



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

CAREER AND TECHNICAL EDUCATION

*A Guide for Administering Career and Technical Education in
the Public Schools of North Carolina*

Fiscal and Policy Guide

CAREER AND TECHNICAL EDUCATION

Fiscal and Policy Guide

North Carolina Department of Public Instruction
January 2009

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Mission, Vision and Purpose of Career and Technical Education

Mission: To empower all students to be successful citizens, workers and leaders in a global economy.

Vision: When **students** participate in Career and Technical Education as an integral part of the total school experience, and when **parents** recognize that Career and Technical Education impacts achievement of educational and career goals, and when **partnerships** impact the educational community to provide a seamless transition to educational and career goals, then North Carolina will develop a more talented workforce that successfully recruits and retains new business and industry and students will be empowered for success.

Purpose: Career and technical education fulfills this mission by:

- Preparing students for postsecondary education in career and technical fields and lifelong learning.
- Preparing students for initial and continued employment.
- Assisting students in making educational and career decisions.
- Applying and reinforcing related learning from other disciplines.
- Assisting students in developing decision-making, communication, problem-solving, leadership, and citizenship skills.
- Preparing students to make informed consumer decisions and apply practical life skills.
- Making appropriate provisions for students with special needs to succeed in career and technical education programs.

Goals:

- **Quality.** CTE will identify indicators of quality to ensure mutual expectations are met between CTE and CTE stakeholders.
- **High Expectations.** CTE program concentrators will exit with high academic and technical skills.
- **Innovation.** CTE Leadership will guide cutting edge curricula design and instructional delivery.
- **Life-long Learning.** CTE concentrators will be prepared to continue lifelong education and training.
- **Dignity of all Occupations.** CTE stakeholders will recognize the value and dignity of all occupations

Legal References and Resources

Career and Technical Education (CTE) is the current administrative name that encompasses vocational and technical education in North Carolina. Workforce Development Education was the previous term that the Legislature used and thus you will see many documents and web locations with that term. In state and federal laws, however, the terms vocational and technical education are used. The American Vocational Association changed their association name to the Association for Career and Technical Education (ACTE) and has moved the nation toward the use of the term Career and Technical Education to describe the former vocational education field. For the purposes of this document, these terms are synonymous.

State Laws

Chapter 115C, Article 10, Parts 1-3 of the General Statutes enacted by the General Assembly provides the legal basis for Career and Technical Education in North Carolina.

Purpose: Part 1, G.S. 115C-151 through G.S. 115C-158, establishes the purpose, provides definitions, designates the State Board of Education (hereafter referred to as the State Board) as the sole state agency for the administration of Career and Technical Education and to accept all benefits of federal vocational acts passed by the Congress of the United States, authorizes funding, and established responsibility of local boards of education for Career and Technical Education. It also identifies the duties of the State Board and the standards for approval of local Career and Technical Education plans or applications.

- 1) **Part 1**, G.S. 154.1, also establishes the following Standards for Approval of Career and Technical Education Programs. The programs are in accordance with the purposes of G.S. 115C-151:
 - A. The vocational programs and courses are not duplicated within a local school administrative unit; unless the unit has data to justify the duplication or the unit has a plan to redirect the duplicate programs within three years.
 - B. For all current job skill programs, there is a documented need, based on labor market data or follow-up data, or there is a plan to redirect the program within two years.
 - C. New vocational programs show documented need based on student demand or for new job skill programs based on student and labor market demand.
 - D. All programs are responsive to technological advances, changing characteristics of the workforce, and the academic, technical and attitudinal development of students.

Part 1, G.S. 154.1 further indicates that local programs using the cooperative vocational and technical education method shall be approved subject to students enrolled being placed in employment commensurate with the respective program criteria.

E. The State Board establishes administrative policies to implement secondary Career and Technical Education programs.

- 2) **Part 2**, G.S. 115C-159 through G.S.115C-165, provides for Career and Technical Education production work activities and gives direction for acquisition of land for agricultural education, instructional programs, and building trades training.
- 3) **Part 3**, G.S. 115C-166 through G.S. 115C-169 provides for eye protection devices required in certain courses.
- 4) Reference

Public School Laws of NC Annotated Current Edition (LexisNexis)

- 5) Other Laws

G.S. 115C-105.20 School Based Management and Accountability Program

This state law mandates that the State Board of Education develop a School-Based Management and Accountability Program. The primary goal of the Program shall be to improve student performance.

Federal Laws

Carl D. Perkins Career and Technical Education Improvement Act of 2006, Public Law 109-207

Purpose: 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 Career and Technical Education programs by:

- Building on the efforts of states and localities to develop challenging academic and technical standards, and to assist students in meeting the standards, including preparation for high-skill, high-wage or high-demand occupations in current or emerging professions;
- Promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary and postsecondary education for participating Career and Technical Education (CTE) students;
- Increasing state and local flexibility in providing services and activities designed to develop, implement and improve Career and Technical Education, including Tech Prep education;
- Conducting and disseminating national research and disseminating information on best practices that improve CTE programs, services and activities;

- Providing technical assistance that
 - Promotes leadership, initial preparation, and professional development at the state and local levels; and
 - Improves the quality of CTE teachers, faculty, administrators and counselors;
- Supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area CTE schools, local workforce investment boards, business and industry, and intermediaries; and
- Providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the U.S. competitive.

1) Accountability

The Perkins IV Act emphasizes state and local accountability that requires local programs to set specific performance targets on each performance indicator and be responsible for meeting these targets. **Appendix E**

In North Carolina, the Local Planning System (LPS) is used to assist Local Education Agencies (LEAs) in developing a strategic action plan to meet their accountability goals. LEAs must meet accountability standards for CTE on each of the following performance indicators:

- i. Academic Attainment
 - 1. Reading/Language Arts
 - 2. Mathematics
- ii. Technical Skill Attainment
- iii. Secondary School Completion
- iv. Student Graduation Rates
- v. Secondary Placement
- vi. Nontraditional Participation
- vii. Nontraditional Completion

2) Title II - Tech Prep Education

To provide planning, implementation, and demonstration grants to consortia of LEAs and postsecondary educational institutions for the development and operation of four-year programs designed to provide a College Tech Prep education program leading to a two-year associate degree, an apprenticeship program of at least two years, or a two-year certificate.

3) Reference

Perkins Act of 2006 The Official Guide (ACTE)

4) Other Federal Laws

A. Individuals with Disabilities Education Act (IDEA) (Public Law 94-142)

This act provides federal support for educational programs serving the handicapped in elementary and secondary programs. IDEA established specific identification, program, and service delivery criteria for serving this target population. It also established the concept of equal educational opportunity in the least restrictive setting for the handicapped.

- B. Special Education Article 9 of School Law Vocational Rehabilitation Act of 1973 (Public Law 93-112)

This law provides a legal basis for public school programs for students with special needs. It provides guidelines and direction of all special education programs and services and is basically consistent with Public Law 94-142. Its provisions are also applicable to secondary public vocational and technical programs. This federal law mandates that the handicapped cannot be discriminated against in any program, activity, or service that is federally funded. The law is also consistent with IDEA in its provisions relative to educational programs.

- C. Workforce Investment Act of 1998 (WIA – Public Law 105-220)

Programs and activities funded through this act are to increase the employment, retention, and earnings of participants, and increase occupational skill attainment by participants, and, as a result improve the quality of the workforce, reduce welfare dependency, and enhance the productivity and competitiveness of the nation. These are carried out and measured via performance indicators for accountability.

- 5) General Education Provisions Act

This act authorizes the issuance of general regulations about how to apply for federal grants and sub grants, the general conditions that apply to grantees and sub grantees, and compliance procedures. The regulations are referred to as EDGAR (Education Department General Administrative Regulations.)

- 6) No Child Left Behind Act of 2001 (Public Law 107-110)

To ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Plan for Career and Technical Education in North Carolina

- NC Five-Year State Plan
- Local Plan

NC Five-Year State Plan

Purpose: The provisions of Article 10, Part 1 of Chapter 115C of the General Statutes, enacted by the North Carolina General Assembly direct the State Board of Education to prepare a Master Plan for Career and Technical Education (G.S. 115C-154). The plan shall ensure minimally that:

- 1) Articulation shall occur with institutions, agencies, councils, and other organizations having responsibilities for workforce preparedness.
- 2) Business, industrial, agricultural, and lay representatives, including parents of students enrolled in Career and Technical Education courses, organized as advisory committees have been utilized in the development of decisions affecting Career and Technical Education programs and services.
- 3) Public hearings are conducted annually to afford the public an opportunity to express their views concerning the State Board of Education's plan and to suggest changes in the plan.
- 4) The plan describes the state's policy for Career and Technical Education and the system utilized for delivery of Career and Technical Education programs, services, and activities. The policy shall include priorities of curriculum, integration of career and academic education, technical preparation, and youth apprenticeships.
- 5) A professionally and occupationally qualified staff is employed and organized in a manner to assure efficient and effective state leadership for Career and Technical Education. Provisions shall be made for such functions as: planning, administration, supervision, personnel development, curriculum development, vocational student organizations, coordination, research and evaluation, and such others as the state board may direct.
- 6) An appropriate supply of qualified personnel is trained for program expansion and replacements through cooperative arrangements with institutions of higher education and other institutions or agencies, including where necessary financial support of programs and curriculums designed for the preparation of career and technical administrators, supervisors, coordinators, instructors, and support personnel.
- 7) Minimum standards shall be prescribed for personnel at the state and local levels.
- 8) Local boards of education submit to the State Board a local plan for Career and Technical Education that has been prepared in accordance with the procedures set forth in the State Master Plan for Career and Technical Education.

- 9) Appropriate minimum standards for Career and Technical Education programs, activities, and services shall be established, promulgated, supervised, monitored, and maintained. These standards shall specify characteristics such as program objectives, competencies, course sequence, program duration, class size, supervised on-the-job experiences, career and technical student organization, school-to-career transition programs, qualifications of instructors and all other standards necessary to ensure that all programs conducted by local school administrative units shall be of high quality relevant to student needs, and coordinated with employment opportunities.
- 10) A system of continuing qualitative and quantitative evaluation of all Career and Technical Education programs, activities, and services supported under the provisions of this part shall be established, maintained, and utilized periodically. One component of the system shall be follow-up studies of employees and of former students of Career and Technical Education programs who have been out of school for one year and for five years to ascertain the effectiveness of instruction, services and activities.

Local Plan

Purpose: Each Local Education Agency (LEA) must submit to the Department of Public Instruction a local plan for Career and Technical Education (CTE), which covers the same period as the State Plan for Career and Technical Education. The local plan is a major component of the Local Planning System (LPS), which is an Internet-based process used to identify needs, develop strategies, manage resources, and the LPS is a tool to assist the LEA in delivering quality, high-performing CTE programs, services, and activities. This plan must contain:

- A description of the Career and Technical Education programs, services, and activities to be provided through the use of state, Perkins IV, and local funds. This includes information about customer and stakeholder requirements, suppliers and partners, performance factors, and other factors involved in providing the programs, services, and activities.
 - A program improvement plan assessing progress of meeting state adjusted levels of performance with strategies identified for continuous improvement, with special attention to strategies that are designed to enable special population's students to meet the state adjusted levels of performance identified.
 - Descriptions of how the LEA will meet Perkins IV requirements.
 - Assurances that Career and Technical Education programs will be offered in compliance with Perkins IV rules and regulations.
 - A budget detailing projected utilization of funds for Career and Technical Education programs, services, and activities.
- 1) The Local Planning System focuses heavily on the performance measures and standards that have been developed in response to the core indicators of performance mandated by Perkins IV. **Appendix E** identifies each of the North Carolina performance indicators and delineates how the data for each is generated.

A. Local Plan Assurances

Purpose: These assurances confirm the local educational agency's capacity to carry out the State and Federal legal requirements during the timeframe of this local plan.

- i) General Administration
 - 1. The purposes of career and technical education as established in Chapter 115C, Article 10 of the NC General Statutes are adhered to in planning, designing, implementing, supervising and evaluating the career and technical education programs within this local education agency (LEA). (S.) (Article 10 Part 1 Section 115C-151)
 - 2. Career and technical education programs are supervised, directed, or coordinated by persons qualified under the State Board of Education policies. (S. 115C-154.(6) and (7))
 - 3. The LEA will provide free appropriate career and technical education instruction, activities, and services in accordance with this Part for all youth who elect the instruction and shall have responsibility for administering the instruction, activities, and services in accordance with federal and State law and State Board of Education policies. (S. 115C-157)
 - 4. The LEA will provide activities necessary for the proper and efficient performance of its duties under P.L. 109-270 (Perkins IV), including supervision. (F. Section 134)
 - 5. The expenditures in this plan will adhere to the most recent NC Career and Technical Education (CTE) *Fiscal and Policy Guide*. (S 115C-154(9); 115C-156)
 - 6. The programs in this plan will adhere to the most recent NC Career and Technical Education *Standard Course of Study Guide*. (S 115C-154)
 - 7. Nothing in Perkins IV shall be construed to be inconsistent with applicable federal law prohibiting discrimination on the basis of race, sex, national origin, age, or disability in the provision of federal programs or services. (F. Section 316)
 - 8. Nothing in Perkins IV shall be construed by the LEA to permit, allow, encourage, or authorize any federal control over any aspect of a private, religious, or home school, regardless of whether a home school is treated as a private school or home school under State law. This section shall not be construed to bar students attending private, religious, or home schools from participation in programs or services under this Act. (F. 317)
- ii) Planning/Policy
 - 1. The LEA has developed a career and technical education plan that describes the career and technical education needs of students and potential students in the LEA and indicates how and to what extent the programs proposed in the application meet such needs. (S. 115C-154(8))
 - 2. The LEA will establish effective programs and procedures to enable informed and effective participation in such programs as are authorized under this title. (F. 135.b.5)
 - 3. The career and technical education programs and courses are not duplicated within the LEA unless the LEA has data to justify the duplication or has a plan to redirect the duplicative program within three years. (S. 115C-154.1(2))
 - 4. For all current job skill programs, there is a documented need based on labor market data or follow-up data or there is a plan to redirect the program within two years. (S. 115C-154.1(3))
- iii) Fiscal
 - 1. The LEA will not use more than five (5) percent of the funds for administrative costs associated with the administration of activities assisted under this section. (F. 135.d)
 - 2. Funds allocated for career and technical education will be transferred only in accordance with any rules that the State Board of Education considers appropriate to ensure compliance with federal regulations. (S. 115C-105.25(b)(6))
 - 3. No funds from Perkins IV shall be used to require any secondary school student to choose or pursue a specific career path or major; and to mandate that any individual participate in a career and technical education program. (F. 314)
 - 4. Funds made available under this act for career and technical education activities shall supplement and not supplant non-federal funds expended to carry out career and technical education and tech prep activities. (F. 311.a)
 - 5. None of the funds expended under this title will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial

- benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization. (F. 122.c.12)
6. No funds under Perkins IV may be used to provide career and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this act may be used by such students. (F. 315)
- iv) Curriculum/Instruction
1. Career and technical education programs in the LEA are in accordance with the purposes of G.S. 115C-151:
 - (a) Occupational Skill Development - To prepare individuals for paid or unpaid employment in recognized occupations, new occupations, and emerging occupations. (S. 115C-151(1))
 - (b) Preparation for Advanced Education - To prepare individuals for participation in advanced or highly skilled career and technical education. (S. 115C-151(2))
 - (c) Career Development Introductory - To assist individuals in the making of informed and meaningful occupational choices. (S. 115C-151(3))
 2. New career and technical education programs show documented need based on student demands, or for new job skill programs, based on student and labor market demands (S. 115C-154.1(4)); or, address high wage or high skill or high demand occupations. (F. 122.c.1.(I))
 3. All career and technical education programs are responsive to technological advances, including characteristics of the work force, and the academic, technical, and attitudinal development of students. (S. 115C-154.1(5))
 4. Local programs using the cooperative career and technical education method will be approved subject to students enrolled being placed in employment commensurate with the respective program criteria (S. 115C-154)
 5. Career and technical education programs, services, and activities will be carried out with respect to meeting State adjusted levels of performance. (F. 134(b)(2))
 6. The LEA will ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies are taught for all other students. (F. 134.b.3.D)
 7. The LEA will provide students with strong experience in and understanding of all aspects of an industry. (F. 134.b.3.C)
 8. The LEA will provide a career and technical education program that is of such size, scope, and quality to bring improvement in the quality of career and technical education programs. (F. 135.b.8 and F. 134.b.6)
 9. The definitions of specific career and technical education program elements are adhered to. (S. 115C-152.(1), (2), (3), (4))
 10. The LEA will link secondary career and technical education and postsecondary career and technical education, including by offering the relevant elements of at least one career and technical education program of study. (F. 135.b.2)
 11. The LEA will strengthen the academic and career and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education programs through a coherent sequence of courses to ensure learning in the core academic and career and technical subjects. (F. 135.b.1)
- v) Personnel Development
1. The LEA will provide professional development programs to teachers, counselors, and administrators (F. 135.b.5), including:
 - (a) Inservice and preservice training on effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable; (F. 135(b)(5)(A)(i))
 - (b) Support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry; and (F.

135(b)(5)(B))

(c) Internship programs that provide relevant business experience to teachers (F. 135(b)(5)(C)); and programs designed to train teachers specifically in the use and application of technology to improve instruction. (F. 135(b)(5)(D))

2. If the LEA uses funds under this Act for inservice and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel, it may, upon request, permit the participation in such programs of career and technical education teachers, administrators, and other personnel in nonprofit private schools offering career and technical education programs located in the geographic area serviced by such agency or recipient. (F. 317)

vi) Program Improvement

1. A formal system of evaluation is conducted annually to determine how the programs meet their state objectives and are relevant to employment and occupational needs of students. Evaluation results are maintained in the LEA file designated by the superintendent and are used for improvement in programs. (S 115C-154 (10))
2. An organized system for conducting follow-up studies to determine the effectiveness of the career and technical education programs and guidance and counseling is used by the principal, and a compilation of all schools maintained in the office of the career and technical education director. Records and other information needed to carry out this function are maintained in the teacher's files. (S. 115C-154(10))
3. The LEA has on file the findings of evaluations of career and technical education programs operated in the LEA during the previous one year and five years to ascertain the effectiveness of instruction, services, and activities. (S. 115C-154 (10))
4. The LEA will involve parents, students, teachers, representatives of business and industry, labor organizations, and representatives of special populations, as appropriate, in the development, implementation, and evaluation of career and technical education programs authorized under this title. (F. 134.b.5)
5. The LEA will develop, improve, or expand the use of technology in career and technical education. (F. 135.b.4)
6. The LEA will initiate, improve, expand, and modernize quality career and technical education programs. (F. 135.b.7)

Local Administration

1) Funding

In 1995, the General Assembly of North Carolina passed House Bill 6 (**Appendix M**) granting additional local management of funds flexibility to Local Education Agencies (LEAs). As a result, Categorical “Vocational” months of employment were collapsed into a new funding allotment referenced as Central Office Administration. The State Board adopted new funding formulas providing a dollar amount (not a position allotment) and legislated that “no Central Office Administration could be paid from categorical programs.” For CTE, this means no state categorical PRC 013 CTE months of employment can be used for Central Office Administration of CTE. The legislation stated that the State Board would adopt policy to establish purposes for which consolidated funds could be used. The Board stated that the use of these funds “shall conform to appropriate federal requirements.” Reference **Appendix K** for CTE Administrator job description.

2) Time and Effort

As a federal grant recipient, CTE positions are governed by the Office of Management and Budget (OMB) Circulars A-87 and A-133 Compliance Supplement (**Appendix M**), which mandates time and effort be documented for positions used in meeting cost sharing or matching requirements. All state months of employment are included as part of the match requirement. Therefore, positions paid from Career and Technical Education funds (PRCs 013, 014, 017) are subject to this requirement. In addition, local Central Office positions performing CTE administration functions (formerly paid by state months of employment and collapsed into Central Office Administration in 1995 by House Bill 6) are required to meet the state’s CTE maintenance of effort and matching requirements and are therefore subject to OMB Circular A-87 Time and Effort reporting. If a CTE Administrator is assigned 100% to the administration of Career and Technical Education programs, then the requirement is fulfilled through semi-annual time and effort certification. However, if a CTE administrator is assigned multiple responsibilities outside CTE, then they are subject to monthly reporting.

3) Licensure

The Career and Technical Education supervisor, director, or coordinator must hold a valid 00711 Career and Technical (Vocational) administrator’s license as referenced in the *North Carolina Salary and Benefits Manual*, page B-4, Section IV. <http://www.ncpublicschools.org/fbs/finance/salary/>

State Career and Technical Education Funds

Local education agencies (LEAs), to be eligible to receive state Career and Technical Education (CTE) funds in North Carolina must develop an online local plan in the Local Planning System (LPS) for Career and Technical Education, which meets the career and technical needs of youth in their respective areas. This plan shall be submitted for approval to the Division of Career and Technical Education, Department of Public Instruction, through the appropriate procedures and submitted by the established deadlines. (GS 115C-154.1; 157; 451)

State funds include PRC 013 – Months of Employment for employing Career and Technical Education instructional personnel and PRC 014 for providing program support.

PRC 013 – Months of Employment

Purpose: State months of employment may be used in grades 6-12 for employing non-administrative personnel in a local school administrative unit to satisfy one or more of the following purposes. *A Month of Employment (MOE) is a unit of employment corresponding to a calendar month. Example: 10 months of employment equals one full-time position for an employment period of 10 calendar months.* **Appendix C** provides allowable line item codes for expenditures of funds. Purposes of PRC 013 include:

- 1) Instructional services to youth enrolled in Career and Technical Education program areas as identified in the *CTE North Carolina Standard Course of Study Guide*. <http://www.ncpublicschools.org/docs/cte/scos.pdf>. Program areas include Agricultural Education, Business and Information Technology, Career Development, Family and Consumer Sciences, Health Occupations, Marketing, Technology, and Trade and Industrial Education
- 2) Career and Technical Education instruction and/or supportive services for programs that extend beyond the normal school day
- 3) Appropriate CTE programs and/or supportive services for students who are identified as special populations, which include academically disadvantaged, economically disadvantaged, nontraditional students, single parents, displaced homemakers, students with limited English proficiency and individuals with disabilities

- 4) Career development coordination services to assist students participating in Career and Technical Education in making educational and career decisions
- 5) Coordination for the implementation of the CTE Instructional Management System (IMS)

Eligibility for Months of Employment

Local school administrative units must develop an online local plan (refer to CTE Local Planning System) for CTE that meets the career and technical needs of youth and certain adults. This plan shall be submitted for approval to the Division of Career and Technical Education, Department of Public Instruction. The plan, once approved, is the official agreement between local boards of education and the State Board of Education relative to the use of state and federal funds allotted to them.

State Board of Education policy mandates that "...all professional assignments shall be in the area of an individual's license." Based on this mandate, it is clear that all personnel employed through months of employment **must** be licensed in the Career and Technical Education area(s) in which they are teaching and/or assigned. Teachers assigned one or more classes for which they do not hold a license must secure an appropriate license for the out-of-field assignment, or the LEA must prorate the salary as described in item 2 of Chapter II, Compliance Requirements Section and pay that portion of the teacher's salary from non-CTE funds. **Appendix B**

Formula

Career and Technical Education Months of Employment (MOEs) shall be allocated on a formula basis as approved by the State Board of Education, Department of Public Instruction, and Division of Career and Technical Education.

The State Board of Education allocates the funds received from the General Assembly for MOEs under the following formula: Each LEA will receive a base of 50 months and remaining months will be allotted based on allotted ADM in grades 8-12. (HB 1414-Section 7.37)
<http://www.ncpublicschools.org/fbs/allotments/general/>

The Career and Technical Education allotment formula requiring use of ADM will be based on the higher of the first two months total projected grades 8-12 ADM for the current year or the higher of the first two months total actual prior year grades 8-12 ADM.

*Planning allotments and allocations to LEAs for all state allotments will be reduced based on the number of students transferring to Charter Schools. An allotment reduction will also be taken for students enrolling in NCVPS courses. The NCVPS reduction is based on the funding formula as defined in **Session Law 2011-145**. **Appendix M***

Compliance Requirements

These funds are allocated to LEAs to be used for instructional salaries and instructional support in grades 6-12. It is the CTE administrator's responsibility to monitor the assignment and utilization of PRC 013 months of employment to assure that all requirements for the utilization of these funds are met.

- 1) Activities Allowed

- A. Instructional services to students enrolled in Career and Technical Education courses/program areas as identified in the *CTE North Carolina Standard Course of Study* are allowed.
- B. LEAs must comply with the requirements of the NC General Statutes, particularly Chapter 115C - Article 10, and policies established by the Department of Public Instruction.
- C. Allotments for Career and Technical Education months of employment are effective the date they are allotted and terminate on June 30 of each fiscal year.
- D. Only individuals in positions allotted by the State Board of Education who are professionally licensed in a CTE area by the Department of Public Instruction can be paid with PRC 013 months of employment. **Appendix B**
- E. Personnel salaries shall be based upon the *North Carolina Public School Salary Schedules*. www.ncpublicschools.org/fbs/finance/salary/
- F. Funds for substitute teacher pay must be used in accordance with state regulations controlling sick leave and substitute pay. www.ncpublicschools.org/fbs/finance/salary/
- G. The term of employment for personnel is determined by the Local Board of Education based on the instructional program to be implemented.
- H. Support services to Career and Technical Education students, which include career development, special populations, and instructional management, are an allowable use of months of employment. Coordinators paid with state months of employment must be consistent with the individual job descriptions established for these positions.
 - i. A Career Development Coordinator (CDC) may be employed to implement a plan of work, which includes specific career guidance and counseling activities designed to enable LEAs to meet the Career and Technical Education performance standards. Five basic areas of services provided by Career Development Coordinators are: (1) Career Development; (2) Preparatory Services; (3) Transition Services; (4) Partnerships; and (5) Professional Development. The activities of the CDC are focused on the provision of direct services to students who are participating in Career and Technical Education. A 747 license is required. A sample job description is located in **Appendix H**.
 - ii. A Special Populations Coordinator (SPC) may be employed to serve members of special populations. Five basic areas of services provided by Special Populations Coordinators are: (1) Outreach/Recruitment; (2) Assessment and Prescription; (3) Coordination with Other Service Providers; (4) Monitoring Access, Progress and Success; and (5) Annual Accountability and Planning. The activities of the SPC are focused on the provision of direct student services designed to provide special populations students with the programs and support services needed to assist them in succeeding in their CTE program. Programs and services provided to special populations students must be designed to assist them to meet the state adjusted levels of performance identified for the Perkins IV performance standards. A 770 license is required. A sample job description is located in **Appendix I**.
 - iii. An Instructional Management Coordinator (IMC) may be employed to coordinate the Career and Technical Education instructional management system. Four major functions of Instructional Management Coordinators are: (1) Curriculum Management and Instructional Support; (2) Professional Development; (3) Accountability; and (4) Personal Work Habits. The activities of the IMC are

focused on providing support and technical assistance to CTE teachers and personnel within the local school system in implementing the computerized instructional management system. An 830 license is required. A sample job description is located in **Appendix J**.

- I. If program activities extend beyond the regular 10-month school year and extended employment is involved, a plan of work describing the instructional and/or instructional related activities of those personnel must be on file in the office of the administrator of CTE. Examples of a plan of work for the period of time school is not in session include a calendar of activities or a daily list of activities. Sample plans of work are found in **Appendix F**.
- J. North Carolina General Statute 115C-302.1(b) states that "...local boards shall not reduce the term of employment for any vocational agriculture teacher personnel position that was 12 calendar months for the 1982-83 school year for any school year thereafter. In addition, local boards shall not reduce the term of employment for any vocational agriculture personnel position that was 12 calendar months for the 2003-2004 school year for any school year thereafter." Therefore, if an LEA employed a 12-month agriculture teacher position in FY 2003-04, the position must remain a 12-month position.
- K. If two or more LEAs are consolidated into one LEA, the allotments of the Career and Technical Education months of employment shall not be less than those same allotments to the separate LEAs for the first and second full fiscal year of the consolidation and shall be used for the continuation of the positions and programs, except as specifically authorized by the State Board of Education.

2) Activities Not Allowed

- A. If personnel employed through months of employment (PRC 013) are not providing instructional services to students enrolled in Career and Technical Education courses/program areas as identified in the *CTE North Carolina Standard Course of Study*, salaries must be prorated. This includes personnel who are:
 - i. Assigned to instruct in non-Career and Technical Education courses,
 - ii. Assigned to instruct in courses not identified in the State Board of Education's approved *CTE North Carolina Standard Course of Study Guide* or approved an **Local Course Option (LCO)** <http://www.ncpublicschools.org/docs/cte/scos.pdf>, or
 - iii. Assigned more than an equitable share of duties relating to essential school services of a supportive and/or operational nature. Duties that take less than 5% of a person's time are typically considered *de minimus*, requiring no further explanation.

Calculations for pro-rations are based on instructional time. For example, a CTE teacher teaching in a school using the 4 x 4 block schedule is assigned one non-CTE assignment for one period for both semesters. That teacher is spending one out of three instructional periods in an activity not eligible for CTE funding for the entire school year. Therefore, this teacher's salary would need to be prorated as one-third non-CTE funding and two-thirds CTE funding. The planning period is not included in calculating the pro-ration, because it is always provided to allow a teacher to plan for each of his or her instructional assignments.

- B. If personnel are scheduled to teach an additional period during the school day the

additional compensation may not be paid from PRC 013 or 014. As stated in the *State Salary Manual 2009-10 on page D-2, Extended Day and Extra Pay* “Any work that a teacher does in the confines of the school day, which is established by the local board of education, does not constitute extended day and therefore makes this time ineligible for extra duty pay. State funds may **not** be used to pay certified instructional personnel for a planning period that is outside of the regular instructional day. Therefore, if a school decides to require a teacher to teach an additional class and to schedule their planning period after the regular instructional day, no State funds may be used to provide additional compensation.”

3) Cost Principles

- A. Office of Management and Budget (OMB) Circular A-87 and A-133 Compliance Supplement mandate that time and effort be documented for positions used in meeting cost sharing or matching requirements. **Appendix M**
- B. All state months of employment, with the exception of a percent equal to the maximum state salary increase for the year, are included as a part of the match requirement. Therefore, positions paid from state Career and Technical Education funds are subject to time and effort reporting.
- C. State funds (Central Office Administration funds, PRC 02) used for local CTE administration are also subject to the time and effort reporting requirement, because they are used in meeting cost sharing or matching requirements.
- D. Employees who work 100% on a single federal grant or cost objective must have periodic certifications that they worked solely on that program. Certifications must be prepared at least semi-annually and signed by the employee or supervisor who has first-hand knowledge of the work performed. Examples of forms are found in **Appendix F**.
- E. Split-funded employees who work on multiple activities or cost objectives must support their salaries and wages by completing monthly personnel activity reports. Examples of forms are found in **Appendix F**.

4) Reporting

- A. LEAs must submit the following reports to the Division of Career and Technical Education, Department of Public Instruction:
 - i. Student enrollment reports (NC WISE)
 - ii. Concentrator follow-up reports (VEIS 4)
 - iii. Postassessment achievement reports (IMS)
 - iv. An annual Local Plan via the online Local Planning System (LPS)
 - v. LEAs must electronically submit monthly expenditures to the Department of Public Instruction as specified under the Uniform Education Reporting System (UERS). CTE Administrators should verify LEA policy for reporting these data.
 - vi. **Credential Data Report (CTE A&R)**

Budget Flexibility – ABC Transfer

The *School Based Management and Accountability Procedures Manual* offers local school systems flexibility in the development of local plans to improve student achievement.

<http://www.ncpublicschools.org/docs/accountability/educators/2004abcmanual.pdf>

Flexibility is provided through waivers of certain state regulations, laws and funding restrictions. Budget flexibility for Career and Technical Education funds are subject to the procedures specified in the North Carolina *Allotment Policy Manual* (<http://www.ncpublicschools.org/fbs/allotments/general/>) and the following limitations:

- 1) Transfers of State Career and Technical Education Months of Employment (PRC 013) may be made to CTE Program Support (PRC 014). The dollar amount transferred will equal the average salary, including benefits. Submit an ABC Transfer Form.
<http://www.ncpublicschools.org/fbs/allotments/forms>
- 2) With specific limitations, CTE MOEs may be transferred to non-Career and Technical Education fund categories. The dollar amount transferred out of Career and Technical Education may not exceed the average state salary increase for the current fiscal year based on the promulgated rule established by the State Board of Education to comply with federal regulations (*Allotment Policy Manual*, ABCs Transfer of Funds section). Example: If the average state salary increase is 3.0%, up to 3.0% of the state CTE MOE may be transferred to non-CTE fund categories for that year. (Note: Transfers out of CTE MOEs for other categories is allowable up to the amount of increase in the State allotment for each fiscal year. Temporary State Board Policy Changes **FY 2011-12 and FY 2012-13** only)
- 3) Conversion of a guaranteed certified position, when converted for the purpose of paying for a comparable position in PRC 010 (certified position converted to dollars), will equal the average allotted salary of the transferred from position, including benefits (prorated if appropriate). Certified positions allowed for conversions are limited to Career and Technical Education MOEs, classroom teacher, instructional support, superintendent, principal, and assistant principal.
- 4) Converting certified position allotments to dollars for the purpose of hiring the same type position is not allowable (*Allotment Policy Manual*).
<http://www.ncpublicschools.org/fbs/allotments/general/>

Use of Months of Employment

Months of Employment (MOEs) may be used to employ the following non-administrative personnel only.

- 1) Teaching Personnel: CTE licensed (including work experience alternative licensed and lateral entry) teaching personnel actually involved in student instruction in the classroom or laboratory for the specific program funded.
- 2) Support Services Personnel: Permanent and temporary non-teaching staff, which include Career Development Coordinators, Special Populations Coordinators, and Instructional Management Coordinators, are considered support services personnel. **Appendices H, I, and J**
- 3) Substitutes: Substitutes are allowed for instructional personnel paid from MOEs in accordance with state regulations governing sick leave and substitute pay.
- 4) Interim Teaching Personnel: Interim teaching personnel are paid as substitutes for up to ten consecutive workdays. If teaching for more than ten consecutive days, the teacher must be CTE licensed (including provisional licenses) in the subject area taught and paid on the basis of the gross monthly-certified salary for the entire time taught. Payment of a non-licensed interim teacher for more than ten days at the substitute rate may be permitted provided a suitable licensed teacher is not available to be paid on the basis of a substitute teacher pay in lieu of his/her license rating.
- 5) Part-time Instructional Personnel: Part-time instructional personnel paid on an hourly basis must be licensed (including provisional licenses) in the applicable Career and Technical Education subject area.
- 6) Benefits for personnel employed through these funds include the following:
 - A. Retirement Contributions: Employer's retirement contributions are required for all full-time employees reported. This would not include part-time, temporary employees, or substitute teachers. However, personnel employed on a part-time basis in addition to a full-time assignment would be subject to retirement.
 - B. Social Security: Employer's social security contribution is required for all employees reported.
 - C. Hospitalization: Employer's state-funded hospital-medical insurance contributions are required for all full-time employees reported who elect the coverage. Hospitalization insurance must be documented by completed hospitalization forms to support claims.

PRC 014 – Program Support Funds

Purpose: The purpose of these funds is to provide support for CTE program services and activities. These funds shall be used for instructional salaries, instructional support, and clerical personnel assisting LEAs in the expansion, improvement, modernization and development of quality CTE programs in grades 6-12. (General Statute 115C-156)

Eligibility

Each LEA is entitled to funding based on approval of the local plan (CTE Local Planning System) by the Department of Public Instruction. The LPS must be approved prior to the LEA receiving the allotment. Each LEA's funding is based on ADM in grades 8-12 and can be used to fund CTE programs in grades 6-12.

Formula

Allocations are made based on a formula, which provides a \$10,000 base amount to each LEA. The remainder of the available funds is allotted based on ADM in grades 8-12.

<http://www.ncpublicschools.org/docs/fbs/allotments/initial/state/formula.xls>

*Planning allotments and allocations to LEAs for all state allotments will be reduced based on the number of students transferring to Charter Schools. An allotment reduction will also be taken for students enrolling in NCVPS courses. The NCVPS reduction is based on the funding formula as defined in **Session Law 2011-145**. **Appendix M***

Compliance Requirements

1) Activities Allowed

- A. State Career and Technical Education program support funds can be used in grades 6-12 only to provide Career and Technical Education personnel salaries, which include:
 - i. Licensed positions – instructional (teachers);
 - ii. Licensed positions – support services personnel (Career Development Coordinators, Special Populations Coordinators, and Instructional Management Coordinators); and

- iii. Non-licensed positions – teacher assistants, technical assistants and clerical staff.
- B. Salaries must be prorated for personnel assigned other than Career and Technical Education duties in the manner described in Chapter II, PRC 013, and Compliance Requirements.
 - C. Personnel employed through these funds are subject to the same OMB Circular A-87 and A-133 Compliance Supplement time and effort requirements specified in Chapter II, PRC 013, Compliance Requirements, and #2.
 - D. Staff travel for CTE instructional and support services personnel is allowed.
 - E. A plan of work describing the instructional and/or instructional related activities of personnel employed beyond the 10-month school year must be on file in the CTE administrator's office. Refer to **Appendix F** for samples of forms that might be used for this purpose.
 - F. Eligibility for the CTE administrator's secretary position shall be as follows: One position shall be based on the length of employment of the CTE administrator. Additional positions shall be based on one half-time (6-month) position for each additional full-time administrator to a maximum of two secretarial positions.
 - G. Eligibility for funding courses is based upon the Career and Technical Education Standard Course of Study as defined in the CTE *North Carolina Standard Course of Study Guide* <http://www.ncpublicschools.org/docs/cte/scos.pdf> and in Article 10, Chapter 115C of the NC General Statutes. Local course option courses are eligible for funding if approved through the Local Planning System (LPS).
 - H. Instructional equipment, materials, and/or supplies being used directly in a Career and Technical Education program are allowed.
 - I. Support for Career and Technical student organizations (CTSO) activities is allowed. Career and Technical student organizations are duly established and chartered entities that meet all the following criteria:
 - i. Are considered an integral part of instruction in CTE and, as such, contribute to the attainment of specified curriculum competencies within the recognized program areas of secondary CTE;
 - ii. Are supervised by qualified and licensed CTE personnel;
 - iii. Are affiliated with appropriate state and/or national organizational structures;
 - iv. Are organized and conducted in accordance with guidelines and policies of the State Board of Education (HSP –I-002) as specified by Career and Technical Education; and
 - v. Serve as a teaching strategy that contributes significantly to the motivation and total development of students through activities that develop leadership abilities, citizenship skills, and social competencies leading to a wholesome attitude about living and working.
- 2) Activities Not Allowed – State Career and Technical Education program support funds cannot be used to pay
- A. Professional administrative salary and benefits
 - B. Local supplements to personnel

C. Non-instructional and personal CTSO items, including:

- i. Lodging, meals, conveying or furnishing transportation to activities of social assemblage
- ii. Purchasing of supplies, jackets, and other effects for students' personal use
- iii. Costs of non-instructional activities, such as athletic, social or recreational events
- iv. Printing and disseminating a non-instructional newsletter
- v. Purchasing of awards for recognition of students, advisors or other individuals
- vi. Payment of membership dues

D. If personnel are scheduled to teach an additional period during the school day the additional compensation may not be paid from PRC 013 or 014. As stated in the *State Salary Manual 2009-10 on page D-2, Extended Day and Extra Pay* "Any work that a teacher does in the confines of the school day, which is established by the local board of education, does not constitute extended day and therefore makes this time ineligible for extra duty pay. State funds may **not** be used to pay certified instructional personnel for a planning period that is outside of the regular instructional day. Therefore, if a school decides to require a teacher to teach an additional class and to schedule their planning period after the regular instructional day, no State funds may be used to provide additional compensation."

3) Equipment & Real Property Management

All assets such as moveable equipment should be recorded on the LEA's fixed asset system according to the LEA's capitalization policy. **Appendix D**

4) Period of Availability of State Funds

All funds obligated for the current fiscal year must be expended in the current fiscal year.

5) Procurement & Suspension & Disbarment

Obligations must be incurred in accordance with state purchasing requirements.

6) Reporting

- A. LEAs must develop an education plan for meeting the needs of Career and Technical Education youth and certain adults in their areas. The plan must be submitted online in the Local Planning System (LPS) to the Division of Career and Technical Education in the Department of Public Instruction for approval.
- B. LEAs must provide sufficient information in the LPS for the state to comply with provisions of state and federal laws, policies and guidelines.
- C. The LEA must submit monthly expenditures to the Department of Public Instruction as specified under the Uniform Education Reporting System (UERS). CTE Administrators should verify LEA policy for reporting these data.

Note: Funds may be transferred between CTE MOEs and PRC 014 Program Support. Transfers out of CTE PRC 014 Program Support for other categories are allowable up to the amount of increase in the State allotment for each fiscal year. (Temporary State Board Policy Changes (FY 2009-10 and FY 2010-11 only). Submit an ABC Transfer Form to transfer funds.

Program Support funds can only be used to **supplement** the instructional program. These funds are not to be used to **supplant** state funds. *PRC 014 funds are used to meet federal cost sharing or matching requirements and, therefore, assume the characteristics of federal funds. Supplant means to take the place of. Federal funds must supplement and not supplant state or local funds. 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.* **Appendix C** provides allowable line item codes for expenditures of funds.

These funds may be used to support the following activities when included in the Local Plan:

1) Personnel

A. CTE staff salaries and benefits for

- i. Teachers
- ii. Career Development Coordinators
- iii. Special Populations Coordinators
- iv. Instructional Management Coordinators
- v. Teacher Assistants
- vi. Technical Assistants
- vii. Clerical staff

B. Staff travel for CTE instructional and support services personnel for job-related, non-personnel development activities required to carry out the duties of the position

C. Professional development activities – expenses approved by the LEA necessary for CTE staff to participate in professional development related to their areas(s) of responsibility

- i. Travel
- ii. Meals
- iii. Lodging
- iv. Registration fees
- v. Substitute costs required to enable a CTE teacher to participate in a professional development activity

2) Program Support

A. Services for special populations students, which include the purchase of supplies, software, and hardware necessary for the provision of special populations services within the CTE program

B. Career development coordination services, which include the purchase of supplies, software, and hardware necessary for the provision of career development services within the CTE program

C. Support of the CTE instructional management system, which includes the purchase of supplies, software, and hardware necessary for the implementation of instructional management within the CTE program

D. College Tech Prep support and articulation

E. Equipment and Instructional Aids

- i. Only instructional equipment, materials, and/or supplies being used directly by students in a CTE program may be purchased with these funds. **Appendix F** *includes inventory forms that might be used to properly account for the equipment from purchase until appropriately sold or discarded.*
- ii. Equipment may be used for other instructional purposes if such does not interfere with the primary use.
- iii. The *Career and Technical Education Equipment Guide* (<http://www.ncpublicschools.org/cte/publications/administrative/>) identifies equipment standards for each program area and course within CTE and should be used in determining equipment needs for funded programs.
- iv. Curriculum materials include supplemental textbooks and other audiovisual supplies and materials. **State-adopted textbooks may not be purchased with these funds. Textbooks should be purchased through state textbook allocations.**

F. Activities involving academic integration

G. Support for Family and Consumer Sciences

H. Support for automotive technologies

I. Career-themed learning communities

J. Support for nontraditional students

3) Business-related Expenses

A. Contracted services

B. Advertising

C. Printing/reproduction costs

D. Telephone expenses incurred in conducting follow-up activities on CTE program completers, if not provided by the LEA or school

E. Mobile communication

F. Postage expenses incurred in conducting follow-up activities on CTE program completers, if not provided by the LEA or school

G. Telecommunications expenses

H. Repairs and labor

4) Student-related Expenses

A. Transportation/field trips

B. Work-based insurance

C. Hepatitis B Virus Immunization for applicable programs

- D. Student background checks for clinical internships
 - E. Supplementary textbooks
 - F. Library books
 - G. Tuition fees
 - H. Work study students
- 5) Career and Technical Student Organizations (CTSOs) Activities: In accordance with the State Board of Education's commitment to assist with the financial support of Career and Technical student organizations, the following expenditures should supplement and not replace resources raised through membership dues:
- A. Career and Technical Student Organization Supplies and Materials: To cover the cost of instructional-related Career and Technical student organization supplies and materials as listed in the respective Career and Technical Education program area curriculum guides and CTSO handbooks. This includes instructional guides and publications to increase participation of nontraditional and minority students in CTSOs.
 - B. Regional and State Participation (Local policy may be more restrictive.)
 - i. Substitute Teacher Pay: To free Career and Technical student organization advisors to supervise students at state-approved student organization activities held on a regional or statewide basis.
 - ii. Staff Travel, Subsistence and Registration Fees: To be paid to Career and Technical student organization advisors for expenses incurred during the performance of official duties at state-approved student organization activities held on a regional or statewide basis.
 - iii. Student Transportation: To be paid for costs incurred in transporting CTE students to and from state-approved organization activities held on a regional or statewide basis. Student subsistence is a local responsibility.
 - C. National CTSO Competition/National Officers: The following costs are eligible expenditures for competition in CTSO activities at the national level. (Local policy may be more restrictive.)
 - i. Substitute Teacher Pay: To free student organization advisor(s) to supervise students eligible to compete in national competitive events and students who are national officer candidates.
 - ii. Staff Travel, Subsistence, and Registration Fees: To pay round trip expenses for advisor(s) to supervise students eligible to compete in national competitive events and students who are national officer candidates.
 - iii. Student Transportation: To pay the round trip transportation expenses of students eligible to compete in national competitive events and students who are national officer candidates. Subsistence is a local responsibility.

Federal Career and Technical Education Funds

PRC 017 – Program Improvement

Purpose: The purpose of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 is to develop more fully the academic and career and technical skills of secondary education students and postsecondary education students who elect to enroll in Career and Technical Education program. The emphasis should be on the development of new programs or improvement of existing programs. PRC 017 fund can be used for CTE students in grades 7 – 12 and postsecondary students.

Eligibility

Each LEA is entitled to funding based on approval of the local plan (CTE Local Planning System) by the Department of Public Instruction. The LPS must be approved prior to the LEA receiving the allotment.

Formula

Allocations will be made to LEAs based on a formula, which includes the following factors.

- 1) 70% shall be allotted based upon the proportion of children in poverty ages 5-17 from the preceding fiscal year.
- 2) 30% shall be allotted based upon the proportion of children ages 5-17 from the preceding fiscal year.

Any LEA earning less than \$15,000, based on the formula, must enter a consortium with other LEAs, or be granted a waiver from the minimum grant requirement to be eligible for a grant.

<http://www.ncpublicschools.org/docs/fbs/allotments/planning/federal/planningformula.pdf>

*Planning allotments and allocations to LEAs determined by the formula listed above will be reduced to provide funding for Charter Schools. A charter school must submit a CTE Local Planning System (LPS) application and serve **grades 7-12** in order to receive funding.*

Compliance Requirements

Programs, services and activities supported with these funds may not be used to maintain the status quo, but to improve and expand programs and develop the academic, career and technical skills of Career and Technical Education students in grades 7-12.

1) Activities Allowed

- A. Program Improvement funds are expended in accordance with an approved line-item budget that is supported by strategies and activities described in the Local Planning System (LPS). This budget is submitted and managed through the Budget Utilization and Development system (BUD).
- B. Budget amendments must be submitted to the Regional Coordinator for approval if any of the following occur:
 - i. A departure from the program described in the LPS;
 - ii. Establishment of a new line-item;
 - iii. The deletion of an established line-item; or
 - iv. The transfer of funds from one line-item to another for the total year is more than 10% of the total budget.
- C. The local plan, as approved by the local board of education and superintendent must meet the following criteria as per the Assurances and Certifications, and expenditures must be in agreement with the approved local plan. The local plan must include the following components:
 - i. Describe how CTE activities will be carried out with the funds.
 - ii. Describe how CTE programs and activities will meet state and local levels of performance.
 - iii. Describe how the CTE program will:
 - 1. Offer not less than one program of study;
 - 2. Improve academic and technical skills of CTE participants;
 - 3. Provide students with strong experience in all aspects of an industry;
 - 4. Ensure CTE students are taught the same coherent and rigorous content aligned with challenging academic standards as taught to all other students; and
 - 5. Encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects.
 - iv. Describe how parents, students, academic and CTE teachers, faculty, administrators, career guidance and academic counselors, Tech Prep representatives, business and industry are involved in development, implementation and evaluation of CTE programs.
 - v. Provide assurances that the CTE program is of such size, scope and quality to bring about improvement in CTE programs.
 - vi. Describe the process used to evaluate and continuously improve performance. The LPS amendment process is a major component of the LEA's annual evaluation. The performance indicators included in the annual evaluation are found in **Appendix E**.

- vii. Describe how programs for special populations students will increase access or performance of special populations students, provide strategies to meet adjusted levels of performance, and prepare special populations students for high skill, high wage, or high demand occupations.
- viii. Describe how preparation for nontraditional students will be promoted.
- ix. Describe how comprehensive professional development (including initial teacher preparation) for CTE education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE education.
- x. Describe how career guidance and academic counseling will be provided to CTE students, including linkages to future education and training.
- xi. Describe efforts to improve recruitment and retention of CTE teachers, faculty, career guidance and academic counselors, including transition to teaching from business and industry.

2) Activities Not Allowed

No more than 5% of the total allotment of PRC 017 funds may be used for administrative costs associated with the administration of activities assisted with Perkins funds. Administrative costs include funds expended for indirect costs as well as costs associated with the administration of the CTE program (6120 purpose codes).

If personnel are scheduled to teach an additional period during the school day the additional compensation may not be paid from PRC 017. Since, the state funds as used for Maintenance of Effort the PRC 017 funds assume the same characteristics. As stated in the *State Salary Manual 2009-10 on page D-2, Extended Day and Extra Pay* “Any work that a teacher does in the confines of the school day, which is established by the local board of education, does not constitute extended day and therefore makes this time ineligible for extra duty pay. State funds may **not** be used to pay certified instructional personnel for a planning period that is outside of the regular instructional day. Therefore, if a school decides to require a teacher to teach an additional class and to schedule their planning period after the regular instructional day, no State funds may be used to provide additional compensation.”

Use of Funds: Requirements

Perkins IV requires that funds be used to improve CTE programs with the following strategies.

- 1) Strengthen the academic and technical skills of students participating in such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses and programs of study.
- 2) Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.
- 3) Develop, improve, or expand the use of technology in Career and Technical Education which may include:
 - A. training of Career and Technical Education teachers, faculty, and administrators to use technology, which may include distance learning;
 - B. providing Career and Technical Education students with the academic and career and

technical skills (including the mathematics and science knowledge that provide a strong basis for such skills) that lead to entry into the technology fields; or

- C. encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve mathematics and science knowledge of students.
- 4) Provide professional development programs to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated Career and Technical Education programs, including:
- A. In-service and pre-service training on effective integration and use of challenging academic and Career and Technical Education provided jointly with academic teachers to the extent practicable; effective teaching skills based on research that includes promising practices; effective practices to improve parental and community involvement; and effective use of scientifically based research and data to improve instruction;
 - B. Support of education programs for teachers of Career and Technical Education in public schools and other public school personnel who are involved in the direct delivery of educational services to Career and Technical Education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
 - C. Internship programs that provide relevant business experience; and
 - D. Programs designed to train teachers specifically in the effective use and application of technology to improve instruction.
- 5) Develop and implement annual evaluations of the Career and Technical Education programs carried out with funds under this title.
- 6) Initiate, improve, expand, and modernize quality Career and Technical Education programs, including relevant technology.
- 7) Provide services and activities that are of such size, scope, and quality to be effective.
- 8) Link Career and Technical Education at the secondary level and Career and Technical Education at the postsecondary level, including by offering the relevant elements of not less than one career and technical program of study.
- 9) Provide activities to prepare special populations, including parents and displaced homemakers who are enrolled in Career and Technical Education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

Use of Funds: Permissives

Perkins IV allows funds to be used to improve CTE programs through the following strategies.

- 1) Involve parents, businesses, and labor organizations as appropriate in the design, implementation, and evaluation of Career and Technical Education programs.

- 2) Provide career guidance and academic counseling for students participating in Career and Technical Education.
- 3) Develop and maintain local education and business partnerships to provide work-related experience for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to Career and Technical Education programs.
- 4) Provide programs for special populations.
- 5) Assist career and technical student organizations (CTSOs).
- 6) Provide mentoring and support services.
- 7) Lease, purchase, upgrade or adapt equipment for use in Career and Technical Education programs, including instructional aides and publications designed to strengthen and support academic and technical skill attainment.
- 8) Provide teacher preparation programs that address the integration of academic and Career and Technical Education and that assist individuals who are interested in becoming Career and Technical Education instructors, including individuals with experience in business and industry.
- 9) Improve or develop new Career and Technical Education courses, including the development of new proposed career and technical programs of study and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities for Career and Technical Education students.
- 10) Provide support for Family and Consumer Sciences programs.
- 11) Provide Career and Technical Education programs for school dropouts to complete the secondary school education or upgrade the technical skills.
- 12) Provide assistance to Career and Technical Education students in continuing their education, training, or finding an appropriate job.
- 13) Support training and activities in nontraditional fields.
- 14) Develop and expand postsecondary program offerings at times and in formats that are accessible for students, including the use of distance education.
- 15) Develop initiatives that facilitate the transition of Career and Technical Education students through articulation agreements, dual and concurrent enrollment.
- 16) Provide activities to support entrepreneurship education and training.
- 17) Develop and support small, personalized career-themed learning communities.
- 18) Provide support for training programs in automotive technologies.
- 19) Use a portion of funds for innovative initiatives which may include:
 - a. improving the initial preparation and professional development of Career and Technical Education teachers, faculty, support services personnel, administrators, and counselors;
 - b. establishing, enhancing, or supporting systems for accountability data collection and reporting data;

- c. implementing career and technical programs of study; and
- d. implementing technical assessment.

20) Support other Career and Technical Education activities that are consistent with the purpose of this Act.

Use of Funds: Types of Expenditures

PRC 017 funds can only be used to **supplement** the instructional program. These funds are not to be used to **supplant** state funds. *Supplant means to take the place of. Federal funds must supplement and not supplant state or local funds. 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.*

Appendix C provides allowable line item codes for expenditures of funds.

When using Perkins IV funds for activities required by the Act or for any of the permissive uses, the following are examples of the kinds of expenditures that are allowable.

- 1) Personnel
 - A. CTE staff salaries and benefits for
 - i. Teachers
 - ii. Career Development Coordinators
 - iii. Special Populations Coordinators
 - iv. Instructional Management Coordinators
 - v. Teacher Assistants
 - vi. Technical Assistants
 - B. Time and effort documentation for personnel employed through these and all other federal CTE funds is subject to the requirements of OMB Circular A-87 and A-133 Compliance Supplement. Refer to item 2 under the Special Provisions section of PRC 013 Months of Employment for details. **Appendix F**
 - C. Staff travel for CTE instructional and support services personnel for job-related, non-personnel development activities required to carry out the duties of the position
 - D. Professional development activities – expenses approved by the LEA necessary for CTE staff to participate in professional development related to their areas(s) of responsibility
 - i. Travel
 - ii. Meals
 - iii. Lodging
 - iv. Registration fees
 - v. Substitute costs required to enable a CTE teacher to participate in a professional development activity

2) Program Improvement

- A. Services for special populations students, which include the purchase of supplies, software, and hardware necessary for the provision of special populations services within the CTE program
- B. Career development coordination services, which include the purchase of supplies, software, and hardware necessary for the provision of career development services within the CTE program
- C. Support of the CTE instructional management system, which includes the purchase of supplies, software, and hardware necessary for the implementation of instructional management within the CTE program
- D. College Tech Prep support and articulation
- E. Equipment and Instructional Aids
 - i. Only instructional equipment, materials, and/or supplies being used directly by students in a CTE program may be purchased with these funds. **Appendix F** has *inventory forms that might be used to properly account for the equipment from purchase until appropriately sold or discarded.*
 - ii. Equipment may be used for other instructional purposes if such does not interfere with the primary use.
 - iii. The *Career and Technical Education Equipment Guide* (<http://www.ncpublicschools.org/cte/publications/administrative/>) identifies equipment standards for each program area and course within CTE and should be used in determining equipment needs for funded programs.
 - iv. Curriculum materials include supplemental textbooks and other audiovisual supplies and materials. **State-adopted textbooks may not be purchased with these funds. Textbooks should be purchased through state textbook allocations.**
- F. Activities involving academic integration
- G. Support for Family and Consumer Sciences
- H. Support for automotive technologies
- I. Career-themed learning communities
- J. Support for nontraditional students

3) Business-related Expenses

- A. Contracted services
- B. Advertising
- C. Printing/reproduction costs
- D. Telephone expenses incurred in conducting follow-up activities on CTE program completers, if not provided by the LEA or school

- E. Mobile communication
 - F. Postage expenses incurred in conducting follow-up activities on CTE program completers, if not provided by the LEA or school
 - G. Telecommunications expenses
 - H. Repairs and labor
- 4) Student-related expenses
- A. Transportation/field trips
 - B. Work-based insurance
 - C. Hepatitis B Virus Immunization for applicable programs
 - D. Student background checks for clinical internships
 - E. Supplementary textbooks
 - F. Library books
 - G. Tuition fees
- 5) Career and Technical Student Organizations (CTSOs) Activities: In accordance with the State Board of Education's commitment to assist with the financial support of Career and Technical student organizations, the following expenditures should supplement and not replace resources raised through membership dues:
- A. Career and Technical Student Organization Supplies and Materials: To cover the cost of instruction-related Career and Technical student organization supplies and materials as listed in the respective Career and Technical Education program area curriculum guides and CTSO handbooks. This includes instructional guides and publications to increase participation of nontraditional and minority students in CTSOs.
 - B. Regional and State Participation (Local policy may be more restrictive.)
 - i. Substitute Teacher Pay: To free Career and Technical student organization advisors to supervise students at state-approved student organization activities held on a regional or statewide basis.
 - ii. Staff Travel, Subsistence and Registration Fees: To be paid to Career and Technical student organization advisors for expenses incurred during the performance of official duties at state-approved student organization activities held on a regional or statewide basis.
 - C. National CTSO Competition/National Officers: The following costs are eligible expenditures for competition in CTSO activities at the national level. (Local policy may be more restrictive.)
 - i. Substitute Teacher Pay: To free student organization advisor(s) to supervise students eligible to compete in national competitive events and students who are national officer candidates.
 - ii. Staff Travel, Subsistence, and Registration Fees: To pay round trip expenses for

advisor(s) to supervise students eligible to compete in national competitive events and students who are national officer candidates.

- iii. Student Transportation: To pay the round trip transportation expenses of students eligible to compete in national competitive events and students who are national officer candidates. Subsistence is a local responsibility.

PRC 023 – College Tech Prep

Purpose: These funds shall be used to develop and operate four-year programs designed to provide a Tech Prep program leading to an associate degree, a baccalaureate degree, a two-year apprenticeship or a postsecondary certificate in a specific career field and to provide in a systematic manner, strong, comprehensive links between secondary and postsecondary educational institutions.

Eligibility

Eligible entities are consortia of an LEA and a postsecondary institution that offer a two-year associate degree, two-year certificate program or two-year apprenticeship program. Consortia may also consist of postsecondary institutions that award baccalaureate degrees and employer and labor organizations.

Formula

Available funds are distributed through a competitive grant process in which a consortium submits an application that includes a six-year Tech Prep program plan, which shall be carried out under an articulation agreement among the consortium participants. Two-thirds of the funding of an approved grant is awarded to the LEA and one-third to the postsecondary participant through a formula determined by the state.

Compliance Requirements

- 1) Activities Allowed – Tech Prep programs shall include the following.
 - A. Operate under an articulation agreement between the participants in the consortium.
 - B. Consist of a program of study that:
 - i) Combines completion of the secondary Tech Prep program as defined by North Carolina; with a minimum of two years of postsecondary education in a non-duplicative, sequential course of study or an apprenticeship program of not less than two years following graduation from the secondary tech prep program;

- ii) Integrates academic and Career and Technical Education instruction, and utilizes work-based and worksite learning experiences where appropriate and available;
 - iii) Provides technical preparation in a career field, including high skill, high wage or high demand occupations;
 - iv) Builds student competence in technical skills and in core academic subjects, as appropriate through applied, contextual, and integrated instruction, in a coherent sequence of courses;
 - v) Leads to technical skill proficiency, an industry-recognized credential, a certificate, or a degree in a specific career field;
 - vi) Leads to placement in high skill or high wage employment, or to further education; and
 - vii) Utilizes Career and Technical Education programs of study.
- C. Includes the development of Tech Prep programs for secondary and postsecondary education that:
- i) Meet academic standards defined by North Carolina;
 - ii) Link secondary and two-year postsecondary institutions, and if possible and practicable, four-year institutions of higher education through:
 - (1) Non-duplicative sequences of courses in career fields;
 - (2) Use of articulation agreements; and
 - (3) The investigation of opportunities for secondary education students to enroll concurrently in secondary education and postsecondary education coursework ;
 - iii) Use, if appropriate and available, work-based learning or worksite learning experiences in conjunction with business and all aspects of an industry; and
 - iv) Use educational technology and distance learning, as appropriate, to involve all the participants in the consortium more fully in the development and operation of programs.
- D. Includes professional development for teachers, faculty and administrators that:
- i) Supports effective implementation of Tech Prep programs;
 - ii) Supports joint training in the Tech Prep consortium;
 - iii) Supports the needs, expectations, and methods of business and all aspects of an industry;
 - iv) Supports the use of contextual and applied curricula, instruction and assessment;
 - v) Supports the use and application of technology; and
 - vi) Assists in accessing and utilizing data, information available pursuant to section 118 of the Perkins Act, and information on student achievement, including assessments.
- E. Includes professional development programs for counselors designed to enable counselors to more effectively:
- i) Provide information to students regarding Tech Prep programs;

- ii) Support student progress in completing Tech Prep programs, which includes the use of career development plans;
 - iii) Provide information on related employment opportunities;
 - iv) Ensure that students are placed in appropriate employment or further postsecondary education;
 - v) Stay current with the needs, expectations, and methods of business and all aspects of an industry; and
 - vi) Provide comprehensive career guidance and academic counseling to participating students, including special populations.
- F. Provide equal access to the full range of technical preparation programs to individuals who are members of special populations, including the development of Tech Prep program services appropriate to the needs of special populations;
- G. Provide preparatory services that assist participants in Tech Prep programs.
- H. Coordinate with activities funded through other Career and Technical Education programs including, but not limited to, PRC 017.
- 2) Activities Not Allowed
- A. No full or part-time personnel may be paid from these funds.
- B. No administrator of the grant may be paid from these funds. However, up to 5% of the grant may be used for administrative costs, which include professional development costs for administrators and indirect costs charged to the grant.
- 3) State Required Reports
- A. The number and percent of secondary and postsecondary students served through Tech Prep
- B. The number and percent of secondary Tech Prep students who:
- i) Enroll in postsecondary education;
 - ii) Enroll in postsecondary education in the same field or major;
 - iii) Complete state or industry-recognized certification or licensure;
 - iv) Complete postsecondary education credits prior to graduation from high school; and
 - v) Enroll in remedial mathematics, writing or reading courses upon entering postsecondary education.
- C. The number and percent of postsecondary Tech Prep student who:
- i) Are placed in a related field of employment within 12 months of graduation;
 - ii) Complete state or industry-recognized certification or licensure;
 - iii) Complete a two-year degree or certification within 3 years; and
 - iv) Complete a baccalaureate degree program within 6 years.

Use of Funds

- 1) Personnel
 - A. Extended employment for teachers and support staff, both Career and Technical Education and academic, may be paid for additional activities and services performed beyond their regular contract. These services and activities must meet the criteria for a College Tech Prep course of study.
 - B. Staff development that supports College Tech Prep for Career and Technical Education and academic teachers, support services personnel, counselors, and administrators may be paid with these funds.
 - C. Up to 5% of the grant may be used for administrative costs. This includes the staff development costs of all administrators as well as indirect costs charged to the grant.
- 2) Tech Prep program support
 - A. Tech Prep funds may be used to support activities identified in the approved application.
 - B. Funds may be used to purchase services used in support of this program. Facilities rental and food costs are not allowable expenditures. Any equipment rental must be for instructional purposes and must be the most cost effective means of providing the skills training for students.
 - C. Funds may be used to purchase only state-of-the-art instructional equipment for articulated programs. It is to be used to supplement NOT offset (supplant) instructional equipment purchases for articulated College Tech Prep programs.
 - D. Instructional supplies and materials used to support College Tech Prep may be purchased from this fund source. Applied curriculum materials and supplies may be purchased from these funds when such a purchase is included in the approved application and the curriculum is part of a College Tech Prep course of study.
 - E. All supplemental textbooks and periodicals purchased with these funds must be technically advanced. Regular textbooks may not be purchased with these funds.

Definitions

1. *All aspects of an industry*: Strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter in regards to planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, and health, safety, and environmental issues.
2. *Articulation agreement*: A written commitment that is agreed upon at the state level or approved annually by the lead administrators of a secondary institution and a postsecondary institution, or a sub baccalaureate degree granting postsecondary institution and a baccalaureate degree granting institution; and to a program that is designed to provide students with a nonduplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate or a degree and is linked through credit transfer agreements between the two institutions.
3. *Average Daily Membership*: The sum of the number of days in membership for all students in individual Local Education Agencies (LEAs), divided by the number of school days in the term.
4. *Capitalized Equipment*: An item described as a material unit that meets all of the following criteria:
 - A. It is non-expendable, that is if damaged or some of its parts are lost or worn out it is usually more feasible to repair it than replace it with an entirely new unit;
 - B. It has a life of more than one year;
 - C. It represents an acquisition cost of \$5,000 or more per unit.

LEAs may designate a fixed asset threshold lower than \$5,000. If, for example, an LEA sets a \$500 fixed asset threshold and labels all items costing \$500 or more that meet criteria (1) and (2) above, those items would be identified as capitalized equipment. Capitalized equipment should be inventoried. Use object codes 541 or 542 for capitalized equipment.

5. *Career guidance and academic counseling*: 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.
6. *Career and Technical Education (CTE)*: Organized educational activities that offer a sequence of courses that provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; provides technical skills proficiency, an industry recognized credential, a certificate, or an associate degree; and may include prerequisite courses other than a remedial course that meet the requirements of this subparagraph; and 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, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.

7. *Career and Technical Student Organizations (CTSO)*: Those organizations for individuals enrolled in CTE programs, which engage in activities as an integral part of the instructional program. Such organizations may have State and national units, which aggregate the work and purposes of instruction in CTE at the local level. The following organizations currently exist in the eight program areas defined for Career and Technical Education in North Carolina:
 - Agriculture Education: *FFA, The Organization for Agricultural Education Students*;
 - Business Education: *FBLA, Future Business Leaders of America*;
 - Family and Consumer Sciences Education: *FCCLA, Family, Career, and Community Leaders of America*;
 - Health Occupations Education: *HOSA, Health Occupations Students of America*;
 - Marketing Education: *DECA, An Association of Marketing Students*;
 - Technology Education: *TSA, Technology Student Association*
 - Trade & Industrial Education: *Skills USA*
8. *Concentrator*: A student who completes four CTE technical credits in a pathway, including one advanced or second-level course.
9. *Core Indicators of Performance* are measures of
 - A. student attainment of challenging State established academic, and career and technical education skill proficiencies;
 - B. student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary diploma, or a postsecondary degree or credential;
 - C. placement in, retention in, and completion of, postsecondary education or advanced training,
 - D. placement in military service, or placement or retention in employment; and
 - E. student participation in and completion of career and technical education programs that lead to nontraditional training and employment.
10. *Disadvantaged*: Individuals (other than individuals with handicaps) who have economic or academic disadvantages and who require special services and assistance in order to enable such individuals to succeed in Career and Technical Education programs. Such term includes individuals who are members of economically disadvantaged families, migrants, individuals of limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school.
 - A. *Academically disadvantaged*: Individuals who meet one or more of the following criteria: an individual who scores at or below the 25th percentile on a standardized achievement or aptitude test, an individual whose secondary school grades are below 2.0 on a 4.0 scale (on which the grade “A” equals 4.0), or an individual who fails to attain minimum academic competencies.
 - B. *Economically disadvantaged*: A student meets one or more of the following criteria: eligible for Aid to Families with Dependent Children, eligible for benefits under the Food Stamp Act of 1977, eligible to be counted for purposes of Section 1005 of Chapter I of Title I of the Elementary and Secondary Act of 1965 as amended, eligible to receive free or reduced-price meals under the National School Lunch Act, or determined by the Secretary to be low-income according to the latest available data from the Department of Commerce.

11. *Disbarment*: To take the grant award away from the recipient.
12. *Displaced Homemaker* means an individual who
 - A. (1) Has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;
 - (2) Has been dependent on the income of another family member but is no longer supported by that income; or
 - (3) Is a parent whose youngest dependent child will become ineligible to receive assistance under the program for aid to families with dependent children under part A of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which a parent applies for assistance under this title; and
- B. Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.
13. *Eligible Recipient*: A local educational agency (including a public charter school that operates as a local educational agency), an area Career and Technical Education school, an educational service agency, or a consortium, eligible to receive assistance under the Act's provisions for distributing funds to secondary school programs, or, an eligible institution or consortium of eligible institutions eligible to receive assistance under the Act's provisions for distribution of funds for postsecondary Career and Technical Education programs.
14. *Instructional Management System*: An electronic system that improves the instructional process by providing formative and summative assessments, documents student learning, and improves student achievement.
15. *Individual with a Disability* (IDEA) Public Law 94-142: Any individual with any disability (as defined in section 3(2) of the Americans With Disabilities Act of 1990). A student who meets one or more of the following criteria is considered to be an individual with disabilities:
 - A. a physical or mental impairment that substantially limits one or more of the major life activities of that individual; the individual has a record of such an impairment; or is regarded as having an impairment;
 - B. any student certified under Individuals Disability Education Act (IDEA);
 - C. any student who is considered handicapped under section 504 of the Rehabilitation Act.
16. *Indirect Costs*: Those that have been incurred for common or joint purposes. Typical examples of indirect costs may include certain State/local-wide central service costs, general administration of the grantee department or agency, accounting and personnel services performed within the grantee department or agency, depreciation or use allowances on buildings and equipment, the costs of operating and maintaining facilities, etc.
17. *Local Education Agency (LEA)*: A board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district, or political subdivision in a State, or any other public educational institution or agency having administrative control and direction of a Career and Technical Education program. Such term shall also include a state corrections educational agency.

18. *Local Planning System (LPS)*: An online management operating system based on the Baldrige Criteria for Performance Excellence that serves as the local means for CTE strategic planning; performance management; and accountability at local, state, and federal levels. <http://ctelpls.dpi.state.nc.us/>
19. *Maintenance of Effort*: The CTE expenditures per student in the current fiscal year were equal to or greater than that of the previous fiscal year.
20. *Match*: To provide from non-federal sources for the costs for the administration of CTE programs an amount that is not less than the amount provided from non-federal sources for such costs for the preceding fiscal year.
21. *Month of Employment (MOE)*: A unit of employment corresponding to a calendar month. Local Boards of Education, by authority of G.S. 11 5C-302. 1(b), determine the term of employment for their Career and Technical Education teachers. Full time positions can be from 10 to 12 months of employment. For example: 10 months of employment equal one full time position for an employment period of 10 calendar months.
22. *Non-Capitalized Equipment*: A material unit purchased as an initial, additional and replacement item of equipment for both instructional and support areas whose small unit cost and/or lease/purchase arrangement makes it inadvisable to capitalize the item.
23. *Performance Measures and Standards*: CTE performance indicators developed for North Carolina and identified in the LPS in response to the performance indicators mandated by the Carl D. Perkins Career and Technical Education Act of 2006. **Appendix E**
24. *School Facilities*: Classrooms and related facilities (including initial equipment) and interests in lands on which such facilities are constructed. Such term shall not include any facility intended primarily for events for which admission is to be charged to the general public.
25. *Single Parent*: An individual who
 - A. Is unmarried or legally separated from a spouse; and
 - B. Has a minor child or children for which the parent has either custody or joint custody; or is pregnant.
26. *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 limited English proficiency.
27. *Supplant*: To take the place of. Federal funds must supplement and not supplant state or local funds. 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.
28. *Supplemental Textbooks*: Non-state adopted reference textbooks that enhance the instructional program.
29. *Support Services Personnel*: Supportive personnel who provide services related to modifications of curricula, equipment, classroom settings, and instructional aides and devices.

30. *Vocational and Technical Education (VTE)* is synonymous with Career and Technical Education.
31. *VoCATS* (Vocational Competency Achievement Tracking): The CTE instructional management system that is now referred to as the Instructional Management System (IMS).
32. *Workforce Development Education (WDE)* is synonymous with Career and Technical Education.

Travel Regulations

Purpose

Section 5 of the State Budget Manual, “Travel Policies and Regulations,” as published by the Office of State Budget and Management, <http://www.osbm.state.nc.us/>, sets forth travel policies and regulations establishing authorization for, and reimbursement of, expenditures for official travel. The following policies and regulations come from Section 5 of the State Budget Manual as adopted to meet the requirements of local education agencies for travel policies and regulations for authorization from state and federal funds administered by the State Board of Education.

Registration Fees

Conference registration fees (no maximum) may be paid if supported by a valid receipt or invoice. Regulations stipulate that registration fees are not to exceed the actual amount expended as shown by a valid receipt or invoice. This rule applies to in-state or out-of-state conferences. Employees may not claim separate reimbursement for meals included in registration fees when the cost of the meals are included as part of a registration fee.

Subsistence Expenses

The daily maximum allowable statutory rate for the reimbursement of travel and subsistence costs for official business is **\$100.25** for in-state travel and **\$114.35** for out-of-state travel. The following shall be used for reporting allowable subsistence expenses while traveling on official school unit business:

	<i>In State</i>	<i>Out of State</i>
<i>Breakfast</i>	8.00	8.00
<i>Lunch</i>	10.45	10.45
<i>Dinner</i>	17.90	20.30
<i>Lodging (Actual cost up to)</i>	63.90	75.60
TOTAL	\$100.25	\$114.35

Lodging

Payment of sales tax, local tax, or service fees applied to the cost of lodging is to be paid in addition to the daily subsistence amount. The employee may exceed the ceiling allocated for lodging without approval for over expenditure provided that the total lodging and food reimbursement does not exceed the maximum allowed per day.

Written approval by an official designated by the local superintendent must be obtained in order to qualify for reimbursement for overnight stay. Excess lodging authorizations must be obtained in advance from the local superintendent or designee.

Requests for reimbursement must be filed within thirty days after the travel period ends.

Specific dates of lodging must be listed on the reimbursement request, and substantiated by a receipt from a commercial lodging establishment, not to exceed \$65.90 per night for in-state or \$78.05 per night for out-of-state.

The statutory subsistence rate is inclusive of personal gratuities, except baggage and handling tips, which may be claimed for porters at terminals and hotels as other expenses.

Meals

Each meal reimbursement must be listed on the reimbursement request. Tips for meals are included in the food allowance. Times of departure and arrival must be listed on the reimbursement request. The costs of meals included in other related activities (registration fees, conference costs, hotel registration, etc.) may not be duplicated in reimbursement requests.

Employees may receive *allowances for meals for partial days of travel* when the partial day is the day of departure or the day of return. To be eligible, the employee must:

- Breakfast Depart duty station prior to 6:00 a.m.
- Lunch Depart duty station prior to Noon. (Day of departure) Return to duty station after 2:00 p.m. (Day of return)
- Dinner Depart duty station prior to 5:00 p.m. (Day of departure) or return to duty station after 8:00 p.m. (Day of return) and extend the workday by three hours.

Allowances shall not be paid to employees for lunches if travel does not involve an overnight stay. To be eligible for allowances for the breakfast and dinner meals, employee must:

- Breakfast Depart duty station prior to 6:00 a.m. and extend the normal workday by two hours.
- Dinner Return to duty station after 8:00 p.m. and extend the normal workday by three hours.
- Both meals To be eligible for both breakfast and dinner meal allowances, (1) the employee must have worked five hours longer than the normal workday and (2) the travel must involve a travel destination located at least 35 miles from the employees regularly assigned duty station.

Reimbursement to employees for lunches eaten while on official state business may be made only in the following circumstances:

1. When the employee is on overnight travel status;
2. When the cost of the lunch is included as part of a registration fee for a formal conference, assembly, etc. Such conferences must involve the active participation of persons other than the employees of a single school unit and must be necessary for conducting official state business. The registration fee must not be exclusively for the lunch;
3. When an employee's job requires attendance at a meeting of a local board, committee, commission, or council, in their official capacity, and the lunch is preplanned as part of the meeting for the entire board, committee, commission or council; and
4. When the lunch is included as an integral part of a conference, assembly, etc. Such conference must involve the active participation of persons other than the employees of a single school unit; the employee's attendance must be required for the performance of his/her duties, but must not be part of that employee's normal day-to-day business activities; and the conference must be planned in advance with a formal agenda and include a written notice or invitation to participants.

No excess will be allowed for meals unless such costs are included in registration fees and/or there are pre-determined charges.

Transportation

Actual mileage is reimbursable. Mileage is measured from the closer of duty station or point of departure to destination and return. The business standard mileage rate set by the Internal Revenue Service (currently 51 cents per mile) will be paid. Parking fees, tolls, and storage fees are reimbursable when the required receipts are obtained.

No reimbursement shall be made for the use of a personal car in commuting from an employee's home to duty station.

Reimbursement for travel between the employee's duty station and the nearest airline terminal and for appropriate parking may be made for travel by:

1. Taxi or Airport Shuttle – actual costs with receipts.
2. Private car – 55.5 cents per mile for a maximum of two round trips with no parking charges or for one round-trip with parking charges. Receipts are required for airport parking claims.
3. Use of Public Transportation – In lieu of taxi or airport shuttle, employees can be reimbursed without receipts \$5 for each one-way trip either from the airport to hotel/meeting or from the hotel/meeting to the airport.

Reimbursement for travel to and from the airline terminal at the employee's destination may be made where travel is via most economical mode available as listed below:

1. Taxi or Airport Shuttle service – Actual costs with receipts.
2. Rental vehicles – May be used with the prior approval of the superintendent or his/her designee; however, rental vehicles may not be used for the sole convenience of the employee (receipt required).
3. Use of Public Transportation – In lieu of using a taxi or airport shuttle, employees can be reimbursed without receipts \$5 for each one-way trip either from the airport to hotel/meeting or from the hotel/meeting to the airport.

When a local school-owned vehicle is used for official travel, the vehicle operator may be reimbursed for parking, storage fees and tolls provided necessary receipts are obtained. Required emergency repairs are not reimbursable from state and federal funds.

General Travel Information

Under no circumstances may duplicate reimbursement be made for any portion of an employee's expenses paid or reimbursed from a local, state and/or federal fund sources. All travel is contingent upon the availability of funds in the approved budget.

Employees will be responsible for unauthorized costs and any additional expenses incurred for personal preference or convenience.

The meal reimbursement rate is inclusive of gratuities.

All travel must be authorized by the local superintendent or his or her designee.

Excess subsistence authorization for lodging for school unit employees must be approved in writing in advance.

Employees who travel on school unit business may be issued advances in order that personal funds will not be required. Fiscal records must be maintained by the school unit for proper control.

If the total lodging and food allowance costs exceed the maximum allowed (\$101.05 in-state and \$115.55 out-of-state), advance authorization for excess expenditures for in-state or out-of-state travel of employees is required by the local superintendent or his or her designee. Unless otherwise prohibited, approval for excess lodging expenditures may be considered when a traveler is in a high cost area and unable to secure lodging within the current allowance, or the employee submits in writing that his/her personal safety or security is unattainable within the current allowance. Receipts are required for reimbursement.

Licensure Requirements for Program Areas in Career and Technical Education

<u>Area</u>	<u>Licensure Code</u>
Agricultural Education	700
Business Education	760
• Network Administration	762
Career Development Coordinator (CDC)	747
Career and Technical Education Director	711
Family and consumer sciences Education - General	710
• Apparel Design	712
• Child Development/Family Studies	714
• Food & Nutrition/Culinary Arts	716
• Interior Design/Housing	718
Health Occupations Education – Registered Nurse	720
• Non-RN, Allied Health/Medical Professional	721
• Biotechnology Professional	722
Marketing Education	730
Special Populations Coordinator (Handicapped/Disadvantaged)	770
• CTE Licensure Area	770A
• EC Licensure Area	770B
• Counseling Licensure Area	770C
Technology Education	820
• Principles of Technology Endorsement++	18825
• Scientific & Technical Visualization Endorsement++	18827
• Project Lead the Way Endorsement++	18829
Trade & Industrial Education	740
• Collision Repair	74010
• Automotive Service	74015
• Cabinetmaking/Furniture	74020
• Carpentry	74025

• Cosmetology	74030
• Electrical Trades	74035
• Electronics	74040
• Printing and Graphics	74045
• Electro-Mechanical Maintenance	74050
• Masonry	74055
• Mechanical Systems (HVAC or Plumbing)	74060
• Metals Manufacturing	74065
• Drafting	74070
• Textiles	74075
• Welding	74080
• Work Development (formerly Industrial Cooperative Training)	74085
• Specialized	74095
• Computer Engineering Technology – CET	74096
• Network Engineering Technology – NET	74097
• Digital Media	74098
• Public Safety	74099
Instructional Management Coordinator (VoCATS)	830
Career Management (Course 6145)	**

** Any Career and Technical Education license meets this requirement.

++ Endorsement Areas

Specific licensure requirements for each code may be obtained from the LEAs personnel office. Ask for the *North Carolina Licensure Manual for Public School Professionals*. <http://www.ncpublicschools.org/licensure/>

Career and Technical Expenditures by Fund Source

- PRC 013 – State Months of Employment
- PRC 014 – State Program Support
- PRC 017 – Federal Program Improvement
- PRC 023 – Federal Tech Prep
- Local – (not shown) Local funds may be used for all purpose and object codes

Side by Side Comparison PRC 013, 014, and 017

	PRC 013	PRC 014	PRC 017
Purpose	<ul style="list-style-type: none"> Employ personnel in areas of CTE instruction, instructional management, career development coordination, and special populations support. 	<ul style="list-style-type: none"> Provide support for CTE programs and activities and CTE personnel assisting in the expansion, modernization and development of quality CTE programs in grades 6-12. 	<ul style="list-style-type: none"> Develop more fully the academic and technical skills of secondary students and postsecondary students who elect to enroll in Career and Technical Education (CTE). Emphasis is on development of new programs or improvement of existing programs.
Eligibility	<ul style="list-style-type: none"> Approved Local Plan CTE personnel licensed in CTE area in which they are teaching and/or assigned 	<ul style="list-style-type: none"> Approved Local Plan LEAs entitled to funding based on ADM in grades 8-12 	<ul style="list-style-type: none"> Approved Local Plan
Formula	<ul style="list-style-type: none"> Base of 50 months + allotment based on ADM in grades 8-12 	<ul style="list-style-type: none"> Base of \$10,000 + available allotment based on ADM in grades 8-12 	<ul style="list-style-type: none"> 70% allotted based on proportion of children in poverty ages 5-17 30% allotted based on proportion of children ages 5-17

	PRC 013	PRC 014	PRC 017
Use of Funds	PERSONNEL	PROGRAM SUPPORT	PROGRAM IMPROVEMENT
	<ol style="list-style-type: none"> 1. Salaries (in Months of Employment) for: <ol style="list-style-type: none"> a. Teachers b. Support Services Personnel (CDC, SPC, IMC) c. Substitutes d. Interim teaching personnel e. Part-time Instructional personnel 2. Benefits for employed personnel <ol style="list-style-type: none"> a. Retirement b. Social Security c. Hospitalization 	<ol style="list-style-type: none"> 1. Services for support programs: special populations students; career development coordination; and instructional management 2. College Tech Prep, including articulation agreements, dual and concurrent enrollment 3. Equipment (including rentals/leases and computer equipment) 4. Instructional aids <ol style="list-style-type: none"> a. Materials and supplies b. Software and computer supplies 5. Activities involving academic integration 6. Support for Family and Consumer Sciences 7. Support for automotive technologies 8. Career-themed learning communities 9. Support for nontraditional students 	<ol style="list-style-type: none"> 1. Services for support programs: special populations students; career development coordination; and instructional management 2. College Tech Prep, including articulation agreements, dual and concurrent enrollment 3. Equipment (including rentals/leases and computer equipment) 4. Instructional aids <ol style="list-style-type: none"> a. Materials and supplies b. Software and computer supplies 5. Activities involving academic integration 6. Support for Family and Consumer Sciences 7. Support for automotive technologies 8. Career-themed learning communities 9. Support for nontraditional students
		BUSINESS-RELATED EXPENSES	BUSINESS-RELATED EXPENSES
		<ol style="list-style-type: none"> 10. Contracted Services 11. Advertising 12. Printing/reproduction costs 13. Telephone/mobile communication 14. Postage 15. Telecommunication expenses 16. Repairs/labor 	<ol style="list-style-type: none"> 10. Contracted Services 11. Advertising 12. Printing/reproduction costs 13. Telephone/mobile communication 14. Postage 15. Telecommunication expenses 16. Repairs/labor
		STUDENT-RELATED EXPENSES	STUDENT-RELATED EXPENSES
		<ol style="list-style-type: none"> 17. Transportation/field trips 18. Work-based insurance 19. Hepatitis B Virus Immunization 20. Student background checks 21. Supplementary textbooks 22. Library books 23. Tuition fees 24. Work study students 	<ol style="list-style-type: none"> 17. Transportation/field trips 18. Work-based insurance 19. Hepatitis B Virus Immunization 20. Student background checks 21. Supplementary textbooks 22. Library books 23. Tuition fees
		CTSO ACTIVITIES	CTSO ACTIVITIES
		<ol style="list-style-type: none"> 25. Substitutes for advisors 26. Travel/subsistence/registration for advisors 27. Student transportation 28. CTSO instruction-related supplies and materials 29. National CTSO competition (25, 26, and 27 listed above) 	<ol style="list-style-type: none"> 24. Substitutes for advisors 25. Travel/subsistence/registration for advisors 26. Student transportation 27. CTSO instruction-related supplies and materials 28. National CTSO competition (24, 25, and 26 listed above)

5110 Regular Curricular Services		PRC 013	PRC 014	PRC 017	PRC 023
5110-xxx-163	Regular Curricular – Substitute Pay – Staff Dev.		●	●	●
5110-xxx-181	Regular Curricular – Supplementary Pay			●	
5110-xxx-196	Regular Curricular – Staff Dev. Participant Pay		●	●	●
5110-xxx-211	Regular Curricular – Employer’s Soc Sec – Regular		●	●	●
5110-xxx-221	Regular Curricular – Employer’s Retirement – Regular		●	●	●
5110-xxx-312	Regular Curricular – Workshop Exp/Allowable Travel		●	●	●
5110-xxx-332	Regular Curricular – Travel Reimbursement		●	●	●
5120 CTE Curricular Services		PRC 013	PRC 014	PRC 017	PRC 023
Salaries (100) and Benefits (200)					
5120-xxx-121	CTE – Salary – Teacher	●	●	●	● Ext. Emp. Only
5120-xxx-122	CTE – Salary – Interim Teacher – Noncertified	●	●	●	● Ext. Emp. Only
5120-xxx-124	CTE – Salary – VIF	●	●	●	
5120-xxx-126	CTE – Salary – Extended Contracts				●
5120-xxx-131	CTE – Salary – Instructional Support I – Reg.	●	●	●	
5120-xxx-142	CTE – Salary – TA – NCLB		●	●	
5120-xxx-143	CTE – Salary – Tutor		●	●	
5120-xxx-146	CTE – Salary – Specialist (School-Based)		●	●	●
5120-xxx-162	CTE – Substitute Pay – Reg. Absence	●	●	●	●
5120-xxx-163	CTE – Substitute Pay – Staff Dev.	●	●	●	●
5120-xxx-164	CTE – Salary – Full Time Sub – Non-Cert.	●	●	●	
5120-xxx-166	CTE – Teacher Assistant Pay – Staff Dev.	●	●	●	●

5120-xxx-167	CTE – Teacher Assistant Pay – Reg. Absence	●	●	●	
5120-xxx-177	CTE – Work Study Student		●		
5120-xxx-181	CTE – Supplementary Pay			●	
5120-xxx-183	CTE – Bonus Pay	●	●	●	
5120-xxx-184	CTE – Longevity Pay	●	●	●	●
5120-xxx-185	CTE – Bonus Leave Payoff	●	●		
5120 CTE Curricular Services		PRC 013	PRC 014	PRC 017	PRC 023
5120-xxx-188	CTE – Annual Leave Payoff	●	●		
5120-xxx-189	CTE – Short Term Disability – First Six Months	●	●	●	
5120-xxx-191	CTE – Curriculum Development Pay		●	●	●
5120-xxx-193	CTE – Mentor Stipend			●	
5120-xxx-196	CTE – Staff Dev. Participant Pay		●	●	●
5120-xxx-197	CTE – Staff Development Instructor		●	●	●
5120-xxx-198	CTE – Tutorial Pay			●	●
5120-xxx-199	CTE – Overtime Pay		●	●	●
5120-xxx-211	CTE – Employer’s Soc. Sec. – Reg.	●	●	●	●
5120-xxx-221	CTE – Employer’s Retirement – Reg.	●	●	●	●
5120-xxx-231	CTE – Employer’s Hospitalization Ins.	●	●	●	●
5120-xxx-232	CTE – Employer’s Workers’ Comp Ins.	●	●	●	●
5120-xxx-234	CTE – Employer’s Dental Ins.			●	
Purchased Services (300)					
5120-xxx-311	CTE – Contracted Services		●	●	●
5120-xxx-312	CTE – Workshop Exp/Allowable Travel		●	●	●
5120-xxx-313	CTE – Advertising Cost		●	●	●
5120-xxx-314	CTE – Printing and Binding Fees		●	●	●
5120-xxx-315	CTE – Reproduction Costs		●	●	●
5120-xxx-319	CTE – Other Professional/Technical Svc.		●	●	
5120-xxx-326	CTE – Contracted Repairs - Equipment		●	●	
5120-xxx-327	CTE – Rentals/Leases		●	●	●

5120-xxx-332	CTE – Travel Reimbursement		●	●	●
5120-xxx-333	CTE – Field Trips		●	●	●
5120-xxx-341	CTE – Telephone		●	●	●
5120 CTE Curricular Services		PRC 013	PRC 014	PRC 017	PRC 023
5120-xxx-342	CTE – Postage		●	●	●
5120-xxx-343	CTE – Telecommunications Services		●	●	●
5120-xxx-344	CTE – Mobile Communication		●	●	
5120-xxx-351	CTE – Tuition Fees		●	●	
5120-xxx-352	CTE – Employee Education Reim		●	●	
5120-xxx-379	CTE – Other Insurance & Judgments		●	●	
Supplies and Materials (400)					
5120-xxx-411	CTE – Supplies and Materials		●	●	●
5120-xxx-413	CTE – Other Textbooks		●	●	●
5120-xxx-414	CTE – Library Books		●	●	●
5120-xxx-418	CTE – Computer Software & Supplies		●	●	●
5120-xxx-422	CTE – Repair Parts, Materials & Labor		●	●	
5120-xxx-461	CTE – Furniture and Equipment – Inventoried		●	●	●
5120-xxx-462	CTE – Computer Equipment – Inventoried		●	●	●
5120-xxx-471	CTE – Sales and Use Tax Expense		●	●	●
Capital Outlay (500)					
5120-xxx-541	CTE – Equipment Purchase – Capitalized		●	●	●
5120-xxx-542	CTE – Computer Hardware Purchase – Capitalized		●	●	●
5210 Children With Disabilities (EC) Curricular Services		PRC 013	PRC 014	PRC 017	PRC 023
5210-xxx-163	EC – Substitute Pay – Staff Dev.				●
5210-xxx-196	EC – Staff Dev. Participant Pay				●
5210-xxx-211	EC – Employer’s Soc Sec – Regular				●
5210-xxx-221	EC – Employer’s Retirement – Regular				●
5210-xxx-312	EC Workshop Exp/Allowable Travel				●

5220 CTE - Special Populations Services		PRC 013	PRC 014	PRC 017	PRC 023
Salaries (100) and Benefits (200)					
5220-xxx-131	CTE-Special Populations – Salary – Instructional Support I – Reg.	●	●	●	
5220-xxx-143	CTE-Special Populations – Salary – Tutor		●	●	
5220-xxx-146	CTE-Special Populations – Salary – Specialist			●	
5220-xxx-181	CTE-Special Populations – Supplementary Pay			●	
5220-xxx-183	CTE-Special Populations – Bonus Pay	●	●	●	
5220-xxx-184	CTE-Special Populations – Longevity Pay	●	●	●	
5220-xxx-185	CTE-Special Populations – Bonus Leave Payoff	●	●		
5220-xxx-188	CTE-Special Populations – Annual Leave Payoff	●	●		
5220-xxx-189	CTE-Special Populations – Short Term Disability – First Six	●	●	●	
5220-xxx-196	CTE-Special Populations – Staff Dev. Participant Pay		●	●	
5220-xxx-197	CTE-Special Populations – Staff Development Instructor		●	●	
5220-xxx-199	CTE-Special Populations – Overtime Pay		●	●	
5220-xxx-211	CTE-Special Populations – Employer’s Soc. Sec. – Reg.	●	●	●	
5220-xxx-221	CTE-Special Populations – Employer’s Retirement – Reg.	●	●	●	
5220-xxx-231	CTE-Special Populations – Employer’s Hospitalization Ins.	●	●	●	
5220-xxx-232	CTE-Special Populations – Employer’s Workers’ Comp Ins.	●	●	●	
Purchased Services (300)					
5220-xxx-311	CTE-Special Populations – Contracted Services		●	●	
5220-xxx-312	CTE-Special Populations – Workshop Exp/Allowable Travel		●	●	
5220 CTE - Special Populations Services		PRC 013	PRC 014	PRC 017	PRC 023
5220-xxx-313	CTE-Special Populations – Advertising Cost		●	●	
5220-xxx-314	CTE-Special Populations – Printing and Binding Fees		●	●	

5220-xxx-315	CTE-Special Populations – Reproduction Costs		●	●	
5220-xxx-326	CTE-Special Populations – Contracted Repairs – Equipment		●	●	
5220-xxx-327	CTE-Special Populations – Rentals/Leases		●	●	
5220-xxx-332	CTE-Special Populations – Travel Reimbursement		●	●	
5220-xxx-341	CTE-Special Populations – Telephone		●	●	
5220-xxx-342	CTE-Special Populations – Postage		●	●	
5220-xxx-343	CTE-Special Populations – Telecommunications Services		●	●	
5220-xxx-344	CTE-Special Populations – Mobile Comm.		●	●	
5220-xxx-351	CTE-Special Populations – Tuition Fees		●	●	
5220-xxx-352	CTE-Special Populations – Employee Ed. Reim		●	●	
Supplies and Materials (400)					
5220-xxx-411	CTE-Special Populations – Supplies and Materials		●	●	
5220-xxx-413	CTE-Special Populations – Other Textbooks		●	●	
5220-xxx-414	CTE-Special Populations – Library Books		●	●	
5220-xxx-418	CTE-Special Populations – Computer Software & Supplies		●	●	
5220-xxx-422	CTE-Special Populations – Repair Parts, Materials & Labor		●	●	
5220-xxx-461	CTE-Special Populations – Furniture and Equipment – Inventoried		●	●	
5220-xxx-462	CTE-Special Populations – Computer Equipment – Inventoried		●	●	
5220-xxx-471	CTE-Special Populations – Sales and Use Tax Expense		●	●	
Capital Outlay (500)					
5220-xxx-541	CTE-Special Populations – Equipment Purchase – Capitalized		●	●	
5220-xxx-542	CTE-Special Populations – Computer Hardware Purchase – Capitalized		●	●	

5310 Alternative Instructional Services 6-12		PRC 013	PRC 014	PRC 017	PRC 023
Salaries (100) and Benefits (200)					
5310-xxx-121	Alternative 6-12 – Salary – Teacher	●	●	●	
5310-xxx-122	Alternative 6-12 – Salary – Interim Teacher – Non Cert	●	●	●	
5310-xxx-124	Alternative 6-12 – Salary – VIF	●	●	●	
5310-xxx-142	Alternative 6-12 – Salary – TA – NCLB		●	●	
5310-xxx-143	Alternative 6-12 – Salary – Tutor		●	●	
5310-xxx-146	Alternative 6-12 – Specialist (School-Based)		●	●	
5310-xxx-162	Alternative 6-12 – Substitute Pay - Reg. Absence	●	●	●	
5310-xxx-163	Alternative 6-12 – Substitute Pay – Staff Dev.	●	●	●	
5310-xxx-164	Alternative 6-12 – Salary – Full Time Sub – Non-Cert	●	●	●	
5310-xxx-166	Alternative 6-12 – Tchr. Asst. Pay – Staff Dev.	●	●	●	
5310-xxx-167	Alternative 6-12 – Tchr. Asst. Pay – Reg. Absence	●	●	●	
5310-xxx-177	Alternative 6-12 – Tchr. Asst. Pay – Staff Dev.		●		
5310-xxx-181	Alternative 6-12 – Supplementary Pay			●	
5310-xxx-183	Alternative 6-12 – Bonus Pay	●	●	●	
5310-xxx-184	Alternative 6-12 – Longevity Pay	●	●	●	
5310-xxx-185	Alternative 6-12 – Bonus Leave Payoff	●	●		
5310-xxx-188	Alternative 6-12 – Annual Leave Payoff	●	●		
5310-xxx-189	Alternative 6-12 – Short Term Disability – First Six Months	●	●	●	
5310-xxx-191	Alternative 6-12 – Curriculum Development Pay		●	●	
5310-xxx-196	Alternative 6-12 – Staff Dev. Participant Pay		●	●	
5310-xxx-197	Alternative 6-12 – Staff Development Instructor		●	●	
5310-xxx-199	Alternative 6-12 – Overtime Pay		●	●	
5310-xxx-211	Alternative 6-12 – Employer’s Soc. Sec. – Reg.	●	●	●	
5310-xxx-221	Alternative 6-12 – Employer’s Retirement – Reg.	●	●	●	
5310-xxx-231	Alternative 6-12 – Employer’s Hospitalization Ins.	●	●	●	
5310-xxx-232	Alternative 6-12 – Employer’s Workers’ Comp Ins.	●	●	●	

Purchased Services (300)				
5310-xxx-311	Alternative 6-12 – Contracted Services		●	●
5310-xxx-312	Alternative 6-12 – Workshop Exp./Allowable Travel		●	●
5310-xxx-313	Alternative 6-12 – Advertising Cost		●	●
5310-xxx-314	Alternative 6-12 – Printing and Binding Cost		●	●
5310-xxx-315	Alternative 6-12 – Reproduction Cost		●	●
5310-xxx-319	Alternative 6-12 – Other Professional/Tech. Svc.		●	●
5310-xxx-326	Alternative 6-12 – Contracted Repairs - Equipment		●	●
5310-xxx-327	Alternative 6-12 – Rentals/Leases		●	●
5310-xxx-332	Alternative 6-12 – Travel Reimbursement		●	●
5310-xxx-333	Alternative 6-12 – Field Trips		●	●
5310-xxx-341	Alternative 6-12 - Telephone		●	●
5310-xxx-342	Alternative 6-12 - Postage		●	●
5310-xxx-343	Alternative 6-12 – Telecommunications Services		●	●
5310-xxx-344	Alternative 6-12 – Mobile Communication		●	●
5310-xxx-351	Alternative 6-12 – Tuition Fees		●	●
5310-xxx-352	Alternative 6-12 – Employee Education Reim		●	●
5310-xxx-379	Alternative 6-12 – Other Insurance & Judgments		●	●
Supplies and Materials (400)				
5310-xxx-411	Alternative 6-12 – Supplies and Materials		●	●
5310-xxx-413	Alternative 6-12 – Other Textbooks		●	●
5310-xxx-414	Alternative 6-12 – Library Books		●	●
5310-xxx-418	Alternative 6-12 – Computer Software and Supplies		●	●
5310-xxx-422	Alternative 6-12 – Repair Parts, Materials & Labor		●	●
5310-xxx-461	Alternative 6-12 – Furniture and Equipment – Inventoried		●	●
5310-xxx-462	Alternative 6-12 – Computer Equipment – Inventoried		●	●
5310-xxx-471	Alternative 6-12 – Sales and Use Tax Expense		●	●
Capital Outlay (500)				

5310-xxx-541	Alternative 6-12 – Equipment Purchase – Capitalized		●	●	
5310-xxx-542	Alternative 6-12 – Computer Hardware Purchase – Capitalized		●	●	
5400 School Leadership Services		PRC 013	PRC 014	PRC 017	PRC 023
Purchased Services (300)					
5400-xxx-312	School Leadership – Workshop Exp./Allowable Travel				●
5830 Guidance Services		PRC 013	PRC 014	PRC 017	PRC 023
Salaries (100) and Benefits (200)					
5830-xxx-126	Guidance Services – Salary – Salary – Extended Contracts				●
5830-xxx-131	Guidance Services – Salary – Instruct. Support I – Reg.	●	●	●	
5830-xxx-181	Guidance Services – Supplementary Pay			●	
5830-xxx-183	Guidance Services – Bonus Pay	●	●	●	
5830-xxx-184	Guidance Services – Longevity Pay	●	●	●	●
5830-xxx-185	Guidance Services – Bonus Leave Payoff	●	●		
5830-xxx-188	Guidance Services – Annual Leave Payoff	●	●		
5830-xxx-189	Guidance Services – Short Term Disability – First Six Months	●	●	●	
5830-xxx-196	Guidance Services – Staff Dev. Participant Pay		●	●	●
5830-xxx-197	Guidance Services – Staff Development Instructor		●	●	●
5830-xxx-211	Guidance Services – Employer’s Soc. Sec. – Reg.	●	●	●	●
5830-xxx-221	Guidance Services – Employer’s Retirement – Reg.	●	●	●	●
5830-xxx-231	Guidance Services – Employer’s Hospitalization Ins.	●	●	●	●
5830-xxx-232	Guidance Services – Employer’s Workers Comp. Ins.	●	●	●	●
Purchased Services (300)					
5830-xxx-311	Guidance Services – Contracted Services		●	●	

5830-xxx-312	Guidance Services – Workshop Exp./Allowable Travel		●	●	●
5830-xxx-313	Guidance Services – Advertising Cost		●	●	
5830-xxx-314	Guidance Services – Printing and Bindings Fees		●	●	
5830-xxx-315	Guidance Services – Reproduction Costs		●	●	
5830-xxx-326	Guidance Services – Contracted Repairs – Equip.		●	●	
5830-xxx-327	Guidance Services – Rentals/Leases		●	●	
5830-xxx-332	Guidance Services – Travel Reimbursement		●	●	●
5830-xxx-341	Guidance Services – Telephone		●	●	
5830-xxx-342	Guidance Services – Postage		●	●	
5830-xxx-343	Guidance Services – Telecommunication Services		●	●	
5830-xxx-344	Guidance Services – Mobile Communications		●	●	
5830-xxx-352	Guidance Services – Employee Education Reim		●	●	
Supplies and Materials (400)					
5830-xxx-411	Guidance Services – Supplies and Materials		●	●	●
5830-xxx-414	Guidance Services – Library Books		●	●	
5830-xxx-418	Guidance Services – Computer Software and		●	●	
5830-xxx-422	Guidance Services – Repair Parts, Materials & Labor		●	●	
5830-xxx-461	Guidance Services – Furniture and Equipment – Inventoried		●	●	
5830-xxx-462	Guidance Services – Computer Equipment – Inventoried		●	●	
5830-xxx-471	Guidance Services – Sales and Use Tax Expense		●	●	●
Capital Outlay (500)					
5830-xxx-541	Guidance Services – Equipment Purchase – Capitalized		●	●	●
5830-xxx-542	Guidance Services – Computer Hardware Purchase - Capitalized		●	●	●
5990 One Time Use		PRC 013	PRC 014	PRC 017	PRC 023
Benefits (200)					

5990-xxx-222 One Time Use – 1.36% Retirement Contribution Rate			●	●
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6120 CTE Curricular Support and Development Services		PRC 013	PRC 014	PRC 017	PRC 023
Salaries (100) and Benefits (200)					
6120-xxx-113	Curricular Support & Dev. – Salary – Director and/or Supervisor			●	
6120-xxx-146	Curricular Support & Dev. – Salary – Specialist (School-Based)		●	●	
6120-xxx-151	Curricular Support & Dev. – Salary – Office Support		●	●	
6120-xxx-152	Curricular Support & Dev. – Salary – Technician		●		
6120-xxx-153	Curricular Support & Dev. – Salary – Admin. Specialist			●	
6120 CTE Curricular Support and Development Services		PRC 013	PRC 014	PRC 017	PRC 023
6120-xxx-181	Curricular Support & Dev. – Supplementary Pay			●	
6120-xxx-183	Curricular Support & Dev. – Bonus Pay		●	●	
6120-xxx-184	Curricular Support & Dev. – Longevity Pay		●	●	
6120-xxx-185	Curricular Support & Dev. – Bonus Leave Payoff		●		
6120-xxx-188	Curricular Support & Dev. – Annual Leave Payoff		●		
6120-xxx-189	Curricular Support & Dev. – Short Term Disability – First Six Months		●	●	
6120-xxx-196	Curricular Support & Dev. – Staff Dev. Participant Pay		●	●	
6120-xxx-199	Curricular Support & Dev. – Overtime Pay		●	●	
6120-xxx-211	Curricular Support & Dev. – Employer’s Soc. Sec. – Reg.		●	●	
6120-xxx-221	Curricular Support & Dev. – Employer’s Retirement – Reg.		●	●	
6120-xxx-231	Curricular Support & Dev. – Employer’s Hospitalization Ins.		●	●	
6120-xxx-232	Curricular Support & Dev. – Employer’s Workers Comp Ins.		●	●	
Purchased Services (300)					
6120-xxx-311	Curricular Support & Dev. – Contracted Services		●	●	
6120-xxx-312	Curricular Support & Dev. – Workshop Exp./Allowable Travel		●	●	●

6120-xxx-313	Curricular Support & Dev. – Advertising Cost		●	●	●
6120-xxx-314	Curricular Support & Dev. – Printing and Binding Fees		●	●	●
6120 CTE Curricular Support and Development Services		PRC 013	PRC 014	PRC 017	PRC 023
6120-xxx-315	Curricular Support & Dev. – Reproduction Costs		●	●	●
6120-xxx-326	Curricular Support & Dev. – Contracted Repairs Equipment		●	●	
6120-xxx-327	Curricular Support & Dev. – Rentals/Leases			●	
6120-xxx-332	Curricular Support & Dev. – Travel Reimbursement		●	●	●
6120-xxx-341	Curricular Support & Dev. – Telephone		●	●	●
6120-xxx-342	Curricular Support & Dev. – Postage		●	●	●
6120-xxx-343	Curricular Support & Dev. – Telecommunications Services		●	●	
6120-xxx-344	Curricular Support & Dev. – Mobile Communication		●	●	
6120-xxx-352	Curricular Support & Dev. – Employee Education Reim		●	●	
6120-xxx-361	Curricular Support & Dev. – Membership Dues & Fees				●
Supplies and Materials (400)					
6120-xxx-411	Curricular Support & Dev. – Supplies and Materials		●	●	●
6120-xxx-418	Curricular Support & Dev. – Computer Software and Supplies		●	●	●
6120-xxx-422	Curricular Support & Dev. – Repair Parts, Materials & Labor		●	●	
6120-xxx-461	Curricular Support & Dev. – Furniture and Equipment – Inventoried		●	●	●
6120-xxx-462	Curricular Support & Dev. – Computer Equipment – Inventoried		●	●	●
6120-xxx-471	Curricular Support & Dev. – Sales and Use Tax Expense		●	●	●
Capital Outlay (500)					
6120-xxx-541	Curricular Support & Dev. – Equipment Purchase – Capitalized		●	●	
6120-xxx-542	Curricular Support & Dev. – Computer Hardware Purchase – Capitalized		●	●	

6550 Transportation Services		PRC 013	PRC 014	PRC 017	PRC 023
Salaries (100) and Benefits (200)					
6550-xxx-165	Transportation – Substitute Pay – Non-Teaching		●	●	
6550-xxx-171	Transportation – Salary – Driver		●	●	●
6550-xxx-175	Transportation – Salary – Skilled Trades		●	●	
6550-xxx-181	Transportation – Supplementary Pay			●	
6550-xxx-184	Transportation – Longevity Pay		●	●	
6550-xxx-211	Transportation – Employer’s Soc. Sec. – Reg.		●	●	●
6550-xxx-221	Transportation – Employer’s Retirement – Reg.		●	●	●
6550-xxx-231	Transportation – Employer’s – Hospitalization Ins.		●	●	
6550-xxx-232	Transportation – Employer’s Workers Comp. Ins.		●	●	
6550-xxx-331	Transportation – Pupil Transportation - Contracted		●	●	
6550 Transportation Services		PRC 013	PRC 014	PRC 017	PRC 023
Supplies and Materials (400)					
6550-xxx-422	Transportation – Repair Parts, Materials & Labor		●	●	
6550-xxx-423	Transportation – Gas/Diesel Fuel		●	●	
6550-xxx-424	Transportation – Oil		●	●	
6550-xxx-425	Transportation – Tires and Tubes		●	●	
6930 Audit Services		PRC 013	PRC 014	PRC 017	PRC 023
6930-xxx-311	Audit Services – Contracted Services			●	●
8100 Payments to Other Governmental Units		PRC 013	PRC 014	PRC 017	PRC 023
8100-xxx-392	Payments to Other Gov Units Indirect Costs			●	●
8100-xxx-472	Payments to Other Gov Units Sales and Use Tax Refund			●	●

Equipment Regulations

Definition

An equipment item is a material unit which meets the following conditions:

1. It is non-expendable; that is, if the article is damaged or some of its parts are lost or worn out, it is usually more feasible to repair it than replace it with an entirely new unit (which is not true of supplies).
2. Has a useful life of more than one year.
3. It represents an acquisition cost of \$5,000 or more per unit, unless LEA requirements stipulate a different amount.

General Equipment Information

1. State and federal funds allocated for Career and Technical Education programs and activities may be used to purchase instructional equipment used by students enrolled in:
 - a. Programs/courses identified in the CTE *North Carolina Standard Course of Study* 2004-05 or
 - b. Programs/courses for which local course options have been approved.
2. The LEA is responsible for providing regular classroom furnishings, equipment, and other enhancements to facilities (Examples: carpet, teacher and student desks, drapes, renovation of facilities, air conditioners, etc.).
3. Instructional equipment is to be used in the teaching of students (Examples: power saws, sewing machines, computers, etc.).
4. Equipment must be applicable to the specific program area(s) funded and be used in the CTE classroom, laboratory, shop or in the field. The *CTE Equipment Guide (Revised 2004)* <http://www.ncpublicschools.org/cte/publications/> identifies equipment standards for each program area and course within CTE and should be used in determining equipment needs for funded programs.
5. Each LEA or school should have a process of inventorying all CTE equipment annually to ensure that equipment remains in place when teachers' change or classrooms/labs are moved. Unless an LEA has a more restrictive fixed asset policy, all purchased items meeting the equipment definition must be maintained on inventory records as a fixed asset. **Appendix F** (Examples of Forms) includes sample inventory forms that might be used to properly account for the equipment from purchase until appropriately sold or discarded.
6. The rental of equipment may be done when and where the purchase of equipment is impractical or prohibitively expensive.
7. Equipment may be leased by the LEA.

Purchasing Requirements

The 2003 General Assembly passed Senate Bill 620, which changes significantly the purchasing procedures to be used by the public schools. School systems are required to use the E-Procurement System for specified percentages of their purchases. SB620 will provide direction for purchasing procedures.

Note: Purchasing and Contracting has indicated that existing statewide term contracts may still be used by school systems if they desire to do so. Also, SB 620 enables P and C staff to make available, in the expenditure of public funds, their services in the purchase of equipment, materials and supplies.

Disposition

Equipment purchased with Career and Technical Education funds that is no longer needed for Career and Technical Education purposes must be disposed of in an accountable fashion. *Eligible disposition* means moving the equipment to another CTE program, declaring the equipment surplus and selling it through the state agency for surplus property or through local government disposition procedures, or establishing a fair market value and selling it to another LEA or public educational institution. When not transferred to other state agencies at a mutually agreeable fair market price, state surplus property is generally offered for public sale, usually by sealed competitive bids, with public advertisement of the sale at least seven days in advance of the opening of bids. Because CTE funds are categorical in nature and are made available only for CTE purposes, items purchased with these funds remain the property of the CTE program until such time as they are destroyed or they have no value to any CTE program within the LEA, and are disposed of through standard disposition procedures.

When original or replacement equipment acquired under a grant or subgrant is no longer needed for the original project or program or for other activities currently or previously supported by a Federal agency, disposition of the equipment will be made as follows:

1. 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.
2. Items of equipment with a current per unit fair market value in excess of \$5,000 may be retained or sold and the awarding agency (NCDPI) shall have a right to an amount calculated by multiplying the current market value or proceeds from sale by the awarding agency's share of the equipment.
3. In cases where a grantee fails to take appropriate disposition actions, the awarding agency (NCDPI) may direct the grantee (LEA) to take excess and disposition actions.

Refer to EDGAR for further information:

<http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>

Any funds generated from the sale of such CTE equipment must be placed in the CTE budget from which it was purchased.

Use the **FPD 212 Equipment Disposition Request** on the next page for equipment purchased from PRC 017 or PRC 023.

**Instructions for Preparation of FPD 212
Equipment Disposition Request**

- A.**
1. Complete columns 1-4 for the items which will be purged from inventory.
 2. Complete column 5 for each item. Use **“Excellent, Good, Fair, Poor or Useless”** to describe the current condition. If the item can not be located, and the condition is not known, use **Unknown**, “however, a physical inventory of equipment must be taken and the results reconciled with the property records at least once every two years to verify the existence, current utilization, and continued need for the equipment.
 3. Complete column 6 for each item with recommended action.
 - a. Cannibalize – Equipment that has become obsolete or unserviceable due to excessive repair costs, but still has serviceable component parts that can be used to repair, modify or construct other items of equipment.
 - b. Beyond **Repair – Discard** – Equipment that has been used beyond repair and the parts are not usable, and the item will be discarded.
 - c. Lost – Indicate the last date of inventory, and when the item of equipment was unable to be located.
 - d. Stolen – Attach a copy of the Official Police or Sheriff Investigation Report.
 - e. Destroyed **by Fire** – Indicate insurance claim value as well as the date the claim was filed and attach a copy, if possible.
 - f. No **Longer Required** – The equipment is no longer needed for the operation of the program and is available for transfer or sale. Indicate “Transfer on Loan to (other Federally Funded Education Program)” or “Sell at Auction” or “Sell Through Purchasing at a Fair Market Value” for any item of equipment with a unit cost of \$5,000 or more.
- B.** The LEA CTE Administrator signs to indicate approval of the request at the local level.
- C.** Mail completed form with cover letter of explanation to one of the following:
- For items purchased with **PRC 017 or PRC 023**, send to:
Attn: Felicia Gray-Watson
North Carolina Department of Public Instruction
CTE Support Services
6359 Mail Service Center
Raleigh, NC 27699-6359
- D.** The appropriate DPI division administrator will sign to indicate program approval and forward to Financial and Business Services.
- E.** A notification will be mailed of the approved disposition action and any further disposition instructions if necessary.

Carl D. Perkins Career and Technical Education Act of 2006

North Carolina Performance Indicators

1S1 Academic Attainment – Reading/Language Arts

The percentage of CTE concentrators who met the proficient or advanced level on the Statewide high school reading/language arts NCLB assessment.

1S2 Academic Attainment – Mathematics

The percentage of CTE concentrators who met the proficient or advanced level on the Statewide high school mathematics NCLB assessment.

2S1 Technical Skill Attainment

The percentage of CTE participants who met the proficient or advanced level on Statewide postassessments.

3S1 Secondary School Completion

The percentage of CTE concentrators leaving secondary education in the reporting year who earned a diploma.

4S1 Student Graduation Rates

The percentage of CTE concentrators who count as graduated in the state's computation of its cohort graduation rate for NCLB.

5S1 Secondary Placement

The percentage of CTE concentrators who left education in the previous school year and who are in postsecondary education or advanced training, in military service, or in employment.

6S1 Nontraditional Participation

The percentage of CTE participants in a course that leads to nontraditional employment who are of the nontraditional gender.

6S2 Nontraditional Completion

The percentage of CTE concentrators who completed a program that leads to employment in nontraditional fields and who are of the nontraditional gender.

Examples of Forms

Time and Effort: Examples 1 - 7

Example 1

Anticipated Effort same as Actual Effort

Worked full 5 day 40 hour weeks

Example 2

Anticipated Effort different than Actual Effort

Worked full 5 day 40 hour weeks

Example 3

Anticipated Effort same as Actual Effort

Took 2 vacation days in week #1

Example 4

Anticipated Effort different from Actual Effort

State Holiday

Example 5

Anticipated Effort same as Actual Effort

Took 1 week vacation in week #2

Example 6

Semi-Annual Certification

Example 7

Semi-Annual Certification

Plan of Work: Examples 8 and 9

Example 8

Plan of Work – Example A

Example 9

Plan of Work – Example B

Inventory Forms: Examples 10 - 12

Example 10

Example of Inventory Form – Example A

Example 11

Example of Inventory Form – Example B

Example 12

Example of Inventory Form – Example C

Example 4
Anticipated Effort different from Actual Effort
State Holiday
(An adjustment to payroll records is required.)

PERSONNEL ACTIVITY REPORT

Month: May 2008	Position Number: 12345	Employee: John Smith
Effort: 75% CTE Months of Employment and 25% Title I 050		

<i>Week 1: May 5 – 9</i>		<i>Supervisor's Initials: BB</i>	
Column A Cost Objective Cost objectives upon which time was spent this week	Column B Time: Cost Objective Total hours this week spent on each cost objective	Column C Time: Total Total hours worked this week	Column D Percent Allocation Percentage of time this week spent on each cost objective (Col. B/Col. C) x 100%
Months of Employment	20 hours	40 hours	50%
Title I 050	20 hours		50%

<i>Week 2: May 12 – 16</i>		<i>Supervisor's Initials: BB</i>	
Column A Cost Objective Cost objectives upon which time was spent this week	Column B Time: Cost Objective Total hours this week spent on each cost objective	Column C Time: Total Total hours worked this week	Column D Percent Allocation Percentage of time this week spent on each cost objective (Col. B/Col. C) x 100%
Months of Employment	0 hours	40 hours	0%
Title I 050	40 hours		100%

<i>Week 3: May 19 – 23</i>		<i>Supervisor's Initials: BB</i>	
Column A Cost Objective Cost objectives upon which time was spent this week	Column B Time: Cost Objective Total hours this week spent on each cost objective	Column C Time: Total Total hours worked this week	Column D Percent Allocation Percentage of time this week spent on each cost objective (Col. B/Col. C) x 100%
Months of Employment	16 hours	16 hours	100%
Title I 050	0 hours		0%

Monthly Percent Allocation: CTE Months of Employment = 37.5%
Title I 050 = 62.5%

Thereby certify that the information contained in this Time and Effort Report accurately reflects actual time and effort distribution for the month reported.

<i>John Smith</i>	6/1/08
Employee Signature	Date
<i>Beverly Boss</i>	6/1/08
Supervisor Signature	Date

Example 5
Anticipated Effort same as Actual Effort
Took 1 week vacation in week #2

PERSONNEL ACTIVITY REPORT

Month: May 2008	Position Number: 12345	Employee: John Smith
Effort: 50% CTE Months of Employment and 50% Title I 050		

<i>Week 1: May 5 – 9</i>		<i>Supervisor's Initials: BB</i>	
Column A Cost Objective Cost objectives upon which time was spent this week	Column B Time: Cost Objective Total hours this week spent on each cost objective	Column C Time: Total Total hours worked this week	Column D Percent Allocation Percentage of time this week spent on each cost objective (Col. B/Col. C) x 100%
Months of Employment	20 hours	40 hours	50%
Title I 050	20 hours		50%

<i>Week 2: May 12 – 16</i>		<i>Supervisor's Initials: BB</i>	
Column A Cost Objective Cost objectives upon which time was spent this week	Column B Time: Cost Objective Total hours this week spent on each cost objective	Column C Time: Total Total hours worked this week	Column D Percent Allocation Percentage of time this week spent on each cost objective (Col. B/Col. C) x 100%
Months of Employment	0 hours	0 hours	0%
Title I 050	0 hours		0%

<i>Week 3: May 19 – 23</i>		<i>Supervisor's Initials: BB</i>	
Column A Cost Objective Cost objectives upon which time was spent this week	Column B Time: Cost Objective Total hours this week spent on each cost objective	Column C Time: Total Total hours worked this week	Column D Percent Allocation Percentage of time this week spent on each cost objective (Col. B/Col. C) x 100%
Months of Employment	20 hours	40 hours	50%
Title I 050	20 hours		50%

Monthly Percent Allocation: CTE Months of Employment = 50%
 Title I 050 = 50%

Thereby certify that the information contained in this Time and Effort Report accurately reflects actual time and effort distribution for the month reported.

<i>John Smith</i>	6/1/08
Employee Signature	Date
<i>Beverly Boss</i>	6/1/08
Supervisor Signature	Date

Example 6
Semi-Annual Certification

I, *John Smith*, hereby certify that for the period July 1, 2008, through December 31, 2008, one hundred percent (100%) of my time and effort was spent on Career and Technical Education.

John Smith

Employee Signature

6/1/08

Date

Beverly Boss

Supervisor Signature

6/1/08

Date

Example 7
Semi-Annual Certification

I certify that for the period January 1, 2009, through June 30, 2009, one hundred percent (100%) of my time and effort was spent on Career and Technical Education.

John Smith

6/1/09

Employee Signature

Date

Beverly Boss

6/1/09

Supervisor Signature

Date

Example 9
Plan of Work – Example B

Plan of Work for: _____

Plan of Work for: _____

Program Area: _____

Schools: _____

Beginning Date: _____

Ending Date: _____

<i>Sunday</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>

Example 12

Example of Inventory Form – Example C

Instructional Supply/Textbook Inventory

Teacher: _____ Department: _____
Classroom Number: _____ Date Inventory Taken: _____

Directions: List each item such as state adopted textbooks, videos, software packages, items not replaced or consumed annually and but cost less than \$_____.

Attach copy of inventory submitted to school-based administration.

<i>Item Name/Description/Title</i>	<i>Number/Sets/Units</i>	<i>Approximate Date Purchased</i>	<i>Purchased by: CTE or School</i>

Abbreviations and Acronyms

ACRE	Accountability and Curriculum Reform Effort
ACRN	American Career Resource Network
ADM	Average Daily Membership
ARS	Analysis and Reporting System for CTE
AS/400	400 Application Computer System
BFIT	Business Finance and Information Technology
BITE	Business and Information Technology Education
BUD	Budget Utilization and Development
C/UP	College/University Preparation
CDC	Career Development Coordinator
CDP	Career Development Plan
CDP+	Career Development Plan Plus
CET	Computer Engineering Technology
CEU	Continuing Education Unit
CORD	Center for Occupation, Research and Development
CTE	Career and Technical Education
CTP	College Tech Preparation
CTSO	Career and Technical Education Student Organizations
DLC	District Leadership Council
EbD	Engineering by Design
EOC	End of Course
EOG	End of Grade
FACS	Family and Consumer Sciences
FALCON	Formative Assessment Learning Community Online Network
H3O	High Skill, High Wage, High Demand
HSE	Health Science Education
HSTW	High Schools That Work
IC3	Internet and Computer Core Certification
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Plan
ILT	Initially Licensed Teacher
IMC	Instructional Management Coordinator
IMS	Instructional Management System (Elements)
LEA	Local Education Agency
LPS	Local Planning System
MCT	Microsoft Certified Trainer
ME	Marketing Education
MEE	Marketing and Entrepreneurship Education
MOE	Months of Employment
MSITA	Microsoft IT Academy
NAEP	National Assessment of Education Progress
NAF	National Academy Foundation
NBCT	National Board Certified Teacher

NCCER	National Center for Construction Education and Research
NCCCS	North Carolina Community College System
NCDPI	North Carolina Department of Public Instruction
NCRVE	National Center for Research in Vocational Education
NC WISE	NC Window of Information on Student Education
NET	Networking Engineering Technology
NCPN	National Career Pathways Network
OCS	Occupational Course of Study
OSHA	Occupational Safety and Health Administration
OVAE	
PALC	Program Area Leadership Council
PRC	Program Report Code
PLTW	Project Lead the Way
RC	Regional Coordinator
RESA	Regional Education Service Alliance
REP	Request for Proposal
RBT	Revised Bloom's Taxonomy
RttT	Race to the Top
SBE	State Board of Education
SCANS	Secretary's Commission on Achieving necessary Skills
SCC	Student Certification and Credentialing
SCOS	Standard Course of Study
SDPI	State Department of Public Instruction
SOICC	State Occupational Information Coordinating Committee
SP	Special Populations
SPC	Special Populations Coordinator
SREB	Southern Regional Education Board
STEM	Science, Technology, Engineering and Math
T & I	Trade and Industrial Education

US DOE	United States Department of Education
WBL	Work Based Learning
WIA	Workforce Investment Act

Career and Technical Education Professional Organizations

AAFCS	American Association of Family and Consumer Sciences
ACTE	Association for Career and Technical Education
AWS	American Welding Society
AYES	Automotive Youth Education Services
BEA	Business Education Association
FBLA	Future Business Leaders of America
FCCLA	Family, Career and Community Leaders of America
ITEEA	International Technology and Engineering Education Association
NAEYC	National Association for the Education of Young Children
NCACTEA	North Carolina Association for Career and Technical Education Administrators
NCAFCS	North Carolina Association of Family and Consumer Sciences
NCASA	North Carolina Association of School Administrators
NCATIA	North Carolina Agriculture Teachers Association
NCBEA	North Carolina Business Education Association
NCHEF	North Carolina Hospitality Education Foundation
NCHOETA	North Carolina Health Occupation Education Teachers Association
NRLA	National Restaurant and Lodging Association
NRLAEF	National Restaurant and Lodging Association Education Foundation

Career and Technical Education Student Organizations

CECNC	Career Exploration Clubs of North Carolina
CTSO	Career and Technical Student Organization
DECA	Association for Marketing Education Students
FBLA	Future Business Leaders of America
FCCLA	Family, Career and Community Leaders of America
FFA	CTSO for Agricultural Education
HOE	Health Occupations Education
HOSA	Health Occupations Students of America
STAR	Students Taking Action with Recognition
TSA	Technology Students Association

Student Certification and Credentialing

A +	CompTIA A+ Essentials and CompTIA A+ Practical Application
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ACA	Adobe Certified Associate
ACE	Adobe Certified Expert
AEI	Alternative Energy Integrator Certification
AEI	Alternative Energy Installer Certification
ASE	Automotive Service Excellence Certification
CCENT	Cisco Certified Entry Networking Technician
CCNA	Cisco Certified Network Administrator
CET	Certified Electronic Technician
CIW	Certified Internet Webmaster
CLP	Certified Linux Professional
CAN	Certified Novell Administrator
CAN	Certified Nursing Assistant (Nurse's Assistant)
CNCT	Certified Network Computer Technician
CPM	
CRC	Career Readiness Certificate
CSI	Certified Satellite Installer
CPR/First Aid	Cardiopulmonary Resuscitation and First Aid
IC3	Internet Computing Standard
MCP	Microsoft Certified Professional
MCSA	Microsoft Certified Systems Administrator
MOS	Microsoft Office Specialist
NAI	
NCCER	National Center for Construction Education and Research certifications
NCCDLTE	North Carolina Child Development Lead Teacher Equivalency
NIMS	National Institute for Metalworking Skills Credentials
Pharm Tech	Pharmacy Technician Certification
ProStart	ProStart National Certificate of Achievement
RHCT	RedHat Certified Technician
SAS	
ServSafe	SerSafe food safety training
Strata IT	Strata IT Fundamentals Certificate
Oracle	

JOB DESCRIPTION - CAREER AND TECHNICAL EDUCATION CAREER DEVELOPMENT COORDINATOR

QUALIFICATIONS/ LICENSURE: 747 - Career Development Coordinator

1. A Bachelor's Degree and current license in any Career and Technical Education Program Area **OR** a Master's degree in School Counseling or Career Counseling and a clear teaching license as a school counselor.
2. One year of work experience related to business, industry, or labor within the past five years **OR** one year as a coordinator of work-based learning in a Career and Technical Education program area **OR** one year work experience in school counseling.
3. Completion of Course work (6 hours):
 - a. For those who hold a CTE license: Counseling theory (required), plus three additional hours from among: career development and counseling, career and life planning, career development and occupational information **OR**
 - b. For those who hold a school counseling license: Six hours in: Program planning and organization in Career and Technical Education Work-based learning organization **OR**
 - c. Completion of the Career Development Facilitator course available through the NC Workforce Development Training Center (in cooperation with NC DPI and NC SOICC) to satisfy all course requirements.

Reports: Varies by LEA. May report to school principal and/or Local CTE Administrator.

DUTIES AND RESPONSIBILITIES: The Career Development Coordinators (CDC) role is to support Career and Technical Education (CTE) and to provide and coordinate career development services for students participating in CTE. The CDC works collaboratively with administrators, student services personnel, and teachers to ensure the delivery of career development services. CDCs facilitate linkages with parents, business/industry, postsecondary institutions, and community organizations to support students' transition to postsecondary education and employment.

MAJOR FUNCTIONS:

1. Career Development
2. Preparatory Services
3. Transition Services
4. Partnerships
5. Professional Development

The following list provides examples of appropriate activities for each of the five major functions.

A. MAJOR FUNCTION: Career Development

Responsibilities include:

- Coordinate career development services.
- Promote career awareness, exploration, and planning.
- Provide career development, occupational, labor market, nontraditional career, and post secondary information.

B. MAJOR FUNCTION: Preparatory Services

Responsibilities include:

- Assists students with selection of appropriate academic and CTE courses.
- Coordinate career planning activities in classrooms, groups, or individual sessions.
- Provide and coordinate administration and interpretation of career assessments.
- Provide information on postsecondary education programs and employment opportunities.
- Assist students with postsecondary education and employment opportunities.

C. MAJOR FUNCTION: Transition Services

Responsibilities include:

- Facilitate work-based learning opportunities.
- Provide and coordinate activities for students to develop employability skills.
- Promote the integration of career research and work-based learning opportunities into CTE and academic courses.
- Promote the use of technology for career planning and research.

D. MAJOR FUNCTION: Partnerships

Responsibilities include:

- Facilitate business, education, and community partnerships that provide opportunities for students and support CTE.
- Serve as a liaison with the business, industry, education, and military community.
- Publicize partnership resources.

E. MAJOR FUNCTION: Professional Development

Responsibilities include:

- Participate in professional development activities at the local, regional, state, and national levels.
- Engage in professional growth opportunities to remain current with trends, demands, and emerging careers in a rapidly changing workforce.

JOB DESCRIPTION - CAREER AND TECHNICAL EDUCATION SPECIAL POPULATIONS COORDINATOR

QUALIFICATIONS/ LICENSURE: 770 A, B, C - Career and Technical Education Special Populations Coordinator

1. A minimum of one year related work experience
2. Bachelor's Degree or a Master's Degree in School Counseling [a current license is not required when candidate/employee has Master's Degree in School Counseling]
3. Either a current license in Career and Technical Education program area or a current license in Exceptional Children's Education

MAJOR FUNCTIONS:

1. Outreach and Recruitment
2. Assessment and Prescription
3. Collaboration with Other Service Providers
4. Monitoring Access, Progress and Success
5. Annual Accountability and Planning

The following list provides examples of appropriate activities for each of the five major functions.

A. Major Function: Outreach/Recruitment

- Promote recruitment, enrollment and placement activities for special populations students.
- Provide information about Career and Technical Education opportunities to special populations students and their parents.
- Coordinate a Career Development Plan for students enrolled in Career and Technical Education programs.

B. Major Function: Assessment and Prescription

- Identify members of special populations enrolled in Career and Technical Education programs.
- Assess the special needs (career interests and learning styles are required) of special populations students enrolled in Career and Technical Education programs.
- Develop and implement the Special Populations Component to the Career Development Plan (Career Development Plan-Plus).
- Participate in the Individualized Education Program Team for the development and implementation of the Career and Technical Education and Transition components of the Individual Education Plan (IEP).
- Coordinate special services for special populations students.
- Maintain, if possible, a Career and Technical Education Resource Laboratory for members of special populations and Career and Technical Education Teachers.
- Assist with fulfilling transitional services for special populations students.
- Provide guidance and career development activities for special populations students.

C. Major Function: Coordination with Other Service Providers

- Collaborate with Career and Technical Education Teachers and other relevant service providers in providing services to special populations students.
- Coordinate with WIA, Special Education, Vocational Rehabilitation, community agencies, businesses and industry in providing the appropriate supplementary services to members of special populations.
- Facilitate in-service training for individuals working with members of special populations to improve their abilities and techniques in meeting the special needs of these students.
- Assist with the development/monitoring of the Career Development Plan- Plus to ensure that appropriate supplementary services are provided and performance indicators are met.
- Coordinate work experiences and field trips for special populations students.

D. Major Function: Monitoring Access, Progress and Success

- Maintain records documenting access to, progress through, and successful completion of Career and Technical Education Programs for special populations students.
- Analyze VEIS data to determine maintenance and improvement of access, progress and success of members of special populations in Career and Technical Education Programs.
- Document the attainment of performance indicators for members of special populations.

E. Major Function Annual Accountability and Planning

- Identify programs that need improvement to assist special populations students in meeting the performance indicators.
- Describe strategies to improve supplementary services for members of special populations in meeting the performance indicators.
- Evaluate incentives and adjustments to determine if adequate services are being provided to members of special populations in meeting the performance indicators.
- Maintain relevant record keeping and inventory systems related to job responsibilities.
- Coordinate with appropriate administrative personnel and service providers to develop a Plan of Work based on the evaluation and needs assessment results to ensure that members of special populations are receiving adequate supplementary services and career planning

JOB DESCRIPTION - CAREER AND TECHNICAL EDUCATION INSTRUCTIONAL MANAGEMENT COORDINATOR

QUALIFICATIONS/LICENSURE: 830 – Instructional Management Coordinator (VoCATS)

1. Bachelor's Degree and current license in any Career and Technical Program Area or a Bachelor's Degree and current license in Curriculum Development or Instructional Technology.
2. Five years work experience within the past eight years in one of the following: classroom teacher in a Career and Technical Education program area OR professional support in an educational setting: Career Development Coordinator, Special Populations Coordinator, Curriculum Specialist, or Instructional Technology Specialist.
3. Completion of 80-Hour Induction Program

Reports to: Local Administrator of Career and Technical Education

DUTIES AND RESPONSIBILITIES: The LEA Career and Technical Education Instructional Management Coordinator:

- provides support to Career and Technical Education teachers and personnel within the local school system
- assists with implementing Career and Technical Education curriculum
- assists with utilizing the CTE computerized instructional management system
- provides technical assistance and support to teachers and other CTE staff to improve the instructional process, document student learning, and improve student outcomes to ensure the success of students in a high-wage, high-skill, or high-demand global economy.

MAJOR FUNCTIONS:

1. Curriculum Management and Instructional Support
2. Professional Development
3. Accountability
4. Personal Work Habits

The following list provides examples of appropriate activities for each of the four major functions:

A. MAJOR FUNCTION: Curriculum Management and Instructional Support

Responsibilities include:

- Provide teachers with appropriate instructional management resources such as blueprints, curriculum guides, equipment lists, facility guides and/or vendor generated curriculum resources.
- Provide technical assistance in analyzing the performance data in the Local Planning System to improve instruction and student performance.
- Encourage and support the improvement of instruction through a current knowledge of curriculum development and instructional strategies.

- Assist teachers in understanding and implementing the CTE computerized instructional management system.
- Provide technical assistance in managing and updating the classroom assessment banks.
- Maintain knowledge of current federal and state legislation and local policies.
- Maintain current knowledge of the Standard Course of Study, 21st Century Skills, current Graduation Requirements and Graduation Projects to foster high-skill, high-wage, and high-demand career opportunities for students.
- Assist with school redesign initiatives to provide innovative programs, such as College Tech Prep, Career Clusters, Project Lead the Way (PLTW), High Schools That Work (HSTW), Early/Middle Colleges with career focus, Career-Themed High Schools and Career Academies.
- Assist with Partnerships and Collaboration by promoting articulations through collaboration with community colleges and other postsecondary programs, as well as business and industry partnerships.

B. MAJOR FUNCTION: Professional Development

Responsibilities include:

- Provide high quality, sustained, classroom-focused professional development that has a positive and lasting impact on classroom instruction and teacher's performance in the classroom, and are not 1-day or short-term workshops or conferences.
- Provide appropriate professional development to facilitate improvement of all performance indicators.
- Coordinate with CTE Administrator to ensure that professional development and other strategies for improvement are included in the Local Planning System as appropriate.
- Create professional development based on information gained from attendance at regional, state and national conferences and meetings, including integration of academic and CTE curricula.
- Maintain a current knowledge base of Career and Technical Education latest trends, developments, and research including labor market and economic development trends.

C. MAJOR FUNCTION: Accountability

Responsibilities include:

- Coordinate administration of Career and Technical Education assessments and assist in data analysis.
- Coordinate upload of data required by the Department of Public Instruction.
- Generate and report accountability data using current software.

D. MAJOR FUNCTION: Personal Work Habits

Responsibilities include:

- Work well with others and as a team member.
- Show initiative and is self-directed.
- Demonstrate effective leadership skills, to include thinking and problem-solving skills.
- Use retrieval skills to locate information.
- Demonstrate effective communication skills.
- Exhibit professional integrity.

JOB DESCRIPTION - CAREER AND TECHNICAL EDUCATION CAREER AND TECHNICAL EDUCATION ADMINISTRATOR

QUALIFICATIONS/ LICENSURE: 711 - Career and Technical Education Administrator

- A minimum of five years teaching, CTE Support Services, supervisory, or administrative experience within the preceding eight years and a minimum of two years must be in CTE programs
- Master's Degree is required
- Current license in a CTE program area

SUPERVISES: Directly supervises Central Office CTE Staff

DUTIES AND RESPONSIBILITIES: Responsible for the leadership of the Career and Technical Education program to include the strategic plan and vision, management of budget, technology, program equipment and CTE Central Support Staff (Instructional Management Coordinator, Career Development Coordinator, and Special Populations Coordinator). Provide administrative support to both middle and high school principals, teachers, superintendent, and local board of education through effective communication of pertinent information. Facilitate appropriate staffing and staff development focused on improved instruction and student achievement through performance data analysis. Collaborate with postsecondary institutions to promote seamless transitions and articulation for students. Participate in regional, state, and national conferences, workshops, and meetings to stay current on CTE issues such as legislation, policies, labor market, and economic development trends. Work cooperatively to build strong community/business and industry involvement to promote and enhance Career and Technical Education programs.

MAJOR FUNCTIONS:

1. Accountability
2. Fiscal Management and Compliance
3. Curriculum and Instruction
4. Community Involvement and Partnerships
5. Human Resources

The following list provides examples of appropriate activities for each of the five major functions.

A. MAJOR FUNCTION: Accountability (20%)

Responsibilities include:

- Develop and implement the annual Career and Technical Education Local Plan based on requirements of state and federal laws.
- Measure and analyze performance data to improve instruction and student performance.
- Coordinate the annual collection of data including: VEIS (Vocational Education Information System), academic, and technical measures to meet state and federal achievement benchmarks.

- Prepare and submit all necessary reports as required by the LEA, State Board of Education and federal law governing Career and Technical Education (Perkins Legislation).

B. MAJOR FUNCTION: Fiscal Management and Compliance (25%)

Responsibilities include:

- Plan, develop, direct, monitor, and maintain the Career and Technical Education budgets in accordance with established policies, local planning strategies, Standard Course of Study, and changing needs.
- Reconcile financial records and prepare fiscal reports as required.
- Ensure compliance with federal, state and local laws, regulations, procedures and policies.
- Purchase instructional supplies, materials, and equipment for maintaining and improving CTE programs and use of technology.
- Ensure procedures are established to maintain inventory control of equipment, materials and supplies in compliance with LEA procedures.

C. MAJOR FUNCTION: Curriculum and Instruction (30%)

Responsibilities include:

- Provide for comprehensive professional development of teachers and staff inclusive of Career and Technical Education program curriculum/curriculum integration.
- Encourage and support the improvement of instruction.
- Support and promote active participation of teachers and students in Career and Technical Student Organizations (CTSOs).
- Promote cooperative education, internships, shadowing and apprenticeships as instructional methodologies.
- Coordinate the maintenance and updating of technology and network components in Career and Technical Education labs.
- Develop and implement articulation agreements between secondary and postsecondary institutions to allow a seamless transition for students.
- Maintain a current knowledge of curriculum development and instructional strategies resulting in effective education design and delivery.
- Implement the instructional management system (IMS) as a total curriculum development and training system.
- Support and promote industry credentialing of programs, teachers, and students.

D. MAJOR FUNCTION: Community Involvement and Partnerships (15%)

Responsibilities include:

- Promote school and community relations with agencies, individuals, and groups within the community regarding the standards and relevance of Career and Technical Education programs.
- Represent the Local Education Agency (LEA) at local, state, and national conferences and serve on tasks force and other committees as deemed appropriate.
- Develop partnerships with key external stakeholders such as Business and Industry, Institutes of High Learning, Chamber of Commerce, Workforce Development Board,

Economic Development that advocate the value of CTE by fostering high skill, high wage, or high demand career opportunities for students.

- Communicate pertinent Career and Technical Education information to the Superintendent, Board of Education, CTE staff and advisory committees.
- Continuously appraise, evaluate and promote the Career and Technical Education program utilizing a CTE Advisory Committee.

E. MAJOR FUNCTION: Human Resources (10%)

Responsibilities include:

- Allocation of funding for Career and Technical Education teachers and coordinators.
- Serve as a liaison between the LEA Human Resources Office and the Licensure Division of the State Department of Public Instruction.
- Recruit, interview, hire, support, and allocate personnel in Career and Technical Education programs.
- Coordinate and supervise Career and Technical Education professional development activities, both school-based and district-wide.
- Maintain and support the funding and participation in regional, state and national conferences and workshops for Career and Technical Education in compliance with Fiscal Policy.

State and Federal Policy and Fiscal Resources for Improving Measured Student Performance Results

Legislation

Carl D. Perkins Career and Technical Education Act of 2006

US Dept of Education – Office of Vocational and Adult Education (OVAE)

<http://www.ed.gov/about/offices/list/ovae/pi/cte/index.html>

Title I – Career and Technical Education

Section 134 – Local Plan for Career and Technical Education Programs

Section 135 – Local Uses of Funds – Requirements – Permissive uses

Title II – Tech Prep Education – Section 201 –

Title III – General Provisions

Section 315 – No funds received can be used for programs prior to the 7th grade.

Chapter 115C of the General Statutes of North Carolina

Article 10 – 115C-151 through 169

115C-81 – Basic Education Program – Instruction in Vocational and Technical Education is based on 5 factors listed below:

- Integration of academic and VTE
- Sequential courses
- Increased work skill attainment and job placement
- Increased linkages between public schools and community colleges
- Instruction and experience in all aspects of the Industry the students are preparing to enter.

115C-102.6 – Technology Plan – Vocational Education Equipment is to be included to meet instructional needs.

115C-288 Powers and duties of Principal include improving instruction, inspecting for fire hazards at least twice a month, assign duties to teachers, and protect school property.

115C – 302 (1)(b) Vocational and Technical Teachers

- Vocational Agriculture teacher positions that were 12 months during the 1982-83 school year shall not be reduced to a shorter term of employment. In addition: If an LEA had a 12-month agriculture teacher position in FY 2003-04, that position must remain 12 months.
- Allow 11-12 month teachers to work on annual leave days in the school calendar and take those annual leave days during the 11th or 12th month of employment.

- Teacher performance is measured by standardized evaluation; however, local boards may define needs over and above the standard course of study.

115C – 325 System of employment for public school teachers

- (3) (1) l. states that decreased enrollment or decrease in funding is reason for dismissal.
- (2) Shows the process for giving written notice to the career status teacher of dismissal or demotion.

Policy Information

State Board of Education

http://www.ncpublicschools.org/state_board/

North Carolina 5 Year State Plan for Career and Technical Education

<http://dpi.state.nc.us/docs/cte/perkins/fiveyearplan.pdf>

Consolidated Annual Performance, Accountability, and Financial Status Report for State-Administered Vocational Education Programs

<http://dpi.state.nc.us/docs/cte/publications/data/performance/2007consolidatedreport.pdf>

Federal Register (May 17, 1995)

Time and Effort documentation in support of salaries and wages

Additional Resources for Career and Technical Education

Accountability Information and Procedures

<http://abcs.ncpublicschools.org/abcs/>

ABC/AYP results for each school system

<http://ctelps.dpi.state.nc.us/>

School system and state accountability information and plans for improvement

“News” on the Home Page includes updates and CTE information

“Help” section contains performance data and procedure manuals:

LPS Help Text

Youth Unemployment Data

Nontraditional Course Lists

Fiscal and Policy Guide 2009

<http://www.ncpublicschools.org/cte/>

Career and Technical Education Information

Standard Course of Study Guide 2004-05

CTE curriculum materials

CTE Equipment Guide

Career/ Technical Requirements for College Tech Prep and Career Prep Courses of Study

North Carolina High School to Community College Articulation Agreement

CTSO documents and information

Honors Course Implementation Guide
Advanced Studies Implementation Guide (included in Family and Consumer Science Curriculum material)
Apprenticeship Handbook
Directory of CTE Leadership
Challenge Handbook (handbook for serving special populations students) available in hard copy only by request

<http://www.ncpublicschools.org/fbs/>

Financial and Business Services Information

Allotment Policy Manual
Uniform Chart of Accounts
State Salary Schedules
Outline of the Course Coding Structure
North Carolina Public Schools Facilities Guidelines (located under School Support Services/School Planning
Audit Compliance Supplements (link to State Treasurer's Compliance Supplement website)
North Carolina State Statutes – ability to Browse and print (under links)

<http://www.ncpublicschools.org/licensure/>

<https://licsalweb.dpi.state.nc.us/licsal/licensure/forms/forms.asp>

Licensure Information/SAR Crosswalk

<http://www.ncpublicschools.org/work4ncschools/employment/>

Information is available on licensing policy and employment opportunities statewide.
Approved Teacher Education program information is available.

<http://www.ncccs.cc.nc.us/>

North Carolina Community College System Information

http://www.ncccommunitycolleges.edu/programs/reference_manual2.htm

Curriculum Procedures Reference Manual, Section 14 Huskins/Concurrent Enrollment

<http://www.ncwise.org/>

NCWISE Information

Quality Points for Community College Courses-Memo
Career Planning Information/Graduation Course of Study Information

Websites to assist in directing Quality Career and Technical Education programs

<http://www.sreb.org/>

Southern Region Education Board (High Schools That Work)

<http://www.cord.org/>

Website for the organization that developed applied curriculum and promotes tech prep. Also they host the National Tech Prep Conference annually.

<https://edis.commerce.state.nc.us/Portal/main.do>

NC Dept. Of Commerce Economic Development Scans by County, etc.

<http://linc.state.nc.us/>

North Carolina Website (Powerful site for demographic data)

<http://www.csrclearinghouse.org>

The Center for Comprehensive School Reform (CSR) Website

<http://www.nccte.org/>

National Research Center for Career and Technical Education Programs

<http://www.careerclusters.org/>

The 16 Career Clusters developed by the USED and the State Directors for Career and Technical Education

<http://www.entre-ed.org/>

Consortium for Entrepreneurship Education (resources and organizations)

<http://www.nclabor.com/osha/consult/consult.htm>

North Carolina Department of Labor Consultative Services

<http://www.cdc.gov/niosh/>

National Institute for Occupational Safety and Health

Legal References

Office of Management and Budget (OMB) Circulars and Federal Registers

The following items are excerpts pertaining to Career and Technical Education. These documents provide the Federal Guidelines for grant recipients to fulfill the Time and Effort Requirements.

OMB Circular A-87, Attachment B, Section 8. Compensation for Personal Services

h. Support of salaries and wages. These standards regarding time distribution are in addition to the standards for payroll documentation.

(1) Charges to Federal awards for salaries and wages, whether treated as direct or indirect costs, will be based on payrolls documented in accordance with generally accepted practice of the governmental unit and approved by a responsible official(s) of the governmental unit.

(2) No further documentation is required for the salaries and wages of employees who work in a single indirect cost activity.

(3) Where employees are expected to work solely on a single Federal award or cost objective, charges for their salaries and wages will be supported by periodic certifications that the employees worked solely on that program for the period covered by the certification. These certifications will be prepared at least semi annually and will be signed by the employee or supervisory official having first hand knowledge of the work performed by the employee.

(4) Where employees work on multiple activities or cost objectives, a distribution of their salaries or wages will be supported by personnel activity reports or equivalent documentation which meets the standards in subsection (5) unless a statistical sampling system (see subsection (6)) or other substitute system has been approved by the cognizant Federal agency. Such documentary support will be required where employees work on:

- a. More than one Federal award,
- b. A Federal award and a non Federal award,
- c. An indirect cost activity and a direct cost activity,
- d. Two or more indirect activities which are allocated using different allocation bases, or
- e. An unallowable activity and a direct or indirect cost activity.

(5) Personnel activity reports or equivalent documentation must meet the following standards:

- a. They must reflect an after the fact distribution of the actual activity of each employee,
- b. They must account for the total activity for which each employee is compensated,
- c. They must be prepared at least monthly and must coincide with one or more pay periods, and
- d. They must be signed by the employee.

OMB Circular A-133 Compliance Supplement, March 2008

2) Documentation of Employee Time and Effort (Consolidated Administrative Funds and Schoolwide Programs)

ESEA programs in this Supplement to which this section applies are: Title I, Part A (84.010); MEP (84.011); SDFSCA (84.186) (except the Governor's Program authorized under Section 4112(a) with respect to consolidated administrative funds); CSP (84.282); 21st CCLC (84.287); Bilingual (schoolwide programs only)(84.288, 84.290 and 84.291); Title V, Part A (84.298); Ed Tech (84.318); Reading First (84.357) (consolidated administrative funds only); Title III, Part A (84.365); MSP (84.366) (with respect to schoolwide programs and consolidation of administrative funds at the LEA level); and Title II, Part A (84.367). This section also applies to SDFSCA (84.186) (including the Governor's program authorized under Section 4112(a)) (for schoolwide programs only); IDEA (schoolwide programs only) (84.027 and 84.173) and CTE (schoolwide programs only) (84.048).

a) Consolidated Administrative Funds: An SEA or LEA that consolidates Federal administrative funds under Sections 9201 or 9203 of ESEA (20 USC 7821 or 7823) is not required to keep separate records by individual program. The SEA or LEA may treat the consolidated administrative cost objective as a "dedicated function." Time-and-effort requirements with respect to consolidated administrative funds vary under different circumstances.

(1) An employee who works solely on a single cost objective (i.e., the consolidated administrative cost objective) must furnish a semi-annual certification that he/she has been engaged solely in activities supported by the applicable source(s) in accordance with OMB Circular A-87, Attachment B, paragraph 8.h.(3).

(2) An employee who works in part on a single cost objective (i.e., the consolidated administrative cost objective) and in part on a Federal program whose administrative funds have not been consolidated or on activities funded from other revenue sources must maintain time and effort distribution records in accordance with OMB Circular A-87, Attachment B, paragraphs 8.h. (4), (5), and (6) documenting the portion of time and effort dedicated to:

- a. The single cost objective, and
- b. Each program or other cost objective supported by non-consolidated Federal funds or other revenue sources.

Federal Register / Vol. 60, No. 95 / Wednesday, May 17, 1995 / Notices

(3) Where employees are expected to work solely on a single Federal award or cost objective, charges for their salaries and wages will be supported by periodic certifications that the employees worked solely on that program for the period covered by the certification. These certifications will be prepared at least semi-annually and will be signed by the employee or supervisory official having firsthand knowledge of the work performed by the employee.

(4) Where employees work on multiple activities or cost objectives, a distribution of their salaries or wages will be supported by personnel activity reports or equivalent documentation which meets the standards in subsection (5) Unless a statistical sampling system (see subsection (6)) or other substitute system has been approved by the cognizant Federal agency. Such documentary support will be required where employees work on:

- (a) More than one Federal award,
 - (b) A Federal award and a non-Federal award,
 - (c) An indirect cost activity and a direct cost activity,
 - (d) Two or more indirect activities which are allocated using different allocation bases, or
 - (e) An unallowable activity and a direct or indirect cost activity.
- (5) Personnel activity reports or equivalent documentation must meet the following standards:
- (a) They must reflect an after-the-fact distribution of the actual activity of each employee,
 - (b) They must account for the total activity, for which each employee is compensated,
 - (c) They must be prepared at least monthly and must coincide with one or more pay periods, and
 - (d) They must be signed by the employee.

Federal Register / Vol. 70, No. 168 / Wednesday, August 31, 2005 / Rules and Regulations

OFFICE OF MANAGEMENT AND BUDGET
2 CFR Part 225

Cost Principles for State, Local, and Indian Tribal Governments (OMB Circular A-87)

AGENCY: Office of Management and Budget ACTION: Relocation of policy guidance to 2 CFR chapter II.

SUMMARY: The Office of Management and Budget (OMB) is relocating Circular A-87, "Cost Principles for State, Local, and Indian Tribal Governments," to Title 2 in the Code of Federal Regulations (2 CFR), Subtitle A, Chapter II, part 225 as part of an initiative to provide the public with a central location for Federal government policies on grants and other financial assistance and nonprocurement agreements. Consolidating the OMB guidance and co-locating the agency regulations provides a good foundation for streamlining and simplifying the policy framework for grants and agreements as part of the efforts to implement the Federal Financial Assistance Management Improvement Act of 1999 (Pub. L. 106-107).

DATES: This document is effective August 31, 2005. This document republishes the existing OMB Circular A-87, which already is in effect.

FOR FURTHER INFORMATION CONTACT: Gil Tran, Office of Federal Financial Management, Office of Management and Budget, telephone 202-395-3052 (direct) or 202-395-3993 (main office) and e-mail: Hai_M._Tran@omb.eop.gov.

SUPPLEMENTARY INFORMATION: On May 10, 2004 [69 FR 25970], we revised the three OMB circulars containing Federal cost principles. The purpose of those revisions was to simplify the cost principles by making the descriptions of Those revisions, a result of OMB and Federal agency efforts to implement Public Law 106- 107, were effective on June 9, 2004.

In this document, we relocate OMB Circular A-87 to the CFR, in Title 2 which was established on May 11, 2004 [69 FR 26276] as a central location for OMB and Federal agency policies on grants and agreements. Our relocation of OMB Circular A-87 does not change the substance of the circular. Other than adjustments needed to conform to the formatting requirements of the CFR, this notice relocates in 2 CFR the version of OMB Circular A-87 as revised by the May 10, 2004 notice.

List of Subjects in 2 CFR Part 225

Accounting, Grant administration, Grant programs, Reporting and recordkeeping requirements, State, local, and Indian tribal governments.

Dated: August 8, 2005.

Joshua B. Bolten,
Director.

Authority and Issuance

■ For the reasons set forth above, the Office of Management and Budget amends 2 CFR Subtitle A, Chapter II, by adding a part 225 as set forth below.

PART 225—COST PRINCIPLES FOR STATE, LOCAL, AND INDIAN TRIBAL GOVERNMENTS
(OMB CIRCULAR A–87)

Sec.

225.5 Purpose.

225.10 Authority

225.15 Background

225.20 Policy.

225.25 Definitions.

225.30 OMB responsibilities.

225.35 Federal agency responsibilities.

225.40 Effective date of changes.

225.45 Relationship to previous issuance.

225.50 Policy review date.

225.55 Information Contact. Appendix A to Part 225—General Principles for Determining Allowable Costs

Appendix B to Part 225—Selected Items of Cost Appendix C to Part 225—State/Local-Wide Central Service

Cost Allocation Plans Appendix D to Part 225—Public Assistance Cost Allocation Plans

Appendix E to Part 225—State and Local Indirect Cost Rate Proposals

Authority: 31 U.S.C. 503; 31 U.S.C. 1111; 41 U.S.C. 405; Reorganization Plan No. 2 of 1970; E.O. 11541, 35

FR 10737, 3 CFR, 1966– 1970, p. 939.

Chapter 450 House Bill 6

****GENERAL ASSEMBLY OF NORTH CAROLINA
1995 SESSION
RATIFIED BILL**

**CHAPTER 450
HOUSE BILL 6**

AN ACT TO GRANT ADDITIONAL MANAGEMENT FLEXIBILITY TO LOCAL BOARDS OF EDUCATION, TO ENSURE THAT LOCAL BOARDS OF EDUCATION ARE HELD ACCOUNTABLE FOR THE USE OF THAT FLEXIBILITY, TO ASSESS THE RELATIONSHIP BETWEEN EXPENDITURES FOR PUBLIC SCHOOLS AND STUDENT PERFORMANCE, AND TO MAKE CONFORMING STATUTORY CHANGES.

—LOCAL MANAGEMENT FLEXIBILITY

Section 1. (a) Effective July 1, 1995, funding allotments in the Public School Fund are consolidated as follows to increase flexibility in the use of State funds:

Existing Funding Allotments

- (1) Superintendents;
- Administrators;
- Finance Officers;
- Maintenance Supervisors;
- Child Nutrition Supervisors;
- Community Schools;
- Sports Medicine;
- Health Education;
- Categorical Central Office Administrators;
- Matching Benefits.

New Funding Allotments

- Central Office School Administration

(b) The State Board of Education shall adopt formulas for computing the new allotments and may shift appropriate funds from existing funding allotments as is necessary to create these new allotments. The State Board shall establish a timeline to implement the new allotments so that they are fully implemented by the beginning of the 1996-97 school year. For the 1995-96 fiscal year, the State Board shall allocate Intervention/Prevention funds and Safe Schools funds to local school administrative units on a grant basis.

(c) The formula for the new funding allotment for Central Office Administration shall provide for a dollar allotment and not a position allotment. Furthermore, no central office administrators shall be paid from any other funding allotment, including funds for categorical programs.

(d) Funds allotted for the new funding allotment for At-Risk Student Services/Alternative Schools for the 1995-96 fiscal year shall remain available for expenditure until September 1, 1996; funds allotted for the 1996-97 fiscal year and subsequent fiscal years shall become available for expenditure on July 1 of that fiscal year and shall remain available for expenditure until August 31 of the next fiscal year.

(e) The State Board of Education shall adopt policies to establish purposes for which consolidated funds within each new funding allotment may be used, beginning with the funds within the At-Risk Student Services/Alternative Schools allotment. These purposes shall include, but are not required to be limited to, the same purposes as were permitted under the existing funding allotment categories. If applicable, the purposes shall conform to appropriate federal requirements. The State Board also shall establish procedures for allocating funds that previously were distributed in the form of grants to selected local school administrative units.

(f) Notwithstanding the new funding allotments established in this section, local boards of education may use funds from the allotment for Vocational Education - Months of Employment for program support for vocational education, and may use funds from the allotment for Instructional Support Personnel for teacher positions to reduce class size at all grade levels.

No waivers shall be necessary for the use of these funds under this subsection.

**GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2011
SESSION LAW 2011-145
HOUSE BILL 200**

AN ACT TO SPUR THE CREATION OF PRIVATE SECTOR JOBS; REORGANIZE AND REFORM STATE GOVERNMENT; MAKE BASE BUDGET APPROPRIATIONS FOR CURRENT OPERATIONS OF STATE DEPARTMENTS AND INSTITUTIONS; AND TO ENACT BUDGET RELATED AMENDMENTS.

The General Assembly of North Carolina enacts:

NORTH CAROLINA VIRTUAL PUBLIC SCHOOLS

SECTION 7.22.(a) The North Carolina Virtual Public School (NCVPS) program shall report to the State Board of Education and shall maintain an administrative office at the Department of Public Instruction.

SECTION 7.22.(b) The Director of NCVPS shall ensure that students residing in rural and low-wealth county local school administrative units have access to e-learning course offerings in order to expand available instructional opportunities. E-learning instructional opportunities shall include courses required as part of the standard course of study for high school graduation and AP offerings not otherwise available.

SECTION 7.22.(c) Section 7.4 of S.L. 2010-31 is repealed.

SECTION 7.22.(d) The State Board of Education shall take the following steps to implement an allotment formula for NCVPS beginning with the 2011-2012 school year:

(1) Project NCVPS student enrollment by semester and year-long course types for each local school administrative unit and charter school.

(2) Establish a per course teacher payment structure for the instructional costs of NCVPS. In establishing this payment structure, the Board shall consider the following:

a. The payment structure is based on a total compensation analysis to ensure NCVPS teacher pay has parity with similar programs. The total compensation analysis shall take into account salaries, benefits, and work effort to ensure valid comparisons between occupations.

b. The effects any change in NCVPS teacher payments may have on the attraction and retention of NCVPS teachers.

(3) Develop a per student fee structure for in-State students that is based on the per course teacher pay structure. The fee structure for in-State students shall ensure that the projected cost for local school administrative units and charter schools equals the projected instructional cost for NCVPS courses.
SL2011-0145 Session Law 2011-145 Page 55

(4) Multiply the per course fees for in-State students by the projected enrollment by course type to determine the total instructional cost for each local school administrative unit and charter school.

(5) Transfer a dollar amount equal to seventy-five percent (75%) of the local school administrative unit's or charter school's projected instructional cost from the classroom teacher allotment to NCVPS.

(6) No later than February 21 of each year, calculate the actual instructional cost for each local school administrative unit and charter school based upon actual NCVPS enrollment as of that date.

(7) Subtract the amount transferred pursuant to subdivision (5) of this subsection from the actual instructional cost for each unit or charter school and transfer the remaining dollar amount owed, up to a maximum of one hundred percent (100%) of the projected cost.

(8) Develop and implement a policy regarding returning funds to local school administrative units and charter schools in cases where the amount transferred pursuant to subdivision (5) of this subsection exceeds the actual instructional costs.

NCVPS shall use funds transferred to it to provide the NCVPS program at no cost to all students in North Carolina who are enrolled in North Carolina's public schools, Department of Defense schools, and schools operated by the Bureau of Indian Affairs.

SECTION 7.22.(e) In establishing the fee structure and payment structure for NCVPS, the State Board shall consider recommendations from the eLearning Commission and the NCVPS Advisory Board.

SECTION 7.22.(f) The State Board shall establish a separate per student tuition for out-of-state students, home-schooled students, and private school students, which shall be adjusted upward from the in-State student fee structure by an amount determined appropriate by the State Board.

SECTION 7.22.(g) The Board shall direct NCVPS to develop a plan to generate revenue from the sale of courses to out-of-state educational entities. Revenue generated by NCVPS shall be used to offset instructional costs to local school administrative units and charter schools. NCVPS shall submit its plan to the Board by September 15, 2011.

SECTION 7.22.(h) Beginning in 2011, the Director of NCVPS shall submit an annual report on NCVPS to the State Board of Education no later than December 1 of each year. The report shall use data from the previous fiscal year and shall include statistics on actual versus projected costs to local school administrative units and charter schools, student enrollment, virtual teacher salaries, and measures of academic achievement.

The Director of NCVPS shall continue to ensure the following:

(1) Course quality standards are established and met.

(2) All e-learning opportunities other than virtual charter schools offered by State-funded entities to public school students are consolidated under the NCVPS program, eliminating course duplication.

(3) All courses offered through NCVPS are aligned to the North Carolina Standard Course of Study.

SECTION 7.22.(i) The State Board of Education shall reduce each local school administrative unit's or charter school's classroom teacher allotment, or other allotment, as determined by the State Board of Education, on the basis of ADM in grades 6-12 to provide the sum of two million eight hundred sixty-six

thousand nine hundred twenty-three dollars (\$2,866,923) for the State-level operations and administration of NCVPS for the 2011-2012 fiscal year. The allotment reduction for State-level operations and administration shall continue in future fiscal years and be adjusted annually based upon the percentage growth in NCVPS enrollment, ensuring the expansion of services due to increased virtual student enrollment.

SECTION 7.22.(j) For fiscal year 2011-2012, the State Board of Education shall reduce each local school administrative unit's or charter school's classroom teacher allotment, or other allotment, as determined by the State Board of Education, on the basis of ADM in grades 6-12 to provide the sum of two million dollars (\$2,000,000) in order to create an NCVPS enrollment reserve. The NCVPS enrollment reserve shall be used to cover the NCVPS instructional costs of local school administrative units or charter schools with enrollments exceeding projected NCVPS enrollment.

Beginning in fiscal year 2012-2013, and annually thereafter, the State Board of Education shall reduce each local school administrative unit's or charter school's classroom teacher allotment, or other allotment, as determined by the State Board of Education, on the basis of ADM in grades 6-12 an amount that is the difference between two million dollars (\$2,000,000) and the balance of the NCVPS enrollment reserve.

Amounts available in the NCVPS enrollment reserve shall not revert.

SECTION 7.22.(k) The State Board shall use only funds provided through the North Carolina Virtual Public Schools Allotment Formula and the NCVPS enrollment reserve as set forth in this section to fund instructional costs of NCVPS.

SECTION 7.22.(l) G.S. 66-58(c) is amended by adding a new subdivision to read:

"(c) The provisions of subsection (a) shall not prohibit:

...

(20) The sale by the State Board of Education of NCVPS courses to home schools, private schools, and out-of-state educational entities."

Indirect Cost

Budgeting Indirect Cost

Restricted Indirect Cost Rate for Piedmont County

1.234%

EXAMPLE

Total Allocation	\$50,000.00
Less Capital Outlay	<u>(5,000.00)</u>
Amount Available for Other Expenses	45,000.00
Amount Subject to Indirect Cost (\$45,000 divided by 101.234%)	<u>44,451.00</u>
Budgeted Amount for Indirect Cost	<u>\$ 549.00</u>

The allowable indirect cost amount to budget for a project is computed by subtracting the capital outlay (equipment) from the total allocation. This amount is then divided by 100% plus the appropriate indirect cost rate to obtain the amount subject to indirect cost. The amount subject to indirect cost is then subtracted from the available amount for other expenses to arrive at the budgeted amount for indirect cost.

Verification of Indirect Cost	
Amount subject to Indirect Cost	\$ 44,451
Indirect Cost Rate	<u>X .01234</u>
Maximum Indirect Cost for this Project as currently budgeted	<u>\$ 549</u>

Indirect Cost Questions and Answers

1. What is Indirect Cost?

The federal government recognized that there were costs being incurred to run programs that were not being directly paid from federal programs. An indirect cost rate was established so that LEAs could be reimbursed for the local funds that were expended for activities directly related to a federal program.

2. What are some examples of expenses covered by Indirect Cost?

Examples of expenses covered by indirect cost are bookkeeping expenses and personnel administration.

3. When preparing a budget, where do you budget Indirect Cost?

The amount budgeted for indirect cost is recorded on the Budget Form (FPD208) in budget line item 3-8100-XXX-392.

4. How often should a LEA report indirect cost?

Indirect cost expenditures should be reported monthly or at least quarterly.

5. What happens if a LEA exceeds their allowable indirect cost budgets as of June 30?

A LEA that exceeds their indirect cost budget as of June 30 is subject to an audit exception.

6. Is a LEA required to charge indirect cost?

No. Indirect Cost is an allowable cost; however, LEAs are not required to budget and report amounts if they choose to use local funds.

Suggested Documents for Audit Compliance File

Administrators or their designee should keep electronic or hard copies of the following:

<http://www.records.ncdcr.gov/stateagy.htm>

State Agency Record information: This website lists records which must be maintained as well as length of time to maintain.

Financial Documents

- Purchase orders for past five years (Reference State Agency Record web address listed above)
- Local Plan with assurances and certifications page with signature from superintendent and board
 - Narrative with approval page from regional coordinator and either signature page or board minutes indicating board approval
 - Initial budgets approved by regional coordinator
 - BUD amendment approvals
 - Local Course Option application approvals
- Time and effort reports (monthly and semi-annual certifications)
- Equipment disposal forms

Program Documents

- NATEF certification
- Honors teaching portfolios
- Professional development agendas
- Professional development sign in sheets for CEU compilation
- CTE teachers areas of licensure
- Enrollment report
- Follow up concentrator feedback
- Postassessment results
- Graduation rate and dropout percentage for CTE completers
- CDP+

Also, if applicable

- College Tech Prep narrative
- Proof of insurance for work-based opportunities
- Extended employment contracts
- Plans of work for employees who work beyond ten months

Summary of Changes to Fiscal & Policy Guide

- January 2009 (Complete Revision)
- February 2005 (Update)
- November 2004(Update)
- July 2004 (Update)
- July 2003 (Complete Revision)
- December 2001
- November 1999

Interim revisions appear in red

June 2009 (Pages 17 and 67)

July 2009 (Pages 43, 44 and 46)

October 2009 (Pages 18, 22, 56 and 63)

April 2010 (Page 45)

July 2010 (Pages 14, 17, 20, 22, 28, 52-63, 93, 101)

January 2011 (Pages 33, 34, 46, 52-63, 68, 83-86, 99)

May 2011 (Page 34)

July 2011 (Pages 14, 16, 17, 18, 20, 44, 46, 53, 64, 105)

Clarified Approved LCO as a part of SCOS page 16 - done

Expanded Reports List to Include Credentials page 17 - done

Travel Reimbursement Rate Change pages 44 and 46 - done

Object Code 331 – Add 6550; Remove all other Purpose Codes – page 64 done

Object Code 234 – Add 5120; PRC 017 only page 53- done

Object Code 198 – Add 5120; PRC 017 only page 53 - done

ABC Flexibility – FY 2011-12 & 2012-13 page 18 - done

Appendix M pages 105-107 - done

Charter Schools – PRC 013, 014 pages 14 & 20 (Second Sentence) - done