

Carl D. Perkins Career and Technical Education Act of 2006
Per Sections 122 and 134
Monitoring Document

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

Carl D. Perkins Career and Technical Education Act of 2006
Per Sections 122 and 134
Monitoring Document

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

Carl D. Perkins Career and Technical Education Act of 2006
Per Sections 122 and 134
Monitoring Document

- 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

Carl D. Perkins Career and Technical Education Act of 2006
Per Sections 122 and 134
Monitoring Document

- 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
- Staffperson 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 aids 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

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Per Sections 122 and 134
Monitoring Document

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

Carl D. Perkins Career and Technical Education Act of 2006
Per Sections 122 and 134
Monitoring Document

- 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

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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.				
8.				

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

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Per Sections 122 and 134

Monitoring Document

				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: