members of special populations, including, with respect to individuals with disabilities --(a) curriculum modification; (b) equipment modification; (c) classroom modification; (d) supportive personnel; and (e) instructional aides and devices;
- 19) Assure that vocational education planning for individuals with disabilities will be coordinated among appropriate representatives of vocational education, special education, and vocational rehabilitation agencies;
- 20) Assure that the provision of vocational education to each student will be monitored to ensure that disadvantaged students and students of limited English proficiency have access to such education in the most integrated

setting possible;

- 21) Provide vocational education programs that assist students who are economically disadvantaged, students of limited English proficiency, and students with handicaps to succeed through supportive services such as counseling, English language instruction, child care, and special aids;
- 22) Provide sufficient information to the North Carolina Department of Community Colleges to enable the Department to comply with the allocation guidelines under P.L. 101-392. Such information will include a determination of the number of Pell Grant recipients; and
- 23) Emphasize assisting single parents, displaced homemakers, and single pregnant women with the greatest financial need and to give special consideration to displaced homemakers who because of divorce, separation, or the death or disability of a spouse must prepare for paid employment.

The aforementioned assurances are in keeping with local administrative procedures and/or board policies.

President

Signature

Date

Board Chairman

Signature

Date

**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER
RESPONSIBILITY MATTERS; DRUG-FREE WORKPLACE REQUIREMENTS; AND
CERTIFICATIONS RESPONSIVE TO STEVENS AMENDMENT**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying, and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement), Government-wide Requirements for Drug-Free Workplace (Grants)," and "Certification Responsive to the Stevens Amendment to the DoD Appropriation." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Community Colleges determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

**2. DEBARMENT, SUSPENSION, AND OTHER
RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110 -

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, brib-

ery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a government entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) or this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

**3. DRUG-FREE WORKPLACE
(GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about-

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employer will -

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts

Section B. Other Federal Certification Requirements (continued)

Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is convicted -

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check ☐ if there are workplaces on file that are not identified here.

4. CERTIFICATION RESPONSIVE TO STEVENS AMENDMENT TO THE DoD APPROPRIATIONS ACT

This certification meets the requirements of the Memorandum for the Heads of Departments and Agencies from the Executive Office of the President, Office of Management and Budget, dated January 4, 1989, respecting the Stevens Amendment to the DoD Appropriations Act.

The grantee certifies that it has been fully informed of the following requirement:

When issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing projects or programs funded in whole or in part with Federal money, all grantees receiving Federal funds, including but not limited to State and local governments, shall clearly state (1) the percentage of the total cost of the program or project which will be financed with Federal money, and (2) the dollar amount of Federal funds for the project or program.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

Section C. Private Industry Council Certification

The Private Industry Council (PIC) for _____
Service Delivery Area has reviewed the Local Application (Plan) for the Carl
D. Perkins Vocational and Applied Technology Education Act funding and hereby
assertains that there is no apparent duplication of effort and that the range
and accessibility of vocational education services is expanded through this
plan.

This is to certify that the Local Application (Plan) for Federal Vocational
Education funding has been or will be presented to the Private Industry
Council on _____.
Date

PIC Chair

Signature

Comments:

PART VI: RELATED INFORMATION

Section A. Definitions From Public Law 101-392

1. The term '**administration**' means activities of a State necessary for the proper and efficient performance of its duties under this Act, including supervision, but does not include curriculum development activities, personnel development, or research activities.
2. The term '**all aspects of the industry**' means strong experience in, and understanding of, all aspects of the industry the students are preparing to enter, including planning, management, finances, technical and production skills, underlying principles of technology, labor issues, and health and safety.
3. The term '**apprenticeship training program**' means a program registered with the Department of Labor or the State apprenticeship agency in accordance with the Act of August 16, 1937, commonly known as the National Apprenticeship Act, which is conducted or sponsored by an employer, a group of employers, or a joint apprenticeship committee representing both employers and a union, and which contains all terms and conditions for the qualification, recruitment, selection, employment, and training of apprentices.
4. The term '**career guidance and counseling**' means programs--
 - A) which pertain to the body of subject matter and related techniques and methods organized for the development in individuals of career awareness, career planning, career decisionmaking, placement skills, and knowledge and understanding of local, State, and national occupational, educational, and labor market needs, trends, and opportunities; and
 - B) which assist such individuals in making and implementing informed educational and occupational choices.
5. The term '**criminal offender**' means any individual who is charged with or convicted of any criminal offense, including a youth offender or a juvenile offender.
6. The term '**correctional institution**' means any
 - A) prison,
 - B) jail,
 - C) reformatory,
 - D) work farm,
 - E) detention center, or
 - F) halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.
7. The term '**disadvantaged**' means individuals (other than individuals with handicaps) who have economic or academic disadvantages and who require special services and assistance in order to enable such individuals to succeed in vocational education programs. Such term includes individuals who are members of economically disadvantaged families, migrants, individuals of limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from,

secondary school.

8. The term '**displaced homemaker**' means an individual who--
 - A) is an adult; and
 - B)
 1. has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills;
 2. has been dependent on public assistance or on the income of relative but is no longer supported by such income.
 3. is a parent whose youngest dependent child will become ineligible to receive assistance under the program for aid to families with dependent children under part A of title IV of the Social Security Act within 2 years of the parent's application for assistance under this Act; or
 4. is unemployed or underemployed and is experiencing difficulty in obtaining any employment or suitable employment, as appropriate.
9. The term '**economically disadvantaged family or individual**' means such families or individuals who are determined by the Secretary to be low-income according to the latest available data from the Department of Commerce.
10. The term '**high technology**' means state-of-the-art computer, microelectronic, hydraulic, pneumatic, laser, nuclear, chemical, telecommunication, and other technologies being used to enhance productivity in manufacturing, communication, transportation, agriculture, mining, energy, commercial, and similar economic activity, and to improve the provision of health care.
11. The term '**individual with handicaps**' means any individual who is an individual with any disability (as defined in section 3(2) of the Americans With Disabilities Act of 1990).
12. The term '**limited English proficiency**' has the meaning given such term in section 703(a)(1) of the Elementary and Secondary Education Act of 1965.
13. The term '**postsecondary educational institution**' means an institution legally authorized to provide postsecondary education within a State, a Bureau of Indian Affairs controlled postsecondary institution, or any postsecondary educational institution operated by or on behalf of any Indian tribe which is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination act or under the Act of April 16, 1934.
14. The term '**preparatory services**' means services, programs, or activities designed to assist individuals who are not enrolled in vocational education programs in the selection of, or preparation for participation in, an appropriate vocational education or training program, such as--
 - A) services, programs, or activities related to outreach to or recruitment of potential vocational education students;
 - B) career counseling and personal counseling;
 - C) vocational assessment and testing; and

D) other appropriate services, programs, or activities.

15. The term '**single parent**' means an individual who--

A) is unmarried or legally separated from a spouse; and

B) 1. has a minor child or children for which the parent has either custody or joint custody; or

2. is pregnant.

16. The term '**special populations**' includes individuals with handicaps, educationally and economically disadvantaged individuals (including foster children), individuals of limited English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions.

17. The term '**supplementary services**' means curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.

18. The term '**vocational education**' means organized educational programs offering a sequence of courses which are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Such programs shall include competency-based applied learning which contributes to an individual's academic knowledge, higher-order reasoning, and problem-solving skills, work attitudes, general employability skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society. Such term also includes applied technology education.

Section B. Allowable Activities That Meet the Requirements for Uses of Funds Under Public Law 101-392

NOTES: The term "special populations" includes individuals with handicaps, educationally and economically disadvantaged individuals (including foster children), individuals with limited English proficiency, individuals who participate in programs designed to eliminate sex bias and individuals in correctional institutions.

Eligible program areas are those that rank at or above the institution-wide average percentage of special populations enrollment. (See Part VII)

1. Administration (not to exceed 5% of budget).

All administrative costs charged to a basic grant must be used in the direct support of the programs and activities that are authorized elsewhere in the local application.

Funds may be used to pay for:

- Salaries,
- Fringe benefits,
- Travel, and
- Supplies & materials.

Funds may not be used for:

- Office equipment.

2. Guidance and Counseling

Funds may be used for this activity but only in support of those students who are currently enrolled in one or more of the eligible program areas.

The term "career guidance and counseling" means programs:

- which pertain to the body of subject matter and related techniques and methods organized for the development in individuals of career awareness, career planning, career decisionmaking, placement skills and knowledge and understanding of local, State and national occupational, educational and labor market needs, trends and opportunities; and
- which assist individuals in making and implementing informed educational and occupational choices.

3. Special Populations Coordinator

A special populations coordinator paid in whole or in part from such funds shall be a qualified counselor or teacher whose services are used to ensure that individuals who are members of special populations are receiving adequate services and job skill training.

4. Upgrading Curriculum

Costs allocated to this category must be used for curriculum improvement activities in one or more of the eligible program areas.

Staff- (release time from instruction - this person may not participate in classroom or other instruction while working on the re-design or modification of the curriculum).

Additional faculty may be hired with these funds for a period not to exceed three (3) years to improve the program by lowering the student/teacher ratio. Attendant costs such as fringe benefits, travel and materials are allowable.

5. Purchase of Equipment, Including Adaptation of Equipment

Each item of equipment or instructional aid that is purchased must be necessary for program improvement in one or more of the programs that qualify for supplemental assistance.

Each item of equipment purchased for the improvement of an eligible program must remain assigned to that program for its usable life and continue to be used for its original and intended purpose.

Equipment adaptations or modifications that are necessary for use by handicapped individuals are allowable provided that their use is restricted to approved program areas.

6. Inservice Training of Vocational and Academic Instructors

Funds that are used for inservice training have similar uses as Tier A funds but are somewhat more restrictive.

Funds may be used to pay for:

- inservice training activities for instructors who currently teach in eligible program areas;
- the inservice training of academic instructors who teach related academic subjects in qualified vocational areas; (the costs of inservice training of academic instructors may require the proration of costs.)
- salaries of instructors who are participating in inservice "return to industry" training opportunities that are above or outside their contractual teaching requirements;
- the costs of tuition, books and fees for individuals who are completing SACS requirements, working on a BS/BA degree or increasing their knowledge in a teaching or skill-related subject area; and

- offering a variety of learning experiences for instructors in technical skills and retraining programs including
 - * attendance at special schools that provide credit and certification,
 - * workshops and studies leading to certification and SACS recertification,
 - * studies in specialized areas or in specialized subject matters,
 - * contracting for outside presenters for faculty development programs, and
 - * faculty retraining leading to expanding teaching roles.

Funds may not be used to support

- curriculum development planning activities,
- Competency Based Education (CBE),
- DACUMS programs,
- writing across curriculum activities,
- program review activities,
- general conferences in which the training offered is not related to subject matter content or to provide upgrading of skills,
- trade shows, exhibitions or exhibits, or
- unstructured or informal visits to observe programs.

7. Remedial Courses

Funds may be used to support remedial courses which are only offered for students who are currently enrolled in one or more of the qualified program areas.

A remedial course may be any course that is a part of and required for completion of a given program of study.

If a remedial course has both qualified and non-qualified students enrolled, the costs must be prorated.

8. Tech-Prep Education Programs

Funds allocated to Tech-Prep Education programs may be used to pay the costs associated with developing the curriculum articulation agreement for such a program. Staff costs may not be associated with classroom instruction.

Funds may not be spent on equipment, secondary Tech-Prep education programs or classroom supplies.

9. Apprenticeships

An eligible apprenticeship program is one that is registered with the N.C. Department of Labor. Costs associated with recruitment, selection, employment and training of apprentices are allowable.

10. Supplementary Services/Other Expense

The term "supplementary services" means curriculum modification, equipment modification, classroom modification, supportive personnel and instructional aids and devices.

Types of supportive personnel may be but are not limited to signers, note takers, and tutors.

Instructional aids and devices may be but are not limited to large print texts, braille texts, and audio tapes.

Section C. NORTH CAROLINA SERVICE DELIVERY AREAS

Mountain Area Job Training Services
40 Coxe Avenue, Suite G-100
Asheville, NC 28801
Contact: Ms. Helen R. Beck

Central Piedmont SDA
PO Box 667
Durham, NC 27702
Contact: Ms. Sharon Baker

Cumberland County SDA
PO Drawer 1829
Fayetteville, NC 28302
Contact: Ms. Pauline Goodman

Gaston County SDA
PO Box 1578
Gastonia, NC 28053-1578
Contact: Mr. Charles Vinson

Regional Consolidated Services
Employment and Training
PO Box 1883
Asheboro, NC 27204
Contact: Ms. Janice Scarborough

Winston-Salem/Forsyth Consortium
PO Box 2511
Winston-Salem, NC 27102
Contact: Ms. Martha Jo Campbell

Region D SDA
PO Box 1820
Boone, NC 28607
Contact: Ms. Carol Coates

Western Piedmont Job Training
Consortium
317 First Avenue, NW
Hickory, NC 28601
Contact: Mr. Ralph Cousins

Centralina Council of Governments
PO Box 35008
Charlotte, NC 28235
Contact: Mr. David Hollars

Charlotte/Mecklenburg Consortium
600 E. Trade Street
City Hall Annex
Charlotte, NC 28202
Contact: Mr. Gus Psomadakis

Davidson County SDA
PO Box 1067
Lexington, NC 27293-1067
Contact: Ms. Pat Everhart

Greensboro/High Point/Guilford
Job Training Consortium
300 N. Raleigh Street
Greensboro, NC 27401
Contact: Ms. Lillian G. Plummer

Capital Area Job Training
Consortium
PO Box 550
Raleigh, NC 27602
Contact: Mr. Leo Rhodes

Southwestern North Carolina SDA
PO Drawer 850
Bryson City, NC 28713
Contact: Mr. Keith Henry

Region C Job Training Consortium
PO Box 841
Rutherfordton, NC 28139
Contact: Mr. Larry Brown

Region Q SDA Job Training
Consortium
Mid-East Commission
PO Drawer 1787
Washington, NC 27889
Contact: Ms. Karen Clary

Region H Job Training Consortium
Pee Dee Council of Governments
302 Leak Street
Rockingham, NC 28379
Contact: Ms. Carol Norton

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PO Box 709
238 Orange Street
Henderson, NC 27536
Contact: Ms. Jane Ball-Groom

Mid-Carolina SDA
PO Drawer 1510
130 Gillespie Street
Fayetteville, NC 28302
Contact: Ms. Debra VanGorder

Cape Fear SDA Job Training Consortium
Cape Fear Council of Governments
1480 Harbour Drive
Wilmington, NC 28401
Contact: Ms. Margie Parker

Albemarle Interlocal Cooperative
Consortium for Job Training
Albemarle Commission
PO Box 646
Hertford, NC 27944
Contact: Ms. Sharon Robinson

Northwest Piedmont Job Training
Consortium
280 South Liberty Street
Winston-Salem, NC 27101
Contact: Ms. Peggy Galloway

Region L Job Training Consortium
PO Drawer 2748
Rocky Mount, NC 27802
Contact: Ms. Pamela Whitaker

Lumber River Job Training
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Lumber River Council of
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Lumberton, NC 28359
Contact: Ms. Sylvia Pate

Neuse River Job Training
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Contact: Ms. Elizabeth Barnhill

Burke County SDA
PO Box 2127
Morganton, NC 28655
Contact: Ms. Mary Wright