

## Message from the President, Sue Marion



This is an exciting time to be employed in continuing education. We are living in an age that puts an unparalleled emphasis and importance on lifelong learning. No longer is one set of skills acquired in youth able to serve you in a high tech environment. The workforce skills required in today=s environment are vastly different from those of 15 years ago.

The Spring 2008 Conference of the North Carolina Community College Adult Educators Association will focus on *ALifelong Learning...The Amazing Race.* Lifelong learning is now an important part of business culture. Companies, employees, and future employees want, need, and demand education anywhere, anytime.

The planning committee has worked very hard to plan an outstanding conference scheduled to be held at the Sheraton Imperial-Research Triangle Park on April 30, May 1 and 2.

The opening session will focus on the theme of *ALifelong Learning...The Amazing Race* and highlight ways in which Continuing Education can impact the lives of our students. Our special guest and keynote speaker is Dr. Scott Ralls, the incoming President of the North Carolina Community College System. When he assumes the presidency on May 1, 2008, Scott will become only the second system president to have served as a local North Carolina Community College President, and the first in thirty years. Dr. Ralls has previously held workforce development leadership positions at the state and national levels, including as Vice President of Economic and Workforce Development for the North Carolina Community College System where he helped foster collaborative initiatives

with North Carolina=s biotechnology and information technology industries.

Recent studies indicate that 75 percent of today=s workforce needs retraining just to keep pace. In continuing education we are up to the challenge of meeting the needs of the workforce. We are flexible, responsive, and able to customize to the needs of the individual. In closing, allow me to thank you for the opportunity to serve as president of the North Carolina Community College Adult Educators Association. On behalf of the NCCCAEA, allow me to thank each and every one of you for your support of the organization as we continue to provide lifelong learning opportunities to the citizens of North Carolina

Henry Ford once said that *acoming together is a beginning, staying together is progress, and working together is success.* I invite each of you to attend this exciting conference to learn and network with others in your profession from across the state.

## NCCCS Welcomes New President

*Submitted by John M. Smith, Carteret CC*

On December 6, 2007, the State Board of Community Colleges voted unanimously to select Dr. Scott Ralls to succeed H. Martin Lancaster as President of the North Carolina Community College System. Dr. Ralls assumed the presidency on May 1.

Take the opportunity to introduce yourself to Dr. Ralls and welcome him to the NCCCAEA Spring Conference.



## 5 Quick tips from LERN

*Fred Bayley, LERN Senior Consultant*

For your lifelong learning program here are 5 quick tips that will help you improve.

### 1. Use price breaks.

There are psychological prices when a person says it costs too much to make a purchase. For example \$20 seems significantly more expensive than \$19. \$20 is a price break. By pricing your course at \$19 will bring in more students than \$20. Keep your prices just under a price break to maximize both your attendance and income. If you want to increase this \$19 program raise it to \$25. \$25 seems the same amount as \$20. You will not reduce your enrollments but you will increase your income. It's part of setting market prices.

### 2. Know the 20% that produces 80% of your income.

About 20% of your programs will produce 80% of your income. About 20% of your customers will produce 80% of your income. Identify the 20% and find ways to duplicate them for example how can you create more of your highly successful courses? How can you find more of your best customers? It takes as much staff time to produce a losing course as a highly successful one. Concentrating your time on the 20% highly successful components yields big returns on your time.

### 3. Write promotions in "You" language.

Write your information as if you were talking to the reader. Avoid phrases like "This course will" or "Participants will learn." The readers need to perceive themselves in what you are writing. A simple shift in how you write a promotion will give you better results.

### 4. How many brochures yield 1 student?

Brochure distribution still accounts for at least 75% of lifelong learning enrollments. Determine the ratio of brochures distributed to students enrolled. Use this ratio to determine how to increase your enrollments. Need more students – you have to distribute more brochures. This valuable ratio can help you determine how to reach budget goals and increase enrollments.

### 5. Know the most likely people to enroll.

Your current participants, people who inquired about your program and people who are like your current participants will be the folks who will enroll in your next

program offering. Keep an in house list of your current customers and people who inquire about your programs. This is your most valuable brochure distribution method. Look at your current customers and break them into market segments or clusters. Describe each segment with at least two characteristics. This will help you find people who are like our current customers. It will help you design your promotions. Sell your programs not to everyone but to just these 3 groups to maximize your enrollments and decrease your promotion costs.

These are just 5 examples of how LERN is helping lifelong learning programs become stronger. The most successful programs are those who use their staff time most wisely. By focusing on the most important issues you yield large results from your time. For more information contact Fred at [bayley@lern.org](mailto:bayley@lern.org) or visit the website [www.lern.org](http://www.lern.org)



*Members taking advantage of the Conference Internet Café'*



**REMEMBER**

## Stanly Community College Offers ANCHOR Program

*Submitted by Kathy Gardner*

Through a cooperative arrangement between Stanly Community College, Centralina Workforce Development Board, and The Resource Development Center, out of school youth who are unemployed now have a second chance for a bright future. Qualifying students can now be a part of the ANCHOR (Attitude, Nurture, Character, Honesty, Occupation, and Resources) Program.

The motto of the program is "Addressing needs and planting seeds". Participants in this program spend 2 days per week in SCC's Corporate and Professional Education Center learning skills leading to a Customer Service Certificate, MS Office 2007, Word II, and Intro to Industry and Trade Skills (introducing HVAC, welding, and other topics in preparation for a possible Industrial Systems degree). Other days are reserved for preparation toward the Career Readiness Certificate, GED prep, and Money Smart. The goal is to provide intensive training for one semester to allow students to take control of their world and begin a new direction toward success.

Students support each other by being a part of a cohesive group as well as receive intensive support from the agencies involved. Program expenses including, books, supplies, registration fees, transportation, and lunch are paid for WIA participants by the Resource Development Center.

Although the program has only been in operation since January, significant growth has been witnessed in many. On a recent snowy day, several students pooled their limited cash to take a taxi get to school rather than miss a day when their transportation service was not running and many other students at the college felt a "snow break" was in order. Lives are definitely being changed as students have a new anchor to grasp.

For further information, please contact Cathy Thurston, Stanly Community College, 704-991-0279, Marion Kinley, Stanly Community College, 704-991-0234, or Claudia Covington, Resource Development Center, 704-982-0120.

submitted by A.J. Tyson, Jr., Roanoke-Chowan Community College

There are very few people who can say that through a minimal amount of effort they went from virtually zero income to a MINIMUM of \$35,000 in four weeks; however, the seven people pictured here can say that. Think about it that is a minimum of \$245,000 additional new dollars that have been generated in the Roanoke-Chowan Community College service area which was not there before.

Roanoke-Chowan Community College, through a grant from the Department of Transportation, partnered with Carolina Trucking Academy out of Raleigh to bring a Certified Drivers License (CDL) Trucking Program to Ahoskie. On Thursday, March 13, 2008, seven students made history as the first graduates of this program. Next to the College's Nursing Program, these students probably have the greatest and most immediate future earning capacity of graduates from most programs at the College.

The grant that R-CCC received from DOT is about \$222,000. The goal of the grant is to certify and train at least 65 individuals to become OTR Truck Drivers. The grant pays for fees and tuition, which are equivalent to anywhere between \$3,600 and \$7,000 if these students had gone to a private academy for the training. The program at R-CCC has made it possible for students to earn their CDL in four weeks, a relatively short time; but more importantly to have a job when they graduate.

The trucking industry in the United States is expecting to be one million drivers short within the next few years. This constitutes a national crisis because all goods received in every area of the country have to travel by truck at some point. Major trucking companies are looking for quality employees so fiercely that they are willing to sign on with programs like the one that R-CCC has established just to recruit future employees.

The tuition assistance for CDL is still open and available, but seats are starting to fill fast. For information on how to sign up, prospective students should call 252-862-1307.

"I WAS TRYNG TO DAYDREAM, BUT MY MIND KEPT WANDERING", STEVEN WRIGHT

**FROM ZERO TO \$35,000 IN FOUR WEEKS**

*What Do You Think? Test Your Knowledge!*

by Rob Everett, Alamance Community College

"Odd" situations and questions—some covered in the *Administrative Code*, some not—pop up daily. Here's a dozen to test your knowledge and experience. The answers (or *my* answers, at least) are at the end. No cheatin'!

1. Your college has collected \$12,000 in parking fees for your Continuing Education classes this year. You'd like to use some of that money to pay for financial aid for needy students. Is this permissible?
2. You would like to charge \$1700 for a special course you're thinking of running as Community Service or Self-Supporting. Is there a limit on the registration fee you can charge for a ComServ or SS class?
3. You have a request from a local law enforcement agency to provide specialized training requiring a large "driving range" you don't have. Upon checking, you find that none of the surrounding community colleges or their counties have such a resource. However, one of your law enforcement contacts tells you that he can get permission to hold the class free at a site in the next county—about 20 miles away—in *Virginia*. Can you hold the class at an out-of-state location?
4. Your Board of Trustees just approved your college's policy on Self-Supporting classes and use of the revenue, as well as an updated policy on Community Service classes and use of retained registration fees. When will the policies have to be reviewed and reapproved by the Board?
5. Nearing the end of the fiscal year, you have discovered that your OE supply budget is \$5000 overspent, but your OE duplicating budget is \$3000 underspent and your OE travel budget is \$2000 underspent. Should you be concerned?
6. You have discovered that your OE instructional budget is \$5000 overspent, but your OE duplicating budget is \$3000 underspent and your OE travel budget is \$2000 underspent. Should you be concerned?
7. You have discovered that your OE duplicating budget is \$3000 overspent and your OE travel budget is \$2000 overspent, but your OE instructional budget is \$5000 underspent. Should you be concerned?
8. Do NC community colleges *have* to offer Community Service and Self-Supporting classes?
9. An OE instructor needs to miss a class. He says, "I will give them a homework assignment instead, and the time it takes them to complete their assignments and for me to grade them will be far more time than we would normally spend in class. Therefore, we shouldn't have to make up that class." Is this okay? Can you pay the instructor and claim the FTE?
10. Your Business Office manager just phoned. Several companies have not paid the billed registration fees for their employees who have attended Continuing Education classes. The Business Office manager wants to use some surplus Self-Supporting funds to pay off those debts. He suggests a similarity between this use and using SS funds for financial aid, which is perfectly legitimate. Does he have your blessing?
11. After repeated warnings, some of your Basic Skills students are habitually returning to class late after break. What can you do about it?
12. You just finished a 60-hour class in a correctional facility for twelve inmates. How many membership hours did the class generate?

**( Answers on page 10)**

Want more Q&A? Email Rob Everett at ACC ([everettr@alamancecc.edu](mailto:everettr@alamancecc.edu)) for a list of over 100 similar questions and answers. There's also a Basic Skills-only version of over 50 questions and answers. Great for staff development!



*Don't forget to visit our vendors*

If it's true that we are here to help others, then what exactly are the others here for?

Unknown



*Need Forklift Training?*

**Compensatory Education Success Story**  
*Submitted by Nancy Morabito*

Having a job is a goal for many students, for one young man, Kyle, an internship at SAS Institute has turned into the job opportunity of a lifetime. Kyle now works 4 days a week in the cafeteria at SAS. He also attends the Job Readiness class at Wake Technical Community College one day a week, lives on his own and has proved that adults with intellectual disabilities can achieve their goals of gainful employment and independence.

Kyle first started working at SAS thru an internship program offered by the Compensatory Education program at Wake Technical Community College. After students are selected to participate in this internship program, they spend more than 200 hours at SAS working in different areas of the cafeteria such as bakery, salad bar, sanitation and the kitchen. SAS employees in each area act as mentors for the students. With their help, the students are able to learn the responsibilities of each area and learn what it takes to perform the duties properly. In the process they learn strong work ethics, problem solving and self advocacy skills.

Kyle has worked at SAS for almost 8 months. His day starts at 8:00 a.m. in cafeteria T where Kyle makes sure that everything is ready so that SAS employees can enjoy their lunch. Kyle's duties include cutting up vegetables, prep work, stocking chips and beverages, sweeping and wiping tables. Kyle says that his favorite thing to do is cut up vegetables, especially green peppers, broccoli, onions and mushrooms. He also likes to learn how to make new sauces in the kitchen. Kyle enjoys the people that he works with and mentioned how much he has learned from them. He not only uses these skills at work but at home as well. Kyle does his own cooking and uses what he has learned in the SAS kitchen to help him with his own cooking and "especially when I go to my Mom's house" he says.

Overall, Kyle's experience at SAS has been a very positive one. He is very proud that he has a job (especially a job at SAS), goes to school and lives on his own. Kudos to Kyle and his spectacular achievement!

**The Golden LEAF Advanced Machining Center**  
**Haywood Community College**

*Submitted by Dr. Rose Johnson*

The new Advanced Machining Center at Haywood Community College in Waynesville, North Carolina provides training in highly technical jobs that pay well.

The center officially opened last July. It is funded by a grant from the Golden LEAF Foundation and is partnered with the Eastern Advanced Machining Center at Lenoir Community College in Kinston, North Carolina. The project is also partnered with Western Carolina University and North Carolina State University and the North Carolina Aerospace Alliance seeking to further economic development and jobs in the aerospace and other high-tech manufacturing.

The Aerospace Alliance is an association of organizations that identifies opportunities for partnerships to improve military aircraft readiness and develop capabilities in North Carolina to manufacture critical aviation parts.

"We are the Western Center in a two-pronged effort by Golden LEAF," said Howard Kline, the Project Manager for the Center at Haywood Community College. "The first center down east started with Lenoir Community College in Kinston and they paved the way for us with invaluable advice and experience," Kline added.

The center includes everything needed to train workers in all aspects of advanced machining technology and controls; from cutting and shaping to high end HAAS multi-axis CNC lathes, precision Waterjet, wire EDM cutting techniques, and advanced coordinate measuring machine and metrology software. The Western Center also added injection molding for training in ever-growing plastics technology.

HCC's Regional High Technology Center was remodeled to accommodate the new equipment. This included a fabrication computer laboratory for instruction in Siemens solid modeling, and design, manufacturing and reverse engineering software provided by alliance partner Spatial Integrated Systems, all part of the Golden LEAF and Aerospace Alliance partnership.

HCC also took separate steps to relocate much of their basic machining program and equipment to areas adjacent to the new center. "We now have the full range of instruction available in one location," said Dr. Rose Johnson, HCC's President. "One of the immediate benefits of the move is that the college's applied technology resources are co-located so that even

beginning students can get an early sense of and experience with the advanced machining skills."

HCC's lead instructor for the new center, Dale Haddock remarked, "The Advanced Machining Center is providing my students and me with a tremendous opportunity. It's remarkable and rewarding to see how rapidly and enthusiastically they absorb the technology."

While the Advanced Machining Center will offer a range of curriculum courses, there is no doubt that much of the training will be tailored to continuing education. This training will focus on customized new and expanding industry, tailored certifications, advanced machining equipment maintenance and train the trainer certifications.

Dr. Laura Leatherwood, HCC's director of Community and Economic Development indicated, "We know manufacturing jobs that now exist are highly technical and continuously evolving to more and more advanced technology and those jobs pay well. We see the center's equipment as the way ahead to help us provide training for individuals when they need it to perform well in those jobs."

HCC's Regional High Tech Center has an existing regional mission and the Golden LEAF Advanced Machining Center adds to that role. The project is currently involved in developing new ways to support delivery of training in advanced controls for its equipment and software to other western region colleges including Tri-County and Southwestern Community Colleges. Efforts are underway for locating remote trainers and delivery of instruction via Internet video links. Additionally, the Golden LEAF project involves partnership with Western Carolina University in advanced reverse engineering.

So far, over 800 people have benefited from Western Center services, including regional training and indoctrination for high school machining programs.

Dr. Leatherwood added, "We are really fortunate to have this type of regional capability to help train and develop a creative, competitive, competent workforce that meets the needs of the global economy."

For more information on the Golden LEAF Advanced Machining Center at Haywood Community College, contact Hilary Cobb, Industry Specialist at Haywood Community college at [hcobb@haywood.edu](mailto:hcobb@haywood.edu).

**Obedience Training,**

*(reprinted from the Fayetteville Observer),  
submitted by Lori Williams, Sandhills CC*

RAEFORD — When Bob Lewis and Buddy the dog first met a month ago, they were a little skeptical of each other. Both were tough, street-wise and more than a little wary of people. Lewis, an inmate at the McCain Correctional Hospital in Hoke County, had been behind bars for about 10 years. Buddy, a medium-sized mixed-breed, had been held at a no-kill animal shelter for much of his short life.

Their shared history brought them together. The pair met through a new Sandhills Community College program at the prison that teaches inmates how to instruct dogs in basic obedience. The program is an offshoot of the college's three-year-old Puppies Assisting with Sight program, or PAWS, where inmates learn to train seeing-eye dogs for the blind. Joe Bailer, the program's instructor, said he came up with the idea to teach basic obedience to regular shelter dogs this year while the group was waiting on a fresh shipment of dogs for the PAWS program. The PAWS' dogs are specially selected and come to the prison from Florida, Bailer said.

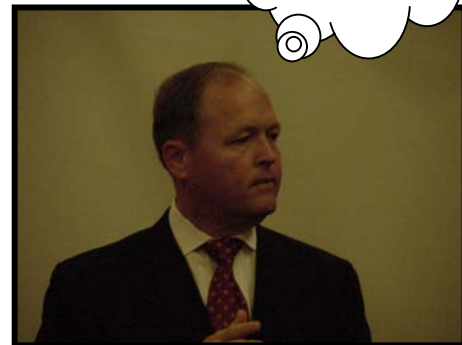
In the meantime, Bailer wanted to teach inmate-instructors a new set of skills — basic obedience training dog care. To do that, Bailer partnered with Linden Spear, who operates the state's largest no-kill animal shelter — The Haven — at her farm outside Raeford. In January, Bailer and Spear selected 10 to 12 dogs between the ages of 6 months and 12 months and assigned them to inmates in the program. The inmates were then tasked with naming the dogs, feeding and bathing them, and teaching them to sit, stay and lie down on command. The end result, Bailer said,

is that the dogs become more adoptable, and the

trainers become more experienced. So far, it's been successful. Five dogs from the program have been adopted, Bailer said. The program also has been good for the emotional well-being of the dogs, which would otherwise have little one-on-one contact with humans. "The dogs have gained three to five pounds apiece, and they've become very sociable," said Bailer, who watched the animals go from shy, scared creatures to outgoing and affectionate pets. Lewis said his charge, Buddy, has blossomed since the lessons began about a month ago. Before, Buddy would shy away from people or bark in fear, Lewis said. Now, Buddy — though still "vocal," as Lewis puts it — appears to be a happy, well-adjusted dog that can roll over on command and even sit with a dog biscuit on his paw until he's allowed to eat it. "They're just diamonds in the rough," Lewis said. "They just need someone to pay attention to them." The dogs aren't the only ones who are blossoming because of the program, said Mary Jones, program supervisor at the prison. Jones has noticed the biggest change in Lewis, who was often worried and angry before he started the program. Since then, he's become happier and more relaxed. As an added bonus, none of the inmates involved in the PAWS program over the last three years has returned to the prison, Jones said. "The interaction with the dogs has a lot to do with it," she said. "A lot of the prisoners don't have any family or any support. They just don't care about anything. Through the dogs, they learn how to basically love." Lewis agreed, "I've learned that these dogs look at you unconditionally," he said. "They don't care about your past. It's taught me to learn to care for something other than myself."



Getting the job done? Worth a million. Getting it done *right*? Priceless!  
 Be sure to thank these hard-working people for putting on a world class conference.  
 2008 Spring Conference Planning Committee!



Member	College	Program Area
Sara Bagwell	Blue Ridge CC	Committee Chair
Reggie Turner	Alamance CC	Committee Co-Chair
Forrest Lineberry	Forsyth TCC	Basic Skills
Debbie Woodard	Wilkes CC	Basic Skills
Monique Eaker	Blue Ridge CC	OE
Sondra Guyton	Bladen CC	OE
J.W. Simmons	Sampson CC	OE- F&R, Allied Health, CJC
Brandy Dunlap	Caldwell CCTI	HRD
Lou Stout	Beaufort Co CC	Support Staff
Jeanie Moore	RowanCabarrus	Senior Cont Ed Administrator
Perry Harker	Carteret CC	Senior Cont Ed Administrator
Nell Perry	Forsyth TCC	SBC
Billy Bostic	Wake TCC	Technology support A/V equipment
	NCCCS	Workforce Development
	NCCCS	Basic Skills
Frances Wheeler	Western Pied CC	Vendors
Ken Berger	Durham TCC	Local Conference Host
Sue Marion	Forsyth TCC	President
Margaret Robertson	Wayne CC	President-Elect
Heather Henson	Wake TCC	Treasurer

"I have never let my schooling interfere with my education."  
*Mark Twain*

"If you shoot at mimes, should you use a silencer?"  
*Steven Wright*



*Somewhere on I-40*

The 2008 NCCCAEA Board members are:

Member	Representing	Term of Office (Calendar Years)
Sue Marion , Forsyth Technical CC	President	2008
Margaret Robertson, Wayne CC	President Elect	2008
Rob Everett, Alamance CC	Past President	2008
Heather Henson, Wake Technical CC	Treasurer	2008
Frances Wheeler, Western Piedmont CC	Secretary	2008
Kathy Gardner, Stanly CC	Basic Skills	2006-2008
Angela Locklear, Robeson CC	HRD	2006-2008
Ken Berger, Durham Technical CC	Occupational Extension	2007-2009
Stephanie Williams, Sandhills CC	Member at Large	2008-2010
Phoebe Emory, Lenoir CC	Community Service	2008-2010
Jenny Brunnermer, Central Piedmont CC	Support Staff	2006-2008
Lynn Creech, Pitt CC	Specialty Education	2007-2009
Carol Johnson, Mitchell CC	Senior CE Administrator	2006-2008
David Lusk, Pitt Community College	Senior CE Administrator	2008-2010

Wayne Community College Continuing Education  
Division Gains  
Certified Professional Planners  
*Submitted by Lalie Cobb-Kornegay*

Congratulations to Lalie Cobb-Kornegay, Associate Director, Small Business and Industry Center, James Ragan, Coordinator/Instructor, Computer Programs, and Antonitte Boone, HRD Coordinator/Instructor, for earning the Certified Program Planner (CPP) designation. They passed the exam for Learning Resources Network (LERN)'s Program Management Institute Certified Program Planner held in Raleigh in March 2008. They join the more than 1,000 professionals in four countries that hold the CPP designation. The CPP is not a license, but a voluntary program of LERN, the leading training and consulting service for continuing education professionals in the world in lifelong learning programming.

The purpose of the CPP is to provide a standard of achievement and excellence in the knowledge of lifelong learning programming. This comprehensive professional education and training curriculum provides the knowledge, skills, and study to meet significant changes in the field of lifelong learning programming, increasing competition, and tremendous growth in the knowledge and sophistication of management, marketing and programming techniques. Professionals with comprehensive training can perform productively in the things that they do everyday.

**Great Bookmarks!**

*NCCCS*

[www.nccommunitycolleges.edu](http://www.nccommunitycolleges.edu)

*NCCCAEA*

[www.ncccaea.org](http://www.ncccaea.org)

*System Office Numbered Memos*

[www.ncccs.cc.nc.us/Numbered\\_Memos/index.html#2001](http://www.ncccs.cc.nc.us/Numbered_Memos/index.html#2001)

*Program Audit Services*

[www.ncccs.cc.nc.us/webaud/index.html](http://www.ncccs.cc.nc.us/webaud/index.html)

*Continuing Education Master Course List*

[www.ncccs.cc.nc.us/CE.Courses](http://www.ncccs.cc.nc.us/CE.Courses)

"I get no respect. The way my luck is running, if I was a politician I would be honest."

*--Rodney Dangerfield*

*What Do You Think? Test Your Knowledge!*  
by Rob Everett, Alamance Community College

(con't. from p. 4)

**THE ANSWERS**

1. Answer: Absolutely not unless the college specified this use when it requested approval to charge the fee. Monies collected from specific fees such as this must be used for the advertised purpose for which they were collected. See CC02-150 and CC04-092, as well as 23NCAC.0201(c)(1)(F): "Generic fees [which include parking fees] shall not be used for any purpose other than that for which the fee was approved, e.g., computer equipment could not be purchased for staff members using generic fee receipts."
2. Answer: No limit except what is imposed by your Board. ComServ and SS registration fees are set locally.
3. Answer: Holding a class out-of-state could be a problem if you were using state resources to serve out-of-state students in their home state, but in this case, you are serving NC students in a location that just happens to be out-of-state. This issue is not addressed in either the *NCAC* or the *NCGS*. However, there is no obvious reason why this should be prohibited.  
A simple alternative is to split the classroom portion of the course from the driving portion of the course, hold the classroom portion in a college facility, and then take a "field trip" to the out-of-state location for the driving portion. Field trips are perfectly legal, but first make sure you follow your college's own guidelines for scheduling and taking field trips.
4. Answer: The College's SS policy must be re-approved every three years. See CC98-306. There is no requirement that a policy for ComServ classes and revenue ever be updated. Reviewing the ComServ policy is a local decision.
5. Answer: No. You have enough money to cover the total expenses, and since all three line items are "other" (i.e., non-instructional) line items, you can transfer the money between these line items without restriction. (Or, the business office may do it for you at the end of the year.)
6. Answer: No. You can always transfer money in non-instructional line items to instructional line items without restriction.
7. Answer: Now you can worry. Because of the restrictions on transferring only a small percent of *instructional* money to *non-instructional* areas, you may have to go begging. At this point, only the business office can answer the question of whether the money can be transferred.
8. Answer: Regarding ComServ *classes*, the answer is no. There is a Legislative mandate to expend Community Service Block Grant funds to "serve senior citizens," but nothing says that the funds have to be spent on *classes* (though that is the general expectation). A college could use the fund for seminars, concerts, and other non-class activities for senior citizens. Yes, we're splitting (gray) hairs here.  
Also, 23 NCAC 02B .0104, which defines the mission of the community college system, says that we are to provide "services to communities and individuals which improve the quality of life." In the context of the reference, this is presumed to refer to Community Service activities (whether classes or otherwise).  
Regarding Self-Supporting classes, there is no Legislative mandate or expectation to offer such classes. Local decision.
9. Answer: The instructor can't make up the class in this manner and shouldn't expect payment for the class meeting, nor can you

claim the FTE for the missed class. See 23 NCAC 02D .0325(a)(7), which says, "Student hours shall not be reported for budget/FTE which result from...homework assignments."

10. Answer: No. This is *not* a legitimate use of SS funds since it does not directly benefit students. This is also *not* financial aid because the debt belongs to the companies (assuming that the companies previously agreed to the billings), not to the students. The college should use whatever source it normally uses to pay off bad debts, but not surplus Self-Supporting funds.
11. Answer: If you have rules prohibiting disruptive behavior, then you can cite the students with the argument that they are being disruptive (as well as inconsiderate) by distracting other students when they enter the class late after break. "Open Entry/Open Exit" doesn't mean that they can come and go as they please. Sick 'em!
12. Answer: *Gotcha!* This is a sneaky question, and the answer is "zero" *membership* hours. The class generated 720 *contact* hours (assuming that all students attended every day). See 23 NCAC 02D .0325(g), which says, "Educational programs offered in a correctional department setting shall report full-time equivalent (FTE) student hours on the basis of contact hours." *Tricky-tricky, yes?*

"My neighbor has a circular driveway...he can't get out."

*Steven Wright*

## Innovation Awards Coming in the Fall

The Innovation Awards are the Association's way of recognizing and rewarding creativity and innovation in course programming, management practice, communication, marketing, or customer service in Continuing Education programs. The awards are given during the Fall Conference each year. For additional information, go to [www.ncccaea.org](http://www.ncccaea.org), and look under "The Association" tab.

Future NCCCAEA Conferences...

### Fall 2008 NCCCAEA Conference

Sheraton Greensboro Hotel at Four Seasons  
and Joseph S. Koury Convention Center,  
Greensboro, NC  
September 24 - 26.  
Plan now to attend!  
Details will be posted on  
[www.ncccaea.org](http://www.ncccaea.org)

**To All Employees:**

**NEW  
INCENTIVE PLAN-  
WORK-OR GET FIRED**



## What is the NCCCAEA?

The North Carolina Community College Adult Educators Association (NCCCAEA) was formed in 1965 as the Community College Adult Educators of North Carolina. Full membership is open to full-time or part-time Continuing Education instructors, administrators, and support staff employed in the North Carolina Community College System. Associate and honorary memberships are also available.

The purpose of the Association is to provide leadership for the advancement of adult education in North Carolina; to vigorously promote the concept of continued, lifelong learning for all citizens; to promote sound management practices in the areas of the adult education curriculum, instructor training, certification, accreditation, and permanent record-keeping; and to encourage quality work performance and professionalism by all adult educators.

Take advantage of the opportunities to learn and network at the conference. The many workshops will provide you with the most up-to-date information from the system office, community college leadership, business and industry leadership and others. Meet your counterparts from around the state and learn how programs are managed differently.

### How to Become Active in the NCCCAEA

1. Submit a newsletter article.
2. Make a presentation at a conference.
3. Serve on a Conference Planning Committee.
4. Serve on one of the NCCCAEA Board's standing committees.
5. Contact your NCCCAEA Board representative with an issue of concern.
6. Campaign to serve as an NCCCAEA Board member or officer. (NOTE: A good way to "get your name out there" is to first serve on a conference planning committee.)
7. Get to know people who are already active in the Association and let them know you are interested.

### Disclaimer

The views and opinions expressed in this newsletter do not necessarily reflect those of the NCCCS, the NCCCAEA, or its Board of Directors.

The accuracy of the factual information is the sole responsibility of the authors.

Submissions may be edited for length and grammatical correctness and consistency