February 6, 2018

To: CTE Administrators

From: John Kirkman, Interim CTE Director
Lisa Conger, Christy Harris, Lee O’Neal, Marty Tobey, Ann Callicutt, Regional Services

Re: Revised Fiscal and Policy Guide

The following revisions were made to the Fiscal & Policy Guide as a result of legislative and/or policy changes. The changes to the guide are shown in red text and summarized on page 121. A synopsis of the changes is listed below:

PRC 014
Provided CTE Career and College Promise clarification of non-allowable expenses – Pages 28-29

PRC 017
Provided CTE Career and College Promise clarification of non-allowable expenses – Pages 41-42

Appendices
Appendix A – Updated travel mileage rates – Pages 53
Appendix C – Updated CTE Expenditure by Fund Source – Pages 59-72
Appendix Q – Added 2018-2019 Agriculture Teacher Personnel Waiver Form – Page 119
Appendix Q – Added 2019-2020 Agriculture Teacher Personnel Waiver Form – Page 120

Please note that previous revisions to the Fiscal and Policy Guide may have changed pages as referenced in the revisions list.

For additional information or questions regarding these revisions please contact your Regional Coordinator or John Kirkman at john.kirkman@dpi.nc.gov.
CAREER AND TECHNICAL EDUCATION
A Guide for Administering Career and Technical Education in the Public Schools of North Carolina

Fiscal and Policy Guide
In compliance with federal law, NC Public Schools administers all state-operated educational programs, employment activities and admission without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law.

Inquires or complaints regarding discrimination issues should be directed to:
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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

State Laws
Chapter 115C, Article 10, Parts 1-4 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 career and technical education 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 career and technical education 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 career and technical education 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 career 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) Part 4, G.S. 115C-170 provides requirements for the establishment of Business Advisory Councils, members, selection and duties.

5) Reference

Public School Laws of NC Annotated Current Edition (LexisNexis)

6) 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, career 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) Reference

*Perkins Act of 2006 The Official Guide* (ACTE)

3) 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 career 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 Innovation Act of 2014 (WIOA – Public Law 113-128)
Programs and activities funded through this act are designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy.

D. General Education Provisions Act

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

E. Every Student Succeeds Act (Public Law 114-95)

Ensures that all students are held to high academic standards and prepared for success in college and career. The Act also reduces the burden of testing while maintaining annual information to parents and students. ESSA focuses on continuous improvement and promotes and invests in local innovation.

Plan for Career and Technical Education in North Carolina

• NC Five-Year State Plan
• Local 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, career and technical 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.

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. (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) In-service 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 in-service 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) Each local board of education shall be assisted by a business advisory council in performance of its duties to provide career and technical education instruction, activities, and services. (S. 115C-170)

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)
1) Funding

In 1995, the General Assembly of North Carolina passed House Bill 6 (Appendix L) 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.” Appendix J – CTE Administrators Job Description

2) Compensation: Personal Services – CFR 200.430

State funds (Central Office Administration funds, PRC 02) used for local CTE administration are also subject to 2 CFR 200.430 Compensation-Personal Services requirements, because they are used in meeting cost sharing or matching requirements.

3) Licensure

The Career and Technical Education supervisor, director, or coordinator must hold a valid 00711 Career and Technical administrator’s license as referenced in the North Carolina Salary and Benefits Manual, page B-5, 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 North Carolina CTE Essential Standards.

2) Program areas include Agricultural Education, Business, Finance, and Information Technology; Career Development; Family and Consumer Sciences; Health Sciences; Marketing and Entrepreneurship; Technology Engineering and Design; and Trade and Industrial Education.

3) Career and Technical Education instruction and/or supportive services for programs that extend beyond the normal school day

4) 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
5) Career development coordination services to assist students participating in Career and Technical Education in making educational and career decisions

6) Coordination for the implementation of the CTE Instructional Management System (IMS)

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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

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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/](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.*

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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 North Carolina CTE Essential Standards 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 G.
   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 H.
   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

www.ncpublicschools.org/fbs/finance/salary/
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 I.

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)(b2) states, Except for career and technical education agriculture teacher personnel positions as provided for in this subsection, State allotted months of employment for career and technical education to local boards shall be used for the employment of teachers of career and technical education for a term of employment to be determined by the local boards of education. Beginning with the 2018-2019 school year, career and technical education agriculture personnel positions serving students in grades 9-12 shall be for a term of employment for 12 calendar months. A local board of education may apply on an annual basis to the Department of Public Instruction and the North Carolina State University, Agricultural and Extension Education, for a waiver of the months of employment (Appendix Q) requirement for any upcoming school year when it is impracticable for the local board to provide adequate funds to support 12 months of employment for career and technical agriculture teachers.

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 North Carolina CTE Essential Standards, 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 North Carolina CTE Essential Standards or approved Local Course Option (LCO)

http://www.ncrepublicschools.org/docs/cte/standards/2012/essential-standards.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 2016-17 on page D-4, 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. 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 2 CFR 200.430 Compensation-Personal Services requirements.

B. State funds (Central Office Administration funds, PRC 02) used for local CTE administration are also subject to 2 CFR 200.430 Compensation-Personal Services requirements, because they are used in meeting cost sharing or matching requirements.

4) Reporting

A. To the Division of Career and Technical Education, Department of Public Instruction:

   i. Student enrollment reports (PowerSchool)
   ii. Concentrator follow-up reports (PowerSchool)
   iii. Post-assessment achievement reports (Instructional Management System)
   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 (Instructional Management System)

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/fbs/allotments/general

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:

**Local Education Agency Budgetary Flexibility**

Local Education Agencies shall provide maximum flexibility to schools in the use of funds to enable the schools to accomplish their goals. Following are the restrictions between allotment categories:

1. No funds shall be transferred into the central office administration allotment.

2. Funds for the Excellent Public Schools Act shall not be transferred.

3. Classroom teacher positions may be converted to dollars at the State average salary for the use of visiting international exchange teachers.

4. Classroom teacher and instructional support positions may be converted to dollars at the A00 value and used for any purpose allowable in the State Public School Fund except central office administration.

5. Principals positions may be converted to dollars at the first step of the principal III salary schedule and assistant principals at the first step of the assistant principal schedule. The converted positions may be used for any purpose allowable in the State Public School Fund except central office administration.

6. Children with Disabilities funds may be transferred only as provided through any rules that the State Board of Education adopts to ensure compliance with federal regulations.

7. Transfers out of Career and Technical Education months of employment are allowable to Career Technical Education Program Support. The dollar amount transferred will equal the state average salary including benefits for Career Technical Education MOEs. Converting certified position allotments to dollars for the purpose of hiring the same type position is not allowable. Transfers to other allotment categories are allowable with restrictions pursuant to G.S. 115C-105.25(5b)

8. Transfers out of Career Technical Education Program Support for other categories are allowable up to the amount of increase in the State allotment for each fiscal year.

9. Transfers out of Career Technical Education (MOEs) for other categories are allowable up to the amount of increase in the State allotment for each fiscal year.

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**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 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 G, H, and I**
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 based on 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 based on 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.
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 and career awareness activities in grade 5. A local board of education that adopts a career awareness program for fifth grade students shall report on program activities and student outcomes from the prior school year to the State Board of Education by October 1 of each year.

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. The NC VPS reduction is based on the funding formula as defined in Session Law 2011-145.

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.
iv. Adjunct CTE Instructors (115C-157.1) – a local board of education may employ with an individual to serve as an adjunct instructor who meets the adjunct hiring criteria established by the State Board of Education for a specific career and technical...
education career cluster. The local board of education may employ with an adjunct instructor on an annual or semester basis, subject to the following requirements:

An Adjunct Instructor:
(a) Shall be employed for no more than 10 hours per week.
(b) Shall be subject to a criminal history check, to ensure that the person has not been convicted of any crime listed in G.S. 115C-332.
(c) Shall not be required to hold or apply for licensure as a teacher.
(d) Must meet any of the following criteria:
   i. Work experience and education for licensing of alternative entry faculty contained in State Board Policy LICN-001 (Appendix B and P);
   ii. Have a current or have held a teaching license in the related program area of instruction;
   iii. Be employed at a community college as faculty teaching a related subject.
   iv. Must hold any industry certifications required for teachers who are licensed to teach the same courses as identified in LICN-001.
(e) Must complete preservice training in all of the following areas prior to beginning instruction:
   i. The identification and education of children with disabilities.
   ii. Positive management of student behavior.
   iii. Effective communication for defusing and deescalating disruptive or dangerous behavior.
   iv. Safe and appropriate use of seclusion and restraint.

Note: Preservice training may be provided by the LEA or another institution approved by the LEA.

Compensation Guidelines: LEAs should accumulate evidence and validate the education and experience of individuals hired as an adjunct instructor. LEAs should determine the hourly rate based on the education and experience of the individual. DPI recommends hourly rates based on the established scale for teacher pay between $22.00 and $38.00 per hour.

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>Recommended Hourly Rate</th>
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<tr>
<td>0-4</td>
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<tr>
<td>5-9</td>
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<tr>
<td>10-14</td>
<td>$27.34-$30.00</td>
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<td>15-19</td>
<td>$30.01-$32.67</td>
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<tr>
<td>20-24</td>
<td>$32.67-$35.33</td>
</tr>
<tr>
<td>25+</td>
<td>$35.34-$38.00</td>
</tr>
</tbody>
</table>

Note: It is recommended that the CTE Director approves the CTE Adjunct Instructor contract to ensure required criteria is met.

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 2 CFR 200.430 Compensation-Personal Services requirements.

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 percentage of time an administrator is assigned to CTE (length of employment of the CTE administrator) (i.e. If an Administrator is assigned CTE (50%) and other areas of responsibility (50%), CTE funds may only be used for up to 50% of the secretary salary.) 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 North Carolina Career and Technical Education Essential Standards as defined 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 (CTED-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 2016-17 on page D-4, 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.”

E. Dependent Care costs

3) Equipment & Real Property Management (2 CFR 200.439)

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 (34 CFR 76.708)

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

5) Procurement & Suspension & Disbarment (34 CFR 76.707)

Obligations must be incurred in accordance with state purchasing requirements.

6) Reporting (34 CFR 76.720)

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. Submit an ABC Transfer Form to transfer funds.

Use of Funds: Types of Expenditures

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 and consistent with 2 CFR 200 Subpart E Cost Principles and 34 CFR 76.530 General Cost Principles:

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. 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/curriculum/equipment/) 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 or “primary use” textbooks and/or digital materials may not be purchased with these funds. Textbooks and/or digital materials should be purchased through state textbook and digital materials allocations.

E. Activities involving academic integration (such as Common Core Task Alignment with ELA, Math, or Science)

F. Support for Family and Consumer Sciences

G. Support for automotive technologies

H. Career-themed learning communities

I. Support for nontraditional students

J. Career awareness activities beginning in grade 5 (A local board of education that adopts a career awareness program for fifth grade students shall report on program activities and student outcomes from the prior school year to the State Board of Education by October 1 of each year.)

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

i. Substitute Teacher Pay - to free CTE teacher to supervise students on an approved field trip.

ii. Staff Travel, Subsistence and Registration Fees: To be paid to CTE teacher for expenses incurred during the performance of official duties on an approved field trip.
1. Field trip must be supervised by at least one qualified/licensed Career and Technical Education teacher. Supervision includes being present and an active chaperone during the field trip.

2. Expenses for chaperones (in addition to CTE teachers), necessary to comply with local board policies for supervision of students, may be paid from CTE funds when those chaperones are supervising CTE students on approved field trip. Chaperones should be other CTE personnel or, when CTE personnel are not available, other school system personnel. Non-school system personnel may not be paid from CTE funds to chaperone students. Non-school personnel expenses may be paid from other sources per local guidelines and policies.

iii. Student Transportation: To be paid for costs incurred in transporting CTE students to and from an approved field trip. If an overnight field trip, student subsistence is a local responsibility.

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

I. Business & Industry Credentials (Object Code 351)

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.

1. CTSOs must be supervised by at least one qualified/licensed Career and Technical Education teacher who must function as the advisor(s) of record throughout the year. Supervision includes being present and an
active advisor at state and/or national CTSO events when a chapter participates in these events. (Reference - Fiscal and Policy Guide page 21, Section I)

2. Expenses for chaperones (in addition to CTSO Advisor(s)), necessary to comply with local board policies for supervision of students, may be paid from CTE funds when those chaperones are supervising CTE students at state or national CTSO events. Chaperones should be other CTE personnel or, when CTE personnel are not available, other school system personnel. Non-school system personnel may not be paid from CTE funds to chaperone students. Non-school personnel expenses may be paid from other sources per local guidelines and policies.

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 to supervise students who are national officer candidates.

1. CTSOs must be supervised by at least one qualified/licensed Career and Technical Education teacher who must function as the advisor(s) of record throughout the year. Supervision includes being present and an active advisor at state and/or national CTSO events when a chapter participates in these events. (Reference - Fiscal and Policy Guide page 21, Section I)

2. Expenses for chaperones (in addition to CTSO Advisor(s)), necessary to comply with local board policies for supervision of students, may be paid from CTE funds when those chaperones are supervising CTE students at state or national CTSO events. Chaperones should be other CTE personnel or, when CTE personnel are not available, other school system personnel. Non-school system personnel may not be paid from CTE funds to chaperone students. Non-school personnel expenses may be paid from other sources per local guidelines and policies.

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.

6) Advisory Councils (Appendix K), Meetings and Conferences

The Office of Management and Budget provides 2 CFR 200 – Uniform Grant Guidance that establishes principles and standards for determining costs for federal awards carried out through grants, cost reimbursement contracts, and other agreements with state and local governments and federally recognized Indian tribal governments (governmental units).

The following items speak to the appropriate use of PRC 014 funds:

2 CFR 200.422: Advisory councils. Costs incurred by advisory councils or committees are allowable as a direct cost where authorized by the federal awarding agency or as an indirect cost where
allocable to Federal awards. The expenditure must directly relate to the improvement of Career and Technical Education.


2 CFR 200.432: Meetings and conferences. Costs of meetings and conferences, the primary purpose of which is the dissemination of technical information and is necessary and reasonable are allowable. This includes costs of meals, transportation, rental of facilities, speakers’ fees, and other items incidental to such meetings or conferences.

2 CFR 200.438: Entertainment. Costs of entertainment, including amusement, diversion, and social activities and any costs directly associated with such costs (such as tickets to shows or sports events, meals, lodging, rentals, transportation, and gratuities) are unallowable.

2 CFR 200.472: Training costs. The cost of training provided for employee development is allowable.

In addition to the references identified above, the U.S. Department of Education provides the following guidance as it relates to the purchase of food, beverages, and/or snacks:

Conference hosts/sponsors must exercise discretion and judgment in ensuring that conference costs are appropriate, necessary and managed in a manner that minimizes costs to the Federal award. Providing meals at conferences is allowable only when it is reasonable and necessary to the completion of the actual work. A working lunch may be a legitimate expense if the conference must conduct sessions at that time to keep the number of conference days to a minimum. Snacks and other meals typically do not meet the reasonable and necessary standard, because these costs can be purchased by attendees using non-grant funds and the snacks are not essential to the objectives of the conference.

Generally, there is a very high burden of proof to show that paying for food and beverages with Federal funds is necessary to meet the goals and objectives of a Federal grant. When a grantee is hosting a meeting, the grantee should structure the agenda for the meeting so that there is time for participants to purchase their own food, beverages, and snacks. In addition, when planning a meeting, grantees may want to consider a location in which participants have easy access to food and beverages.

While these determinations will be made on a case-by-case basis, and there may be some circumstances where the cost would be permissible, it is likely that those circumstances will be rare. Grantees, therefore, will have to make a compelling case that the unique circumstances they have identified would justify these costs as reasonable and necessary.

To evaluate the appropriateness of using PRC 014 funds, the following must be considered:

1. Is a working lunch necessary? Before deciding that a working lunch is necessary, plan the agenda and, consistent with these guidelines, determine if there are alternatives to working through lunch in order to accomplish all the key business of the conference or meeting.

2. Is the portion of the agenda to be carried out during lunch substantive and integral to the overall purpose of the conference or meeting? Attendance during a working lunch must be necessary to ensure attendees’ full participation in substantive discussions, lectures, or speeches that are integral to the purpose of the meeting or conference.

3. Is there a genuine time constraint that requires the working lunch? If a conference or meeting agenda could, without unduly disrupting attendee schedules or making the day unreasonably long, ex. starting an hour earlier or ending an hour later, a working lunch might not be justified.
If, however, a day-long meeting has been designed to save lodging costs and some participants must travel a considerable distance to attend, a working lunch might be appropriate because, absent the working lunch, it would not be possible for the host to cover the entire agenda and still provide participants sufficient time to return home in order to avoid the additional costs of lodging.

4. If a working lunch is necessary, is the cost of the working lunch reasonable? A working lunch, when necessary, must be reasonable in cost. Lunches that include extravagant components would not only raise appearance concerns, but also violate the requirements of the Education Department General Administrative Regulations.

5. Has the meeting or conference host carefully documented that a working lunch is both reasonable and necessary? If it has been determined that a working lunch is reasonable and necessary, the host should carefully document its justification for using funds for this purpose, including any cost savings that result in considerable cost savings compared to paying for meals during a working lunch.

It is important to note that 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. The following items from the Office of State Budget and Management provide state requirements and limitations when state funds are utilized.

1. The meeting is planned in detail in advance, with a formal agenda.
2. There is a written invitation to participants.
3. Excess travel subsistence is unallowable and such meetings must be held in state facilities when available.
4. State funds to provide promotional or gift items to be distributed are unallowable.
5. State funds to support or underwrite a rally, celebration, reception, employee appreciation activity, or similar functions are unallowable.
6. State funds to support or underwrite a meeting, assembly, conference, seminar, or similar function by whatever name called that promotes any cause or purpose other than the mission and objective of the department are unallowable.

Although 2 CFR 200 – Uniform Grant Guidance and the North Carolina State Budget Manual provide these regulations, it is important to note that local education agencies may be more restrictive in program implementation.

7) Career and College Promise – Local community colleges receive state and federal funding to provide CTE post-secondary opportunities for high school students. Specific funding includes a base allotment and FTE (full-time equivalency) allotment. As part of the base allotment, community colleges receive funding for curriculum instruction, continuing education, and instructional and academic support. The FTE allotment is based on the number of students served and generates instructional resources and equipment funding to support these students. In addition, categorical funding (Perkins) is provided for additional support to the program. Due to the state and federal funding provided through the North Carolina Community College System, LEA CTE funds may not be utilized to pay for the following expenses:
A. Personnel: CTE funds may not be utilized to employ community college instructors, technical assistants, facilitators, or any other personnel for CCP courses.

B. Textbooks: CTE funding is not available for CCP or any other textbooks at this time. Community colleges and the LEA must work together to determine how to pay for students’ textbooks.

C. Transportation: CTE funds are not available to provide student transportation. LEAs may help alleviate transportation costs by hosting college-level courses taught by community college faculty on the high school campus.

D. Fees: CTE funds may not be utilized for student fees. The community college and LEA must work together to minimize additional student fees.

E. Materials/Supplies/Rentals/Leases: CTE funds may not be utilized for this type of expense unless the materials, supplies, etc. become the property of the LEA.

F. Equipment: CTE funds may not be utilized to purchase CTE CCP equipment. However, a CTE CCP instructor may utilize a CTE lab located on the high school campus.

G. Professional Development: This expense is allowable if the professional development is specifically for community college AND CTE teachers. Funds may not be utilized to cover professional development expenses for CCP instructors only.

H. Student Credentials: CTE funds may not be utilized.

I. Honors Credit: All college transfer courses receive weighted (honors) credit. In addition, select community college courses have been identified to receive weighted (honors) credit. Consult with your Regional Coordinator to receive the most up to date course list.

J. CTSO Participation: Students enrolled in CCP courses may participate in the respective CTSO available at their high school.

To ensure all students are provided the opportunity to participate in post-secondary education opportunities such as CTE CCP, it is imperative that the LEA and local community college work collaboratively to minimize, if not eliminate, the expense to the student. In accordance with Perkins IV legislation, collaboration should include the identification and removal of barriers or challenges to ensure special population student participation and success. Although CTE funds may not be utilized for CTE CCP expenses, it is important to note that local non-CTE funds may be utilized. The collaboration mentioned in this section shall be documented through a local Memorandum of Understanding (MOU) outlining the responsibility (including fiscal responsibility) of the LEA and community college. For additional information pertaining to Career and College Promise, see Appendix O. To view an example of an LEA/Community College MOU go to: https://tinyurl.com/y8af42hv.
LEAs applying for the grant shall submit an application that includes at least the following:

1. A plan for expansion of the CTE program to sixth and seventh grade students, including the specific programs that will be expanded, the significance of CTE in the local school administrative unit, and how a grade expansion would enhance the education program and the community.

2. A request for the amount of funds, a description of how the funds will be used, and any other sources of funds available to accomplish the purposes of this program.

3. A proposed budget for seven years that provides detail on the use of the amount of funds to add personnel, increase career development efforts, and provide support services.

4. A strategy to achieve meaningful analysis of program outcomes due to the receipt of grant funds under this section.

Funds appropriated shall be allocated to selected local school administrative units as competitive grants of up to seven hundred thousand dollars ($700,000) for the 2017-2018 fiscal year and to the extent funds are available up to one million dollars ($1,000,000) for the 2018-2019 fiscal year and subsequent years.

Grant funds shall be used only for employing additional licensed personnel in career and technical education areas, career development coordination areas, and support service areas necessary for expanding the CTE program to sixth and seventh grade students. The funds may be used for CTE programs at one or more schools in the local school administrative unit.

Each grant recipient shall submit to the Department of Public Instruction, Local Planning Systems Regional Services staff within the Division of Career and Technical Education, an annual report for the
preceding year in which grant funds were expended that provides at least the following information on the program for sixth and seventh grade students:

1. The use of grant funds, including the CTE programs and courses that have been expanded in the local school administrative unit to include sixth and seventh grade students.

2. The number of students enrolled in CTE courses as part of the expansion.

3. The number of students who subsequently enrolled in CTE courses in high school.

4. The number of students who subsequently participated in internships, cooperative education, or apprenticeship programs.

5. The number of students who subsequently earned college credit and approved industry certification and credentials.

6. Any other information the Division of Career and Technical Education deems necessary.

The Superintendent of Public Instruction shall provide a report to the Commission by October 15 of each year based on the information reported to the Local Planning Systems Regional Services staff, including how the grant recipients compare to CTE programs statewide and whether the programs are aligned with the Master Plan for Career and Technical Education adopted by the State Board.
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/fbs/allotments/federal/

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.
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 and Amendment System (BAAS).

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: (34 CFR 76.720)

   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, 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

A. 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).

B. 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 2016-17 on page D-4, 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.”

C. The use of federal Career and Technical Education funds (PRC 017) for income generating production work is prohibited. PRC 017 funds may not be utilized to purchase supplies and materials for production work. If these funds are utilized to purchase the supplies/materials, the proceeds including profit are considered program income and must be refunded to the Federal Awarding Agency. (Uniform Grant Guidance, Section 200.307, December 2014)

D. Dependent Care costs

3) Period of Availability of State Funds (34 CFR 76.708)

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

4) Procurement & Suspension & Disbarment (34 CFR 76.707)

Obligations must be incurred in accordance with state purchasing 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 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.

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. These funds may be used to support the following activities when included in the Local Plan and consistent with 2 CFR 200 Subpart E Cost Principles and 34 CFR 76.530 General Cost Principles:

1) Personnel

   A. CTE staff salaries and benefits for
      i. Teachers
         (a) Linked to LPS Targeted Program Improvement Plan
      ii. Career Development Coordinators
      iii. Special Populations Coordinators
      iv. Instructional Management Coordinators
      v. Teacher Assistants
      vi. Technical Assistants

Note: PRC 017 funds may not be used to support the same CTE position(s) for more than 3 years.

Note: Benefits includes Object Code 233 – Employer’s Unemployment Ins (Limited to 1% of salaries)

B. Personnel employed through these funds are subject to 2 CFR 200.430 Compensation-Personal Services requirements. 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*
equipment standards for each program area and course within CTE and should
be used in determining equipment needs for funded programs. 2 CFR 200.439.
**Appendix D**
   iv. Curriculum materials include supplemental textbooks and other audiovisual
supplies and materials. **State-adopted or “primary use” textbooks and/or
digital materials may not be purchased with these funds. Textbooks**
   and/or digital materials should be purchased through state textbook and
digital materials 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
   i. Substitute Teacher Pay: To free CTE teacher to supervise students an approved field trip.
   ii. Staff Travel, Subsistence and Registration Fees: To be paid to CTE teacher for expenses incurred during the performance of official duties on an approved field trip.
      (a) Field trip must be supervised by at least one qualified/licensed Career and Technical Education teacher. Supervision includes being present and an active chaperone during the field trip.
      (b) Expenses for chaperones (in addition to CTE teachers), necessary to comply with local board policies for supervision of students, may be paid from CTE funds when those chaperones are supervising CTE students on approved field trip. Chaperones should be other CTE personnel or, when CTE personnel are not available, other school system personnel. Non-school system personnel may not be paid from CTE funds to chaperone students. Non-school personnel expenses may be paid from other sources per local guidelines and policies.
   iii. Student Transportation: To be paid for costs incurred in transporting CTE students to and from an approved field trip. If an overnight field trip, student subsistence is a local responsibility.

B. Work-based insurance

C. Hepatitis B Virus Immunization for applicable programs

D. Student background checks for clinical internships

E. Supplementary textbooks
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.

1. CTSOs must be supervised by at least one qualified/licensed Career and Technical Education teacher who must function as the advisor(s) of record throughout the year. Supervision includes being present and an active advisor at state and/or national CTSO events when a chapter participates in these events. (Reference - Fiscal and Policy Guide page 21, Section I)

2. Expenses for chaperones (in addition to CTSO Advisor(s)), necessary to comply with local board policies for supervision of students, may be paid from CTE funds when those chaperones are supervising CTE students at state or national CTSO events. Chaperones should be other CTE personnel or, when CTE personnel are not available, other school system personnel. Non-school system personnel may not be paid from CTE funds to chaperone students. Non-school personnel expenses may be paid from other sources per local guidelines and policies.

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 to supervise students who are national officer candidates.

   1. CTSOs must be supervised by at least one qualified/licensed Career and Technical Education teacher who must function as the advisor(s) of record throughout the year. Supervision includes being present and an active advisor at state and/or national CTSO events when a chapter
participates in these events. (Reference - Fiscal and Policy Guide page 21, Section I)

2. Expenses for chaperones (in addition to CTSO Advisor(s)), necessary to comply with local board policies for supervision of students, may be paid from CTE funds when those chaperones are supervising CTE students at state or national CTSO events. Chaperones should be other CTE personnel or, when CTE personnel are not available, other school system personnel. Non-school system personnel may not be paid from CTE funds to chaperone students. Non-school personnel expenses may be paid from other sources per local guidelines and policies.

6) Career and College Promise – Local community colleges receive state and federal funding to provide CTE post-secondary opportunities for high school students. Specific funding includes a base allotment and FTE (full-time equivalency) allotment. As part of the base allotment, community colleges receive funding for curriculum instruction, continuing education, and instructional and academic support. The FTE allotment is based on the number of students served and generates instructional resources and equipment funding to support these students. In addition, categorical funding (Perkins) is provided for additional support to the program. Due to the state and federal funding provided through the North Carolina Community College System, LEA CTE funds may not be utilized to pay for the following expenses:

K. Personnel: CTE funds may not be utilized to employ community college instructors, technical assistants, facilitators, or any other personnel for CCP courses.

L. Textbooks: CTE funding is not available for CCP or any other textbooks at this time. Community colleges and the LEA must work together to determine how to pay for students’ textbooks.

M. Transportation: CTE funds are not available to provide student transportation. LEAs may help alleviate transportation costs by hosting college-level courses taught by community college faculty on the high school campus.

N. Fees: CTE funds may not be utilized for student fees. The community college and LEA must work together to minimize additional student fees.

O. Materials/Supplies/Rentals/Leases: CTE funds may not be utilized for this type of expense unless the materials, supplies, etc. become the property of the LEA.

P. Equipment: CTE funds may not be utilized to purchase CTE CCP equipment. However, a CTE CCP instructor may utilize a CTE lab located on the high school campus.

Q. Professional Development: This expense is allowable if the professional development is specifically for community college AND CTE teachers. Funds may not be utilized to cover professional development expenses for CCP instructors only.

R. Student Credentials: CTE funds may not be utilized.

S. Honors Credit: All college transfer courses receive weighted (honors) credit. In addition, select community college courses have been identified to receive weighted (honors) credit. Consult with your Regional Coordinator to receive the most up to date course list.
T. CTSO Participation: Students enrolled in CCP courses may participate in the respective CTSO available at their high school.

To ensure all students are provided the opportunity to participate in post-secondary education opportunities such as CTE CCP, it is imperative that the LEA and local community college work collaboratively to minimize, if not eliminate, the expense to the student. In accordance with Perkins IV legislation, collaboration should include the identification and removal of barriers or challenges to ensure special population student participation and success. Although CTE funds may not be utilized for CTE CCP expenses, it is important to note that local non-CTE funds may be utilized. The collaboration mentioned in this section shall be documented through a local Memorandum of Understanding (MOU) outlining the responsibility (including fiscal responsibility) of the LEA and community college. For additional information pertaining to Career and College Promise, see Appendix O. To view an example of an LEA/Community College MOU go to: [https://tinyurl.com/y8af42hy](https://tinyurl.com/y8af42hy).
**Purpose:** The purpose of this competitive program is to reward those local partnerships, that through successful implementation of their pathways, have experienced positive outcomes for their region and to begin to hold up viable examples of measurement for statewide replication. PRC 058 fund may be used for CTE students in grades 7 – 12 and postsecondary students. The goal of the grant is to catalyze pathway implementation and increase positive outcomes for individuals and employers through increased investment in promising pathway implementation practices.

**Eligibility**

LEAs that have demonstrated the following in the annual application are eligible to receive the competitive grant:

1. Current Career Pathway reflects the criteria approved by the NC Works Commission.
2. Able to provide evidence of qualitative and quantitative data examples that demonstrates achievement of the intended outcomes.
3. Performance outcome measures are reflective of the evaluation metrics that were part of the original pathway development.
4. Reflect high levels of collaboration with consortium partners.

**Formula**

Up to $1.2 million will be distributed to Local Education Agencies (LEAs) and up to $600,000 to Community Colleges. Individual grants to LEAs will be awarded in amounts not to exceed $50,000 and to colleges in amounts not to exceed $25,000. Allocations will be made on a competitive basis with the expectation that awards will be reinvested and leveraged with existing resources to enhance current pathway systems. Funds should be targeted for activities directly aligned to pathway outcomes.

**Compliance Requirements**

Funds awarded through this grant process MUST follow the funding and expenditure rules established for other federally awarded CTE funds including those promulgated under Uniform Grant Guidance (UGG). LEAs will receive allotted funds through PRC 058 and will be responsible for building and submitting budgets using the BAAS system. Community Colleges will be awarded funds through the NCCCS allocation process and will be required to submit an initial budget and quarterly updates.
1) Activities Allowed

A. Capacity Building funds are expended in accordance with an approved line-item budget that is supported by strategies and activities described in the Competitive Grant Proposal. This budget is submitted and managed through the Budget and Amendment System (BAAS).

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 Competitive Grant Proposal;
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. LEAs awarded must demonstrate the following assurances as outlined in the Competitive Grant Proposal:

1. Provide the appropriate administrative supervision and support necessary to foster success of the project.
2. Operate under a written articulation agreement as is attached to the grant application.
3. Work cooperatively with the North Carolina Community College System, North Carolina Department of Public Instruction, and the North Carolina Department of Commerce Division of Workforce Solutions, North Carolina Economic Development, in monitoring and evaluating the program and to submit evaluation data as required.
4. Supplement, expand, and not supplant funding for existing programs, activities, or services.
5. Commitment to the project by providing appropriate time and personnel to complete the objectives and outcomes of the project and all overhead costs, classrooms, and laboratory costs.
6. Ascertain that members of the consortium are in compliance with applicable federal and state laws to promote equal opportunity for all participants without regard to race, color, religion, gender, age, disability, political affiliation, or national origin.
7. Provide programs, services, and activities that conform to the applicable standards of performance and measures of effectiveness required of academic and technical education programs in North Carolina.
8. Attest that all funds will be used to support the cost of only those activities described in the proposal and approved by the State Board of Education, State Board of Community Colleges, The North Carolina Workforce Commission.
9. Establish such fiscal control and accounting procedures as may be necessary for proper disbursement of and accounting for all project funds.
10. Ensure funds awarded through this program will be reinvested in the career pathway on which the metrics/data and narrative reflect.
2) Activities Not Allowed

A. Funds may only be reinvested in the career pathway identified in the Competitive Grant Proposal and may not be used for general CTE program purposes.

B. No more than 30% of the grant award may be used for equipment purchases.

C. All funds received through this program must be used to supplement existing programs and cannot supplant current funding streams.

3) Period of Availability of State Funds

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

4) Procurement & Suspension & Disbarment

Obligations must be incurred in accordance with state purchasing requirements.

**Use of Funds: Types of Expenditures**

PRC 058 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 PRC 058 funds are used, the following are examples of the kinds of expenditures that are allowable. These funds may be used to support the following activities when included in the Competitive Grant Proposal.

1) Personnel

A. CTE staff salaries and benefits for
   i. Career Development Coordinators
   ii. CTE teachers

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. The salary of workshop participants (CTE staff) who attend workshops during summer months and/or for periods of non-required classroom time (after school hours, weekends).

D. Professional development activities – expenses approved by the LEA necessary for CTE staff to participate in professional development related to the Career Pathway.
   i. Travel
   ii. Meals
   iii. Lodging
   iv. Registration fees
v. Substitute costs required to enable a CTE staff to participate in a professional development activity

2) Program Improvement

A. Career development coordination services related to the enhance of the Career Pathway

B. Pathway support and articulation

C. Furniture, Equipment and Instructional Aids
   i. Only instructional equipment being used directly to enhance the specified Career Pathway may be purchased with these funds.
   ii. Equipment may be used for other instructional purposes if such does not interfere with the primary use.

3) Business-Related Expenses

A. Contracted services

B. Advertising

C. Printing/Reproduction Costs

D. Postage Expenses

4) Student-Related Expenses

A. Transportation/Field Trips
   i. Substitute Teacher Pay to free CTE teacher to supervise students an approved field trip.
   ii. Staff Travel and Registration Fees: To be paid to CTE staff for expenses incurred during the performance of official duties on an approved field trip.
   iii. Student Transportation: To be paid for costs incurred in transporting CTE students to and from an approved field trip related to the Career Pathway. If an overnight field trip, student subsistence is a local responsibility.
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 non-duplicative 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://ctelps.dpi.state.nc.us/](http://ctelps.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. 115C-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.


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.
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/](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.

**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 $109.50 for in-state travel and $125.10 for out-of-state travel. The following shall be used for
reporting allowable subsistence expenses while traveling on official school unit business:

<table>
<thead>
<tr>
<th></th>
<th>In State</th>
<th>Out of State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>8.40</td>
<td>8.40</td>
</tr>
<tr>
<td>Lunch</td>
<td>11.00</td>
<td>11.00</td>
</tr>
<tr>
<td>Dinner</td>
<td>18.90</td>
<td>21.60</td>
</tr>
<tr>
<td>Lodging (Actual cost up to)</td>
<td>71.20</td>
<td>84.10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$109.50</td>
<td>$125.10</td>
</tr>
</tbody>
</table>
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 $71.20 per night for in-state or $84.10 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.

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.

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 54.5 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 – 54.5 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.

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 ($109.50 in-state and $125.10 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.
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/

State Board Policy LICN-001 – Policies on General Licensure Requirements 

In addition, The Manual for Restricted Career and Technical Education License Route and CTE Endorsement may be found on the CTE Administrator Moodle. The purpose of the manual is to assist Local Education Agency (LEA) and Department of Public Instruction (DPI) staff to determine requirements for (i) initial licensing of teaching candidates, (ii) current faculty to add additional areas of licensure and (iii) endorsements and specific credential requirements for teachers.

Requirements for teachers entering the profession through the lateral entry process should follow the guidance in State Board of Education policy LICN-001. Restricted License processes require that teaching candidates have related work experience for the CTE program area as well as the related degree. The work experience requirement is a major difference between a Restricted License Process and the Lateral Entry License process.
### Career and Technical Expenditures

**by Fund Source**

- **PRC 013** – State Months of Employment
- **PRC 014** – State Program Support
- **PRC 017** – Federal Program Improvement
- **PRC 058** – CTE Capacity Building Grant
- **PRC 064** – CTE Grade Expansion Program Grant

Local – (not shown) Local funds may be used for all purpose and object codes

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#### Program Report Code Comparison

**PRC 013, 014, 017, 058, 064**

<table>
<thead>
<tr>
<th>Purpose</th>
<th><strong>PRC 013</strong></th>
<th>Employ personnel in areas of CTE instruction, instructional management, career development coordination, and special populations support.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRC 014</strong></td>
<td>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. Funds may be used for career awareness activities to encourage 5th grade students to explore career pathways and prepare students for the transition to middle school career planning.</td>
<td></td>
</tr>
<tr>
<td><strong>PRC 017</strong></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>PRC 058</strong></td>
<td>To reward partnerships that are successfully implementing career pathways and can provide data that support positive outcomes from that implementation.</td>
<td></td>
</tr>
<tr>
<td><strong>PRC 064</strong></td>
<td>To provide funds for employing additional licensed personnel in career and technical education areas, career development coordination areas, and support service areas necessary for expanding the CTE program to sixth and seventh grade students.</td>
<td></td>
</tr>
</tbody>
</table>

#### Eligibility

| **PRC 013** | 1. Approved Local Plan  
2. CTE personnel licensed in CTE area in which they are teaching and/or assigned |
| **PRC 014** | 1. Approved Local Plan  
2. LEAs entitled to funding based on ADM in grades 8-12 |
| **PRC 017** | Approved Local Plan |
| **PRC 058** | Approved Catalyzing Career and Technical Education Through Enhanced Career Pathways Grant |
### Formula

<table>
<thead>
<tr>
<th>PRC 013</th>
<th>Base of 50 months + allotment based on ADM in grades 8-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRC 014</td>
<td>Base of $10,000 + available allotment based on ADM in grades 8-12</td>
</tr>
</tbody>
</table>
| PRC 017       | 1. 70% allotted based on proportion of children in poverty ages 5-17  
2. 30% allotted based on proportion of children ages 5-17 |
| PRC 058       | Individual grants to LEAs will be awarded in amounts not to exceed $50,000 and to colleges in amounts not to exceed $25,000. |
| PRC 064       | Funds appropriated shall be allocated to selected local school administrative units as competitive grants of up to seven hundred thousand dollars ($700,000) for the 2017-2018 fiscal year and to the extent funds are available up to one million dollars ($1,000,000) for the 2018-2019 fiscal year and subsequent years. |

### Use of Funds

#### PERSONNEL

| PRC 013 | Salaries (in Months of Employment) for: Teachers, Support Services Personnel (CDC, SPC, IMC), Substitutes, Interim Teaching Personnel, Part-time Instructional Personnel  
2. Benefits for employed personnel – Retirement, Social Security, Hospitalization |

#### PROGRAM SUPPORT

| PRC 014 | Services for support programs: special populations students, career development coordination, and instructional management  
2. College Tech Prep, including articulation agreements  
3. Equipment (including rentals/leases and computer equipment)  
4. Instructional aids (materials and supplies, 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  
10. Contracted Services  
11. Advertising  
12. Printing/reproduction costs  
13. Telephone/mobile communication  
14. Postage  
15. Telecommunication expenses  
16. Repairs/labor  
17. Transportation/field trips  
18. Work-based insurance  
19. Hepatitis B Virus Immunization  
20. Student background checks  
21. Supplementary textbooks  
22. Library books |
| 23. | Credentials |
| 24. | Work study students |
| 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) |

### CTSO ACTIVITIES

| 24. | Substitutes for advisors |
| 25. | Travel/subsistence/registration for advisors |
| 26. | CTSO instruction-related supplies and materials |
| 27. | National CTSO competition (24, 25, and 26 listed above) |

### PROGRAM IMPROVEMENT

1. Services for support programs: special populations students, career development coordination, and instructional management
2. College Tech Prep, including articulation agreements
3. Equipment (including rentals/leases and computer equipment)
4. Instructional aids (materials and supplies, 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

10. Contracted Services
11. Advertising
12. Printing/reproduction costs
13. Telephone/mobile communication
14. Postage
15. Telecommunication expenses
16. Repairs/labor

### STUDENT-RELATED EXPENSES

17. Transportation/field trips
18. Work-based insurance
19. Hepatitis B Virus Immunization
20. Student background checks
21. Supplementary textbooks
22. Library books
23. Credentials

### CTSO ACTIVITIES

24. Substitutes for advisors
25. Travel/subsistence/registration for advisors
26. CTSO instruction-related supplies and materials
27. National CTSO competition (24, 25, and 26 listed above)
<table>
<thead>
<tr>
<th><strong>5110 Regular Curricular Services</strong></th>
<th>PRC 013</th>
<th>PRC 014</th>
<th>PRC 017</th>
<th>PRC 058</th>
<th>PRC 064</th>
</tr>
</thead>
<tbody>
<tr>
<td>5110-xxx-163 Regular Curricular – Substitute Pay – Staff Dev.</td>
<td>●</td>
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<tr>
<td>5110-xxx-196 Regular Curricular – Staff Dev. Participant Pay</td>
<td>●</td>
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<tr>
<td>5110-xxx-211 Regular Curricular – Employer’s Soc Sec – Regular</td>
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<tr>
<td>5110-xxx-221 Regular Curricular – Employer’s Retirement – Regular</td>
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<tr>
<td>5110-xxx-233 Regular Curricular – Employer’s Unemployment Ins</td>
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<td>●</td>
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<tr>
<td>5110-xxx-312 Regular Curricular – Workshop Exp/Allowable Travel</td>
<td>●</td>
<td>●</td>
<td></td>
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<td></td>
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<tr>
<td>5110-xxx-332 Regular Curricular – Travel Reimbursement</td>
<td>●</td>
<td>●</td>
<td></td>
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<td>CTE – Salary – TA (Cannot serve below Grade 6)</td>
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<td>5120-xxx-181</td>
<td>CTE – Supplement/Supplementary Pay (only for positions supported by PRC 017 funds to match local supplement)</td>
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### 5120 CTE Curricular Services

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### Purchased Services (300)

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### 5120 CTE Curricular Services

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### Supplies and Materials (400)

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**Capital Outlay (500)**

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**5220 CTE – Special Populations Services**

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**Purchased Services (300)**

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**Supplies and Materials (400)**

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| 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 | • | • |

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**5830 Guidance Services**

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<td>Curricular Support &amp; Dev. – Salary – Director and/or Supervisor</td>
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<tr>
<td>6120-xxx-146</td>
<td>Curricular Support &amp; Dev. – Salary – Specialist (School-Based)</td>
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<td>6120-xxx-151</td>
<td>Curricular Support &amp; Dev. – Salary – Office Support</td>
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<tr>
<td><strong>6120 CTE Curricular Support and Development Services</strong></td>
<td>PRC 013</td>
<td>PRC 014</td>
<td>PRC 017</td>
<td>PRC 058</td>
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<td>Curricular Support &amp; Dev. – Annual Leave Payoff</td>
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<tr>
<td>6120-xxx-189</td>
<td>Curricular Support &amp; Dev. – Short Term Disability – First Six Months</td>
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<td>6120-xxx-199</td>
<td>CTE Curricular Support &amp; Develop. - Overtime Pay</td>
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<td>6120-xxx-211</td>
<td>Curricular Support &amp; Dev. – Employer's Soc. Sec. – Reg.</td>
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## Purchased Services (300)

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## 6120 CTE Curricular Support and Development Services

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<td>Curricular Support &amp; Dev. – Contracted Repairs Equipment</td>
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## Supplies and Materials (400)

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<td>Curricular Support &amp; Dev. – Furniture and Equipment – Inventoried</td>
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### Capital Outlay (500)

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<td>6120-xxx-542</td>
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### 6550 Transportation Services

#### Salaries (100) and Benefits (200)

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<td>Transportation – Substitute Pay – Non-Teaching</td>
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<td>6550-xxx-171</td>
<td>Transportation – Salary – Driver</td>
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<td>6550-xxx-175</td>
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<td>Transportation – Longevity Pay</td>
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<td>6550-xxx-211</td>
<td>Transportation – Employer's Soc. Sec. – Reg.</td>
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<td>Transportation – Pupil Transportation-Contracted</td>
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#### Supplies and Materials (400)

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#### 6930 Audit Services

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<td>8100-xxx-392 Payments to Other Gov Units Indirect Costs</td>
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For Program Report Code (PRC), Purpose Code and Object Summary Code definitions please visit:

http://www.ncpublicschools.org/fbs/finance/reporting/coa2017
Appendix D

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 North Carolina CTE Essential Standards
   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, 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 2017) http://www.nccpublicschools.org/cte/curriculum/equipment/ 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 are 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.

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

Refer to EDGAR for further information:


Use the **FPD 212 Equipment Disposition Form** on the next page for equipment purchased from PRC 017 or PRC 058.
# CTE EQUIPMENT DISPOSITION FORM

<table>
<thead>
<tr>
<th>(1) Description of Equipment Item</th>
<th>(2) Quantity Disposed</th>
<th>(3) Month/Year Purchased</th>
<th>(4) Unit Cost</th>
<th>(5) Physical Condition</th>
<th>(6) Disposition Action</th>
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</tbody>
</table>

Approvals: [ ]

CTE Program Director: [ ]

Date: [ ]

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 cannot 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”.

4. The LEA CTE Administrator signs and keeps on file at the local level for audit purposes.
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 state assessment.

1S2 Academic Attainment – Mathematics
The percentage of CTE concentrators who met the proficient or advanced level on the Statewide high school mathematics state assessment.

2S1 Technical Skill Attainment
The percentage of CTE participants who met the proficient or advanced level on statewide post-assessments.

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.

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 1**

*Anticipated Effort same as Actual Effort*

*Worked full 5 day 40 hour weeks*

## PERSONNEL ACTIVITY REPORT

<table>
<thead>
<tr>
<th>Month: May 2017</th>
<th>Position Number: 12345</th>
<th>Employee: John Smith</th>
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<tbody>
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<td>Effort: 50% CTE Months of Employment and 50% Title I 050</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 1: May 5 – 9</th>
<th>Supervisor’s Initials: BB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Column A</td>
<td>Column B</td>
</tr>
<tr>
<td>Cost Objective</td>
<td>Time: Cost Objective</td>
</tr>
<tr>
<td>Cost objectives upon which time was spent this week</td>
<td>Total hours this week spent on each cost objective</td>
</tr>
<tr>
<td>Months of Employment</td>
<td>20 hours</td>
</tr>
<tr>
<td>Title I 050</td>
<td>20 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2: May 12 – 16</th>
<th>Supervisor’s Initials: BB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Column A</td>
<td>Column B</td>
</tr>
<tr>
<td>Cost Objective</td>
<td>Time: Cost Objective</td>
</tr>
<tr>
<td>Cost objectives upon which time was spent this week</td>
<td>Total hours this week spent on each cost objective</td>
</tr>
<tr>
<td>Months of Employment</td>
<td>20 hours</td>
</tr>
<tr>
<td>Title I 050</td>
<td>20 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3: May 19 – 23</th>
<th>Supervisor’s Initials: BB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Column A</td>
<td>Column B</td>
</tr>
<tr>
<td>Cost Objective</td>
<td>Time: Cost Objective</td>
</tr>
<tr>
<td>Cost objectives upon which time was spent this week</td>
<td>Total hours this week spent on each cost objective</td>
</tr>
<tr>
<td>Months of Employment</td>
<td>20 hours</td>
</tr>
<tr>
<td>Title I 050</td>
<td>20 hours</td>
</tr>
</tbody>
</table>

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.

*John Smith*

*Employee Signature*

*6/1/17*

*Beverly Boss*

*Supervisor Signature*

*6/1/17*
Example 2

Anticipated Effort different than Actual Effort

Worked full 5 day 40 hour weeks

PERSONNEL ACTIVITY REPORT

<table>
<thead>
<tr>
<th>Month: May 2017</th>
<th>Position Number: 12345</th>
<th>Employee: John Smith</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effort: 50% CTE Months of Employment and 50% Title I 050</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 1: May 5 – 9</th>
<th>Supervisor's Initials: BB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Column A</td>
<td>Column B</td>
</tr>
<tr>
<td><strong>Cost Objective</strong>&lt;br&gt;Cost objectives upon which time was spent this week</td>
<td><strong>Time: Cost Objective</strong>&lt;br&gt;Total hours this week spent on each cost objective</td>
</tr>
<tr>
<td>Months of Employment</td>
<td>20 hours</td>
</tr>
<tr>
<td>Title I 050</td>
<td>20 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2: May 12 – 16</th>
<th>Supervisor's Initials: BB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Column A</td>
<td>Column B</td>
</tr>
<tr>
<td><strong>Cost Objective</strong>&lt;br&gt;Cost objectives upon which time was spent this week</td>
<td><strong>Time: Cost Objective</strong>&lt;br&gt;Total hours this week spent on each cost objective</td>
</tr>
<tr>
<td>Months of Employment</td>
<td>10 hours</td>
</tr>
<tr>
<td>Title I 050</td>
<td>30 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3: May 19 – 23</th>
<th>Supervisor's Initials: BB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Column A</td>
<td>Column B</td>
</tr>
<tr>
<td><strong>Cost Objective</strong>&lt;br&gt;Cost objectives upon which time was spent this week</td>
<td><strong>Time: Cost Objective</strong>&lt;br&gt;Total hours this week spent on each cost objective</td>
</tr>
<tr>
<td>Months of Employment</td>
<td>30 hours</td>
</tr>
<tr>
<td>Title I 050</td>
<td>10 hours</td>
</tr>
</tbody>
</table>

Monthly Percent Allocation: CTE Months of Employment = 50%<br>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.

**John Smith**<br>Employee Signature<br>6/1/17

**Beverly Boss**<br>Supervisor Signature<br>6/1/17
Example 3

*Anticipated Effort same as Actual Effort*

*Took 2 vacation days in week #1*

**PERSONNEL ACTIVITY REPORT**

<table>
<thead>
<tr>
<th>Month: May 2017</th>
<th>Position Number: 12345</th>
<th>Employee: John Smith</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effort: 25% Program Support PRC 014 and 75% Title I 050</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 1: May 5 – 9</th>
<th>Supervisor’s Initials: BB</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cost Objective</strong></td>
<td><strong>Time: Cost Objective</strong></td>
</tr>
<tr>
<td>Program Support</td>
<td>6 hours</td>
</tr>
<tr>
<td>Title I 050</td>
<td>18 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2: May 12 – 16</th>
<th>Supervisor’s Initials: BB</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cost Objective</strong></td>
<td><strong>Time: Cost Objective</strong></td>
</tr>
<tr>
<td>Program Support</td>
<td>10 hours</td>
</tr>
<tr>
<td>Title I 050</td>
<td>30 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3: May 19 – 23</th>
<th>Supervisor’s Initials: BB</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cost Objective</strong></td>
<td><strong>Time: Cost Objective</strong></td>
</tr>
<tr>
<td>Program Support</td>
<td>10 hours</td>
</tr>
<tr>
<td>Title I 050</td>
<td>30 hours</td>
</tr>
</tbody>
</table>

**Monthly Percent Allocation:**

- Program Support = 25%
- Title I 050 = 75%

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

*John Smith*  
*Employee Signature*  
*6/1/17*  
*Date*

*Beverly Boss*  
*Supervisor Signature*  
*6/1/17*  
*Date*
**Example 4**

*Anticipated Effort different from Actual Effort*

*State Holiday*

*(An adjustment to payroll records is required.)*

**PERSONNEL ACTIVITY REPORT**

<table>
<thead>
<tr>
<th>Month: May 2017</th>
<th>Position Number: 12345</th>
<th>Employee: John Smith</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effort: 75% CTE Months of Employment and 25% Title I 050</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

Monthly Percent Allocation: CTE Months of Employment = CTE Months of Employment =

Title I 050 = 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.

*John Smith*  
Employee Signature  
Date  

*Beverly Boss*  
Supervisor Signature  
Date

81
Example 5

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

PERSONNEL ACTIVITY REPORT

<table>
<thead>
<tr>
<th>Month: May 2017</th>
<th>Position Number: 12345</th>
<th>Employee: John Smith</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effort: 50% CTE Months of Employment and 50% Title I 050</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 1: May 5 – 9</th>
<th>Week 2: May 12 – 16</th>
<th>Supervisor's Initials: BB</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Column A</strong></td>
<td><strong>Column B</strong></td>
<td><strong>Column C</strong></td>
</tr>
<tr>
<td>Cost Objective</td>
<td>Cost Objective</td>
<td>Time:</td>
</tr>
<tr>
<td>Cost objectives upon which time was spent this week</td>
<td>Total hours this week spent on each cost objective</td>
<td>Total hours worked this week</td>
</tr>
<tr>
<td>Months of Employment</td>
<td>20 hours</td>
<td>40 hours</td>
</tr>
<tr>
<td>Title I 050</td>
<td>20 hours</td>
<td>20 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3: May 19 – 23</th>
<th>Supervisor's Initials: BB</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Column A</strong></td>
<td><strong>Column B</strong></td>
</tr>
<tr>
<td>Cost Objective</td>
<td>Cost Objective</td>
</tr>
<tr>
<td>Cost objectives upon which time was spent this week</td>
<td>Total hours this week spent on each cost objective</td>
</tr>
<tr>
<td>Months of Employment</td>
<td>0 hours</td>
</tr>
<tr>
<td>Title I 050</td>
<td>0 hours</td>
</tr>
</tbody>
</table>

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.

John Smith
Employee Signature: 6/1/17

Beverly Boss
Supervisor Signature: Date
I, \textit{John Smith}, hereby certify that for the period July 1, 2017, through December 31, 2017, one hundred percent (100\%) of my time and effort was spent on Career and Technical Education.

\begin{tabular}{ll}
\textbf{John Smith} & 1/5/18 \\
Employee Signature & Date \\
\hline
\textbf{Beverly Boss} & 1/5/18 \\
Supervisor Signature & Date \\
\end{tabular}
I certify that for the period January 1, 2017, through June 30, 2017, one hundred percent (100%) of my time and effort was spent on Career and Technical Education.

<table>
<thead>
<tr>
<th>John Smith</th>
<th>7-5-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Signature</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Beverly Boss</th>
<th>7-5-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor Signature</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>
Plan of Work – Example A

Plan of Work for: __________________________________________________________

Program Area: __________________________________________________________

Schools: ________________________________________________________________

Beginning Date: _______________  Ending Date: _______________

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Example 9

Plan of Work – Example B

Plan of Work for: _____________________________________________________

Program Area: ______________________________________________________

Schools: ____________________________________________________________

Beginning Date: ____________          Ending Date: ________________

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
Teacher:  
Department:  
Classroom Number:  
Date Inventory Taken:  

Directions: List items which cost $______ or more; list each item separately. Attach copy of inventory submitted to school-based administration.

<table>
<thead>
<tr>
<th>Item Name/Brand/Model</th>
<th>LEA Asset #</th>
<th>Approximate Date Purchased</th>
<th>Purchased by: CTE or School</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
## Computer Hardware and Peripheral Inventory

Teacher: ____________________________
Department: _______________________
Classroom Number: ________________
Date Inventory Taken: ____________

Directions: List each computer CPU, monitor, and printer separately.

<table>
<thead>
<tr>
<th>Item/Brand</th>
<th>LEA Asset #</th>
<th>Approx. Date Purchased</th>
<th>Purchased by: CTE or School</th>
<th>Condition</th>
<th>Windows Version</th>
<th>Primary Use (Student or Teacher)</th>
<th>Networked/Internet Accessible (Y or N)</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>Item Name/Description/Title</th>
<th>Number/Sets/Units</th>
<th>Approximate Date Purchased</th>
<th>Purchased by: CTE or School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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JOB DESCRIPTION - CAREER AND TECHNICAL EDUCATION
CAREER DEVELOPMENT COORDINATOR

Reports to: Principal or designee

Purpose: The Career Development Coordinator (CDC) works collaboratively with administrators, student services personnel, teachers, parents, business/industry, postsecondary institutions, military, community organizations, and other stakeholders to ensure the delivery of career development services for students. The CDC responsibilities incorporate the North Carolina Essential Standards, National Career Development Guidelines, and the National Model for School Counseling Programs and Future-Ready Students for the 21st Century.

QUALIFICATIONS:
Qualifying for a (747) license requires:
1. A bachelor’s degree in a Career and Technical Education program area or a master’s degree in school counseling
2. One or more of the following:
   • One year of industry-related career development work experience in business, industry, or labor within the past five years
   • One year as a coordinator of work-based learning (job-shadowing, internships, cooperative education, apprenticeships) in a Career and Technical Education program area within the past five years
   • One year as a Career and Technical Student Organization (CTSO) adviser within the past five years or
   • One year work experience in school counseling.
3. Completion of the Career Development Facilitator course available through the NC Workforce Development Training Center (in cooperation with NC DPI) and NC Workforce Development Training Board
4. Completion of 10-hour Induction for new CDCs sponsored by NCDPI.

Physical and Cognitive Responsibilities:
Work in this classification is considered light physical work requiring the exertion of up to 20 pounds of force occasionally and a negligible amount of force frequently or constantly to move objects.

Specific Career Development Coordinator responsibilities are outline below.

Standard I: Career development coordinators demonstrate leadership, advocacy, and collaboration.

1.01 Career development coordinators demonstrate leadership in the school, district and community.
1.02 Career development coordinators enhance their profession. They strive to improve the profession by staying current in research and best practices.
1.03 Career development coordinators advocate for their programs and students.
1.04 Career development coordinators demonstrate high ethical standards. They demonstrate ethical behaviors.
Standard II: Career development coordinators promote a respectful environment for a diverse population of students.

2.01 Career development coordinators foster a school environment in which students have positive, nurturing relationships with caring adults.
2.02 Career development coordinators embrace diversity in the school community and in the world.
2.03 Career development coordinators treat students as individuals.
2.04 Career development coordinators adapt their services to accommodate diverse student populations.
2.05 Career development coordinators work collaboratively with the families and significant adults in the lives of students.

Standard III: Career development coordinators understand and facilitate the implementation of a comprehensive career development program.

3.01 Career development coordinators align their programs to support student success in the North Carolina Standard Course of Study.
3.02 Career development coordinators understand how their professional knowledge and skills support and enhance student success.
3.03 Career development coordinators recognize the interconnectedness of the comprehensive education program and academic content areas/disciplines.
3.04 Career development coordinators develop comprehensive career development programs relevant to students.

Standard IV: Career development coordinators promote learning for all students.

4.01 Career development coordinators know how students learn. They understand the teaching and learning process and how it impacts students.
4.02 Career development coordinators help students develop employability skills. They assist all students with developing academic, career, and personal/social skills.
4.03 Career development coordinators use and promote effective listening and communication skills.

Standard V: Career development coordinators actively reflect on their practice.

5.01 Career development coordinators analyze the impact of the career development program.
5.02 Career development coordinators link professional growth to the needs of their school and their program goals.
5.03 Career development coordinators function effectively in a complex dynamic environment.
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. A 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
4. Complete the 10-hour New Career Development Coordinators/Special Populations Coordinators Induction Program approved by the North Carolina Department of Public Instruction, Division of Career and Technical Education.
5. Completion of Course work (12 hours):
   a. Reference CTE License Requirement for specific course requirements
   b. 6 hours of the required 12 hours may be obtained through the Completion of the Career Development Facilitator course available through the NC Workforce Development Training Center (in cooperation with NC DPI and NC Workforce Development Board to satisfy all course requirements).

Special Populations Coordinator Job Description: Major Functions

The major functions of providing special populations coordination services have been incorporated into a job description that is aligned with an appraisal system. LEAs may use these instruments or modify or create their own to evaluate and plan special populations services. Please note that anytime that “special populations” is used, it means that the identified students have been or are currently enrolled in CTE courses.

1. Accountability and Planning: Special Populations Coordinator should -
   • Assist school and CTE administrators in identifying programs that need improvement to assist special populations students in meeting the performance indicators.
   • Assist school and CTE administrators in providing strategies to improve supplementary services for members of special populations in meeting the performance indicators.
   • Maintain relevant record keeping and inventory systems related to job responsibilities.
   • Coordinate with school and CTE administrators, and other service providers to develop an annual plan of work based on the evaluation and needs assessment results to ensure that students within special populations are receiving adequate supplementary services and career planning.

2. Assessment and Prescription: Special Populations Coordinator should -
   • Identify students within special populations each semester, and provide information to CTE teachers and suggest possible teaching strategies.
   • Coordinate with CDC and assess the characteristics of students using interest inventories, learning style assessments, or similar instruments.
• With input from the CTE teachers, individually develop, implement and monitor the CDP+.
• Participate on the IEP Team for students enrolled in CTE courses, as needed, in the development and implementation of the CTE and transition components of the IEP.
• Coordinate special services for special populations students.
• Maintain a CTE resource laboratory for members of special populations and CTE teachers.
• Assist with transition services for special populations students.

3. Coordination with Other Service Providers: Special Populations Coordinator should -
• Collaborate with CTE teachers and other relevant service providers in providing services to special populations students.
• Coordinate with special education, vocational rehabilitation, community agencies, businesses/industry, and significant others to provide appropriate supplementary services to members of special populations.
• Facilitate in-service training for school personnel working with students within special populations to improve their abilities and techniques in meeting the special needs of these students.
• Monitor the CTE component of the IEP and CDP+ to ensure that appropriate supplementary services are provided and performance indicators are met.
• Coordinate work experiences and educational trips for special populations students where appropriate.

4. Monitoring Access, Progress, and Success: Special Populations Coordinator should –
• Monitor LEA, School, and course demographic and attainment data to assist in determining maintenance and improvement of access, progress, and success of students within special populations in CTE programs.
• Assist in assessing the attainment of performance indicators for students within special populations.

5. Outreach and Recruitment: Special Populations Coordinator should –
• Coordinate with CDC, guidance, CTE teachers, and CTSOs to promote recruitment, enrollment, and placement activities for special populations students in CTE.
• Provide information about CTE opportunities to special populations students and their parents.

6. Professional Development: Special Populations Coordinator should:
• Attend workshops and meetings designed to enhance job performance.
• Network with other Special Populations Coordinators in LEA, region and state.
JOB DESCRIPTION - CAREER AND TECHNICAL EDUCATION
INSTRUCTIONAL MANAGEMENT COORDINATOR

QUALIFICATIONS / LICENSURE 830
• bachelor’s degree and current license in any CTE program area or a bachelor’s degree and current license in Curriculum Development or Instructional Technology
  o five years of work experience within the past eight years in one of the following three areas:
    o classroom teacher in a CTE program area
    o professional support in an educational setting:
      ▪ Career Development Coordinator
      ▪ Special Populations Coordinator
      ▪ Curriculum Specialist
      ▪ Instructional Technology Specialist
• successful completion of IMC 40-Hour Induction Program

DUTIES & RESPONSIBILITIES
• The LEA CTE Instructional Management Coordinator:
  • provides support to CTE teachers and personnel within the local school system
  • assists with implementing CTE curriculum
  • provides technical support and training for CTE teachers and other CTE staff on utilizing the CTE computerized instructional management system
  • provides assistance and support to CTE 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
  • prepares an annual Instructional Management Coordinator Calendar of Work

MAJOR FUNCTIONS
• Curriculum Management and Instructional Support
• Professional Development
• Accountability
• Laws and Policies
• Technology
• Personal Work Habits

EXAMPLES OF THE SIX MAJOR FUNCTIONS:
• Curriculum Management & Instructional Support
  • assist teachers in locating appropriate instructional management resources such as blueprints, curriculum guides, equipment lists, pacing guides, facility guides and vendor-generated curriculum resources
  • be knowledgeable and able to explain the information within the most current Status of Curriculum & Assessment document
• provide technical assistance in analyzing performance data in the Local Planning System (LPS) to improve instruction and student performance
• encourage and support the improvement of instruction through a current knowledge of curriculum development and instructional strategies
• provide technical assistance and support for teachers in understanding and implementing the CTE computerized instructional management system
• maintain current knowledge of the Standard Course of Study, 21st Century Skills, current state and local Graduation Requirements to foster high-skill, high-wage and high-demand career opportunities for students
• assist with school redesign initiatives to provide innovation programs, such as Pathway to Prosperity, Career Clusters (16), Pathways (79), Project Lead the Way (PLTW), High Schools That Work (HSTW), Early/Middle Colleges with Career Focus, Career-Themed High Schools and Career Academies
• understand and facilitate the process of current state and local articulation through collaboration with community colleges and other postsecondary programs.
• have a thorough understanding of the development of any honors course portfolio in order to facilitate the process
• have a thorough understanding and knowledge of Career Pathways
• be able to identify concentrators and corresponding Career Pathways
• facilitate or assist with the application and development process of a LCO (Local Course Option)
• maintain a current knowledge base of Career and Technical Education latest trends, developments and research

**Professional Development**
• provide ongoing, high quality, sustained, classroom-focused professional development that has a positive and lasting impact on classroom instruction and teacher performance (not just one-day or short-term workshops)
• provide appropriate professional development to facilitate improvement of all performance indicators, especially GOFIs
• coordinate with CTE Director to plan professional development for improvement strategies addressed in the Local Planning System, especially the GOFIs
• plan professional development based on information gained from attendance at regional, state and national conferences/meetings, including integration of academic and CTE curricula
• provide training for teachers in the CTE computerized instructional management system
• provide test training for all test administrators and proctors prior to the LEA test schedule

**Accountability**
• coordinate the administration of high school CTE State Assessments
• have a thorough understanding of the *CTE Statewide Assessment Manual* and *North Carolina Testing Code of Ethics*
• understand the importance of securing state assessments, both paper/pencil and electronic versions
• use the state **Assessment Scheduler** to secure access to state assessments by LEA, School, and Teacher
• assist with middle school CTE State Assessments
• be familiar with the most current documents of **“Testing Students with Disabilities”** and **“Testing Students with Limited English Proficiency”**
• understand the Occupation Course of Study program and its relationship to CTE curriculum and assessments
• have a thorough knowledge of the types of special population students enrolled in CTE courses, Individualized Education Plans (IEPs), Review of Accommodation Forms (RAUDT) and the legal implications and requirements to provide services to these students
• understand Limited English Proficiency (LEP) and its relationship to CTE curriculum, state assessments, and accountability (including the CTE Alternative Assessment process)
• understand the process for requesting CTE Medical Waivers and the effect on accountability
• generate, analyze and report state assessment data to key stakeholders to improve the instructional process and student learning
• understand how state CTE assessment data affects EVAAS
• understand and facilitate the process of reporting credentials
• upload/download data as required by the Department of Public Instruction thru DPI’s secured Secure File Transfer Protocol (SFTP) site
• understand the importance of keeping student information confidential and secure
• understand and facilitate the process of the Concentrator Feedback Survey
• understand the process of **Workkeys** and its effect on accountability
• coordinate the administration of the **Credit for Demonstrated Mastery (CDM)** online State Assessments for CTE courses

**Laws and Policies**
• knowledge of general legislation and policies, both state and federal

**Technology**
• Be able to access and proficiently use the following:
  - Access
  - Credential Sites (Certiport)
  - CTE PLCs (LearnNC)
  - EVAAS
  - Excel
  - Google Docs
  - Home Base
    - PowerSchool
    - SchoolNet
  - Local Planning System (LPS)
  - NC DPI Web Site
  - NCID
  - Online Meeting Mgt. (Go-To-Meeting)
  - Secure File Transfer Protocol (SFTP) Site
  - NCCTE Admin
- CIMS
- LCO
- Third Party Curriculum
  - (Today’s Class/NCCER)
- Twitter
- Word

- **Personal Work Habits**
  - be able to work well with others and be a team player
  - be able to show initiative and be self-directed
  - demonstrate effective leadership skills which include thinking and problems-solving skills
  - be able to use retrieval skills to locate information
  - demonstrate effective communication skills
  - demonstrate electronic media etiquette
  - exhibit honesty and 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

OR

- Master’s or educational specialist or educational doctorate degree
- Current principal license is required.
- 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

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: CTE reporting, 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 task 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 Legislation and Policy

Carl D. Perkins Career and Technical Education Act of 2006

US Dept of Education – Office of Career, Technical and Adult Education (OCTAE)
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

• 115C-47 (34a) Establish Work-Based Opportunities and Encourage High School to Work Partnerships
• 115C-55 Advisory Councils
• 115C-64.15 Sixth and Seventh Grade CTE Program Expansion Grant
• 115C-64.17 The Career and Technical Education Grade Expansion Program

Article 10 – 115C-151 through 170

• 115C-152 Definitions
• 115C-154.1(6) – Approval of Career and Technical Education Plans
• 115C-157 (b)(c) – Responsibility of Local Board of Education
• 115C-157.5 – Extended Year Agriculture Education Program
• 115C-165 – Advisory Committee on Production Work Activities
• 115C-166 – Eye Protection Devices Required in Certain Courses
• 115C-170 – Business Advisory Councils

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)(b2) Career and Technical Education Teachers - Except for career and technical education agriculture teacher personnel positions as provided for in this subsection, State-allotted months of employment for career and technical education to local boards shall be used for the employment of teachers of career and technical education for a term of employment to be determined by the local boards of education. Beginning with the 2018-2019 school year, career and technical education agriculture personnel positions serving students in grades 9-12 shall be for a term of employment for 12 calendar months. A local board of education may apply on an annual basis to the Department of Public Instruction and the North Carolina State University, Agricultural and Extension Education, for a waiver of the months of employment requirement for any upcoming school year when it is impracticable for the local board to provide adequate funds to support 12 months of employment for career and technical agriculture teachers.

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.
The following items are excerpts pertaining to Career and Technical Education. These documents and links provide the Federal Grant Guidance and Regulations for grant recipients.

Council of Financial Assistance Reform
https://cfo.gov/cofar/

Electronic Code of Federal Regulations
http://www.ecfr.gov/cgi-bin/ECFR?page=browse

Education Department General Administrative Regulations (EDGAR)

US Department of Education Uniform Guidance

**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:

<table>
<thead>
<tr>
<th>Existing Funding Allotments</th>
<th>New Funding Allotments</th>
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<tbody>
<tr>
<td>(1) Superintendents;</td>
<td>Central Office School</td>
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<tr>
<td>Central Office Administrators;</td>
<td>Administration</td>
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<tr>
<td>Finance Officers;</td>
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<tr>
<td>Maintenance Supervisors;</td>
<td></td>
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<tr>
<td>Child Nutrition Supervisors;</td>
<td></td>
</tr>
<tr>
<td>Community Schools;</td>
<td></td>
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<tr>
<td>Sports Medicine;</td>
<td></td>
</tr>
<tr>
<td>Health Education;</td>
<td></td>
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<tr>
<td>Categorical Central Office Administrators;</td>
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<tr>
<td>Matching Benefits.</td>
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</tbody>
</table>

(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.

Supplement not Supplant

OMB A-133 Compliance Supplement 2011, 4-84.048-9 and 4-84.000-20
2 CFR 200 Uniform Grant Guidance - Appendix XI to Part 200

Under the Federal “supplement not supplant” requirement, LEAs may use Federal funds only to supplement and, to the extent practical, increase the level of funds that would, in the absence of the Federal funds, be made available from non-Federal sources for the education of participating students. In no case may a school district use Federal program funds to supplant—take the place of—funds from non-Federal sources.

Funds from Federal programs are to be supplemental in nature.
• If these funds are used to provide something that is required by local, state law or policy or other federal law then supplanting occurs and a district may have to pay the funds back to the program if discovered in an audit.

• Another way that supplant happens is if a school system uses federal funds to pay for something that has previously been paid from local funds.

These presumptions are refutable if the LEA can demonstrate that it would not have been able to provide the services in question with non-Federal funds had the Federal funds not been available.

For example, suppose that an LEA in past years had used State or local funds to pay the salaries of certain personnel. The LEA that experienced a significant loss of revenue from one year to another might be able to demonstrate that the use this year of Federal program funds to pay for these (which are otherwise allowable under the Federal program statute), would not be supplanting because, without the Federal funds, it would not have the resources needed to maintain these positions. This exception can also be used where the services are mandated by State law.

Because of the importance of the supplement/supplant requirement, it is very important that LEAs maintain good fiscal records and other documentation that will permit an auditor or program monitor to conclude that they have overcome a presumption that supplanting has occurred.

Supplant Examples:
1. Using federal funds to pay for a position that was previously supported by local and state funds;
2. Using federal funds to pay for materials or activities that are the district’s responsibility;
3. Using federal funds to pay for the activities or materials in one school that are paid for with state and local funds in other district schools.

Impact of Sequestration on Supplanting
ED does not believe that using Title I, Part A funds in a subsequent year to replace an LEA’s use of local funds to support its Title I program in the face of sequestration would constitute supplanting. Rather, the local contribution would merely serve to provide the same or similar level of Title I services pre sequestration – that is, the local funds would help implement the LEA’s Federal Title I program. Absent the local contribution, the LEA’s Title I program would be less robust. To ensure that a local contribution does not raise the presumption of supplanting, an LEA should document that the local funds are, in fact, being used to support the Title I program. As expected, the continued use of local funds would need to meet all applicable Title I requirements. CTE will apply the precedent established by the Title I guidance to Perkins IV and local funds for the LEA’s CTE program.

Since, state CTE funds are utilized for maintenance of effort to secure federal CTE funds. The state CTE funds assume the same characteristics as the matching federal funds. Thus, the Supplement not Supplant requirement is applied to these state CTE funds.
Restricted Indirect Cost Rate for Piedmont County  

$1.234$

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**EXAMPLE**

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Allocation</td>
<td>$50,000.00</td>
</tr>
<tr>
<td>Less Capital Outlay</td>
<td>$(5,000.00)</td>
</tr>
<tr>
<td>Amount Available for Other Expenses</td>
<td>45,000.00</td>
</tr>
<tr>
<td>Amount Subject to Indirect Cost</td>
<td>44,451.00</td>
</tr>
<tr>
<td>($45,000 divided by 101.234%)</td>
<td></td>
</tr>
<tr>
<td>Budgeted Amount for Indirect Cost</td>
<td>$549.00</td>
</tr>
</tbody>
</table>

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.

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**Verification of Indirect Cost**

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount subject to Indirect Cost</td>
<td>$44,451</td>
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<tr>
<td>Indirect Cost Rate</td>
<td>x .01234</td>
</tr>
<tr>
<td>Maximum Indirect Cost for this Project as currently budgeted</td>
<td>$549</td>
</tr>
</tbody>
</table>
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 Compliance Files

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

<table>
<thead>
<tr>
<th>Financial Documents</th>
<th>For Purpose of Single Audit</th>
<th>For Purpose of CTE Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase orders and expenditure reports for last five years (reference state agency record web address listed above)</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Local plan with appropriately signed assurances and certifications page</td>
<td>•</td>
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</tr>
<tr>
<td>• Narrative with approval page from regional coordinator and/or signature page or board minutes indicating approval</td>
<td></td>
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<tr>
<td>• Initial budgets approved by regional coordinator</td>
<td></td>
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<tr>
<td>• LBaaS amendments and approvals</td>
<td></td>
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<tr>
<td>• Local Course Options application and approvals</td>
<td></td>
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<tr>
<td>Documentation of Personnel Expenses (formerly Time and Efforts reports, monthly and semi-annual certifications)</td>
<td>•</td>
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<tr>
<td>Equipment disposal forms</td>
<td>•</td>
<td>•</td>
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<tr>
<td>Payroll history for current teachers</td>
<td>•</td>
<td>•</td>
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<tr>
<td>Plans for computer and lab upgrades</td>
<td>•</td>
<td>•</td>
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<tr>
<td>Contracts with suppliers</td>
<td>•</td>
<td>•</td>
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<tr>
<td>ABC transfers</td>
<td>•</td>
<td>•</td>
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<tr>
<td>Copy of all budgets (PRC 013, 014, 017)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Documents</th>
<th>For Purpose of Single Audit</th>
<th>For Purpose of CTE Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Licensure for current staff</td>
<td>•</td>
<td>•</td>
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<tr>
<td>PowerSchool teacher by department yearly printout</td>
<td>•</td>
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<tr>
<td>Honors portfolios</td>
<td>•</td>
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<tr>
<td>Professional development agendas/sign in sheets/CEU completion</td>
<td>•</td>
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<tr>
<td>Enrollment data</td>
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<td>•</td>
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<tr>
<td>Concentrator survey data</td>
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<tr>
<td>Post-assessment results</td>
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<tr>
<td>Graduation rate and dropout percentage for CTE completers</td>
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<td>CDP +</td>
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<tr>
<td>Registration materials</td>
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<tr>
<td>Cluster documents</td>
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<tr>
<td>Proof of career guidance support</td>
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<tr>
<td>Proof of special populations support</td>
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<tr>
<td>Proof of teacher support by IMC</td>
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<tr>
<td>Proof of annual program evaluation</td>
<td>•</td>
<td>•</td>
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<tr>
<td>Proof of activity that exposes students to “all aspects of industry”</td>
<td>•</td>
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<tr>
<td>Proof of one or more programs of study</td>
<td>•</td>
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<tr>
<td>Proof of links with post-secondary education (local articulation agreements, meeting agendas, CCP enrollment)</td>
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<tr>
<td>Pathway documents and proof of collaboration in pathway work</td>
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<tr>
<td>Proof on non-discrimination notice</td>
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<tr>
<td>Labor market data used in program determination</td>
<td>•</td>
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</tr>
<tr>
<td>If applicable...</td>
<td>For Purpose of Single Audit</td>
<td>For Purpose of CTE Monitoring</td>
</tr>
<tr>
<td>NATEF certifications</td>
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<tr>
<td>NCCER program approval</td>
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<tr>
<td>CNA program approval</td>
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</tr>
<tr>
<td>Proof of insurance for work-based learning</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Extended employment contracts</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Plans of work for employees who work beyond ten months</td>
<td>•</td>
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</tbody>
</table>
Purpose: In today's global economy, successful careers could require a two-or four-year degree, a diploma or nationally recognized job credential.

Career & College Promise offers North Carolina high school students a clear path to success in college or in a career. The program is free to all students who maintain a “B” average and meet other eligibility requirements.

Through a partnership of the Department of Public Instruction, the N.C. Community College System, the University of North Carolina system and many independent colleges and universities, North Carolina is helping eligible high school students to begin earning college credit at a community college campus at no cost to them or their families. Three pathways offer students the opportunity to earn:

1. College credit completely transferrable to all UNC System Institutions and many of North Carolina's Independent Colleges and Universities.

2. A credential, certificate or diploma in a technical career.

3. A high school diploma and two years of college credit in four to five years through innovative cooperative high schools (limited availability).

Additional information on Career and College Promise is available at:

http://www.nccommunitycolleges.edu/academic-programs/career-college-promise
§ 115C-157.1 Adjunct CTE Instructors

(a) Work Experience Criteria:
   a. Work experience and education for licensing of alternative entry faculty contained in State Board Policy LICN-001;

Review State Board Policy LICN-001 and Identify Appropriate CTE Program Area

Does the candidate meet the “degree” eligibility requirements?
(Note: Candidate must only meet eligibility requirements and is not required to meet the “Clearing Specific Requirements” section.

Yes

No

Does the candidate meet the “work experience” eligibility requirements?

Yes

No

If required by CTE program area, does the candidate meet the “credential/training” eligibility requirements?

Yes

No

Candidate meets the work experience and education criteria and is eligible to serve as a CTE Adjunct Teacher.

Candidate does not meet the work experience and education criteria and is not eligible through work experience and education.

Candidate may consider other criteria options for eligibility:
- Have a current or expired Teaching License in the related program area of instruction; OR
- Be employed at a community college as faculty teaching a related subject.
Adjunct Agriculture Education Teacher
Course to be taught: Agriculture Education Courses

Review State Board Policy LICN-001 and Identify Agriculture Program Area

Does the candidate meet the “degree” eligibility requirements?
*Bachelor’s degree in related area*


Yes → Yes

No → No

Does the candidate meet the “work experience” eligibility requirements?
*Two years industry-related work experience within past five years*

**Examples:** animal health specialists, veterinarian, conservation scientists, environmental science and protection technicians, extension agent, farm and ranch manager, foresters, horticulturist, integrated agriculture production specialist, landscaping and grounds keeping workers, nursery technician, wildlife enforcement officer, zoologists and wildlife biologists

Yes → Yes

No → No

Does the candidate meet the “credential/training” eligibility requirements?
*No additional credentialing required for this candidate*

Yes → Yes

No → No

Candidate meets the work experience and education criteria and is eligible to serve as a CTE Adjunct Teacher.

Candidate does not meet the work experience and education criteria and is not eligible through work experience and education.

Candidate may consider other criteria options for eligibility:
- Have a current or expired Teaching License in the related program area of instruction; OR
- Be employed at a community college as faculty teaching a related subject.
Adjunct Business, Finance, Information and Technology Education Teacher

Course to be taught: Personal Finance

Review State Board Policy LICN-001 and Identify BFIT Program Area

Does the candidate meet the “degree” eligibility requirements?

*Bachelor’s degree in related area*

**Examples:** Accounting, Administrative Systems, Business Administration, Computer Science, Entrepreneurship, Finance, Information Technologies, Management/MIS (Management Information Systems) Marketing

Yes

No

Does the candidate meet the “work experience” eligibility requirements?

*Two years industry-related work experience within past five years* 

**Examples:** accountant / CPA, business analyst, business manager, operations analyst, marketing manager, systems analyst, database administrator, management analyst, computer programmer/analyst, chief information officer, chief financial officer, loan officer, e-commerce manager, stock broker, investment advisor, financial analyst

Yes

No

Does the candidate meet the “credential/training” eligibility requirements?

*No additional credentialing required for this candidate*

Yes

No

Candidate meets the work experience and education criteria and is eligible to serve as a CTE Adjunct Teacher.

Candidate does not meet the work experience and education criteria and is not eligible through work experience and education.

Candidate may consider other criteria options for eligibility:
- Have a current or expired Teaching License in the related program area of instruction; OR
- Be employed at a community college as faculty teaching a related subject.
Adjunct Family and Consumer Science Education Teacher
Course to be taught: Foods/Culinary Arts

Review State Board Policy LICN-001 and Identify FACS Program Area

**Does the candidate meet the “degree” eligibility requirements?**
*Bachelor’s degree in related area or an associate’s degree in culinary arts*

Examples: Food Science, Culinary Arts, Dietetics, Food Service Management, Nutrition.

- **Yes**
- **No**

**Does the candidate meet the “work experience” eligibility requirements?**
*Two years industry-related work experience for four-year degree within the past five years or four years of industry-related work experience within the past eight years for the Culinary Arts Associate Degree.*

Examples: chef, restaurant manager, food service manager, dietitian, nutritionist, extension agent specializing in foods and nutrition, catering manager.

- **Yes**
- **No**

**Does the candidate meet the “credential/training” eligibility requirements?**
*ServesSafe Manager Certification required before teaching foods and culinary courses and courses with foods units.*

- **Yes**
- **No**

Candidate meets the work experience and education criteria and is eligible to serve as a CTE Adjunct Teacher.

Candidate does not meet the work experience and education criteria and is not eligible through work experience and education.

Candidate may consider other criteria options for eligibility:
- Have a current or expired Teaching License in the related program area of instruction; OR
- Be employed at a community college as faculty teaching a related subject.
Adjunct Health Science Education Teacher
Course to be taught: Health Science I

Review State Board Policy LICN-001 and Identify Health Science Program Area

Does the candidate meet the “degree” eligibility requirements?
Bachelor’s degree or associate’s degree in RN, non-RN, allied health or medical field
Example: RN, Physical Therapy, Radiology, Medical Doctor (MD), Dental Hygiene, Physician Assistant, Biology

Yes

Does the candidate meet the “work experience” eligibility requirements?
Three years related work experience within past ten years for bachelor or for an associate degree.
Examples: RN, physical therapist, radiological technologist, respiratory care/cardiopulmonary technologist, clinical laboratory technologist, dietetics/nutrition technologist, histological technologist, nuclear medicine technologist, phlebotomist, physician assistant, radiation therapy technologist, dental hygienist, physician

Yes

No

Candidate does not meet the work experience and education criteria and is not eligible through work experience and education.

Yes

No

Does the candidate meet the “credential/training” eligibility requirements?
An active North Carolina license in an Allied Health/Medical Professional.

Yes

No

Candidate may consider other criteria options for eligibility:
- Have a current or expired Teaching License in the related program area of instruction; OR
- Be employed at a community college as faculty teaching a related subject.

Candidate meets the work experience and education criteria and is eligible to serve as a CTE Adjunct Teacher.
Adjunct Marketing Education Teacher
Course to be taught: Marketing Education Courses

Review State Board Policy LICN-001 and Identify Marketing Program Area

Does the candidate meet the “degree” eligibility requirements?

* Bachelor’s degree in related area

Yes

Does the candidate meet the “work experience” eligibility requirements?

* Two years industry-related work experience within past five years
  * Examples: marketing manager, sales manager, retail manager, real estate agent or buyer, hospitality tourism & recreation manager, corporate or personal financial manager, loan officer, marketing research analyst, distribution and logistics specialist

Yes

No

Does the candidate meet the “credential/training” eligibility requirements?

* No additional credentialing required for this candidate

Yes

No

Candidate meets the work experience and education criteria and is eligible to serve as a CTE Adjunct Teacher.

Candidate does not meet the work experience and education criteria and is not eligible through work experience and education.

Candidate may consider other criteria options for eligibility:
* Have a current or expired Teaching License in the related program area of instruction; OR
* Be employed at a community college as faculty teaching a related subject.
Adjunct Technology, Engineering and Design Education Teacher

Course to be taught: Project Lead the Way Courses

Review State Board Policy LICN-001 and Identify TED Program Area

Does the candidate meet the “degree” eligibility requirements?

Bachelor’s degree in related area

Examples: Architecture, Construction, Industrial Design, Engineering, Industrial Technology, Manufacturing, Transportation, Science, Industrial Arts, Trade and Industrial Education, Graphic Design, Graphic Production, Animation and Visualization, Computer Programming, Game Design and Development, Computer Science, Programming Associate Degree, Game Software Engineering, Simulation and Game Animation, Digital Effects and Animation Technology or Game Art Design

Yes

No

Does the candidate meet the “work experience” eligibility requirements?

Two years industry-related work experience within past five years

Examples: engineer, construction manager, graphics designer, industrial designer, electronics technician, computer technician, network technician, manufacturing technician, construction related technician, project developer

Yes

No

Does the candidate meet the “credential/training” eligibility requirements?

Completion of the Project Lead the Way Core Training

Yes

No

Candidate meets the work experience and education criteria and is eligible to serve as a CTE Adjunct Teacher.

Candidate may consider other criteria options for eligibility:

- Have a current or expired Teaching License in the related program area of instruction; OR
- Be employed at a community college as faculty teaching a related subject.
Adjunct Trade and Industrial Education Teacher
Course to be taught: Masonry

Review State Board Policy LICN-001 and Identify T&I Program Area

Does the candidate meet the “degree” eligibility requirements?

Minimum of a high school diploma
Examples: Masonry, Masonry Installer

Yes

Does the candidate meet the “work experience” eligibility requirements?

For Associate’s Degree - Four years industry-related work experience within the past eight years.
For High School Diploma - Six years industry-related work experience within the past ten years is required.
Examples: Construction industry with demonstrated experience in the masonry field.

Yes

No

Candidate does not meet the work experience and education criteria and is not eligible through work experience and education.

Does the candidate meet the “credential/training” eligibility requirements?

NCCER ICTP Credential and OSHA 10 Construction Safety and Pass an instructor’s exam in NCCER Your Role in the Green Environment Module

Yes

No

Candidate meets the work experience and education criteria and is eligible to serve as a CTE Adjunct Teacher.

Candidate may consider other criteria options for eligibility:
- Have a current or expired Teaching License in the related program area of instruction; OR
- Be employed at a community college as faculty teaching a related subject.
Waiver of 12 Months of Employment for Career and Technical Education
Agricultural Education Teacher Personnel (2018-2019 Only)

Session Law 2017-57 amended GS 115C-302.1(b) related to the term of employment for agriculture education personnel in grades 9-12 as follows: “Beginning with the 2018-19 school year, career and technical education agriculture teacher personnel positions serving students in grades nine through 12 shall be for a term of employment for 12 calendar months.”

Section (b2) was added to the statute to allow for waivers for the 12-month requirement. The purpose of this form is to request a waiver for this requirement. All waivers must be submitted annually no later than May 15th for waivers to be in place for the following school year (i.e. by May 15, 2018 for positions that will be less than 12 months in 2018-19).

School system personnel shall indicate below the reason of the waiver request and provide additional documentation where required. Waiver forms should be signed by the CTE Director and Superintendent and forwarded to the Interim State CTE Director (john.kirkman@dpi.nc.gov). Waivers will be reviewed and approval must be granted by NC DPI and Agriculture Education staff at NC State University.

Teacher Name:

School:

Local Education Agency:

Position Number:

Please indicate below the reason for the waiver request:

☐ The teacher assigned to this position has requested a term of employment less than 12 months.

☐ The district does not have sufficient resources at this time to employ agriculture teacher personnel for 12 months (Provide details and budget info. including planning allotments.)

Signatures:

_________________________________________________________  _____________________
Superintendent  Date

_________________________________________________________  _____________________
CTE Director  Date

_________________________________________________________  _____________________
Agriculture Education Staff  Date

_________________________________________________________  _____________________
State CTE Director  Date
Waiver of 12 Months of Employment for Career and Technical Education
Agricultural Education Teacher Personnel (beginning 2019-2020)

Session Law 2017-57 amended GS 115C-302.1(b) related to the term of employment for agriculture education personnel in grades 9-12 as follows: “Beginning with the 2018-19 school year, career and technical education agriculture teacher personnel positions serving students in grades nine through 12 shall be for a term of employment for 12 calendar months."

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Teacher Name:

School:

Local Education Agency:

Position Number:

Please indicate below the reason for the waiver request:

☐ The teacher assigned to this position has requested a term of employment less than 12 months.

☐ The teacher assigned to this position did not utilize the additional months of employment in accordance with GS115C-157.5 in the prior school year and/or the evaluation of the agriculture education program indicated additional employment was not being utilized for the purposes it was intended. (Failure to earn a minimum of 100 points on the Evaluation of Quality Twelve-Month Agricultural Education Teaching Positions beginning with the 2018 calendar year. Attach evaluation)

☐ The district does not have sufficient resources at this time to employ agriculture teacher personnel for 12 months. (Provide details and budget information including planning allotments.)

__________________________________________       ________________________
Superintendent                          Date

__________________________________________       ________________________
CTE Director                          Date

__________________________________________       ________________________
Agriculture Education Staff             Date

__________________________________________       ________________________
State CTE Director                     Date
Summary of Changes to Fiscal & Policy Guide

- January 2018 (Update)
  - Pages 28 – 29 PRC 014 CTE CCP clarification of non-allowable expenses
  - Pages 41 – 42 PRC 017 CTE CCP clarification of non-allowable expenses
  - Page 53 – Increased mileage rate from 53.5 to 54.5 cents
  - Pages 59 – 72 Expenditure by Fund Source – Added approved object codes to PRC 058
  - Page 119 – Added Appendix Q – 2018-2019 Agriculture Teacher Personnel Waiver Form
  - Page 120 – Added Appendix Q – 2019-2020 Agriculture Teacher Personnel Waiver Form

- July 2017 (Major Update)
- January 2017 (Update)
- July 2016 (Update)
- January 2016 (Update)
- July 2015 (Complete Revision – UGG)
- January 2009 (Complete Revision)
- February 2005 (Update)
- November 2004 (Update)
- July 2004 (Update)
- July 2003 (Complete Revision)
- December 2001
- November 1999