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I. State Administration

A. Sole State Agency and Governance Structure

The State of North Carolina administers its Perkins III Career and Technical Education (CTE)¹ funding through a partnership between the North Carolina Department of Public Instruction (NCDPI) and the North Carolina Community College System (NCCCS), with the North Carolina State Board of Education serving as the sole state agency. Two-thirds of the allocation is administered by NCDPI and one-third is administered by NCCCS. NCDPI is responsible for CTE in grades 6 through 12 in the public school system. The program begins with exploratory courses and leads to specialized classroom and work-based learning activities. The responsibility of NCCCS is to act as the state-level agency that distributes Perkins III funds to and monitors the use of these funds at each of North Carolina's 58 community colleges

Attachment 1 provides an organizational chart for secondary Career and Technical Education. Attachment 2 provides the NCCCS organizational chart and placement of Perkins staff.

B. Organization of Vocational and Technical Education

The educational system in North Carolina is structured to provide smooth transition from secondary education to community college, four-year university, other postsecondary education and training, or the workforce. North Carolina has organized its secondary and postsecondary programs around 10 clusters for many years. To encourage the transition to community college, a statewide articulation agreement between high schools and community colleges is in place. This agreement provides a clear pathway through secondary CTE offerings to community college programs, giving students the opportunity to earn college credit that can be applied to an associate degree or postsecondary certificate program for certain high school courses. Many community colleges have further enhanced services to these students by developing local articulation agreements. Additionally, more than 22,500 high school students took advantage of dual/concurrent enrollment opportunities, earning college credit while still in high school.

II. State Leadership Activities [sec. 124 of Perkins III]

Secondary

Secondary: North Carolina CTE used Leadership funds to improve CTE curriculum, instruction, and assessment in 2006-2007 through activities such as the following:

- **Project A. Ongoing professional development activities, including:**
 - Annual CTE Summer Conference, which provides updates in technical and professional skills to more than 3,000 participants

¹ For the purposes of this report, Career and Technical Education (CTE) is also referred to as and is synonymous with the term Vocational and Technical Education.

- New Teacher Workshops, which introduced 218 new CTE teachers to NC curriculum products
- Conferences for specialized target groups including Career and Technical Education Administrators, Special Populations Coordinators, VoCATS Coordinators, and Career Development Coordinators to improve performance in planning and implementation of CTE programs, career planning, provision of services to special populations students, assessment, and data management.
- **Project B. Curriculum development and assessment**
 - Correlation of course sequences to national industry standards, national curriculum standards, and industry certifications.
 - Continuing conversion of curriculum using Revised Bloom's Taxonomy (14 CTE courses currently under development)
 - Revision of secure postassessment development process including extensive peer review. Development of more than 100 secure postassessments, including study of reliability.
 - Preliminary work on development of Standard Course of Study to be implemented in 2010.
 - Focus groups providing input on curriculum development.
 - Research into NC employment projections, needs of business and industry, national standards, and work being done in other states.
 - Career planning programs in all 115 local education agencies.
 - Review of all post assessments to ensure support and inclusion of nontraditional employment and training.
 - Review of 14 course blueprints to ensure inclusion of career planning, all aspects of the industry, and principle concepts that supported nontraditional employment.
- **Project C. Program assessment**
 - On-site visits to 17 schools using the High Schools That Work program.
 - Audits of 12 nurse aide programs.
 - Three Civil Rights audits impacting services to nearly 87,000 CTE participants.
- **Project D. Collaboration with groups and individuals regarding building a systems network for:**
 - Commission on Workforce Development
 - High Schools That Work
 - College Tech Prep
 - Business and Industry Symposiums
 - Health Care Industry
 - Industry Credentialing, particularly in information technology fields
 - High School Reform as it impacts CTE
 - Career and Technical Education Student Organizations
- **Project E. Generation of a variety of types of CTE information for local, state, and federal agencies on:**
 - Enrollments
 - Participant and concentrator performance

A. Required Uses of Funds

The following chart illustrates how the secondary portion of State Leadership funds were used for the activities required under Section 124 (b)(1-8) of the Act.

Project	Required Uses							
	1	2	3	4	5	6	7 ²	8
A	X	X	X	X	X		X	X
B	X	X	X	X	X		X	X
C	X			X		X		X
D		X	X	X		X	X	X
E	X	X	X	X				X

B. Permissible Uses of Funds

The following chart illustrates how the secondary portion of State Leadership funds were used for the activities required under Section 124 (c)(1-12) of the Act.

Project	Permissible Uses											
	1	2	3	4	5	6	7	8	9	10	11	12
A	X	X			X			X		X		X
B	X	X					X	X		X		
C	X	X	X	X				X	X			
D	X		X	X	X		X		X			X
E	X	X	X	X				X	X	X		X

Postsecondary

Leadership funds were used in a variety of ways to promote innovative methods of improving core indicator related activity as well as to meet the uses of the funds required by the Act. A number of activities were funded directly from the System Office (A – E below).

A. Expansion of the Virtual Learning Community (VLC) – a repository of online courses available for download by individual colleges.

In 2006-2007 , 11 existing vocational courses were updated. Available courses in the VLC library enable colleges to build programs of study to offer nine complete AAS degrees online.

B. Support and Expansion of the North Carolina Network for Excellence in Teaching (NC-NET) – online access to quality professional development for vocational/technical (V/T) faculty. NC-NET offers, based on identified faculty need, online courses and tutorials, planning tools,

² North Carolina meets Required Use #7 through a direct allocation to the North Carolina Department of Juvenile Justice and Delinquency Prevention.

databases, resource exchange, and a discussion room. Resources are organized into five areas: Teaching and Learning, Discipline-Specific, Career and Personal Development, Technology in the Classroom, and Online Teaching.

In 2006-2007, three regional centers were supported and numerous modules were added, including a module on implementing a local Tech Prep Articulation Agreement.

C. College Tech Prep Data Compilation and Best Practices – two publications to provide an in depth look at North Carolina College Tech Prep through a five-year data study and a document highlighting the best practices.

D. Focusing on Nontraditional Careers – a publication in development that is designed to showcase North Carolinians who have chosen and been successful in nontraditional employment, many of whom are community college alumni or faculty. The document will be a prominent means of illustrating nontraditional education to students.

E. Professional Development Activities – opportunities for V/T faculty, staff, and counselors to improve teaching skills and remain current with the needs, expectations, and methods of industry. Projects included the following.

- Audio/Video Production for Distance Learning—professional development and modules developed to assist V/T faculty in preparing online courses.
- New Instructor Orientation: Transitioning Professional Excellence-Workplace to Classroom -- designed to improve the quality of the orientation for faculty entering community colleges. Several modules, including the role of the instructor; course design; course management; course technology; student advising; student discipline; student learning; and accessibility, were developed to serve as a primary reference for new instructors.
- Advising Connections through Education (ACE) -- professional development and an advisement website for access to advisement information. This website is organized into eight categories: All About Advisement, Advisement FAQ, Forms, Policies, Programs, Registration, Resources, and Special Populations.
- Learning to Assess, Assessing to Learn – professional development for vocational faculty designed to provide more uniform and meaningful classroom assessments of student work.
- A Teaching and Learning Community at CFCC— professional development for vocational faculty critical thinking and an instructional technology.
- Meeting Diverse Faculty Professional Development Needs—professional development for vocational faculty in the areas of multiple intelligences, classroom assessment techniques, cooperative learning theory, problem-based learning methodology, strategies for student success and persistence, and educational technologies in instruction.
- Student MAPS: Training Vo-Tech Faculty to Lead the Way — professional development in the development of major academic plans designed to help provide thorough and comprehensive advisement to vocational students.

- Accreditation Procedures for Program Evaluation — workshops designed to provide colleges a clear understanding of the National Association for the Education of Young Children accreditation process for their for their Early Childhood Education Programs.
- Develop the Use of Podcast Technology in Voc/Tech Ed— development of a self-paced course, Podcasting Technology in Education, for vocational faculty.
- Fulfilling a Need: The Importance of an Internet Presence—professional development for vocational faculty in the use of whiteboard and Internet technologies in the classroom.
- Integrating Instructional Design in Professional Development: A Model for Networked Teaching and Learning in a Natural Resources Division—professional development for natural resources faculty in technology and instructional design.
- Using Web-Based Technology Training to Enhance Voc-Ed Faculty Technical Skills and Curriculum-- training in the use of web-based technology, including audio-casting, video-casting, the use of Camtasia, and Blackboard for vocational faculty.
- Online Tutorials for Campus Cruiser –development of self-paced modules designed to familiarize vocational faculty with Campus Cruiser and its capabilities.
- Training Vocational/Technical Faculty and Developmental Education Faculty to Utilize Learning Communities as a Strategy to Enhance Student Success in Vocational/Technical Program — professional development for V/T and developmental education faculty in the development of learning communities designed to enhance the retention and success rates of students.
- Enhancing Instruction through Technology (EIT) — professional development in course design and instructional technology for vocational faculty.
- Improving Developmental Education for Vocational-Technical Students — professional development for faculty in vocational and developmental education on online course construction and integration of V/T material in developmental courses.
- Remodeling Distance Education for Improved Design and Uniformity -- professional development to prepare vocational faculty to develop/remodel online courses that are of quality design, uniform, and meet accessibility standards.

A. Required Uses of Funds

The following chart illustrates how the postsecondary portion of State Leadership funds were used for the activities required under Section 124 (b)(1-8) of the Act.

Project	Required Uses							
	1	2	3	4	5	6	7 ²	8
A		X		X			X	X
B	X	X	X	X				X
C				X		X		
D					X			
E		X	X	X				

B. Permissible Uses of Funds

The following chart illustrates how the postsecondary portion of State Leadership funds were used for the activities required under Section 124 (c)(1-12) of the Act.

Project	Permissible Uses											
	1	2	3	4	5	6	7	8	9	10	11	12
A	X						X			X		
B	X	X					X			X		
C			X									
D												
E	X	X					X			X		

III. Distribution of Funds and Local Plan for Vocational and Technical Education Programs [sec.131 and 134 of Perkins III]

A. Provide a summary of the State's eligible recipients, listing the number of secondary local eligible agencies, area vocational and technical education agencies, postsecondary agencies, and consortia.

See Attachment 3 for a summary of eligible recipients.

Secondary

Each of the 115 local education agencies submits a four-year application for funding that is updated annual. The application indicates how federal and state funds will be expended and sets performance targets and plans for improvement. No charter schools have elected to apply for funding.

The four-year plan for each local education agency is available online at <http://wdeppms.dpi.state.nc.us>. A sample application appears as Attachment 4.

Postsecondary

In North Carolina, the only entities receiving funding from the postsecondary portion of Perkins III funding are the 58 community colleges. Each of the community colleges applies for funding on an annual basis through a local application process. In 2000, the colleges submitted a four-year plan that addresses the requirements of Section 135 of the Act. Unless an amendment to the four-year plan is needed, colleges annually submit a budget and assurance that Section 135 (b) is met. Each college receives funding based on the prescribed formula with two colleges receiving a waiver.

Attachment 5 provides the latest version of the local application used to fund eligible recipients.

IV. Accountability [sec. 113 of Perkins III]

A. State's Overall Performance Results and Program Improvement Strategies

Secondary

1S1 – Academic Attainment

Not yet met (-1.87%)

Factors contributing to result: North Carolina's Academic Attainment results have remained relatively constant over the life of Perkins III in spite of extensive professional development provided to teachers and administrators on integration of academic and Career and Technical Education. North Carolina results are based on concentrator performance on community college placement examinations (ASSET and ACCUPLACER). There is wide variation among the subgroups reporting, from program area to program area, and among the different school districts. Subgroups exceeding the adjusted level of performance are Asian or Pacific Islander, White non-Hispanic, and non-traditional enrollees. Subgroups with the lowest rate of performance are Individuals with Disabilities, Limited English Proficient students, students with Other Educational Barriers, and Black non-Hispanic. The difference in the performance of male and female students is small. It appears this lack of overall progress may be due to the fact that the assessment cannot be required, is offered late in the student's senior year, and, from the student's perspective, "doesn't count." Students suffering from test fatigue may not be doing their best of this assessment.

Strategies to Improve Result: With the implementation of Perkins IV, this Academic Attainment measure will be changed. This new measure will require complete overhaul of improvement targets and strategies, which will continue to focus on professional development for teachers and administrators, using Career and Technical Education courses to reinforce academics, and using the CTE instructional management system to target greatest opportunities for improvement.

1S2 – Skill Attainment

Exceeded (+4.41%)

Factors contributing to result: North Carolina began using scores on standardized, state-developed postassessments as the measure of Technical Skill Attainment with implementation of Perkins II. Because it is fully integrated with CTE curriculum materials using NC's instructional management system and helpful performance information can be generated to assist teachers in improving instruction, the system continues to be well utilized across the state. This performance standard will continue with Perkins IV. Improvement efforts will focus on improving the design of assessments and ensuring they meet requirements for validity and reliability. Additional attention will focus on subgroups whose performance falls significantly below the standard – American Indian, Black non-Hispanic, Hispanic, Individuals with Disabilities, Economically Disadvantaged students, Single Parents, and students with Other Educational Barriers.

2S1 – Completion

Exceeded (+3.5%)

Factors contributing to result: North Carolina's data system is able to track students and accurately report on those who met the requirements for College Tech Prep. The number of students meeting the College Tech Prep requirements has increased dramatically over the life of

Perkins III, meaning more students are better prepared for further education or to directly enter the workforce. Subgroups that fall significantly below the standard include Individuals with Disabilities, students with Other Educational Barriers, and Limited English Proficient students.

2S2 – Credential Attainment

Not applicable

3S1– Placement and Retention (Total placement)

Not yet met (-1.02%)

Factors contributing to result: In North Carolina, placement information is self-reported on a survey administered annually to the previous years' concentrators. Local education agencies are required to survey at least 75 percent of their concentrators. Local CTE Administrators are responsible for ensuring the accuracy of results. However, it is difficult to follow up on students, many of whom have left the area and are unable to be located. In addition, there continue to be questions about the accuracy of self-reports for this measure.

Strategies to Improve Result: North Carolina will continue to research the possibility of switching to a more objective method of gathering these data, either as the sole source of information or to provide a validation of survey results. Improvement efforts will focus on subgroups who fell farthest from the adjusted level of performance – American Indian, Hispanic, Individuals with Disabilities, and Limited English Proficient students.

4S1– Participation in Nontraditional Programs

Exceeded (+2.31%)

Factors contributing to result: North Carolina has been successful in enrolling students in nontraditional programs, although the rate is significantly higher for males in nontraditional programs (37.25%) than for females (14.97%). All other subgroups exceeded the adjusted level of performance with the exception of self-identified Tech Prep students. This measure will be updated as part of the implementation of Perkins IV to reflect developing careers and changes in employment patterns since use of the measure started.

4S2– Completion in Nontraditional Programs

Met (-0.18%)

Factors contributing to result: Although the current level of performance is less than the adjusted level of performance, the level falls within the range of measurement error. However, improvement is clearly needed here, as a significantly lower percentage of students in all subgroups completed than what started the program. With implementation of Perkins IV, NC has proposed a change in the measurement formula that will make it easier to analyze the data and pinpoint greatest opportunities for improvement. Attention will focus on the subgroups that fall furthest from the adjusted level of performance – females (9.92%) and American Indian (9.88%)

ZS1 – Academic Attainment – Language Arts

Exceeded (+8.57%)

Factors contributing to result: NC CTE has focused on integration of rigorous academics and career and technical courses for a number of years. Curriculum documents are designed to help teachers see the connections and reinforce what students have learned in traditional academic courses. This emphasis has included extensive professional development for teachers and administrators. Future efforts will focus on work with special populations subgroups that failed to meet the standard.

ZS2– Academic Attainment – Mathematics Exceeded (+12.87%)
Factors contributing to result: NC CTE has focused on integration of rigorous academics and career and technical courses for a number of years. Curriculum documents are designed to help teachers see the connections and reinforce what students have learned in traditional academic courses. This emphasis has included extensive professional development for teachers and administrators. Future efforts will focus on work with special populations subgroups that failed to meet the standard.

ZS3– Student Graduation Rates Exceeded (+13.65%)
Factors contributing to result: North Carolina’s data system is able to track students and accurately report on the percentage of concentrators who graduated. It appears that earning four technical credits in a pathway, at least one of which was a second-level course, helps students focus on their career goals and better understand the importance of graduating to meeting their long-term career plans. Future efforts will focus on work with special populations subgroups that failed to meet the standard.

Postsecondary

1P1 – Attainment of Academic Skills Exceeded
Factors Contributing to Result: Strengthened academic skills of students by utilizing services of Individualized Learning Centers or Pre-Curriculum programs; placed students in need of remediation in appropriate developmental subjects and closely monitored their progress; required all students to perform at the same level on academic as well as vocational examinations.

1P2—Attainment of Vocational Skills Exceeded
Factors Contributing to Result: Hired faculty with appropriate work experience to lead students in class and lab experiences toward industry standards; used information solicited from advisory councils composed of practitioners; offered cooperative education courses and internships.

2P1 – Diploma/Credential (Completion) Met
Factors Contributing to Result: Provided effective academic advising and support services, including financial aid and career counseling; provided a large array of flexible vocational/technical programs representing the major business/industry needs of the region; provided faculty training opportunities that were directly related to teaching their subject and upgrading their skills.

3P1 – Placement and Retention in Employment (Total Placement) Exceeded
Factors Contributing to Result: This result continues to be related to the job losses experienced across North Carolina. These job losses were addressed by the federal government through the funneling of funds to North Carolina for additional emergency assistance for dislocated workers. The workforce was affected by plant closings and outsourcing.

Strategies to Improve Result: Devising teaching strategies that integrate employability skills into course content; working with local employers to ensure that students will become employed in their field upon graduation; offering assistance to students in resume preparation, interview skills, and placement referrals.

3P2 – Placement and Retention in Employment (Retention)

Exceeded

Factors Contributing to Result: Continued contact with ex-students and employers, provided intensive counseling before job placement to ensure proper fit, tailored courses so that completers will possess the type and quality of skills which will enable employment success, assisted victims of plant closings through enrollment in training and retraining programs.

4P1 – Participation in Nontraditional Programs (Participation)

Did Not Meet

Factors Contributing to Result: Statewide, efforts are being made to increase nontraditional participation in vocational/technical programs; however, a rural agrarian culture that remains across the vast majority of North Carolina. Within this culture there is still the belief that “certain jobs are for women and others are appropriate to men.” Efforts are underway to change this attitude.

In addition, the colleges have experienced significant growth in V/T programs; however, enrollment by nontraditional students in these courses was disproportionate.

Strategies to Improve Result: At the campus level, efforts will include a distinct focus on marketing that exemplifies nontraditional enrollees in vocational/technical fields and identification and analysis of barriers that hinder nontraditional enrollment. Several colleges are implementing specific activities involving high school girls to increase their involvement in V/T programs. Statewide, there is an increased emphasis on ensuring that all community colleges are eliminating barriers for nontraditional enrollees. Additionally, when individual colleges excel in accommodating nontraditional enrollees, NCCCS provides the opportunity for disseminating successful strategies through the NC-NET, a professional development repository where successful projects from North Carolina’s community colleges are housed for easy access from anyone with access to the Internet.

4P2 – Participation in Nontraditional Programs (Completion)

Did Not Meet

Factors Contributing to Result: Many of the students labeled nontraditional are entering programs with high demand for trained employees and high wages. Students are being recruited directly from programs as soon as they meet minimum skill thresholds with employers offering additional training as needed. This leads to student attrition before program completion as students are driven by financial need. Furthermore, because of underrepresentation in these fields, nontraditional students are often more desirable as employers seek to diversify their companies.

Strategies to Improve Result: Utilizing existing resources to enhance opportunities for non-traditional students to earn degrees and obtain employment; increasing access to developmental programs and Individualized Learning Centers; providing support services such as financial aid, academic counseling, career counseling and developmental instruction to address barriers to success; remaining committed to the successful placement of students/graduates regardless of

gender and race into employment opportunities directly related to their major field of study. Counselors and instructors are also addressing these issues with employers and are stressing the importance and benefits of completion to students.

B. State's Performance Results for Special Populations and Program Improvement Strategies

Secondary

Specialists are identified in each local education agency and each school to work directly with special populations students. These specialists assist classroom teachers, provide direct instruction as needed, ensure that identified supplemental services are provided, and monitor students' classroom performance and plan appropriate intervention strategies.

Performance of Special Populations Students in NC Secondary CTE							
Core Indicator	Adjusted Performance Level	Individuals with Disabilities	Economically Disadvantaged	Single Parents	Displaced Homemakers	Other Educational Barriers	Limited English Proficient
1S1	54.98%	25.69%	42.60%	40.22%	XXX	33.28%	29.21%
1S2	63.83%	43.65%	58.06%	55.35%	XXX	50.17%	39.60%
2S1	86.23%	73.43%	87.67%	85.65	XXX	81.69%	79.98%
2S2							
3S1	94.98%	89.83%	90.62%	90.06%	XXX	90.64%	88.87%
4S1	26.14%	29.48%	27.85%	38.18%	XXX	27.23%	31.76%
4S2	12.54%	10.54%	10.76^	30.61%	XXX	11.45%	12.87%
ZS1	35.00%	11.43%	30.83%	26.79%	XXX	NA	11.27%
ZS2	71.00%	61.34%	75.73%	67.31%	XXX	NA	69.78%
ZS3	68.00%	64.79%	73.98%	73.43%	XXX	NA	70.99%

Note: Instances where Special Populations did not meet Adjusted Levels of Performance are shaded.

Individuals with Disabilities met the Adjusted Performance Level for only one performance indicator – 4S1 Nontraditional Participation. Targeted professional development will help classroom teachers better meet the needs of these students and improve performance on the remaining indicators. NCDPI will work directly with special populations coordinators to determine other services that will be helpful to these students.

Economically Disadvantaged students met the Adjusted Performance Level for two Perkins III performance indicators – 2S1 Completion and 4S1 Nontraditional Participation. Targeted professional development will help classroom teachers better meet the needs of these students and improve performance on the remaining indicators. NCDPI will work directly with special populations coordinators to determine other services that will be helpful to these students.

Single Parents also met the Adjusted Performance Levels for two Perkins III performance indicators – 4S1 Nontraditional Participation and 4S2 Nontraditional Completion. Targeted professional development will help classroom teachers better meet the needs of these students and improve performance on the remaining indicators. NCDPI will work directly with special populations coordinators to determine other services that will be helpful to these students.

No secondary students meet the criteria to qualify as Displaced Homemakers.

Students with Other Educational Barriers met the Adjusted Performance Level for only one performance indicator – 4S1 Nontraditional Participation. Targeted professional development will help classroom teachers better meet the needs of these students and improve performance on the remaining indicators. NCDPI will work directly with special populations coordinators to determine other services that will be helpful to these students.

Limited English Proficient students met the Adjusted Performance Level for only two Perkins III performance indicators – 4S1 Nontraditional Participation and \$S2 Nontraditional Completion. Targeted professional development will help classroom teachers better meet the needs of these students and improve performance on the remaining indicators. NCDPI will work directly with special populations coordinators to determine other services that will be helpful to these students.

Postsecondary

Each of North Carolina’s community colleges responds to the needs of special populations at its college. Many of the colleges spend a significant portion of their annual Perkins III allotment on equipment, supplies and services specifically for the special populations at their institutions. One issue that complicates service for special populations is that federal regulations greatly limit the identification of these students. Currently, special populations students are discovered only through self-identification or by report from faculty.

Performance of Postsecondary Students							
Core Indicator	Adjusted Performance Level	Individuals with Disabilities	Economically Disadvantaged	Single Parents	Displaced Homemakers	Other Educational Barriers	Limited English Proficient
1P1	66.71%	57.33%	64.30%	61.87%	55.99%	74.00%	42.86%
1P2	76.21%	55.30%	77.21%	70.55%	83.08%	73.31%	65.44%
2P1	66.45%	58.51%	82.17%	75.39%	82.05%	68.18%	86.26%
3P1	80.39%	81.16%	90.35%	93.06%	86.71%	90.19%	87.10%
3P2	92.44%	92.22%	94.41%	94.67%	91.29%	94.21%	95.24%
4P1	22.44%	24.63%	16.32%	12.65%	11.38%	19.57%	24.23%
4P2	16.70%	19.59%	13.48%	10.93%	9.48%	14.36%	21.32%

Note: Instances where Special Populations did not meet Adjusted Levels of Performance are shaded.

Individuals with Disabilities did not meet the Negotiated Performance Level in four Core Indicators. Targeted professional development will be offered to faculty and staff to improve this result.

Economically Disadvantaged did not meet the Negotiated Performance Level in three Core Indicators. Colleges will, through Student Services, offer assistance to qualified students.

Single Parents did not meet the Negotiated Performance Level in four Core Indicators. Colleges will offer childcare as available to qualified students.

Displaced Homemakers did not meet the Negotiated Performance Levels in four Core Indicators. College advisors and counselors will work with students on an individual basis to identify barriers and guide students to appropriate resources as available.

Other Educational Barriers did not meet the Negotiated Performance Level in three Core Indicators. College faculty, advisors, and counselors will work with students on an individual basis to identify barriers and guide students to appropriate resources as available.

Limited English Proficient did not meet the Negotiated Performance Level in two Core Indicators. Targeted professional development will be offered to faculty and staff to improve this result.

C. Definitions

Secondary

Vocational participant – A student enrolled in a Career and Technical Education course in grades 6-12.

Vocational concentrator – A student who has earned four technical credits in a career major (threshold level of vocational education), at least one of which is in a second-level course, and who graduates. This definition has not changed from the previous program year.

Tech-Prep student – A concentrator who completes four credits of English, three credits of mathematics, three credits of science, three credits of social studies, one credit of health and physical education, four credits of Career and Technical Education, and two elective credits for a total of 20 credits (plus any local requirements). The definition is the same as for the previous program year (2005-2006).

Secondary career and technical education (CTE) concentrator – Secondary student who earns four or more credits in a single pathway, one of which is in a second-level Career and Technical Education course (course with required prerequisite). North Carolina will meet or exceed Office of Vocational and Adult Education definitions.

Postsecondary

Vocational participant -- A student enrolled in a state-approved curriculum program that leads to an Associate of Applied Science degree, a diploma, or a certificate.

Vocational concentrator -- A student enrolled in a state-approved curriculum program that leads to an Associate of Applied Science degree, a diploma, or a certificate and who has completed 75% or more of the hours required in the student's major program of study.

Vocational completer -- A student enrolled in a state-approved curriculum program that leads to an Associate of Applied Science degree, a diploma, or a certificate and who has completed 100% of the hours required in the student's major program of study.

Tech-Prep student-- A postsecondary Tech Prep Student is any student enrolled in a two-year Associate in Applied Science Degree program, a two-year Certificate program, or a registered apprenticeship program at a North Carolina community college who completed a College Tech Prep course-of-study while in high school.

D. Measurement Approaches

Secondary

Core Indicator	Measurement Approach	Numerator and Denominator
1S1	Postsecondary Placement Test Scores	Numerator: The number of vocational concentrators (completers) who score at or above the national average on each of the four ASSET tests: reading, writing, numerical skills, and elementary algebra. Denominator: All vocational concentrators (completers).
1S2	Career and Technical Education Postassessment Tests	Numerator: The number of vocational and technical education enrollees in each vocational and technical education course who score at Level III or above on an end-of-course VoCATS test. Denominator: The total number of enrollees in vocational and technical education courses with test results.
2S1	College Tech Prep Graduates	Numerator: The number of graduating vocational and technical education concentrators (completers) who also meet requirements for Tech Prep or combined College Prep/Tech Prep. Denominator: The number of vocational concentrators (completers).
3S1	Feedback Data (State-Developed and Locally Administered Survey)	Numerator: The number of graduating vocational and technical education concentrators (completers) who are employed, are in further education, or are in both the year following graduation. Denominator: The number of graduating vocational and technical education concentrators (completers).
4S1	State/ Local Administrative Data	Numerator: The number of underrepresented gender individuals in vocational and technical education courses nontraditional to their genders. Denominator: The number of all students enrolled in the same courses.
4S2	State/ Local Administrative Data	Numerator: The number of underrepresented students completing nontraditional vocational and technical education programs nontraditional to their genders. Denominator: The number of students eligible to be completers (concentrators).

Core Indicator	Measurement Approach	Numerator and Denominator
ZS1	Academic Attainment – English/ Language Arts	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the ESEA as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessments in reading/language arts whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p>
ZS2	Academic Attainment – Mathematics	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the ESEA as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of concentrators who took the ESEA assessments in mathematics whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p>
ZS3	Student Graduation Rate	<p>Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the state’s computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESA.</p> <p>Denominator: Number of CTE concentrators who, in the reporting year, were included in the State’s computation of its graduation rate as defined in the State’s Consolidated Accountability Plan pursuant to Section 111(b)(2)(C)(vi) of the ESEA.</p>

Postsecondary

Core Indicator	Measurement Approach	Numerator and Denominator
1P1	Overall Grade Point Average	<p>Numerator: Number of students reaching the threshold level of vocational education to complete a postsecondary program who have met program-defined academic standards with a GPA of 2.5 or higher and have stopped program participation in the reporting year.</p> <p>Denominator: Number of students reaching the threshold level of vocational education to complete a postsecondary program and have stopped program participation in the reporting year.</p>
1P2	Overall Grade Point Average	<p>Numerator: Number of students reaching the threshold level of vocational education to complete a postsecondary program who have met program-defined vocational standards with a GPA of 2.5 or higher and have stopped program participation in the reporting year.</p> <p>Denominator: Number of students reaching the threshold level of vocational education to complete a postsecondary program and have stopped program participation in the reporting year.</p>

Core Indicator	Measurement Approach	Numerator and Denominator
2P1	State/ Local Administrative Data	Numerator: Number of students reaching the threshold level of vocational education who received or were eligible to receive a postsecondary degree, diploma, or certificate and who left the postsecondary program in the reporting year. Denominator: Number of students reaching the threshold level of vocational education who are not yet eligible to complete plus those students who received or were eligible to receive a postsecondary degree, diploma, or certificate.
3P1	Administrative Record Exchange	Numerator: number of students reaching the threshold level of vocational education to complete a postsecondary program who completed the program in the reporting year, stopped program participation, and was employed during the calendar year third quarter. Denominator: Number of students reaching the threshold level of vocational education to complete a postsecondary program who have stopped participation in the postsecondary program in the reporting year.
3P2	Administrative Record Exchange	Numerator: Number of students reaching the threshold level of vocational education to complete a postsecondary program who completed in the reporting year, stopped program participation, were employed during the third quarter of the calendar year and were retained in employment during the fourth quarter. Denominator: Number of students reaching the threshold level of vocational education to complete a postsecondary program who completed the program in the reporting year, stopped program participation, and was employed during the calendar year third quarter.
4P1	State/ Local Administrative Data	Numerator: Number of students in under-represented gender groups who participated in a vocational and technical education program that leads to nontraditional training and employment in the reporting year. Denominator: Number of students who participated in a vocational and technical education program that leads to nontraditional training and employment in the reporting year.
4P2	State/ Local Administrative Data	Numerator: Number of students in under-represented gender groups who completed a vocational and technical education program that leads to nontraditional training and employment in the reporting year. Denominator: Number of students who completed a vocational and technical education program that leads to nontraditional training and employment in the reporting year.

E. Improvement Strategies

Secondary

Improving accuracy, reliability and completeness of secondary accountability data during 2007-2008 will focus on updating and improving the use of technology through several initiatives:

- Update the Planning and Performance Management System (PPMS) to incorporate changes in Perkins IV, to include fixes for recurring problems in the existing application, and to enhance the application to take advantage of improvements in technology.
- Put the concentrator feedback survey online to allow local users to enter survey results directly into the concentrator file. This will speed the process of distributing concentrator information and survey instruments to local education agencies, improve the accuracy of data, and result in faster processing of data and dissemination of results. Survey results

were previously written on a paper form by the interviewer, then sent to a contractor for data entry.

- Investigate the possibility of converting the NC instructional management system to a web-based application that will allow real-time collection of accountability data as students are tested. This will increase the processing speed, resulting in more timely dissemination of results; decrease the amount of manual processing and consequently the staff time required at the local education agency level, and improve the accuracy of data.
- Streamline the collection of enrollment data using NC WISE, a statewide student information management system currently being implemented. NC WISE is scheduled to be fully implemented statewide in 2009.
- Convert the processing of files at NCDPI from an out-of-date mainframe application to SAS or other enterprise-wide solution.

Improving the quality of secure CTE postassessments through conversion to the Revised Bloom's Taxonomy and a rigorous peer-review process will continue.

Postsecondary

Data quality improvement is a statewide focus. A workshop was held in 2006-2007 that specifically addressed data input and quality. Additionally, the System Office has employed a full-time Data Analyst with the sole function of gathering and interpreting data for federal grant programs. Sixty percent of the Data Analyst's work responsibility was devoted to data collection for Carl D. Perkins Vocational and Technical Education Act of 1998 activities.

V. Monitoring Follow-up

The State of North Carolina received a Monitoring visit in June 2007 from the US Department of Education.

Secondary

One finding was cited and addressed as follows:

Finding #1: North Carolina failed to meet its annual State Administration hold-harmless funding threshold.

Corrective Action: North Carolina is analyzing the financial data to determine root causes for failure to maintain the hold-harmless level with respect to state funds used to match federal expenditures for State Administration. One root cause identified at this time is positions being vacant for a period of time. North Carolina is continuing to analyze the data and will develop policies and procedures to ensure that state funds are used for the match. An additional report will be submitted before the middle of January.

Postsecondary

Two findings were cited and were addressed as follows.

Finding #1: North Carolina included in its FY 2007 allocation plan three postsecondary sub-recipients that failed to meet the minimum funding level of \$50,000.

Corrective Action: North Carolina has developed specific policies and procedures to ensure that eligible recipients that generate under \$50,000 do not receive section 132 funds unless these entities join a consortium with aggregate funding allocation levels exceeding the \$50,000 funding threshold. The misunderstanding regarding postsecondary waiver granting was stopped as on July 1, 2007.

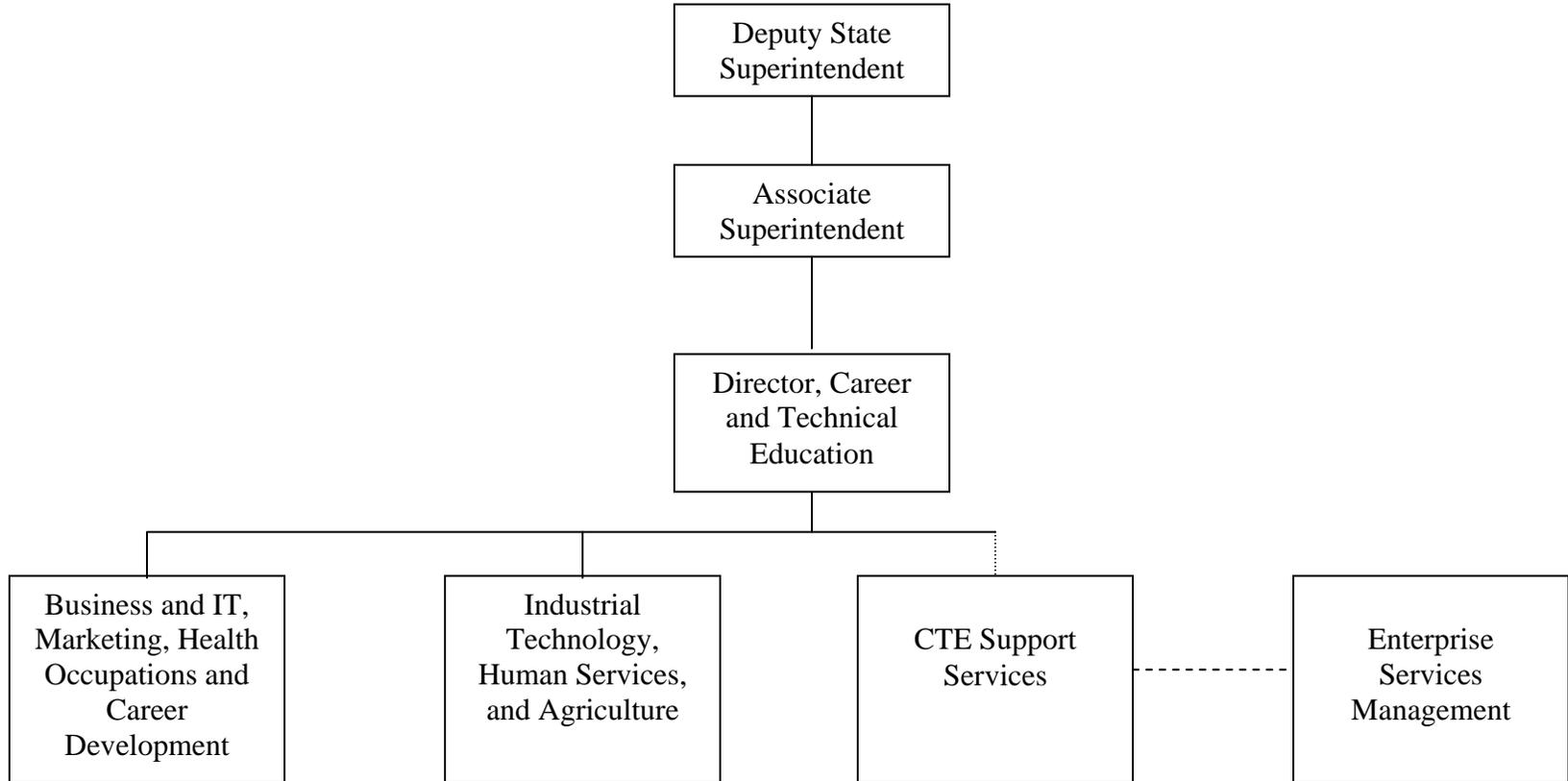
Finding 2: North Carolina currently includes locally generated expenditures in its maintenance of effort calculations.

Corrective Action: North Carolina has developed policies and procedures to ensure that only State funds are included in the maintenance of effort calculation.

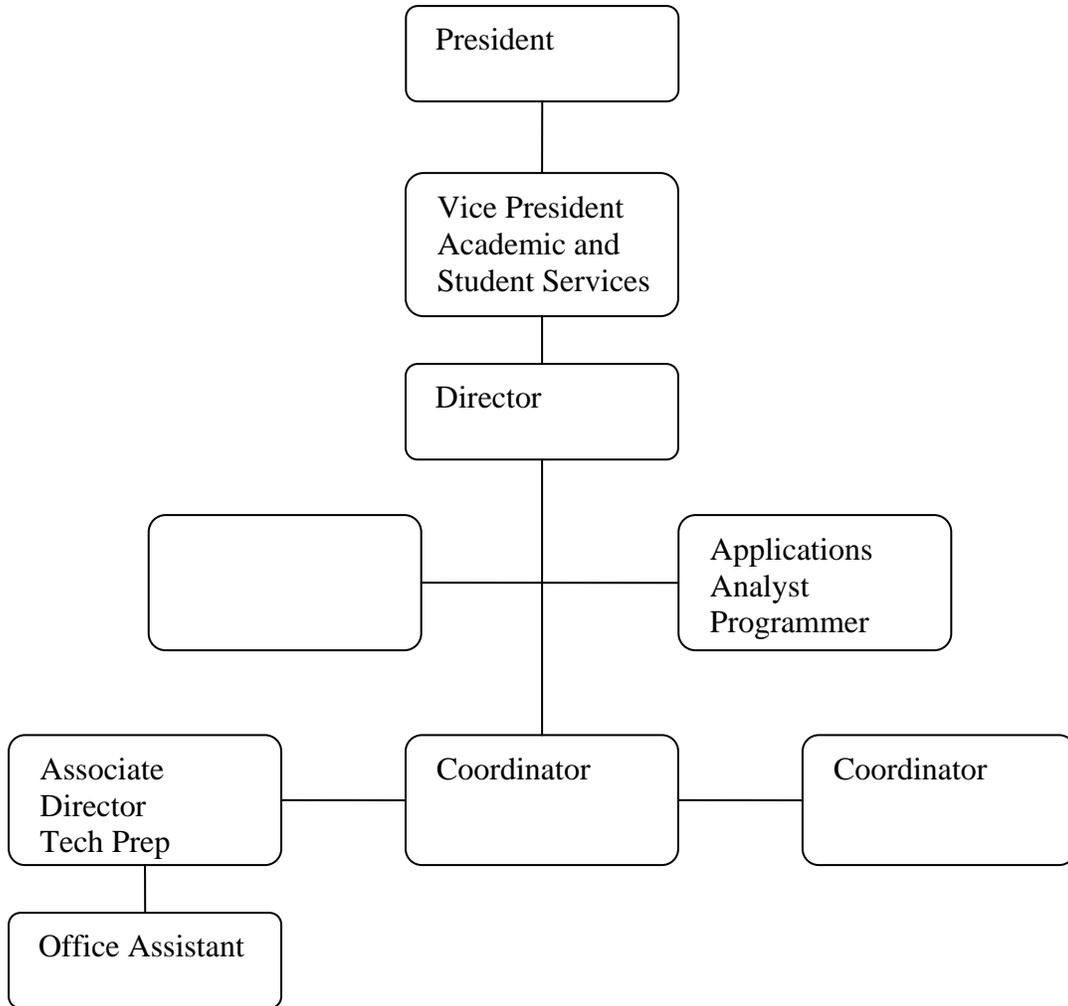
VI. Workforce Investment Act (WIA) Incentive Grant Award Results

Not applicable.

Attachment 1
Organization of NC Secondary Career and Technical Education



**Attachment 2
Organization of NC Community College System Perkins' Staff**



Attachment 3
Summary of Eligible Recipients

Eligible agency	Number eligible	Number funded
Local education agencies	115	115
Charter schools	100	0 ³
Area vocational and technical agencies	0	0
Postsecondary agencies	58	58
Consortia		

³ None of the state's charter schools have elected to apply for funding.

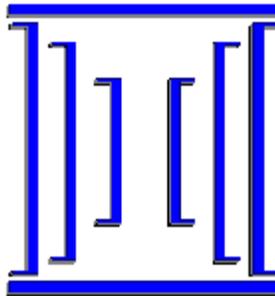
Attachment 4. Local Plan (Secondary)

This is only available in PDF format and is being mailed separately.

Attachment 5

**LOCAL PLAN
FOR
FEDERAL VOCATIONAL AND TECHNICAL
EDUCATION FUNDING**

FISCAL YEAR 2007



**DUE DATE:
September 1, 2006**

INSTITUTION: _____

PREPARED BY: _____

TITLE: _____

PHONE: _____ **Ext.** _____

FAX: _____

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

**200 W. JONES STREET 5016 MAIL SERVICE CENTER
RALEIGH, NC 27603-1379 RALEIGH, NC 27699-5016**

"It is the intent of the General Assembly that vocational education be an integral part of the educational process." The State Board of Community Colleges shall administer, through local boards, a comprehensive program of vocational education which shall be available to all students who desire it without regard to race, color, national origin, sex, age, or disability.

**LOCAL PLAN FOR FUNDING THROUGH
THE CARL D. PERKINS VOCATIONAL AND TECHNICAL
EDUCATION ACT OF 1998**

INTRODUCTION

This plan package is being transmitted by the North Carolina Community College System office to each eligible college in the System as a means of making funds provided by the Carl D. Perkins Vocational and Technical Education Act of 1998 available to the member institutions.

The purpose of this Act is to develop more fully the academic, vocational, and technical skills of secondary and postsecondary students who elect to enroll in vocational and technical education programs, by:

- (1) developing challenging academic standards;
- (2) promoting the development of services and activities that integrate academic, vocational, and technical instruction, and that link secondary and postsecondary education for participating vocational and technical education students;
- (3) providing services and activities designed to develop, implement, and improve vocational and technical education, including tech-prep education; and
- (4) providing professional development and technical assistance that will improve vocational and technical education programs, services, and activities.

The plan includes **five** parts:

- Part I - General Information
- Part II - Allotment and Options
- Part III - Local Plan (FY 2006 Budget)
- Part IV - Accountability/Evaluation
- Part V - Appendices

PART I - GENERAL INFORMATION

In FY 2001 you submitted a full plan for your Perkins activities through FY 2006. The attached budget must be used to access funds for fiscal year (FY) 2007 (for use July 1, 2006 through June 30, 2007.) Any college desiring such financial assistance should submit a plan **postmarked no later than September 1, 2006.**

The allotment available to each college is calculated by using the formula specified in the Act; i.e., the total number of Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in eligible programs in each college during the preceding year as a percentage of the total number of those recipients enrolled in eligible programs in the entire system.

Your college's estimated allotment for FY 2006 is shown under Part II, page **six** of this plan package. This amount is subject to change pending final allocation from the U.S. Department of Education. You have two options regarding the allocation:

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

If you choose to decline your allotment, you may still elect to submit a plan in future years.

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

The U.S. Department of Education is appropriating approximately 34 percent of the State's total allotment for July 1, 2006 through September 30, 2006. The balance will be appropriated for the period October 1, 2006 through June 30, 2007. Carry over funds are not being allotted at this time. **When the carry over dollars are allotted, you will then budget them in the carry over column.**

USES OF FUNDS

Each college that receives funds under Perkins III shall use the funds to improve vocational education programs with the full participation of individuals who are members of special populations.

Important aspects of your plan are listed below. Please read them carefully.

Funds do not have to be targeted to programs having the highest concentration of special populations. Dollars may be spent in any vocational/technical program. **However**, there are requirements for meeting the needs of special population students, such as eliminating barriers to access and success and enabling special populations to meet levels of performance.

Local use of funds is divided into two sections: Required and Permissible. The eight required factors listed on the next page describe the elements that a program must contain to be eligible for funding under Perkins III. Before committing money to the permissible uses, you must be able to show that all the required uses are being met either with Perkins dollars or through other sources.

Perkins III funds may be used to provide direct assistance to individuals, including dependent care, tuition, transportation, books and supplies **if all** of the following conditions are met:

- Recipients of the assistance must be individuals who are members of special populations who are participating in vocational and technical education activities that are consistent with the goals and purposes of Perkins III.
- Assistance may only be provided to an individual to the extent that it is needed to address barriers to the individual's successful participation in vocational and technical education.
- Direct financial assistance to individuals must be part of a broader, more generally focused effort to address the needs of individuals who are members of special populations. Direct assistance to individuals who are members of special populations is not, by itself, a "program for special populations." It should be one element of a larger set of strategies designed to address the needs of special populations.
- Funds must be used to supplement, and not supplant, assistance that is otherwise available from non-Federal sources.
- Direct assistance is limited to no more than ten percent of a college's initial allotment.

USES OF FUNDS (continued)

Perkins III requires that allotted funds first be used to meet the eight required uses before spending under permissible uses.

Required uses of funds:

- 1 - Strengthen the academic and vocational and technical skills of students through the integration of academics with vocational and technical programs.
- 2 - Provide students with strong experience in and understanding of all aspects of an industry.
- 3 - Develop, improve, or expand the use of technology including training of vocational personnel to use state-of-the-art technology, providing students with the academic and technical skills to enter high technology and telecommunications careers, and working with high technology industries to offer voluntary internships and mentoring programs.
- 4 - Provide professional development for teachers, counselors and administrators, including inservice and preservice training, effective teaching skills and effective practices to improve community involvement, teacher internships, and use of technology.
- 5 - Evaluate programs and assess how special populations are being served.
- 6 - Initiate, improve, expand, and modernize vocational and technical education programs.
- 7 - Provide services and activities of sufficient size, scope, and quality to be effective.
- 8 - Link secondary and postsecondary vocational and technical education.

Permissible uses of funds (pertaining to postsecondary education):

- 1 - Involve business and labor organizations in planning, implementing, and evaluating vocational and technical education programs.
- 2 - Provide career guidance and academic counseling.
- 3 - Provide work-related experiences, such as internships, cooperative education, etc.
- 4 - Provide programs for special populations.
- 5 - Support local business and education partnerships.
- 6 - Provide mentoring and support services.
- 7 - Lease, purchase, upgrade, or adapt equipment.
- 8 - Improve or develop new courses.
- 9 - Provide services for placement in employment and further education.
- 10 - Support nontraditional training and employment activities.
- 11 - Support other vocational and technical education activities consistent with purposes of this Act.

LOCAL PLAN REVIEW

The receipt of funds through Perkins III should not be considered an entitlement. The FY 2007 allotment shown in Part II will be transmitted only after your budget has been approved by the North Carolina Community College System. All budgets will undergo extensive review in accordance with the criteria contained in the North Carolina State Plan for Vocational and Technical Education. All funding is contingent on the receipt of funds from the U.S. Department of Education.

LOCAL PLAN COMPLETION PROCEDURES

The Parts of the Local Plan that a college will return depends on the option that the college elects. If a college:

- a) Accepts its allotment, **Part II and Part III** must be completed and returned.
- b) Declines its allotment, only **Part II** must be returned.

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

Elizabeth Brown, Director, Federal Vocational Education
North Carolina Community College System

U. S. Postal Address: 5016 Mail Service Center
Raleigh, NC 27699-5016

FedEx, UPS, RPS, et al. Address: 200 West Jones Street
Raleigh, North Carolina 27603-1379

Questions regarding the Local Plan should be addressed to the Federal Vocational Education staff: Elizabeth Brown (919) 807-7128, Douglas Long (919) 807-7130 or Bernice Heller (919) 807-7129.

COMPLETED LOCAL PLANS MUST BE POSTMARKED BY
SEPTEMBER 1, 2006

PART II: ALLOTMENT AND OPTIONS

Section A - FY 2007 Allotment

college~ Community College's allotment for FY 2007 as determined by the formula under the Act is \$\$amount~.

Section B - Community College Option

A college must select one of the following options regarding its FY 2006 allocation under the Act. Please place a check beside your selected option.

____(1) Accept the federal allotment for FY 2007. (Go to Section C.)

____(2) Decline the federal allotment for FY 2007. (Go to Section D.)

Section C - Acceptance of Allotment

As an authorized representative of **College~ Community College**, I **accept** the FY 2007 federal vocational allotment under the Carl D. Perkins Vocational and Technical Education Act of 1998.

President

Date

As the authorized representative of the Board of Trustees of **College~ Community College**, I acknowledge this action to **accept** the FY 2007 federal vocational education basic grant in the amount of \$\$amount~.

Chair, Board of Trustees

Date

Section D - Decline of Allotment

As an authorized representative of **College~ Community College**, I **decline** the FY 2007 federal vocational allotment under the Carl D. Perkins Vocational and Technical Education Act of 1998.

President

Date

As the authorized representative of the Board of Trustees of **College~ Community College**, I acknowledge this action to **decline** the FY 2007 federal vocational education basic grant in the amount of **\$\$amount~**.

Chair, Board of Trustees

Date

IF YOU DECLINE THE ALLOTMENT, STOP HERE AND ONLY RETURN PART II TO ELIZABETH C. BROWN, NORTH CAROLINA COMMUNITY COLLEGE SYSTEM OFFICE.

PART III - LOCAL PLAN

Any college eligible for funds under Section 132 of Perkins III must submit a Local Plan that includes program descriptors, a budget, and program evaluation criteria. In FY 2001 you submitted a full plan for your Perkins activities through FY 2004. If no major deviation from that plan is anticipated for FY 2007, only the budget and a required uses of funds checklist (Sections A and B) will be needed. If significant changes are being made to your plan, please submit the revisions with your budget.

Section A - Use of Funds - BUDGET

Each community college that receives a federal allotment must support vocational and technical education programs that:

- are of such size, scope, and quality to be effective;
- integrate academic and vocational education;
- provide students with strong experience in and understanding of all aspects of an industry;
 - develop, improve, or expand the use of technology;
 - provide professional development for teachers, counselors, and administrators;
 - evaluate programs and assess how the needs of special populations are being met;
- initiate, improve, expand, and modernize vocational and technical education programs;
- link secondary and postsecondary vocational and technical education.

Funds no longer have to be targeted to those programs with the highest concentrations of special populations students. However, it is still important to note that colleges are responsible for the various special populations groups meeting the measures of performance. The Special Populations report is included for your information only in Part V, Section E.

None of the funds made available under this Act may be used to provide funding under the School-To-Work Opportunities Act of 1994 or to carry out, through programs funded under this Act, activities that were funded under the School-To-Work Opportunities Act of 1994, unless the programs funded under this Act serve only those participants eligible to participate in the programs under this Act. [P.L. 105-332, Section 6]

Title I, Section 135 of Perkins III lists the allowable uses of the Basic Grant funds. Eight of these are **required**. As you develop your budget for FY 2007, you must, at the same time, complete Section B. This will ensure you have met the obligation of Required Uses of Funds before spending on the permissible activities. You do not have to spend dollars in all eight required areas if they are being met from other resources; i.e., state and/or local money, or other federal resources.

Note: With lean state and local budgets, extreme caution must be used to ensure that Perkins funds are not being used to supplant expenditures covered by other funds in previous years. Further discussion of supplanting is available in Part V, Section D.

The procurement of goods and services (including contracts), valued at \$25,000 and above requires checking that vendors are not suspended or debarred. This may be determined by checking the Excluded Parties List System (EPLS) at <http://epls.gov/> or obtaining a certification.

To expedite the approval process, it is important that you provide as much detail as possible when completing Column I of the Proposed Budget.

Column I: Description of Expenditures

Column I lists the broad categories in which all expenditures must be made to meet the requirements of Section 135 of the Act. Examples of allowable activities are listed in detail in Part V, Section B of this plan.

For each allowable activity for which any part of your federal allotment will be used, list the vocational education program in which the activity will be conducted and a description of the activity. **Please be as specific as possible.** For example: if you are prorating salaries, include how many people, what percentage of their time will be spent on Perkins activities, and what job they will perform; for equipment provide not only the program name but the equipment to be purchased (computer, lathe, etc.). **The more detail you provide, the quicker your plan can be approved.** Use attachments as needed.

Column II: Purpose Codes

Column II lists the allowable expenditure codes. Appropriate pages of The NCCCS Chart of Accounts pertaining to Perkins funds have been included for your information in Part V, Section C. If you wish to view the entire Chart of Accounts, it is available on the NCCCS web page. **DO NOT add or change purpose codes.** This process should be coordinated with your business manager.

Column III: Carry over funds

Carry over funds are not available at this time. However, they will be available at a later date. Upon notification of carry over allotment, you will then complete the “Carry Over” column of the budget and resubmit.

Column IV: First Quarter Allocation

The U.S. Department of Education releases the basic grant in two parts. The initial amount is available July 1 through September 30. This column **must equal** the amount shown in the Grand Total line of the budget. Any of these funds which are not spent during the first quarter will continue to be available through June 30, 2007.

Column V: Last Three Quarters Allocation

The remainder of this year’s basic grant is to be budgeted in this column. This column **must equal** the amount shown in the Grand Total line of the budget.

* All totals **must** agree with the Finance Form 104.

BUDGET IS HERE

Section B - Required Uses of Funds Checklist

To ensure compliance with Title I, Section 135(b) of Perkins III, check the appropriate block to indicate whether Perkins dollars or other dollars are used to support the activities. If other sources are used, indicate if they are local, state, or other federal dollars. If other federal, list the grant source. Tech Prep funds should be so identified, even though they are Title II of Perkins.

Required Uses	Source of Funds	
	Perkins	Other (list)
1. Strengthen the academic, and vocational and technical, skills of students participating in vocational and technical education programs by strengthening the academic, and vocational technical, components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical, subjects.		
2. Provide students with strong experience in and understanding of all aspects of an industry.		
3. Develop, improve, or expand the use of technology in vocational and technical education, which may include: A) training of vocational and technical education personnel to use state-of-the-art technology, which may include distance learning; B) providing vocational and technical education students with the academic, and vocational and technical, skills that lead to entry into the high technology and telecommunications fields; or C) encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs.		
4. Provide professional development programs to teachers, counselors, and administrators, including: A) inservice and preservice training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve community involvement; B) internship programs that provide business experience to teachers; and C) programs designed to train teachers specifically in the use and plan of technology.		
5. Develop and implement evaluations of the vocational and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met.		
6. Initiate, improve, expand, and modernize quality vocational and technical education programs.		
7. Provide services and activities that are of sufficient size, scope, and quality to be effective.		
8. Link secondary vocational and technical education and postsecondary vocational and technical education, including implementing tech-prep programs.		

PART IV: ACCOUNTABILITY/EVALUATION

Perkins III strongly emphasizes programmatic and fiscal accountability at both the state and local level. Each community college receiving federal vocational education funds will be required to annually evaluate the effectiveness of the funds.

Information on each college's performance in the core indicators for last year is not yet available. When this information has been compiled, we will send it to you to assist in identifying areas in which you are excelling and areas that need attention.

Statewide Core Indicators of Performance

The Carl D. Perkins Act of 1998 requires States to establish Core Indicators of Performance to measure:

- Student attainment of challenging State established academic and vocational/technical skill proficiencies;
- Student attainment of a postsecondary degree or credential;
- Placement in, retention in, and completion of postsecondary education, placement in military service, or placement or retention in employment; and
- Student participation and completion of vocational/technical education programs that lead to nontraditional training and employment.

The following are the measures of performance North Carolina uses to report progress to the U. S. Department of Education:

- 1P1: The percent of vocational/technical students who have met program defined academic standards with a GPA of 2.5 or higher.
- 1P2: The percent of vocational/technical students who have met program defined vocational/technical standards with a GPA of 2.5 or higher.
- 2P1: The percent of vocational/technical education students who receive a postsecondary degree, diploma, or certificate.
- 3P1: The percent of vocational/technical education who successfully transition to employment.
- 3P2: The percent of vocational/technical education students who have been retained in employment.
- 4P1: The percent of the under-represented gender who participate in a program that leads to non-traditional training and employment.
- 4P2: The percent of the under-represented gender who complete a program that leads to non-traditional training and employment.

Part V: Appendices

Section A. Definitions

(1) ADMINISTRATION --- activities necessary for the proper and efficient performance of the eligible agency or eligible recipient's duties under this Act, including supervision, but does not include curriculum development activities, personnel development, or research activities.

(2) ALL ASPECTS OF AN INDUSTRY --- means strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter.

(3) CAREER GUIDANCE AND ACADEMIC COUNSELING --- means providing access to information regarding career awareness and planning with respect to an individual's occupational and academic future that shall involve guidance and counseling with respect to career options, financial aid, and postsecondary options.

(4) DISPLACED HOMEMAKER --- an individual who --

(A)(i) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;

(ii) has been dependent on the income of another family member but is no longer supported by that income; or

(iii) 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; and

(B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

(5) INDIVIDUAL WITH LIMITED ENGLISH PROFICIENCY --- a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and ---

(A) whose native language is a language other than English; or

(B) who lives in a family or community environment in which a language other than English is the dominant language.

(6) INDIVIDUAL WITH A DISABILITY ---

(A) IN GENERAL --- an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).

(B) INDIVIDUALS WITH DISABILITIES --- more than one individual with a disability.

(7) NONTRADITIONAL TRAINING AND EMPLOYMENT --- occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

(8) POSTSECONDARY EDUCATIONAL INSTITUTION ---

- (A) an institution of higher education that provides not less than a two-year program of instruction that is acceptable for credit toward a bachelor's degree;
- (B) a tribally controlled college or university; or
- (C) a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.

(9) SPECIAL POPULATIONS ---

- (A) individuals with disabilities;
- (B) individuals from economically disadvantaged families, including foster children;
- (C) individuals preparing for nontraditional training and employment;
- (D) single parents, including single pregnant women;
- (E) displaced homemakers; and
- (F) individuals with other barriers to educational achievement, including individuals with limited English proficiency. This also includes academically disadvantaged individuals and inmates.

(10) SUPPORT SERVICES --- services related to curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.

(11) TECH-PREP PROGRAM --- a program of study that ---

- (A) combines at least two years of secondary education and two years of postsecondary education in a nonduplicative sequential course of study;
- (B) strengthens the applied academic component of vocational and technical education through the integration of academic, and vocational and technical, instruction;
- (C) provides technical preparation in an area such as engineering technology, applied science, a mechanical, industrial, or practical art or trade, agriculture, a health occupation, business, or applied economics;
- (D) builds student competence in mathematics, science, and communications (including through applied academics) in a coherent sequence of courses; and
- (E) leads to an associate degree or a certificate in a specific career field, and to high skill, high wage employment, or further education.

(12) VOCATIONAL AND TECHNICAL EDUCATION --- organized educational activities that ---

- (A) offer a sequence of courses that provide individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers (other than careers requiring a baccalaureate, master's, or doctoral degree) in current or emerging employment sectors; and
- (B) 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.

Section B. Allowable Activities That Meet the Requirements for Uses of Funds
(Part III of Local Plan)

1. Academic Integration/Secondary-Postsecondary Links

To support vocational and technical education programs that strengthen the academic and vocational/technical skills of students participating in vocational education programs by strengthening the academic and vocational/technical components of such programs through the integration of academics with vocational education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical subjects.

To link secondary vocational and technical education and postsecondary vocational and technical education, including implementing tech prep programs.

Funds **may** be used for:

- Costs associated with developing curriculum articulation agreements (staff costs may not be associated with classroom instruction).
- Release time for academic and vocational faculty to develop integrated curriculum.
- Other activities supporting the integration of academic and vocational curriculum.

Funds **may not** be used for:

- Equipment.
- Secondary Tech-Prep education programs.
- Classroom supplies.

2. All Aspects of an Industry

Provides students with strong experience in and understanding of all aspects of an industry.

Funds **may** be used for:

- Career Development/Placement Positions (salary and fringes). **If position is prorated, provide percentage (%) of salary.**
- Industry/Job Fairs.
- Apprenticeship Activities.
(An eligible apprenticeship program is one that is registered with the N.C. Department of Labor. Costs associated with recruitment, selection, employment and training of apprentices are allowable.)

Funds **may not** be used for:

- Support Services for students.

3. Use of Technology/Professional Development

To support vocational and technical education programs that develop, improve, or expand the use of technology.

To provide professional development to faculty, counselors, and administrators.

Funds **may** be used for:

- Training of vocational education personnel to use state-of-the-art technology, including distance learning.
- Offering faculty internships and mentoring programs in high technology industries.
 - Inservice training activities for instructors who currently teach in funded program areas.
- Inservice training of academic instructors who teach related academic subjects in funded vocational areas (the costs of inservice training of academic instructors may require the proration of costs).
- Salaries of instructors who are participating in inservice “return to industry” training opportunities that are above or outside their contractual teaching requirements.
- The costs of tuition, books and fees for individuals who are completing the SACS requirements, working on a BS/BA degree or increasing their knowledge in a teaching or skill-related subject area.
- Offering a variety of learning experiences for instructors in technical skills and retraining programs including: attendance at special schools that provide credit and certification; workshops and studies leading to certification and SACS re-certification; studies in specialized areas or in specialized subject matters; contracting for outside presenters for faculty/staff development programs; and faculty retraining leading to expanding teaching roles.

Funds **may not** be used for:

- Equipment.
- Curriculum development planning activities.
- Competency Based Education (CBE).
- DACUM programs.
- Writing across curriculum activities.
- Program review activities.
- General conferences in which the training offered is not related to subject content or does not provide upgrading of skills.
 - Trade shows, exhibitions or exhibits.
 - Unstructured or informal visits to observe programs.

4. Administration – administrative costs (not to exceed 5% of expenditures) – all administrative costs charged to a basic grant must be used in the direct support of the programs and activities that are authorized elsewhere in the local application. Administrative costs may include: salaries, fringe benefits, travel.

5. Modernization and Expansion

Initiate, improve, expand, and modernize quality vocational and technical education programs.

Funds **may** be used for:

- Staff release time from instruction to re-design or modify curriculum (this person may not participate in classroom or other instruction while working on project paid from these funds).

- The hiring of additional faculty for a period not to exceed three years to improve the program by lowering the student/teacher ratio. Attendant costs such as fringe benefits, travel, and materials are allowable. Provide period of time position(s) has (have) been funded. **If position is prorated, provide percentage (%) of time.**

6. Services and Activities

To provide services and activities that are of sufficient size, scope, and quality to be effective.

Funds **may** be used for:

- Remediation.
- Collaborative Learning.

7. Equipment – leasing, purchasing, upgrading, or adapting equipment for vocational/technical education programs. Equipment is defined as a non-consumable with a usable life of over one year.

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

Funds **may not** be used for:

- Office equipment.
- Vehicles, storage buildings, ramps, or other physical additions to buildings.

8. Guidance and Counseling

To support guidance and counseling services to students enrolled in vocational and technical education programs. The term guidance and counseling means programs which assist individuals in making and implementing informed educational and occupational choices. A Special Populations Coordinator may be paid from these funds.

Funds **may** be used for:

- Salaries. **Provide number of positions and percentage (%).**
 - Fringe benefits.
- Travel.
 - Supplies and materials.

9. Nontraditional Training and Employment

The term “nontraditional training and employment” means occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

- Workshops/seminars for students.
 - Classroom training.

10. Other

- A. Supportive Personnel – supportive personnel such as tutors, signers, note takers for students enrolled in vocational/technical education programs.
- B. Instructional Supplies or Aids & Devices – instructional supplies, instructional aids and devices, application software.

Funds **may not** be used for office equipment.

Section C. CHART OF ACCOUNTS (From the NCCCS Accounting Procedures Manual)

The following are excerpts from the NCCCS Accounting Procedures Manual and only contain information for Purpose Codes allowable under the Carl D. Perkins Vocational and Technical Education Act of 1998. *Statements in italics have been added for purposes of this Plan.*

2XX CURRICULUM INSTRUCTION

This category includes the cost of all activities that directly involve the delivery of instruction to students. These costs shall include the salaries paid to instructors and teaching assistants whose efforts directly involve the instruction of students. These costs shall also include all fringe benefits associated with these individuals as well as “other costs” including: travel, supplies, service and maintenance contracts on educational equipment and any other current expenses incurred in the course of instruction. The curriculum purposes are as follows:

210 **Certificate** programs are designed to lead to employment or to provide skills upgrading or retraining for individuals already in the workforce. A certificate program may be a stand-alone curriculum program title, or a college may award a certificate under an approved degree or diploma curriculum program for a series of courses taken from the approved program of study. *Perkins funds may only be used for an approved curriculum program.*

220 **Associate Degree** programs are planned programs of study culminating in an Associate in Applied Science, Associate in Arts, Associate in Fine Arts, Associate in Science, or Associate in General Education degree. *Perkins funds may only be used in an Associate in Applied Science Degree program.*

Associate in Applied Science Degree programs are designed to prepare individuals for employment. These programs involve the application of scientific principles in research, design, development, production, distribution, or service.

230 **Diploma** programs are designed to provide entry-level employment training. A diploma program may be a stand-alone curriculum program title, or a college may award a diploma under an approved Associate in Applied Science Degree curriculum program for a series of courses taken from the approved program of study and structured so that a student may complete additional nonduplicative course work to receive an Associate in Applied Science Degree. *Perkins funds may only be used for an approved curriculum program.*

41X ACADEMIC SUPPORT

Academic Support includes those activities that provide support for the institution’s primary purpose of instruction. This category includes the following purpose:

410 **Library/Learning Center** includes expenditures for organized activities that directly support the operation of a catalogued or classified collection of resource material. It also includes learning resource and educational media support services that aid in the transmission and collection of information in support of the institution’s educational mission.

42X – ACADEMIC ADMINISTRATION

Academic Administration includes expenditures for activities that provide administrative support to the academic programs, but excludes executive academic officers who are included under Executive Management (purpose 110). *The following academic administration purpose is allowable under Perkins.*

- 421** Curriculum is the administration of curriculum instruction as a whole and includes related expenditures for all directors, deans, support personnel, etc. who support and/or supervise curriculum programs. The chief academic officer shall not be coded to this purpose. Department chairs in which instruction is still an important role, should have their expenditures charged under their specific curriculum purpose.

5XX – STUDENT SUPPORT

- 510** Student Services include the costs associated with the admissions office and registrar. (*Perkins funds exclude registrar.*) Also included in this purpose are counseling, career guidance, placement officers and placement testing, and financial aid administration. Do not include the chief student affairs officer.

510-

- 3971** Voc. Ed. Direct Assistance to Students. Record the cost of tuition, required fees, required books, required supplies, and childcare expenses that have been approved by the System Office’s Federal Vocational Education Director for Activity 6. Costs must be directly associated with the vocational education program. Receipts or written documentation must be provided before reimbursements can be processed. Childcare expenses should be paid directly to the provider and form 1099 filed. In rare instances, a reimbursement may be made to the student for expenses substantiated by a receipt from a licensed and legal child care provider. Expenditures must be coded to purpose 510 and vocational code 15. *Amount of Perkins funds available is limited to not more than 10% of a college’s allotment.*

9XX – OPERATION & MAINTENANCE OF PLANT

- 920** Equipment includes the cost of acquiring administrative or instructional equipment or furniture, motor vehicles, data processing equipment, audio-visual materials of a durable nature, and any other tangible items of substantial cost that may reasonably be expected to have a useful life exceeding one year. *Perkins funds may only be used for items in this category which are utilized for instructional purposes.*

Section D. Supplement, Not Supplant

Federal grant funds must supplement and not supplant state or local funds. Federal funds may not result in a decrease in state or local funding that would have been available to conduct the activity had federal funds not been received. In other words, federal funds may not free up state or local dollars for other purposes, but should create or augment programs to an extent not possible without federal dollars. You must be able to demonstrate that federal funds are added to
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the amount of state and local funds that would, in the absence of federal funds, be made available for uses specified in your plan.

For example, if Perkins funds were used to provide a vocational education service the college is required to provide under state or local law, supplanting would occur. In this circumstance, all federal funds used to carry out that service could be questioned by auditors. As a rule, Perkins funds should not be used for a college's general responsibilities.

Determining Supplanting

The critical question in determining whether there has been a supplanting violation is whether federal funds were used instead of funds from non-federal sources. It will have to be shown that the federally funded activity would not have been funded by state or non-federal sources.

When auditors review compliance with non-supplant rules, they often use the following test: What would the recipient have done in the absence of federal funds? If the project would have been carried out anyway with non-federal funds, there will be the presumption of supplanting. During the audit appeal process evidence would be required to disprove that presumption.

On the other hand, if the auditor were to find evidence that in the absence of those federal funds, the specific activity or program would not have been carried out, there would be no presumption of supplanting.

Section E. Equipment Disposal

Equipment shall be used by the grantee or subgrantee 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 Federal funds. When no longer needed for the original program or project, the equipment may be used in other activities currently or previously supported by a Federal agency.

When acquiring replacement equipment, the grantee or subgrantee 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, subject to the approval of the awarding agency.

Management Requirements: Procedures for managing equipment 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, serial number or other identification number, the source of property, who holds title, acquisition date, cost, percentage of Federal participation in the cost, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.
- 2) A physical inventory must be taken at least once every two years.
- 3) A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property.
- 4) Adequate maintenance procedures must be developed to keep the property in good condition.
- 5) If the property is sold, proper sales procedures must be established and followed to ensure the highest possible return.

Disposition: When equipment is no longer needed for the original project or program or for other activities currently or previously supported by a Federal agency, disposition will be made as follows: Items of equipment with a current per-unit fair market value of less than \$5,000 may be retained, sold or otherwise disposed of with no further obligation to the awarding agency.

- Education Department General Administrative Regulations (EDGAR), 34 CFR Part 80.32