

NC

COMMUNITY
COLLEGES

CREATING SUCCESS

2018 - 2019

PERKINS

HANDBOOK

2018 – 19

Perkins Handbook

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North Carolina Community College System

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TABLE OF CONTENTS

INTRODUCTION	1
NCCCS CTE STAFF	1
EAST REGION – PATTI COULTAS, CTE PROGRAM COORDINATOR	2
WEST REGION – DR. TONY REGGI, CTE PROGRAM COORDINATOR	2
PROGRAMMATIC ASPECTS OF THE PERKINS GRANT	3
FRAMEWORK OF THE FEDERAL STATUTE AND PURPOSE	3
TRAINING TUTORIALS	3
ALLOCATION OF FEDERAL FUNDS	4
CONSORTIA	4
STATE LEVEL USE OF FUNDS	4
ADMINISTRATION	4
LEADERSHIP	4
LOCAL USE OF FUNDS	7
ADMINISTRATIVE	7
PROGRAM ACTIVITIES	7
REQUIRED USES OF FUNDS	7
PERMISSIVE USES OF FUNDS	9
ADDITIONAL NCCCS GUIDELINES	10
COST DETERMINATION CHECKLIST	10
ACCOUNTABILITY	11
PERKINS CORE INDICATORS OF PERFORMANCE	11
LOCAL PLAN REQUIREMENTS	16
LOCAL PLAN	17
MODIFICATION OF THE LOCAL PLAN	17
FISCAL REQUIREMENTS	17
OVERVIEW	17
SUPPLEMENTING VERSUS SUPPLANTING	17
MANDATORY DISCLOSURES	18
DEBARRED AND SUSPENDED PARTIES	18
MONITORING	18
GENERAL INFORMATION	18
ON-SITE MONITORING	18
PERKINS MONITORING OVERVIEW CHECKLIST	18
METHODS OF ADMINISTRATION MONITORING	25
FISCAL GRANT MANAGEMENT	25
COMPLIANCE WITH EDGAR	25
COLLEGE PERKINS BUDGETS	25
ANNUAL BUDGET REVIEW AND APPROVAL PROCESS	26
BUDGET MODIFICATIONS	27
PROGRAM INCOME	27
BASIC COST GUIDANCE/PRINCIPLES	28
FACTORS AFFECTING ALLOWABILITY OF COSTS REF: 2 CFR PART 200, § 200.403	28
DIRECT COSTS	28
REASONABLE COSTS	28

ALLOCABLE COSTS	29
GENERAL CATEGORIES OF ALLOWABLE/NON-ALLOWABLE COSTS	29
NON-ALLOWABLE EXPENDITURES	29
SPECIFIC COST GUIDANCE BY CATEGORY	30
TIMELY OBLIGATION OF FUNDS	30
REQUIRED CERTIFICATIONS	30
CARRYOVER PROCEDURES	31
PROCUREMENT STANDARDS & PROPERTY MANAGEMENT	31
GENERAL PROCUREMENT STANDARDS	31
PROPERTY MANAGEMENT	31
TIME AND EFFORT	33
NCCCS TIME AND EFFORT REPORTING	34
COLLEGES TIME AND EFFORT REPORTING	34
TIME AND EFFORT GUIDANCE FOR TUTORS	35
DEFINITIONS	36
PERKINS ONLINE DATA SYSTEM INSTRUCTIONS	40
ACCESSING THE PERKINS ONLINE DATA SYSTEM	40
PART I – CONTACTS	40
PART II – ALLOTMENT OPTIONS	42
PART III – ASSURANCES	43
PART IV – LOCAL PLAN & BUDGET	45
PART V – JOB DESCRIPTIONS	46

2018 – 19 Perkins Handbook

Introduction

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

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

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Following is a list of community colleges and the CTE Program Coordinator assigned to each. The CTE Program Coordinator is that institution's point of contact for questions and assistance with their Perkins Basic Grant.

East Region – Patti Coultas, CTE Program Coordinator

Beaufort Community College	Martin Community College
Bladen Community College	Nash Community College
Brunswick Community College	Pamlico Community College
Cape Fear Community College	Pitt Community College
Carteret Community College	Richmond Community College
Coastal Carolina Community College	Roanoke-Chowan Community College
College of The Albemarle	Robeson Community College
Craven Community College	Sampson Community College
Durham Technical Community College	Sandhills Community College
Edgecombe Community College	Southeastern Community College
Fayetteville Technical Community College	Vance-Granville Community College
Halifax Community College	Wake Technical Community College
James Sprunt Community College	Wayne Community College
Johnston Community College	Wilson Community College
Lenoir Community College	

West Region – Dr. Tony Reggi, CTE Program Coordinator

Alamance Community College	Mayland Community College
Asheville-Buncombe Technical Community College	McDowell Technical Community College
Blue Ridge Community College	Mitchell Community College
Caldwell Community College	Montgomery Community College
Catawba Valley Community College	Piedmont Community College
Central Carolina Community College	Randolph Community College
Central Piedmont Community College	Rockingham Community College
Cleveland Community College	Rowan-Cabarrus Community College
Davidson Community College	South Piedmont Community College
Forsyth Technical Community College	Southwestern Community College
Gaston College	Stanly Community College
Guilford Technical Community College	Surry Community College
Haywood Community College	Tri-County Community College
Isothermal Community College	Western Piedmont Community College
	Wilkes Community College

Programmatic Aspects of the Perkins Grant

Framework of the Federal Statute and Purpose

The purpose of the Perkins Act is to improve and develop the academic and career and technical skills of NCCCS students who elect to enroll in career and technical education programs, by:

- Building on the efforts of states and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high-skill, high-wage, or high-demand occupations in current or emerging professions
- Promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and NCCCS education for participating career and technical education students
- Increasing state and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education, including tech prep education
- Conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs, services, and activities
- Providing technical assistance that:
 - a) promotes leadership, initial preparation, and professional development at the state and local levels; and
 - b) improves the quality of career and technical education teachers, faculty, administrators, and counselors
- Supporting partnerships among secondary schools, NCCCS institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries
- Providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive in the global economy

Training Tutorials

Online training tutorial for the various Perkins and CTE program components are available at <http://www.ncperkins.org>.

Required Training

Perkins 101 – This session prepares new Perkins coordinators and refreshes existing staff to administer the Perkins Basic Grant. All new Perkins contacts are required to attend the Perkins 101 training. Perkins 101 is offered in the fall and spring of each year.

Optional Resources

All presentations and webinars related to Perkins and North Carolina Career and Technical Education can be found online at www.ncperkins.org/presentations.

Allocation of Federal Funds

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

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

Each spring, a **Pell Grant Verification Form** is sent to the Perkins contact at each college (local Financial Aid staff usually assists in collecting this information.) The form will contain the number of CTE students receiving Pell Grants. Colleges will be responsible for reporting the number of CTE students receiving BIA assistance. This information is then used to determine funding levels for the individual colleges/consortium numbers.

Consortia

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

A consortium leadership team shall be formed to oversee the spending level of funds for the consortium. Funds shall be used for projects that provide services and consortium activities. Funds allocated to a consortium shall be used only for purposes and programs that are mutually beneficial to all members of the consortium. Funds should not be divided and sent to individual colleges as a pass-through (**Perkins Act Section 132**). All purchases must be for the benefit of the consortium and approved by the consortium leadership team

If equipment is purchased by the consortium, the college receiving the equipment must tag, track, and report on that piece of equipment in accordance with 2 CRF Part 200.313. All policies and procedures outlined in the Carl D. Perkins Career and Technical Education Improvement Act of 2006 shall apply to the consortium.

State Level Use of Funds

Administration

Up to five percent of the state funds are set aside for the administration of the state plan. Administrative funds are used within the NCCCS:

- Developing the state plan
- Reviewing local plans
- Oversight for monitoring and evaluating program effectiveness
- Assuring compliance with all federal laws
- Providing technical assistance
- Reporting required data
- Supporting and developing state data systems relevant to the provisions in the Act

Leadership

Required Uses of State Leadership Funds

Ten percent of the state funds are set aside for state leadership projects. There are specific mandatory leadership activities for which leadership funds under the Perkins Act must be used. These activities include:

1. Assessment of the career and technical education programs
2. Developing, improving, or expanding the use of technology in career and technical education
3. Conducting professional development programs
4. Supporting career and technical education programs that improve the academic and career and technical skills of students participating in career and technical education
5. Providing preparation for nontraditional fields in current and emerging professions
6. Supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships
7. Serving individuals in state institutions, such as state correctional institutions and institutions that serve individuals with disabilities
8. Support for programs for special populations

Permissible Uses of State Leadership Funds

In addition to the required uses of state funds, there are also many permissive uses. NCCCS may spend leadership funds on the following activities:

1. Improve career guidance and academic counseling and programs that will encourage NCCCS students to graduate with a certificate, diploma, or degree, and expose students to high-skill, high-wage occupations and nontraditional fields
2. Establish articulation agreements between secondary schools and NCCCS colleges.
3. Support for initiatives to facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs
4. Support for career and technical student organizations, especially with respect to efforts to increase the participation of students who are members of special populations
5. Support for public charter schools operating career and technical education programs;
6. Support for career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter;
7. Support for family and consumer sciences programs
8. Support for partnerships between education and business or business intermediaries, including cooperative education and adjunct faculty arrangements
9. Support to improve or develop new career and technical education courses and initiatives, including career clusters, career academies, and distance education, that prepare individuals academically and technically for high-skill, high-wage, or high-demand occupations
10. Awarding incentive grants to eligible recipients
11. Support entrepreneurship education and training;

12. Coordinate secondary CTE programs for adults and school dropouts under the Adult Education and Family Literacy Act;
13. Provide assistance to individuals, who have participated in services and activities under the Act, in continuing the individuals' education or training or finding appropriate jobs
14. Develop valid and reliable assessments of technical skills;
15. Develop and enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes
16. Improve recruitment and retention of CTE teachers, faculty, administrators, career advisors, academic counselors, and business professionals transitioning to teaching
17. Support CTE programs that offer experience in, and understanding of, all aspects of industry

Reserve Funds

Pursuant to section 112(a)(1) of the Perkins Act, a state may reserve not more than 10 percent of the 85 percent of the Perkins pass through funds to make grant awards to eligible colleges to carry out the activities enumerated in section 135 (local use of funds). NCCCS may take advantage of this optional set-aside through NCCCS's administration of the reserve funds. NCCCS may allocate the 10 percent reserve on a competitive basis by issuing Requests for Proposals and soliciting responsive bids for eligible colleges.

Local Use of Funds

Administrative

As required by the Perkins Act section 135(d), a college may not use more than five percent of its sub-grant for administrative expenses. Administrative activities are those activities necessary for the effective and efficient performance of the eligible college's duties under Perkins, including the supervision of such activities. Any cost that supports the management of the Perkins program is administrative in nature. Examples of allowable administrative costs include, but are not limited to salary costs associated with the development of the local plan. Administrative costs must be tracked separately from program costs. Federal Perkins funds may be used for salaries only if supporting program improvement and must have prior approval from your CTE program coordinator. **Colleges must follow 2 CFR Part 200.430 for Compensation-Personal Services (Time and Effort).**

Program Activities

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

Required Uses of Funds

Under the Act, colleges must conduct activities that fall under each of the nine required activities. Colleges must conduct activities that:

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

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

Limitations:

- Salaries – no more than 50% of total funds
- Equipment – no more than 50% of total funds
- Work-Based Learning – at least 20% of total funds
- Professional Development – at least 20% of funds
- Career Pathway Activities – at least 20% of funds

Permissive Uses of Funds

Colleges may use Perkins basic grant funds:

1. To involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs
2. To provide career guidance and academic counseling, which may include information for students participating in career and technical education programs, that:
 - a. improves graduation rates and provides information on college programs and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans
 - b. provides assistance for NCCCS students, including adult learners who are changing careers or updating skills
3. For local education and business partnerships, including:
 - a. work-related experiences for students, such as internships and cooperative education
 - b. adjunct faculty arrangements for qualified industry professionals
 - c. industry experience for teachers and faculty such as faculty externships
4. To provide programs for special populations;
5. To assist career and technical student organizations;
6. For mentoring and support services;
7. For leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skills achievement;
8. For teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;
9. To develop and expand NCCCS program offerings at times and in formats that are accessible for students, including working students, including using distance education;
10. To develop initiatives that facilitate the transition of subbaccalaureate career and technical education students into baccalaureate degree programs
11. To provide activities to support entrepreneurship education and training
12. For improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high-skill, high-wage, or high-demand occupations and dual or concurrent enrollment opportunities through Career and College Promise
13. To develop and support small, personalized career-themed learning communities or career academies
14. To provide support for family and consumer science programs

15. To provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts
16. To provide assistance to individuals who have participated in services and activities under the Act in continuing their education or training or finding an appropriate job
17. To support training and activities (such as mentoring and outreach) in nontraditional fields;
18. To provide support for training programs in automotive technologies
19. To pool a portion of such funds with a portion of funds available to not less than one other eligible recipient for innovative initiatives, which may include:
 - a. improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;
 - b. establishing, enhancing, or supporting systems for accountability data collection or reporting data under this Act
 - c. implementing career and technical programs of study
 - d. implementing technical assessments
20. To support other career and technical education activities that are consistent with the purpose of the Act.

Additional NCCCS Guidelines

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

1. Perkins funds are to be used for the enhancement of CTE programs. Generally, a college should not use Perkins funds to support the same activity for more than three years.
2. Perkins funds may be used to support faculty salaries in new programs for up to three years provided that a career pathway is developed in the second year that includes comprehensive career counseling and tracking through postsecondary completion.
3. Positions funded through Perkins must have prior approval and be outlined in the colleges' local plan and budget. Colleges should include the job description and the percentage funded by Perkins.

Cost Determination Checklist

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

1. **Does the activity address a core indicator area that is deficient?**
Colleges not meeting at least 90 percent of the target for a core indicator must provide an improvement plan with their annual Perkins report and allocate funding in their annual Perkins budget to address any core indicator deficiencies. Colleges may use college funding sources in lieu of Perkins funds or combine Perkins funding with other college funding to address deficiencies, so long as the combination of funds do not violate federal, state, or NCCCS funding rules.
2. **Is the activity new or does it improve or expand an existing program?**
In general, the college must use federal funds to improve career and technical education programs. This means that eligible colleges must target the limited federal dollars for new or improved activities. ***NOTE: Colleges must use funds for program improvement and expansion, and not to maintain existing activities. Consumable supplies are not allowed.***
3. **Does this activity address "Required Uses" of Perkins funds (Perkins Act, Section 135)?**
The college must address all required uses of funds with either Perkins or non-Perkins dollars. The college's activities collectively must meet all the required usage categories.

4. **How long has Perkins funded the activity?**

Perkins funds should support an activity for no more than three years.

5. **Was the activity funded during the previous year by non-Perkins funds?**

Perkins funds may not be used to continue an activity funded by any non-Perkins funds the previous year. That would be supplanting, which is expressly prohibited by law.

6. **Is the activity required by federal, state, or local law?**

If so, this would be supplanting and would not be eligible for funding.

7. **Are there data to support the identified need for the proposed activity, and can the impact of Perkins funding be measured?**

How Perkins funds are used must be supported by data at the program level, and the college must have the capacity to measure improvement attained because of the use of Perkins funds. If an activity cannot be measured, it cannot be funded with Perkins funds.

Accountability

Perkins Core Indicators of Performance

The Perkins Core Indicators of Performance are calculated using the criteria listed below:

1P1 – Technical Skill Attainment

Purpose

To ensure students attain challenging career and technical skill proficiencies including student achievement on technical assessments, that are aligned with industry-recognized standards.

Description

Percentage of students who passed a technical skill assessment or, when no technical assessment data is available, earned a GPA of 2.5 or higher in non-developmental credit bearing courses during the program year.

NCCCS does not currently have access to technical assessment data, therefore, GPA in non-developmental credit bearing coursework will be used.

Methodology

Numerator: Number of CTE Concentrators who earned a GPA of 2.5 or higher in non-developmental credit bearing courses during the program year.

Denominator: Number of CTE Concentrators who were enrolled during the reporting year.

Source

Curriculum, Registration, Progress, Financial Aid Report (CRPFAR) data file

Grades data file

Details

CTE Concentrator is a student who enrolled in a CTE Program Area or a CCPP CTP/CTE pathway during the reporting year (fall, spring, or summer) and completed 12 non-developmental credit hours, 6 of which were in CTE courses. Completed hours are counted for any course in which a student earned a grade of A, B, C, D, CE, or P.

Reporting Year GPA is calculated based on all non-developmental credit-bearing courses a CTE Concentrator takes during the reporting year (fall, spring, and summer). Credit hours attempted are counted for any course with a letter grade of A, B, C, D, or F. Grade values are assigned as follows: A=4, B=3, C=2, D=1, and F=0. Courses with letter grades of AU, CE, I, P, and W are not used in GPA calculations. Quality points are computed by multiplying credit

hours attempted by grade value per course. Reporting Year GPA is computed as the sum quality points for the reporting year divided by the sum credit hours attempted for the reporting year.

2P1 – Credential, Certificate, or Degree

Purpose

To ensure students attain an industry-recognized credential, a certificate, a diploma, or degree.

Description

Percentage of CTE Concentrators who did not return to NCCCS for the current year but earned an industry-recognized credential, a certificate, a diploma, or a degree in a CTE Program Area during the previous reporting year.

NCCCS does not currently have a way to capture and report data related to the attainment of industry-recognized credentials, therefore, only certificates, diplomas, or degrees awarded by the North Carolina Community College System will be reported.

Methodology

Numerator: Number of CTE Concentrators from the previous reporting year, who did not re-enroll in the North Carolina Community College System during the current reporting year, who received who received a certificate, a diploma, or a degree in a CTE Program Area during the previous reporting year.

Note: Students who earned multiple CTE credentials during the reporting year will be counted once.

Denominator: Number of CTE Concentrators from the previous reporting year who did not re-enroll in the North Carolina Community College System, during the current reporting year.

Source

Curriculum, Registration, Progress, Financial Aid Report (CRPFAR) data file

Details

CTE Concentrator Previous Year is a student who enrolled in a CTE Program Area or a CCPP CTP/CTE pathway during the previous reporting year (fall, spring, or summer) and completed 12 non-developmental credit hours, 6 of which were in CTE course. Completed hours are counted for any course in which a student earned a grade of A, B, C, D, CE, or P.

No SE_NCCCS: No record of subsequent enrollment in any NCCCS college. For example, for CTE Concentrators from 2015 reporting year (Fall 2014, Spring 2015, and Summer 2015), we would look for SE in NCCCS in Fall 2015, Spring 2016, or Summer 2016.

Credential: Any certificate, diploma, or degree awarded in a CTE Program Area by a North Carolina Community College System School during the student's initial reporting year. Students who earn multiple CTE credential during the reporting year are only counted once.

3P1 – Student Retention or Transfer

Purpose

To ensure students complete an industry-recognized credential, a certificate, a diploma, or degree OR transfer to a baccalaureate degree program.

Description

Percentage of CTE Concentrators from the previous reporting year who did not earn an industry-recognized credential, a certificate, a diploma, or degree during the previous reporting year, but remained enrolled in postsecondary education.

Methodology

Numerator: Number of CTE Concentrators from the previous reporting year who did not earn a certificate, diploma, or degree in the previous reporting year but remained enrolled in their original institution (or NCCCS system) or transferred to another (post-secondary) institution during the subsequent reporting year.

Denominator: Number of CTE Concentrators from the previous reporting year who did not earn a certificate, diploma, or degree in the previous reporting year.

Source

Curriculum, Registration, Progress, Financial Aid Report (CRPFAR) data file

National Student Clearinghouse

Details

CTE Concentrator Previous Year is a student who enrolled in a CTE Program Area or a CCPP CTP/CTE pathway during the previous reporting year (fall, spring, or summer) and completed 12 non-developmental credit hours, 6 of which were in CTE course. Completed hours are counted for any course in which a student earned a grade of A, B, C, D, CE, or P.

No Credential: No record of any certificate, diploma, or degree awarded in a CTE Program Area by a North Carolina Community College System School during the student's initial reporting year.

SE_NCCCS: Evaluates whether the CTE Concentrators from the previous reporting year enrolled in the subsequent reporting year in any NCCCS college. Flag as 1 if CTE Concentrator has any enrollment record in any NCCCS college during subsequent reporting year (Fall, Spring, or Summer). For example, for CTE Concentrators from 2015 reporting year (Fall 2014, Spring 2015, and Summer 2015), we would look for SE in NCCCS in Fall 2015, Spring 2016, or Summer 2016.

SE_NSC: Evaluates whether the CTE Concentrators from the previous reporting year enrolled in the subsequent reporting year in any postsecondary college or university. This measure is based on records matched with the National Student Clearinghouse. Data are matched to the National Student Clearinghouse data by matching on last name, first name, middle name, and date of birth. Flag as 1 if CTE Concentrator has any enrollment record in any non-NCCCS postsecondary institution between August 1 and May 31 of the subsequent reporting year. For example, for CTE Concentrators from the 2015 reporting year (Fall 2014, Spring 2015, and Summer 2015), we would look for SE in any non-NCCCS postsecondary institution between August 1, 2015 and May 31 2016.

4P1 – Student Placement

Purpose

To ensure student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.

Description

Percentage of CTE Concentrators from the previous reporting year who did not earn a credential during the previous reporting year and who did not return to NCCCS for the current year but had a record of placement in military service or apprenticeship programs or placement or retention in employment.

NCCCS does not currently have a way to capture and report data related placement in military service or apprenticeship programs, therefore, only placement or retention in employment will be reported. Employment records are matched with Wage Records from the North Carolina Department of Commerce and, as such, are limited to records of employment in North Carolina.

Methodology

Numerator: Number of non-inmate CTE Concentrators, from the previous reporting year who did not earn a credential in an CTE program area during the previous reporting year and who did not re-enroll in the North Carolina Community College System or any other post-secondary institution during the current reporting year, who were placed or retained in employment, military service, or apprenticeship program in the second quarter following the program year in which they left the North Carolina Community College System.

Denominator: Number of non-inmate CTE Concentrators from the previous reporting year who did not earn a credential in the previous reporting year and who did not re-enroll in the North Carolina Community College System, during the current reporting year.

Source

Curriculum, Registration, Progress, Financial Aid Report (CRPFAR) data file

North Carolina Department of Commerce Employment Wage Records

Details

CTE Concentrator Previous Year is a student who enrolled in a CTE Program Area or a CAPP CTP/CTE pathway during the previous reporting year (fall, spring, or summer) and completed 12 non-developmental credit hours, 6 of which were in CTE course. Completed hours are counted for any course in which a student earned a grade of A, B, C, D, CE, or P.

Non-Inmate: Inmate is any NCCCS student who has an INMATE_IND =Y in the data warehouse in their latest reporting term. This indicates that the student is taking courses while incarcerated in a North Carolina prison. Any student with an inmate flag in their latest reporting term is excluded from this analysis.

No Credential: No record of any certificate, diploma, or degree awarded in a CTE Program Area by a North Carolina Community College System School during the student's initial reporting year.

No SE_NCCCS: No record of subsequent enrollment in any NCCCS college. For example, for CTE Concentrators from 2015 reporting year (Fall 2014, Spring 2015, and Summer 2015), we would look for SE in NCCCS in Fall 2015, Spring 2016, or Summer 2016.

No SE_NSC: No record of subsequent enrollment in any postsecondary college or university. This measure is based on records matched with the National Student Clearinghouse. Data are matched to the National Student Clearinghouse data by matching on last name, first name, middle name, and date of birth. For example, for CTE Concentrators from 2015 reporting year (Fall 2014, Spring 2015, and Summer 2015), we would look for SE in NCCCS in Fall 2015, Spring 2016, or Summer 2016.

Wage Record: Student has a record of employment in the North Carolina Department of Commerce's Employment Wage Records in the second quarter following the program year in which they exited NCCCS. (This equates to the First Qtr. of the year after student enrollment end. EX: Academic Year for Prior Year Enrollment is 2015, we would want First Quarter of 2016 employment data returned from Commerce)

5P1 – Non-Traditional Participation

Purpose

To ensure student participation in career and technical education programs that lead to employment in non-traditional fields.

Description

Percentage of CTE Participants enrolled in non-traditional curriculum programs who are enrolled in a curriculum that is non-traditional for their gender.

Methodology

Numerator: Number of CTE Participants who enrolled at any point during the reporting year in a curriculum that leads to employment in a non-traditional field for their gender (Participants who are non-traditional students).

Denominator: Number of CTE Participants who enrolled at any point during the reporting year in a curriculum that leads to employment in a non-traditional field for any gender (Any participant enrolled in a non-traditional curriculum).

Inmates are excluded from this analysis.

Source

Curriculum, Registration, Progress, Financial Aid Report (CRPFAR) data file

2011 National Alliance for Partnerships in Equity (NAPE) /CIP Non-Traditional Crosswalk

Details

CTE Participant is a CTE students enrolled in a CTE Program Area at any point in the reporting year , who attempted 6 or more CTE hours during the reporting year OR CCPP CTP/CTE students (regardless of program area), who attempted 6 or more CTE hours during the reporting year.

Gender is based on a student's gender during their latest reporting term.

Non-Inmate: Inmate is any NCCCS student who has an INMATE_IND =Y in the data warehouse in their latest reporting term. This indicates that the student is taking courses while incarcerated in a North Carolina prison. Any student with an inmate flag in their latest reporting term is excluded from this analysis.

Non-Traditional Curriculum: A non-traditional curriculum flag is any curriculum that has a new_gender_code of F (new_gender_description = Female Underrepresented) or M (new_gender_descripton = Male Underrepresented) in the 2011 NAPE/CIP Non-Traditional Crosswalk.

Non-Traditional Student: A non-traditional student is created for every term where a female student was enrolled in a curriculum (curriculum_cd) that had a new_gender_code of F (new_gender_description =Female Underrepresented) and a male student was enrolled in a curriculum (curriculum_cd) that had a new_gender_code of M (new_gender_description = Male Underrepresented) in the 2011 NAPE/CIP Non-Traditional Crosswalk.

5P2 – Non-Traditional Completion

Purpose

To ensure student completion of career and technical education programs that lead to employment in non-traditional fields.

Description

Percentage of CTE Concentrators who completed a certificate, diploma, or degree during the reporting year in a CTE curriculum that leads to employment in a non-traditional field for their gender.

Methodology

Numerator: Number of CTE Concentrators who completed a certificate, diploma, or degree during the reporting year in a CTE curriculum that is non-traditional for their gender (Concentrators who are non-traditional students who earned a credential in a non-traditional curriculum for their gender).

Denominator: Number of CTE Concentrators who completed a certificate, diploma, or degree during the reporting year in a curriculum that leads to employment in a non-traditional field for any gender (Concentrators who earned a credential in a non-traditional curriculum).

Inmates are excluded from this analysis.

Source

Curriculum, Registration, Progress, Financial Aid Report (CRPFAR) data file

2011 National Alliance for Partnerships in Equity (NAPE) /CIP Non-Traditional Crosswalk

Details

CTE Concentrator is a student who enrolled in a CTE Program Area or a CCPP CTP/CTE pathway during the reporting year (fall, spring, or summer) and completed 12 non-developmental credit hours, 6 of which were in CTE courses. Completed hours are counted for any course in which a student earned a grade of A, B, C, D, CE, or P.

Gender is based on a student's gender during their latest reporting term.

Non-Inmate: Inmate is any NCCCS student who has an INMATE_IND =Y in the data warehouse in their latest reporting term. This indicates that the student is taking courses while incarcerated in a North Carolina prison. Any student with an inmate flag in their latest reporting term is excluded from this analysis.

Credential: Any certificate, diploma, or degree awarded in a CTE Program Area by a North Carolina Community College System School during the student's initial reporting year. Students who earn multiple CTE credential during the reporting year are only counted once.

Non-Traditional Curriculum: A non-traditional curriculum flag is any curriculum that has a new_gender_code of F (new_gender_description = Female Underrepresented) or M (new_gender_description = Male Underrepresented) in the 2011 NAPE/CIP Non-Traditional Crosswalk.

Non-Traditional Student: A non-traditional student is created for every term where a female student was enrolled in a curriculum (curriculum_cd) that had a new_gender_code of F (new_gender_description =Female Underrepresented) and a male student was enrolled in a curriculum (curriculum_cd) that had a new_gender_code of M (new_gender_description = Male Underrepresented) in the 2011 NAPE/CIP Non-Traditional Crosswalk.

1. NCCCS includes targets for college performance for each core indicator in the annual reporting instructions. Colleges not meeting at least 90 percent of their negotiated performance level for the core indicator must provide an improvement plan with their annual Perkins report and indicate specified funding in their annual Perkins budget to address any core indicator deficiencies. This may include specific disaggregated data per core indicator to the CTE program level. Colleges may use college funding sources in lieu of Perkins funds or combine Perkins funding with other college funding to address deficiencies, so long as the combination of funds does not violate federal, state, or NCCCS funding rules.
2. The state and local levels of performance are in accordance with the Final Agreed Upon Performance Levels (FAUPL) designated by OCTAE annually. Statewide target levels for the 2018-19 year are:
 - a. 1P1 – 80.3%
 - b. 2P1 – 57.0%
 - c. 3P1 – 78.0%
 - d. 4P1 – 68.5%
 - e. 5P1 – 6.01%
 - f. 5P2 – 14.95%
3. NCCCS will review the college's proposed plans for sufficiency and relevancy and offer recommendations as appropriate. Progress in meeting the improvements will be monitored throughout the year. Colleges failing to meet or show significant improvement for two consecutive years may be directed to address the core indicator with an agreed upon portion of their Perkins allocation.
4. If the state fails to meet 90 percent of the agreed upon performance levels, then it must submit a program improvement plan to OCTAE. This includes possible directed actions to the individual or collective colleges' improvement plans. These improvement plans will include measurable actions and will be monitored throughout the reporting year. NCCCS may direct allocation of Perkins funding for any core indicator target levels not met. After three consecutive years of falling below 90 percent of the agreed upon levels, no improvements within the one-year improvement plan, or if the state does not implement an improvement plan, the U.S. Secretary of Education may withhold all or part of the federal allocated Perkins funds.

Local Plan Requirements

In accordance with the Perkins legislation, Section 134(b)(1) through (12), colleges must conduct certain activities. The following activities and requirements must be outlined in a local plan.

Local Plan

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

- **Local Plan** that describes activities in the nine required activity areas outlined in the Act – your local plan should tell us how your college is addressing the 9 Required Activities and how the college plans to spend its allocation
- **Budget** that corresponds to the local plan
- Signed Statement of **Assurances**
- Signed **Allotment Acceptance** form
- **Job Descriptions** of any positions funded in full or in part by Perkins
- Perkins **contact information**

The Local Plan and budget must be approved prior to spending Perkins funds. At the end of the 2nd and 4th fiscal quarters, colleges will submit a local plan update report.

Modification of the Local Plan

Any changes to the local plan and/or budget requires a local plan and budget modification. Colleges should submit the changes to their Program Coordinator for approval.

Fiscal Requirements

Overview

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

Supplementing Versus Supplanting

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

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

Mandatory Disclosures

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

Debarred and Suspended Parties

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

Monitoring

General Information

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

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

On-Site Monitoring

Annually, a percentage of colleges considered high-risk using the following criteria are selected for on-site monitoring visit.

- Failure to show improvement on unmet Perkins core indicator levels for two or more consecutive years
- Significant deficiency in any Perkins core indicator
- Newly assigned key personnel affecting Perkins budgeting or control of Perkins resources
- Significant amounts of Perkins funds received
- Other factors requiring an on-site monitoring visit as determined by the NCCCS Director of CTE

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

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

Perkins Monitoring Overview Checklist

1) Career and technical education activities are carried out with respect to meeting the State adjusted levels of performance. Section 122.(c)(1)

Sample evidence may include:

- Review and planning CTE activities with use of CTE Snapshot – Three years of performance data
- Identification of academic deficiencies with improvement plan
- Student satisfaction surveys

- Placement services (academic and career testing)
- Advisory councils for career and technical programs
- Counseling services (academic and career)
- Academic assistance (tutoring, etc.)
- Program evaluation/reviews
- Nontraditional marketing efforts

2) Secondary students have the opportunity to acquire postsecondary credits while in high school that lead to a credential, certificate, associate degree or baccalaureate degree. Section 134.(b)(3)(A); Section 122.(c)(1)(A)

Sample evidence may include:

- Career and College Promise (CCP) – Pathways
- Early/Middle College courses
- Mentoring programs and other nonacademic interventions
- Articulation agreements:
 - NC High School to Community College
 - 2-year institution – 4-year institution
- Adhere to state-approved curriculum standards
- Advisory council input
- Annual program reviews
- Evidence of secondary/postsecondary collaboration

3) Improvement of the academic and technical skills of students. Section 134(b)(3)(B)

Sample evidence may include:

- Mini-grants to faculty to improve or enhance instruction in CTE programs
- Provide student advising and review student outcomes
- Skill standards/certifications/ skill portfolios
- Monitoring progress of students; Tutoring
- Utilizing services of Individualized Learning Center, Academic Success Center, etc.
- Capstone projects/courses and simulated work projects
- Back to industry experience for faculty, staff and/or counselors
- Adhere to state-approved curriculum standards
- Faculty advisors; Advisory Council input
- Integration of academic and Career and Technical Education; course competencies

4) Students are provided with strong experience in and understanding of all aspects of an industry. Section 134(b)(3)(c)

Sample evidence may include:

- Work experience through: cooperative education, apprenticeships internships/clinical, shadowing
- Classroom business industry speakers on local trends and workplace developments
- Career counseling; NCWorks resources
- Job fairs
- Field trips to and appropriate business/industry sites
- Faculty have the appropriate work experience in all aspects of industry and/or opportunities for skill upgrade
- CTE Clusters have active advisory councils
- Faculty build partnerships with area high school CTE instructors
- Business partners

- Evidence of employer engagement

5) Career and technical education students are taught to the same challenging academic standards as are all other students. Section 134(b)(3)(D)

Sample evidence may include:

- Competency-based instruction with learning outcomes
- Level of expected performance is consistent among courses of study
- Program standards
- Enrolling technical degree students in academic courses with college transfer students
- Student progress is closely monitored
- Adhere to curriculum standards
- Benchmarking and data analysis
- Identification of students experiencing academic difficulty

6) Comprehensive professional development is provided for vocational and technical, academic, guidance, and administrative personnel. Section 134(b)(4)

Sample evidence may include:

- Faculty internships or externships
- Faculty/staff participate in professional development activities to upgrade knowledge in their field
- Release time is provided for professional development
- Return to industry experience is provided for faculty and or staff
- Training opportunities are directly related to teaching subject matter content, career counseling and teaching skills.
- Career/technical faculty training takes place in emerging practices, procedures, and trends.
- Faculty have input into professional development needs
- Use of NC-Net
- Use of the VLC

7) Involvement of students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals in the development, implementation, and evaluation of vocational and technical education programs. These individuals and entities are informed about, and assisted in understanding, the requirements of this Act. Section 134. (b)(5)

Sample evidence may include:

- Active advisory councils
- Partnerships with community agencies
- Periodic surveys of students, employers, faculty and staff to improve program effectiveness
- Information on the Perkins IV legislation provided to CTE program faculty, advisory councils and Board of Trustees
- Community meetings/conferences with area businesses and industries
- Local Plan is presented to Board of Trustees
- Local needs surveys
- Direct link with business and industry

8) Performance is continuously improved through evaluation. Section 134 (b)(7)

Sample evidence may include:

- Discussion of Perkins Performance Indicators with relevant parties (Board's, advisory groups and college staff)
- Note use of College Accountability Snapshot
- Institutional Effectiveness Plans
- Targeted activities to improve core indicator data
- Professional development for faculty and staff
- Data is evaluated annually and strategies for improvement developed
- Review program size and scope regularly
- Collaborate with local agencies that provide services
- Faculty advising
- Non-completer surveys
- Annual review of CTE Programs of Study and Pathways

9) Programs are designed to enable the special populations to meet the performance measures. Section 134(b)(8)(B)

Sample evidence may include:

- Support services such as financial aid, academic counseling, career counseling
- Resources: Computer, Writing Center, & Academic Success Centers
- Employability skills workshops that involve resume writing, interviewing techniques, work ethics, etc.
- Special populations coordinator monitoring academic progress
- Advising Center, tracking retention, course completion
- Referral of students to community agencies as/when needed
- Lunch & Learn or workshops for students (money management, financial aid, interviewing, etc.)
- Childcare assistance
- Provide appropriate technology
- Review Perkins data and direct funding to deficient areas

10) Activities are provided to prepare special populations for high skill, high wage, or high demand occupations. Section 134(b)(8)(C)

Sample evidence may include:

- Career counseling services
- Childcare services, book vouchers, transportation assistance, other financial assistance
- Mentoring/role modeling activities
- Workshops for personal financial literacy, employability skills, etc.
- Orientation/college success courses
- NCWorks services
- Recruitment activities
- Tutoring
- Integration of life and employability skills into curriculum

11) Individuals who are members of the special populations are not discriminated against on the basis of their status as members of the special populations. Section 134(b)(8)(A)

Sample evidence may include:

- Disseminate non-discrimination policies and procedures through the catalog, student and faculty handbooks
- Provide for liaison activities with area agencies dealing with special populations
- Staff person knowledgeable of disability laws and issues that impact students

- Coordination of resources and services through student services office
- Support services available
- In-service training for faculty and staff on issues relevant to special populations
- Academic and career counseling for special population students
- Supportive personnel and auxiliary aides available for CTE students with disabilities
- Equal access and opportunities available to CTE students with success in programs as appropriate
- Periodic needs assessment of special populations
- Student grievance policies (non-academic)
- Special populations students evaluate college's effectiveness in providing services
- Collaboration with WIOA and other applicable services of DHHS

12) Funds are used to promote preparation for nontraditional fields. Section 134(b)(10)

Sample evidence may include:

- Counseling, workshops, seminars for students enrolled in nontraditional programs
- Meet with nontraditional students during semester
- Procedures to allow and encourage students to enter non-traditional programs
- Career Exploration services
- Career guidance materials with focus on nontraditional careers
- Sensitivity training for faculty, staff, and students
- Recruitment efforts for nontraditional programs
- Staff presence at local One-Stop center to advance knowledge of and interest in nontraditional training areas
- Monitor progress of nontraditional students
- Available support groups/services for students participating in nontraditional courses
- Career planning
- Financial assistance (childcare, transportation, tuition, etc.)
- Professional development
- Evidence of directed activities in non-traditional courses as identified by NAPE

13) Career guidance and academic counseling is provided to career and technical education students, including linkages to future education and training opportunities. Section 134.(b)(11)

Sample evidence may include:

- Career workshops for students
- Academic skills workshops for students
- College academic advisement
- Career testing and advisement
- Faculty provide academic advisement
- Faculty receive academic advising training
- Articulation agreements with four-year institutions
- Job fairs
- University fairs
- Career library
- Use of the Career Cluster Guide
- Professional development with secondary CTE counselors and employers

14) Efforts are made to recruit and retain career and technical education faculty, career guidance and academic counselors, non-traditional faculty. Section 134.(b)(12)(a)

Sample evidence may include:

- Advertising of CTE job announcements in appropriate venues
- Create job descriptions that require demonstrated sensitivity and experience with special populations, as needed
- Professional development opportunities
- Probationary requirements
- Specialized training
- Mentoring
- Annual faculty survey to identify and address issues with morale, attitudes, etc.
- Salary adjustments
- Marketing materials show diversity

15) Efforts are made to improve the transition to teaching from business and industry. Section 134.(b)(12)(a)

Sample evidence may include:

- Professional development
- Faculty orientation, including adjuncts
- Mentoring
- Classroom observation
- New faculty assigned fewer contact hours to allow more planning time
- Internships and externships

16) Process to review career and technical education programs and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations.

Sample evidence may include:

- Plan to identify barriers to Access and Success
- Strategies to improve student access and success.
- Identify CTE special populations enrolled in CTE courses and outreach with WIOA

Budget Expenditures

Review of goods and services expenditures that supplement CTE activities

Random selection of 10% of the total \$ value of goods, services, and equipment purchased.

Equipment, Goods, or Services	Acquisition Date	Cost	CTE Program Use	Supplement or Supplant
1.				
2.				
3.				
4.				
5.				
6.				
7.				

Review of Equipment Expenditures in Excess of \$25,000 for Debarment

Equipment Description	Acquisition Date	Cost	Fixed Asset ID or Serial #	CTE/Program	Debarred Vendor Y/N
1.					
2.					
3.					

Overall Budget Comments: Note attached appropriate documentation

Staff

Staff time on CTE activities

Random selection of 10% of the staff funded in whole or in part by this grant.

Staff Name	% CTE	Outline CTE Activities	Time Sheet Documentation	Evidence to Supplement or Supplant
1.				
2.				
3.				
4.				
5.				

Proposed Staffing and Actual Staffing

Does staffing information discovered at the college match staffing information on the college's Local Plan in the CTE files? (Yes/No) If no, have modifications been requested? Explain:

Methods of Administration Monitoring

A state agency's responsibilities under the Methods of Administration (MOA) program are set out in the *Guidelines for Eliminating Discrimination and Denial of Services on the basis of Race, Color, National Origin, Sex, and Handicap in Vocational Education Programs*, which can be found in 34 CFR part 100, Appendix B (Title VI regulations).

Appendix B applies to a recipient of Federal financial assistance from the Department that offers or administers programs of vocational education or training. This includes State agency recipients under Perkins IV. The State agency responsible for the administration of vocational education programs under Perkins IV must adopt an MOA compliance program to prevent, identify, and remedy discrimination on the basis of race, color, national origin, sex, or disability by its sub recipients. This MOA program must include the following:

1. Collecting and analyzing civil rights data and information that sub recipients compile for their own purposes or that are submitted to State and Federal officials under existing authorities.
2. Conducting periodic compliance reviews of selected colleges (i.e. an investigation of a sub recipient to determine whether it engages in unlawful discrimination in any aspect of its CTE program); upon finding unlawful discrimination, notifying colleges of steps it must take to attain compliance and attempting to obtain voluntary compliance.
3. Providing technical assistance upon request to colleges. This includes assisting colleges with identifying unlawful discrimination and instructing them in remedies for and prevention of such discrimination
4. Periodically reporting NCCCS activities and findings to the Department of Civil Rights.

Fiscal Grant Management

Compliance with EDGAR

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

College Perkins Budgets

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

Budget category descriptions are:

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

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

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

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

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

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

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

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

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

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

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

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

18-Size, Scope, and Quality – To provide services and activities that are of sufficient size, scope, and quality to be effective. *Section 135 (b)(8)*

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

State funds CANNOT be used for direct assistance for students.

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

Annual Budget Review and Approval Process

The following general actions are taken for annual Perkins budgets:

1. Colleges will submit their annual Perkins budget in the Perkins Online Data System, no later than June 15th of each year.

2. All items in the annual budget must clearly align with the Perkins activities outlined in the local plan
3. Your program coordinator will conduct a review of Perkins budgets for compliance with these guidelines.
4. Colleges will receive the approved budgets from their program coordinators and may begin making purchases once the funds are made available and their budget has been approved.

Budget Modifications

A budget modification is required if the college desires to modify the approved budget. Requests for budget modifications must be submitted to your program coordinator for final approval before actual budget amendments are authorized. Colleges should not expend monies until their modification has been authorized. Early submission of an amendment to the annual plan is necessary to ensure that funds are spent early enough in the academic year to impact student performance and associated indicator results.

Budget modifications must adhere to the following:

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

Program Income

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

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

Basic Cost Guidance/Principles

Factors Affecting Allowability of Costs

Ref: 2 CFR Part 200, § 200.403

All costs must be:

1. Necessary and reasonable
2. Conform with federal law and grant terms
3. Consistent with state and local policies
4. Consistently treated
5. In accordance with Generally Accepted Accounting Principles (GAAP)
6. Not included as a match
7. Adequately documented

Direct Costs

Ref 2 CFR Part 200, § 200.404

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

Direct costs generally include:

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

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

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

Reasonable Costs

Ref 2 CFR Part 200, § 200.404

Consideration must be given to:

- Whether cost is a type generally recognized as ordinary and necessary for the operation of the college or the proper and efficient performance of the Federal award

- The restraints or requirements imposed by such factors as Federal, state, local, tribal and other laws and regulations and terms and conditions
- Market prices for comparable goods and services in the geographic area
- Whether the individuals acted with prudence under the circumstances considering their responsibility
- No significant deviation from established prices

Practical questions

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

Allocable Costs

Ref 2 CFR Part 200, § 200.405

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

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

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

General Categories of Allowable/Non-Allowable Costs

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

Non-Allowable Expenditures

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

- Advertising
- Alcohol
- Audits except single audit
- Awards and memorabilia
- Contingencies
- Contributions and donations
- Entertainment
- Expenses that supplant
- Facilities
- Fines and penalties
- Firearms
- Food or beverages
- Fundraising
- Furniture
- Giveaways
- General administration apart from program administration
- Individual memberships

- Memberships or anything related to lobbying
- Student expenses or direct assistance to students

Specific Cost Guidance by Category

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

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

Timely Obligation of Funds

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

1. Colleges may begin to obligate funds in accordance with their substantially approved form once notified by their program coordinator.
2. Quarterly local plan updates, along with quarterly expenditures, will be submitted to the colleges’ CTE program coordinator on or before the following dates:
 - a. 1st Quarter – September 30, 2017
 - b. 2nd Quarter – December 31, 2017
 - c. 3rd Quarter – March 31, 2018
 - d. 4th Quarter – June 30, 2018
3. Every effort should be made to expend grant funds specifically for capital and non-capital purchases in the **first two quarters of the fiscal year**. This is critical to the efficient and effective use of the grant and to maximize the impact of the funds on student performance throughout reporting year.
4. Amendments to the basic budget may be submitted throughout the fiscal year but no later than May 15, 2018. Attention must be paid to timing of budget amendments to ensure sufficient time for the planning and approval process. Colleges must provide adequate time to process the request, gain approval from their program coordinator, implement the change, obligate and expend the funds, and prepare to close out the grant for the year. **All equipment purchased using Perkins funding must be in place and in use, no later than June 30th of the fiscal year.**

NOTE: Any amendments submitted past May 15 may not be approved.

Required Certifications

To assure that expenditures are proper and in accordance with the terms and conditions of the Federal award and approved project budgets, the annual and final fiscal reports or vouchers requesting payment under the agreements must include a certification, signed by an official who is authorized to legally bind the College, which reads as follows: ***“By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-***

3812).” When budget documents are submitted to www.ncperkins.org, the individual submitting the documentation will be required to acknowledge this statement. **Ref: 2 CFR Part 200, §200.415.**

Carryover Procedures

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

Procurement Standards & Property Management

General Procurement Standards

(Ref: 2 CFR Part 200, §200.318)

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

Property Management

(REF: 2CFR Part §200 200.313) Equipment

Use

1. Equipment must be used by the college in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by the Federal award, and the college must not encumber the property without prior approval of NCCCS. When no longer needed for the original program or project, the equipment may be used in other activities supported by the Federal awarding agency, in the following order of priority:
 - a. Activities under a Federal award from the Federal awarding agency which funded the original program or Perkins project, then
 - b. Activities under Federal awards from other Federal awarding agencies. This includes consolidated equipment for information technology systems.
2. During the time that equipment is used on the project or program for which it was acquired, the college must also make equipment available for use on other projects or programs currently or previously supported by the Federal Government, provided that such use will not interfere with the work on the projects or program for which it was originally acquired. First preference for other use must be given to other programs or projects supported by Federal awarding agency that financed the equipment and second preference must be given to programs or projects under Federal awards from other Federal awarding agencies. Use for non-federally-funded programs or projects is also permissible. User fees should be considered if appropriate.
3. Property Income: (REF: 2 CFR Part 200, §200.307) All program income consideration must meet the following requirements:
 - a. General. Colleges are encouraged to earn income to defray program costs where appropriate. Income realized from Perkins programs must be rolled back into the program and not the college's general fund. Program income includes income from fees for services performed, from the use or rental of real or personal property acquired with grant funds, from the sale of commodities or items fabricated in the CTE program. Program income does not include interest on grant funds, rebates, credits, discounts, refunds, etc. and interest earned on any of them.
 - b. Accurate accounting of revenue, supplies, material, etc. must be maintained.

- c. Governmental revenues. Taxes, special assessments, levies, fines, and other such revenues raised by a college are not program income.
 - d. Income after the award period. There are no Federal requirements governing the disposition of program income earned after the end of the award period (i.e., until the ending date of the final financial report), unless the terms of the agreement or the Federal agency regulations provide otherwise.
 - e. Live work procedures must be adhered to in support of program income.
4. When acquiring replacement equipment, the college may use the equipment to be replaced as a trade-in or sell the property and use the proceeds to offset the cost of the replacement property.

Management

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

1. Property records must be maintained that include a description of the property, a serial number or other identification number, the source of funding for the property (including the FAIN), who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the project costs for the Federal award under which the property was acquired, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.
 - a. All items susceptible to pilferage purchased with Perkins funds must be inventoried and visibly tagged (or alternate method of identification) before being placed into service.
 - b. At a minimum, tags will identify the item as purchased with Perkins and include an inventory number that corresponds with property records.
 - c. Property records must include a description of the property, a serial number or other identification number, the source of property, who holds title, the acquisition date, and cost of the property, percentage of federal participation in the cost of the property, the location, use and condition of the property and any ultimate disposition data including the date of disposal or sale price of the property.
2. A physical inventory of the property must be taken and the results reconciled with the property records at least annually.
3. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated.
4. Adequate maintenance procedures must be developed to keep the property in good condition.
5. If the college is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return. Consult the Director of CTE at NCCCS prior to selling.
6. Lost, Damaged, or Stolen Items - Colleges must take reasonable precautions to ensure that items purchased with Perkins funding is properly maintained, accounted for, and protected from damage, loss, unreasonable deterioration and theft. Colleges are advised to implement the following controls, and any additional controls felt to be necessary to safeguard the property:

- a. Maintain adequate and current property records that allow the items to be located, and maintain records of the person or persons who have property in their possession, or are responsible for their security during non-duty hours. Accountability and responsibility must be maintained at all times, whether the property is located on-site or off-site.
- b. Provide a secure building and coordinate between the security function and the Property Control Officer, especially regarding security violations or changes affecting official property.
- c. Have a written policy and always follow it when checking out property that requires employees to sign for property in their possession.
- d. When property acquired with Perkins funds is lost, damaged or stolen the college must conduct and fully document an investigation. When appropriate, law enforcement authorities should be notified, a police report should be filed and maintained for records, and if the item meets the state's capitalization threshold, insurance provider should be notified.

Disposition

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

1. Items of equipment with a current-per-unit-fair-market value of \$5,000 or less may be retained, sold or otherwise disposed of with no further obligation to the Federal awarding agency.
2. Except as provided in §200.312 Federally-owned and exempt property, paragraph (b), or if the Federal awarding agency fails to provide requested disposition instructions within 120 days, items of equipment with a current per-unit-fair-market value in excess of \$5,000 may be retained by the college or sold. The Federal awarding agency is entitled to an amount calculated by multiplying the current market value or proceeds from sale by the Federal awarding agency's percentage of participation in the cost of the original purchase. If the equipment is sold, the Federal awarding agency may permit the college to deduct and retain from the Federal share \$500 or ten percent of the proceeds, whichever is less, for its selling and handling expenses.
3. The college may transfer title to the property to the Federal Government or to an eligible third party provided that, in such cases, the college must be entitled to compensation for its attributable percentage of the current fair market value of the property.
4. In cases where a college fails to take appropriate disposition actions, the Federal awarding agency may direct the college to take disposition actions.

Time and Effort

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

NCCCS Time and Effort Reporting

1. Charges to Federal awards for salaries and wages must be based on records that accurately reflect the work performed. These records must:
 - a. Be supported by a system of internal control that provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
 - b. Be incorporated into the official records of the organization.
2. NCCCS employees compensated using Perkins funds are required to maintain auditable "time and effort" documentation that show how each employee spent his or her compensated time. Such documentation is written, after-the-fact (not estimated or budgeted) documenting how the time was actually spent.
 - a. **Semi-annual certifications are required for personnel whose compensation is funded solely from the Perkins grant.** These certifications document that he/she has been working solely in activities supported by the Perkins grant. Some colleges (grant colleges) may require monthly reports for these personnel. Every six months is only the minimum. The certification must (1) cover a semi-annual period of time, (2) identify Perkins as the program, and (3) be signed and dated by an employee and supervisor having first-hand knowledge of the work performed by the employee.
 - b. **Monthly reports are required for personnel whose time is charged in part to Perkins and in part to other revenue sources (split-funded staff).** These reports document the portions of time and effort dedicated to Perkins and to other revenue sources. Such records must (1) be completed after-the-fact, (2) account for the total time for which the employee is compensated, (3) be prepared at least monthly, (4) coincide with one or more pay periods, and (5) be signed by the employee and countersigned by an administrator or supervisor.
 - c. If there are differences in the amount of time that an individual is reporting and what is actually being paid, adjustments must be made in the payroll to accurately reflect the time and effort spent on a particular federal program.

Colleges Time and Effort Reporting

1. College employees compensated using Perkins funds are required to maintain auditable Perkins activity reports or "time and effort" documentation. The type of documentation that a college employee must maintain is not based on the cost objective, but rather on the type of employee (i.e. faculty/professional versus non-faculty/non-professional), as follows.
 - a. Time and effort documentation will reflect the distribution of activity expended by employees for CTE-specific functions applicable to reimbursement by Perkins funds.
 - b. These reports will reflect an after-the-fact reporting of the percentage distribution of activity of employees.
 - c. Reports will reasonably reflect the Perkins activities for which employees are compensated as-well-as any non-Perkins activities subject to other cost objectives for the individual. To confirm that the distribution of activity represents the work performed by the employee during the period, the reports will be signed by the employee, verified by their supervisor or responsible official(s), verifying that the work was performed.

- d. These reports will reflect activity applicable to Perkins and to each category that accounts for 100 percent of the employee's compensation for the subject pay period, verifying that the costs and the functions are allocable.
- e. For faculty and professional staff compensated with Perkins funds, reports will be prepared and submitted monthly. For all other employees, reports will be prepared and submitted not less than once monthly, and will coincide with one or more pay periods.

Time and Effort Guidance for Tutors

- 1. Tutors are considered a staff position and are required to submit time and effort reports.
- 2. Documentation of effort should include:
 - a. Student tutee's program of study
 - b. Subject area
 - c. Time spent for each session
- 3. If a tutor works with both AA/AS and AAS students, the position is considered split. Tutors who fall into this category must complete the split time and effort form and record both AAS and AA/AS hours on a weekly basis. The form must be submitted monthly and signed by the supervisor and tutor.
- 4. We recommend that documentation be collected monthly and be included with the time and effort form.
- 5. Supervisors should reconcile the hours worked with the documentation provided to ensure the hours reported match.

Definitions

Administration - The term ‘administration’, when used with respect to an eligible agency or eligible college, means activities necessary for the proper and efficient performance of the eligible agency or eligible college’s duties under this Act, including the supervision of such activities. Such term does not include curriculum development activities, personnel development, or research activities.

Articulation - The process of granting credit to students who complete a course of study from another educational institution. For the purposes of this report articulation refers to Career and Technical Education credit granted to secondary education students through either a locally developed articulation agreement or statewide articulation agreement for career and technical education courses.

Captive Co-optive – An individual who is confined to a correctional facility and for whom his/her career and technical education is provided within the correctional facility.

Career clusters – Sixteen descriptive headings identified by the U.S. Department of Education within which career and technical education programs are grouped. Colleges report certain career and technical education performance data by cluster. Certain data related to short-term, non-credit training are also reported by cluster; colleges select the most appropriate cluster within which to report non-credit training data. Curricula may be developed around career clusters in instances where a broad approach to the instructional program is appropriate. (See Appendix D for cluster headings and pertinent career and technical programs.)

Career and technical education (CTE) - Organized educational activities that (1) offer a sequence of courses that provide individuals with the academic, technical, and technological knowledge and skills needed to prepare for further education and careers requiring less than a baccalaureate degree; and (2) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills of an individual.

Career and technical education program – CTE program designated by CIP code as “career/technical” that culminates in the awarding of an industry-recognized credential, short certificate, certificate, diploma, or associate degree to program graduates. Career and technical programs include provisions for academic course requirements as appropriate. See Appendix B for a list of career and technical education programs by career clusters in the NCCCS.

Career and technical education student – A student who at any point during data reporting period declared a career and technical education major.

Career and technical student organization (CTSO) - The term ‘career and technical student organization’ means an organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program.

Certificate – A technical skills proficiency credential, technical skills, or CTE program completion certificate, or CTE program degree granted to students in conjunction with a secondary school diploma. (OCTAE definition)

CIP (Classification of Instructional Programs) code - Six-digit numerical classification that identifies instructional program specialties and provides standard terminology for secondary and ACCS education programs.

Condition (relative to special populations) - physical, mental, socioeconomic, or other special needs situation.

Completer – Individual who exits a career and technical education short certificate, certificate, diploma or associate degree program having successfully completed all course work and credit hours required for program graduation.

Competency-Based Education (CBE) – Competency Based Education (CBE) is an effort to design and build a sustainable and scalable competency-based Associates degree pathway. CBE allows for a student to get credit for what he or she already knows, build on their knowledge and skills at their own pace, and earn high-quality, industry-

validated degrees and credentials. CBE programs award academic credit for demonstration and mastery of competencies. Successful CBE degree programs often include components of technology-enabled personalization and also provide one-to-one mentoring with an assigned advisor throughout the course of a student's enrollment. Supported by trained, academic coaches, CBE students are able to plan for and complete a degree program through time management, organization, demonstration of formal comprehensive, high-tech or military training, and a rigorous higher education learning experience led by world-class faculty.

Credential – A formal document given by a recognized credentialing entity indicating that a student/person has met the standards of that credentialing entity. (OCTAE definition)

Degree – A title conferred on CTE students/concentrators by a college, university, or professional school on completion of a program of study. (OCTAE definition)

Degree program - Program in which courses are creditable toward an associate degree. (See also Award)

Disabled - Individual with disability as defined in Section 12102 (Section 3) of the Americans with Disabilities Act.

Disability - The term "disability" means, with respect to an individual:

- A physical or mental impairment that substantially limits one or more of the major life activities of such individual
- A record of such an impairment
- Being regarded as having such impairment

Displaced homemaker - An individual who:

- has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills
- has been dependent on the income of another family member but is no longer supported by that income
- is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under this title
- Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

Economically disadvantaged - Individual eligible to receive a Pell grant or similar needs-based financial aid.

Eligible agency —The term 'eligible agency' means a State board designated or created consistent with State law as the sole State agency responsible for the administration of career and technical education in the State or for the supervision of the administration of career and technical education in the State.

Eligible institution - The term 'eligible institution' means a public or nonprofit private institution of higher education that offers career and technical education courses that lead to technical skill proficiency, an industry-recognized credential, a certificate, a degree; or an area career and technical education school providing education at the ACCS level

Eligible college—The term 'eligible college' means—

A local educational agency (including a public charter school that operates as a local educational agency), an area career and technical education school, an educational service agency, or a consortium, eligible to receive assistance under section 131 of the Perkins Act

An eligible institution or consortium of eligible institutions eligible to receive assistance under section 132 of the Perkins Act.

Exiter – A Student who exits (or leaves) program or training course for any reason during data collection period.

Individuals preparing for nontraditional training and employment - Individuals enrolled in a career and technical education program for which the primary employment outcome is nontraditional for the gender of those individuals (e.g., men enrolled in LPN programs, women enrolled in welding programs). See Appendix B for career and technical programs with primary employment outcomes being nontraditional for each gender.

Individual with limited English proficiency - The term ‘individual with limited English proficiency’ means a secondary school student, an adult, or an out-of-school youth, who: (1) has limited ability in speaking, reading, writing, or understanding the English language, and whose native language is a language other than English; or (2) who lives in a family or community environment in which a language other than English is the dominant language.

Individual with a disability —

In general — The term ‘individual with a disability’ means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990)

Individuals with disabilities — The term ‘individuals with disabilities’ means more than one individual with a disability.

Industry Accreditation/Certification Body - Organization that, by accrediting or approving a career and technical education program in its industry area certifies that the program facilities, training equipment, instructors, and curriculum meet the quality criteria established by that organization (e.g., NIMS certification of Machine Tool Technology programs).

Industry Credential - Certification that a career and technical education program, student, or instructor has met quality criteria established by an applicable industry.

Limited English Proficient (LEP) - Individual: 1) for whom English is not the primary language and/or 2) who is or has been enrolled in an English as a second language (ESL) class.

Nontraditional for Gender - A career and technical program in which fewer than 25% of the students are of one gender. See Appendix B, for career/ technical programs with primary employment outcomes being nontraditional for each gender.

Race - Categories used to describe racial groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. A person may be counted in only one group. The groups used to categorize U.S. citizens, resident aliens, and other eligible noncitizens are based on the 1997 standards and include:

- American Indian or Alaskan Native
- Asian
- Black or African American
- Hispanic/Latino
- Native Hawaii or Other Pacific Islander
- White
- Two or More Races
- Unknown - The race is unknown if institutions are unable to place them in one of the specified racial/ ethnic categories or the student indicates, “Other.”

School dropout — The term ‘school dropout’ means an individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent.

Special populations:

- Individuals with disabilities (ADA)

- Economically disadvantaged
- Single parents
- Displaced homemakers
- Limited English proficiency
- Nontraditional enrollees

Student - generic term applied to individual enrolled in credit or noncredit coursework or training activity (includes students in degree programs, non-degree programs, noncredit training, and customized training).

Support Services —The term ‘support services’ means services related to curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aides and devices.

Technical competencies - Occupational-specific skills including the abilities to perform required job tasks.

Technical competency assessment - Assessment instrument or procedure used to determine a student’s attainment of technical competencies.

Technological skills - Skills related to the understanding and use of current and emerging technologies.

Technical skills attainment - Skills documented by an independent credentialing agency, professional organization, or industry or developed locally by college personnel.

Work-Based Learning: Sustained interactions with industry or community professionals in real workplace settings, to the extent practical, or simulated environments that foster in-depth, firsthand engagement with the task required of a given career field as part of an education program.

Unduplicated headcount - The number derived when counting students in a particular population once by a unique identifier such as a student ID number.

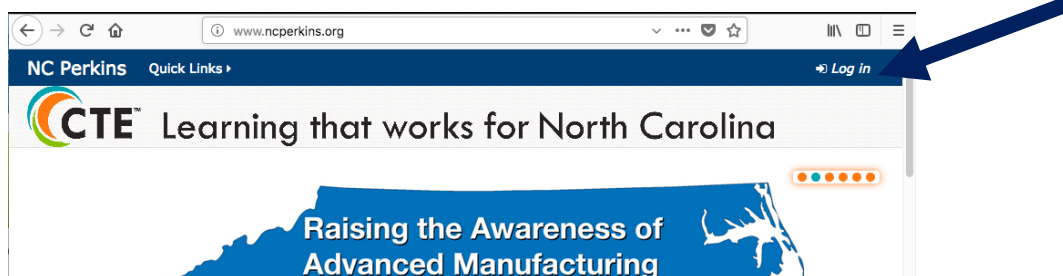
Perkins Online Data System Instructions

Accessing the Perkins Online Data System

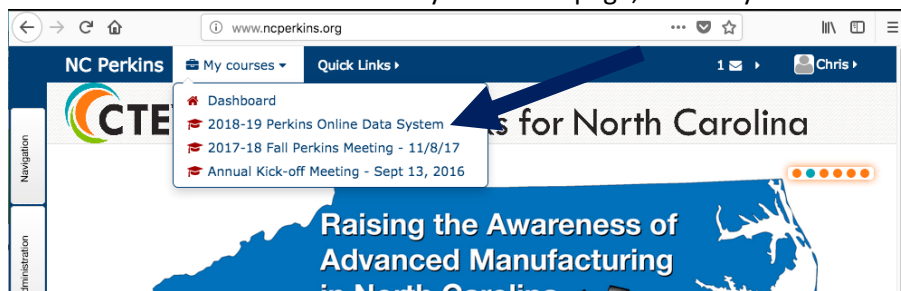
To access the Perkins Online Data System, visit www.ncperkins.org.

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

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



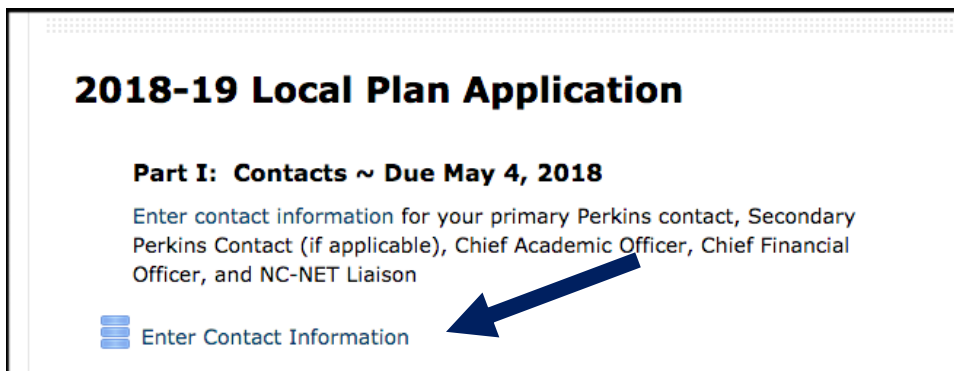
To access the Perkins Online Data System main page, click “My Courses” and then “Perkins Online Data System.”



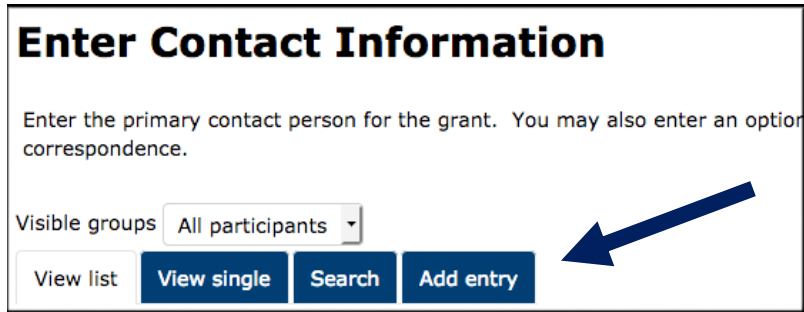
Part I – Contacts

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

1. Click on **Enter Contact Information**



2. Click on **Add entry**



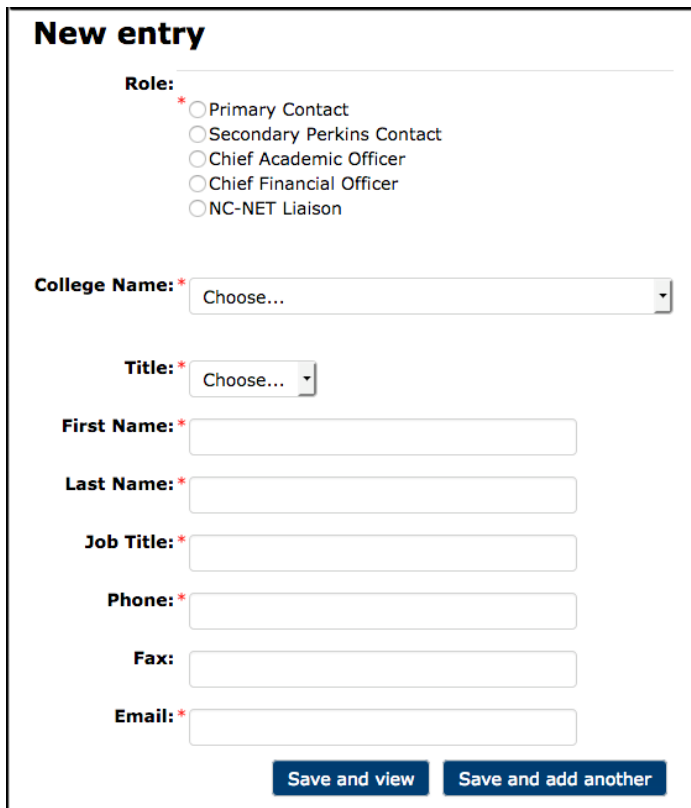
Enter Contact Information

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

Visible groups: All participants

View list View single Search **Add entry**

3. Enter the contact information as indicated



New entry

Role:

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

College Name: * Choose...

Title: * Choose...

First Name: *

Last Name: *

Job Title: *

Phone: *

Fax:

Email: *

Save and view Save and add another

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


Part II – Allotment Options

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

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

Part II: Allotment Options ~ Due June 30, 2018


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

 [Allotment Acceptance Form Submission](#)

2. Download the **Part_II_Allotment_Options.docx** file by clicking on the link.

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

Instructions: Download the attached file (*Part_II_Allotment_Options.docx*) and obtain the appropriate signatures. Scan and upload the file below.

 [PART_II_Allotment_Options.docx](#)

Visible groups

Submission status


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

[Add submission](#)

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

Part II: Allotment Options ~ Due June 30, 2018

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

 [Allotment Acceptance Form Submission](#)

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

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

[Add submission](#)

[Make changes to your submission](#)

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

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

Part III – Assurances

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

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

Part III: Assurances ~ Due June 30, 2018

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


[Assurances Submission](#)

- Download the **Part_III_Assurances.docx** file, print, and obtain the appropriate signatures and **scan as a PDF file**.

- Return to the main page and click on the Assurances Submission document.

Assurances Submission

Instructions: Download the attached file (Part_III_Assurances.docx) and obtain the scanned copy of the Statement of Assurances Form containing official signatures.

 Part_III_Assurances.docx

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

Submission status

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

[Add submission](#)

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

Assurances Submission


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


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

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

File submissions

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

 Files

You can drag and drop files here to add them.

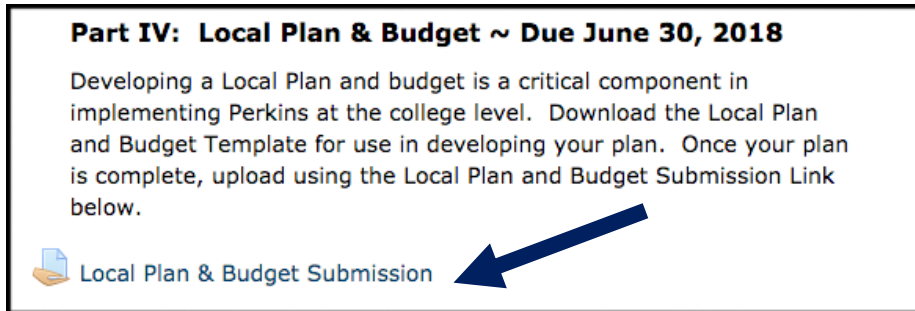
There are required fields in this form marked *.

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

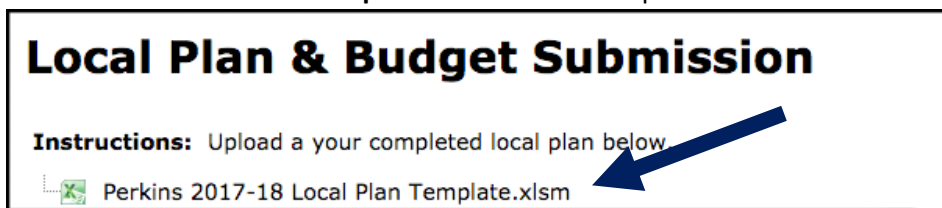
- Once the file is visible in the file submission area, click the **Save Changes** button

Part IV – Local Plan & Budget

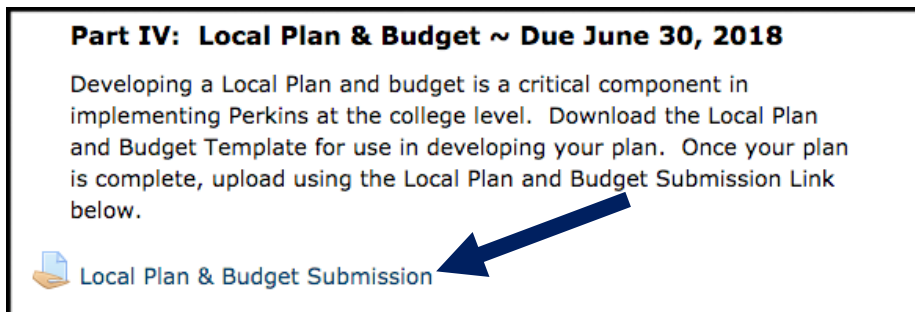
1. Click on the Local Plan & Budget Submission link.



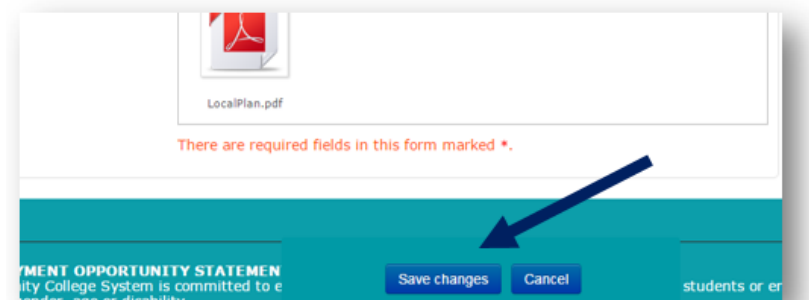
2. Download the **Local Plan Template.xlsm** file and complete.



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



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



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

[Add submission](#)


Make changes to your submission

Part V – Job Descriptions

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

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

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


[Submit Job Descriptions & Justifications](#)