

Cover Sheet

CONSOLIDATED ANNUAL PERFORMANCE, ACCOUNTABILITY, AND FINANCIAL STATUS REPORT FOR STATE-ADMINISTERED VOCATIONAL EDUCATION PROGRAMS

Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III)

1. Recipient Organization (Name and Complete Address, Including Zip Code)

Organization Name: North Carolina Department of Public Instruction
Address 1: 6358 Mail Service Center
Address 2:
City: Raleigh
State: NC
Zip Code: 27699-6358

2. PR/Award Numbers:

Basic Grant to States: V048A060033A
Tech-Prep Education: V243A010033

3. Recipient Identifying Number: 067195610

4. Period Covered By This Report (mm/dd/yy): From: Jul-01-2006 To: Jun-30-2007

5. Remarks: (Any explanation deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation.)

6. Certification: I certify to the best of my knowledge and belief that this report, including all submitted FORMS and Narrative Performance Report, is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

Typed Name and Title: Rebecca Payne, CTE Director
Telephone (Including Area Code): 919-807-3879

TABLE OF CONTENTS

Narrative.....	1
I. State Administration	1
II. State Leadership Activities	1
III. Distribution of Funds and Local Plan for Vocational..... and Technical Education Programs	6
IV. Accountability.....	7
V. Monitoring Followup.....	17
VI. Workforce Investment Act IncentiveGrant Award Results	18
Attachments	
1. Organization of NC Secondary Career and Technical Education.....	19
2. Organization of NC Community College System’s Perkins Staff.....	20
3. Summary of Eligible Recipients	21
4. Local Plan (Secondary).....	22
5. Local Plan for Federal Vocational and Technical Funding (Postsecondary).....	76

Submitted forms

I. State Administration

A. Sole State Agency and Governance Structure

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

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

B. Organization of Vocational and Technical Education

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

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

Secondary

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

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

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

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

A. Required Uses of Funds

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

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

B. Permissible Uses of Funds

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

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

Postsecondary

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

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

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

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

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

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

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

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

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

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

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

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

A. Required Uses of Funds

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

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

B. Permissible Uses of Funds

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

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

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

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

See Attachment 3 for a summary of eligible recipients.

Secondary

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

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

Postsecondary

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

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

IV. Accountability [sec. 113 of Perkins III]

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

Secondary

1S1 – Academic Attainment

Not yet met (-1.87%)

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

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

1S2 – Skill Attainment

Exceeded (+4.41%)

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

2S1 – Completion

Exceeded (+3.5%)

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

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

2S2 – Credential Attainment

Not applicable

3S1– Placement and Retention (Total placement)

Not yet met (-1.02%)

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

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

4S1– Participation in Nontraditional Programs

Exceeded (+2.31%)

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

4S2– Completion in Nontraditional Programs

Met (-0.18%)

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

ZS1 – Academic Attainment – Language Arts

Exceeded (+8.57%)

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

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

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

Postsecondary

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

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

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

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

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

3P2 – Placement and Retention in Employment (Retention)

Exceeded

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

4P1 – Participation in Nontraditional Programs (Participation)

Did Not Meet

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

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

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

4P2 – Participation in Nontraditional Programs (Completion)

Did Not Meet

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

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

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

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

Secondary

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

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

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

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

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

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

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

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

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

Postsecondary

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

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

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

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

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

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

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

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

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

C. Definitions

Secondary

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

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

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

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

Postsecondary

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

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

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

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

D. Measurement Approaches

Secondary

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

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

Postsecondary

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

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

E. Improvement Strategies

Secondary

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

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

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

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

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

Postsecondary

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

V. Monitoring Follow-up

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

Secondary

One finding was cited and addressed as follows:

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

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

Postsecondary

Two findings were cited and were addressed as follows.

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

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

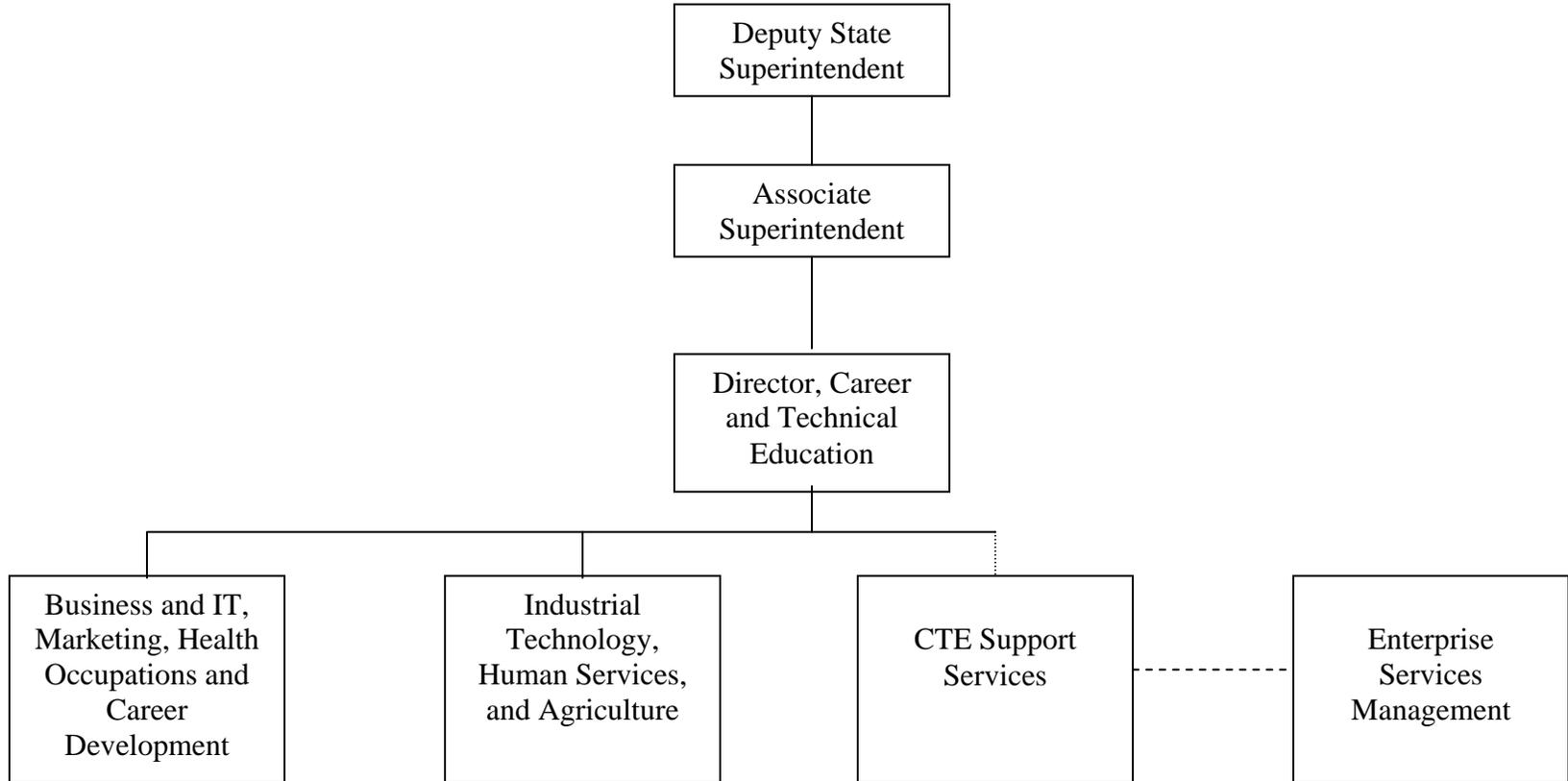
Finding 2: North Carolina currently includes locally generated expenditures in its maintenance of effort calculations.

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

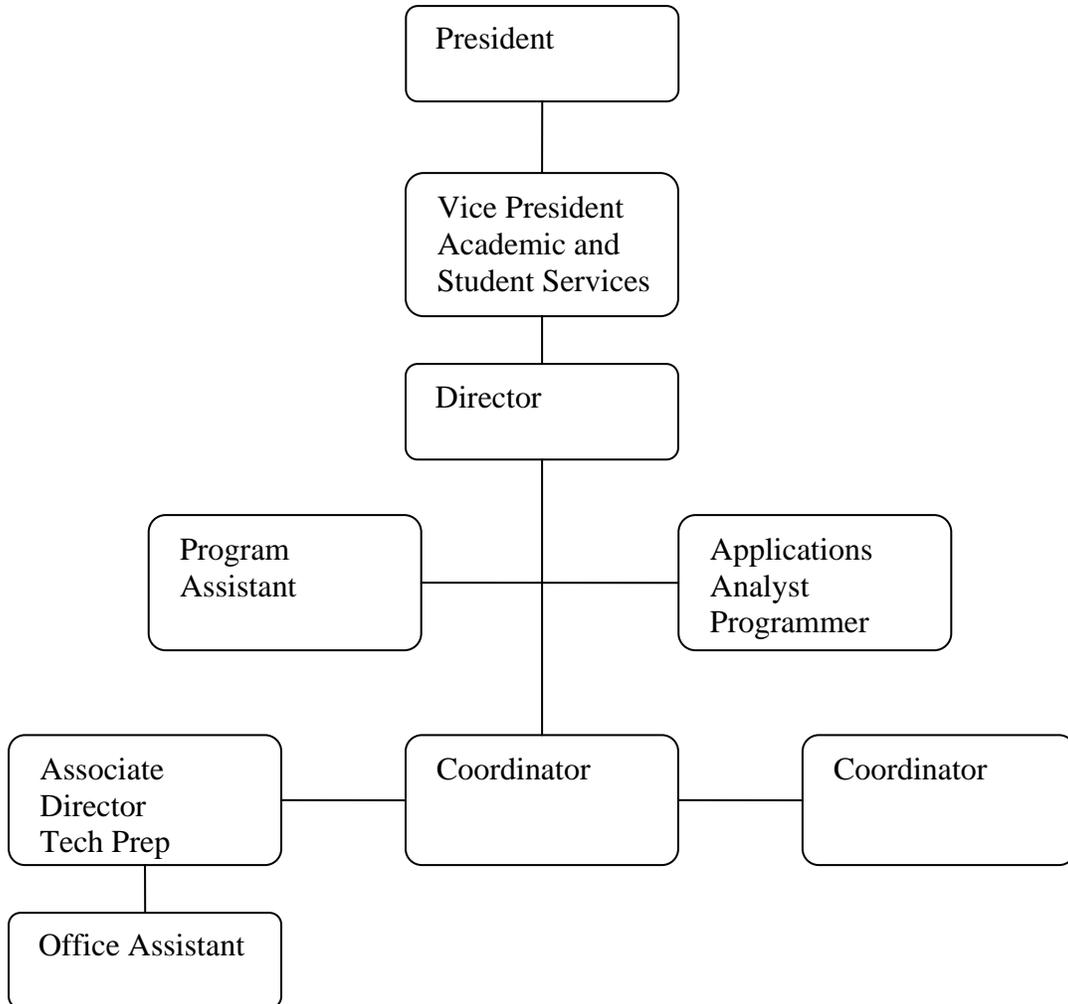
VI. Workforce Investment Act (WIA) Incentive Grant Award Results

Not applicable.

Attachment 1
Organization of NC Secondary Career and Technical Education



Attachment 2
Organization of NC Community College System Perkins' Staff



Attachment 3
Summary of Eligible Recipients

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

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

Statewide

DRAFT -- This LEA's Plan Has Not Yet Been Approved by the NC Department of Public Instruction or the LEA Board of Education.

PART I -- THE CAREER-TECHNICAL EDUCATION FOUR-YEAR STRATEGIC PLAN TEMPLATE (F. 134 (A))

The CTE Four-Year Strategic Plan consists of five sections. Each represents strategic ways to help your key stakeholders, customers, employees, volunteers, and partners agree on what career-technical education cumulatively entails, and what the LEA needs to do to perform better during the first four years of Perkins III. With each section, identify whom you need to help make better decisions better. And then to make those decisions good.

Part I.A -- Basic Description of CTE Within the Overall Structure Affecting its Performance

This section should provide basic information on:

1. The CTE system’s core programs, services, and activities.

a. Total CTE Student Enrollments Over the Last Five Years, Grades 6 - 8, 9 - 12.

*Grade Level	<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>
6-8	304,159	361,145	359,419	374,660	350,476
9-12	373,453	453,192	480,654	510,363	519,813

* Grade six is eligible for state funding only.

b. Special Populations Enrollments Over the Last Five Years, Grades 9 - 12.

<u>Special Populations</u>	<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>
Nontraditional	29,511	37,043	40,267	50,136	49,368
Academically Disadvantaged	107,370	144,279	160,815	183,054	204,043
Economically Disadvantaged	81,710	125,509	145,372	171,573	206,254
Limited English Proficiency	4,993	7,073	9,092	10,481	12,195
Single Parents	0	0	0	0	0
Exceptional Children	37,937	50,172	58,424	59,009	62,801
Duplicated Count Totals	261,521	364,076	413,970	474,253	534,661

2. The major geographic and demographic service area, including for instance: economy status/trends, location/geographic factors, and/or business/industry/agriculture mix.

Select the most applicable: Primarily urban, rural or mixed.

Urban

3. Special relationships, such as partnerships with other providers, and with volunteers, customers and stakeholders, or customer and stakeholder groups:
 - a. College Tech Prep Partnerships with community college(s)? Specify:
 - d. Involvement in planning and evaluation of key customer groups (who directly use and evaluate CTE programs, services, activities, and products) and key stakeholder groups (who indirectly receive yet evaluate programs and services, and who exercise sanctions over the CTE system)? The asterisked ones are required under Perkins III.
4. CTE's size and location(s).
See Part III.A., School Profiles in this Plan for middle and high schools for this information.

Part I.B -- Customer Requirements - *Customer*: anyone who receives something of value, usually by choice, from a supplier. Customers and suppliers are both inside and outside an organization. **Stakeholder Requirements** - *Stakeholder*: anyone who has a stake in (a) how well something is done, and/or (b) how good results are. Stakeholders can affect directly or indirectly rewards and punishments.

1. Key customer and stakeholder requirements for programs, services, and activities. Briefly describe all important requirements, and note significant differences in requirements among customer and/or stakeholder groups. Customers include students and clients, as appropriate.

See *Part II, Performance* for federal Perkins III performance requirements.

Part I.C -- Supplier Relationships - *Supplier*: anyone who provides something of value, usually by choice, to a customer. **Partnering Relationships** - *Partner*: anyone who by mutual agreement expects, furnishes to, and receives something of value from another partner. The agreement can range from an informal one through formal contracts.

1. The most important suppliers and partners which your LEA can affect, including suppliers of personnel, programs, services, activities, and goods. Consider agencies, businesses, and education institutions that affect CTE's performance.

Part I.D -- Performance Factors

1. CTE's position in the overall structure affecting its performance:

Part I.E -- Other Factors Important to CTE's Performance

1. The regulatory environment affecting CTE, such as local, state, and federal requirements; occupational health and safety; environmental, and financial factors:

See Part IV *Assurances and Certifications* and Part II *Requirements and Permissive Uses of Funds* (with each Performance Indicator) in this Plan.

2. Major new thrusts for CTE.
 - a. In your locality?

- b. In the state? VoCATS in the ABCs, for instance, if and when it happens. Others?
5. Changes in strategy.
- a. In CTE's place in the overall local system?
 - b. In alliances, partnerships, suppliers, customers, and/or stakeholders?
 - c. In performance requirements?
 - d. In getting sufficient qualified personnel?

Copyright © 2002 State of North Carolina

Statewide

DRAFT -- This LEA's Plan Has Not Yet Been Approved by the NC Department of Public Instruction or the LEA Board of Education.

**PART II -- PERFORMANCE MANAGEMENT
2006-2007 Local Performance-Based Improvement Plan (F.123)
Career-Technical Education**

Performance Indicator One (PI 1) - Attainment of Academic Proficiencies. By the end of school year 2006-2007 57.8 percent of career-technical concentrators in North Carolina will score at or above the national mean on the Reading ASSET subtest.

ASSET Scores: Reading

Category	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	B1	A1	B2	A2	B3	A3	B4	A4	B5	A5
Overall	53.1	51.8	54.3	47.7	55.5	47.2	56.8	45.9	57.8	
Special Populations	41.8	38.5	43.3	34.4	44.8	34.0	46.4	33.9	47.7	
Nontraditional	57.8	57.8	58.9	51.7	60.0	54.7	61.2	53.4	62.1	
Academically Disadv.	38.0	30.7	39.6	27.0	41.2	27.0	42.9	26.5	44.3	
Economically Disadv.	48.6	41.5	50.0	35.4	51.3	34.0	52.7	34.3	53.9	
Limited English Prof.	31.9	29.5	33.7	22.2	35.5	16.9	37.3	15.0	38.8	
Exceptional Children	25.3	25.7	27.3	20.8	29.3	20.1	31.2	20.5	33.0	
College Tech Prep	37.0	56.6	38.7	50.5	40.3	49.7	42.0	47.6	43.5	
Program Areas	53.1	51.8	54.3	47.7	55.5	47.2	56.8	45.9	57.8	
Agriculture	47.3	45.8	48.7	44.4	50.0	44.9	51.4	45.1	52.7	
Business	56.3	55.6	57.4	52.0	58.6	50.1	59.8	47.9	60.8	
Health Occupations	61.8	60.4	62.8	56.0	63.8	56.4	64.8	56.2	65.7	
Marketing	51.0	49.1	52.3	45.8	53.6	45.7	54.9	43.3	56.0	
Family & Consumer Sciences	41.5	41.5	43.0	34.8	44.6	35.4	46.1	37.4	47.4	
Trade & Industrial Career Development	47.2	49.4	48.6	45.0	50.0	46.6	51.4	45.6	52.6	
Technology	48.1	51.8	49.5	48.1	50.9	49.5	52.2	47.3	53.5	

*** Percentages are not reported for fewer than five students**

Performance Indicator One (PI 1) - Attainment of Academic Proficiencies. By the end of school year 2006-2007 62.7 percent of career-technical concentrators in North Carolina will score at or above the national mean on the Writing ASSET subtest.

ASSET Scores: Writing

Category	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	B1	A1	B2	A2	B3	A3	B4	A4	B5	A5

Overall	58.5	53.4	59.6	51.1	60.7	50.9	61.8	49.7	62.7
Special Populations	46.3	39.9	47.7	37.3	49.2	37.3	50.6	37.7	51.8
Nontraditional	61.1	59.0	62.2	55.2	63.2	57.3	64.2	57.3	65.1
Academically Disadv.	43.3	33.1	44.8	30.6	46.3	30.7	47.8	30.7	49.1
Economically Disadv.	53.6	43.6	54.9	38.5	56.1	38.3	57.3	38.7	58.4
Limited English Prof.	31.9	28.4	33.7	23.2	35.5	21.0	37.3	17.1	38.8
Exceptional Children	23.7	18.3	25.7	18.5	27.7	18.2	29.7	18.5	31.5
College Tech Prep	43.1	58.9	44.6	54.5	46.1	53.7	47.6	51.8	48.9
Program Areas	58.5	53.4	59.6	51.1	60.7	50.9	61.8	49.7	62.7
Agriculture	50.0	44.4	51.3	43.9	52.7	45.4	54.0	45.0	55.1
Business	62.9	58.0	63.8	55.4	64.8	54.6	65.8	52.8	66.7
Health Occupations	67.8	63.9	68.6	62.9	69.5	64.0	70.3	64.0	71.0
Marketing	53.9	50.9	55.1	49.5	56.4	49.3	57.6	48.3	58.6
Family & Consumer Sciences	49.2	46.8	50.5	42.5	51.8	40.5	53.2	41.8	54.3
Trade & Industrial Career Development	51.2	49.4	52.5	46.5	53.7	47.7	55.0	46.4	56.2
Technology	45.5	52.9	46.9	50.5	48.3	49.2	49.8	49.0	51.0

* Percentages are not reported for fewer than five students

Performance Indicator One (PI 1) - Attainment of Academic Proficiencies. By the end of school year 2006-2007 57.3 percent of career-technical concentrators in North Carolina will score at or above the national mean on the Numerical Skills ASSET subtest.

ASSET Scores: Numerical Skills

Category	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	B1	A1	B2	A2	B3	A3	B4	A4	B5	A5
Overall	52.5	52.7	53.8	51.4	55.0	50.2	56.3	49.6	57.3	
Special Populations	39.1	38.3	40.7	38.3	42.3	36.7	43.9	37.9	45.3	
Nontraditional	50.4	54.8	51.7	51.4	53.0	53.1	54.3	54.7	55.5	
Academically Disadv.	32.2	29.9	34.0	31.0	35.7	29.1	37.5	29.8	39.1	
Economically Disadv.	47.7	40.7	49.0	40.0	50.4	38.1	51.8	39.2	53.0	
Limited English Prof.	55.2	48.9	56.3	41.1	57.5	32.4	58.7	31.0	59.8	
Exceptional Children	32.4	28.6	34.1	26.1	35.9	25.2	37.7	25.9	39.3	
College Tech Prep	40.2	58.1	41.7	54.8	43.3	53.1	44.9	51.9	46.3	
Program Areas	52.5	52.7	53.8	51.4	55.0	50.2	56.3	49.6	57.3	
Agriculture	52.1	49.1	53.4	50.5	54.6	50.0	55.9	51.0	57.0	
Business	57.5	54.0	58.7	53.5	59.8	52.3	60.9	51.0	61.9	
Health Occupations	53.4	54.3	54.7	53.9	55.9	55.3	57.1	55.9	58.2	
Marketing	46.7	49.0	48.1	46.8	49.5	46.8	50.9	45.4	52.1	
Family & Consumer Sciences	34.7	36.1	36.5	35.0	38.2	33.9	39.9	36.3	41.4	
Trade & Industrial Career Development	54.9	56.9	56.1	55.2	57.2	56.2	58.4	56.2	59.5	
Technology	60.4	59.1	61.4	57.0	62.5	55.5	63.5	57.1	64.4	

*** Percentages are not reported for fewer than five students**

Performance Indicator One (PI 1) - Attainment of Academic Proficiencies. By the end of school year 2006-2007 73.2 percent of career-technical concentrators in North Carolina will score at or above the national mean on the Elementary Algebra ASSET subtest.

ASSET Scores: Elementary Algebra

Category	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	B1	A1	B2	A2	B3	A3	B4	A4	B5	A5
Overall	70.2	67.6	71.0	68.0	71.7	67.8	72.5	68.4	73.2	
Special Populations	61.3	56.1	62.4	57.8	63.4	57.6	64.4	59.7	65.3	
Nontraditional	70.4	70.6	71.1	69.7	71.9	70.8	72.7	72.2	73.4	
Academically Disadv.	56.3	47.4	57.4	50.0	58.6	50.3	59.8	51.6	60.8	
Economically Disadv.	70.7	61.8	71.5	62.0	72.3	61.0	73.1	63.4	73.8	
Limited English Prof.	78.5	68.4	79.1	66.4	79.7	61.3	80.2	63.0	80.8	
Exceptional Children	46.0	36.3	47.5	42.0	48.9	41.6	50.3	42.8	51.5	
College Tech Prep	53.8	74.3	55.0	71.7	56.3	71.0	57.5	70.9	58.5	
Program Areas	70.2	67.6	71.0	68.0	71.7	67.8	72.5	68.4	73.2	
Agriculture	59.2	58.5	60.3	61.1	61.4	62.6	62.5	64.7	63.4	
Business	76.2	72.4	76.9	72.7	77.5	71.5	78.1	71.9	78.7	
Health Occupations	76.0	77.5	76.6	77.5	77.2	77.9	77.9	80.6	78.4	
Marketing	65.2	64.9	66.1	64.7	67.1	63.7	68.0	65.3	68.8	
Family & Consumer Sciences	59.2	57.9	60.3	58.7	61.4	58.7	62.5	60.8	63.4	
Trade & Industrial	64.6	64.5	65.5	65.2	66.4	66.9	67.4	66.0	68.2	
Career Development										
Technology	67.4	67.8	68.3	67.0	69.1	66.8	70.0	69.0	70.8	

*** Percentages are not reported for fewer than five students**

Performance Indicator One (PI 1) - Attainment of Academic Proficiencies. By school year 2006-2007, 62.8 percent of career-technical education concentrators in North Carolina will score at or above the national mean on each of the four ASSET tests: reading, writing, numerical skills, and elementary algebra. 2006-2007 is the additional, extended year by Congress of the federal Carl Perkins Vocational and Technical Education Act of 1998.

ASSET Scores: Combined Scores

Category	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	B1	A1	B2	A2	B3	A3	B4	A4	B5	A5
Overall	58.6	56.4	59.7	54.4	60.8	54.3	61.9	53.9	62.8	
Special Populations	47.1	43.2	48.5	42.0	49.9	41.4	51.3	42.3	52.5	
Nontraditional	59.9	60.5	61.0	57.0	62.0	59.0	63.1	59.4	64.0	
Academically Disadv.	42.4	35.3	43.9	34.1	45.5	34.1	47.0	34.6	48.3	
Economically Disadv.	55.2	46.9	56.3	43.6	57.5	42.9	58.7	43.8	59.8	
Limited English Prof.	49.4	43.8	50.7	37.8	52.0	32.1	53.4	31.0	54.5	

Exceptional Children	31.9	27.2	33.7	25.5	35.5	25.6	37.3	26.3	38.8
College Tech Prep	43.6	62.0	45.1	57.8	46.5	57.3	48.0	56.1	49.3
Program Areas	58.6	56.4	59.7	54.4	60.8	54.3	61.9	53.9	62.8
Agriculture	52.1	49.4	53.4	50.0	54.6	50.7	55.9	51.5	57.0
Business	63.2	60.0	64.2	58.4	65.2	57.1	66.1	55.9	67.0
Health Occupations	64.8	64.0	65.7	62.6	66.6	63.4	67.5	64.2	68.3
Marketing	54.2	53.5	55.4	51.7	56.6	51.4	57.8	50.6	58.9
Family & Consumer Sciences	46.1	45.6	47.6	42.8	49.0	42.1	50.4	44.1	51.6
Trade & Industrial Career Development	54.4	55.1	55.6	53.0	56.8	54.3	58.0	53.5	59.1
Technology	55.4	57.9	56.5	55.6	57.7	55.3	58.9	55.6	59.9

*** Percentages are not reported for fewer than five students**

Part II. - Performance Indicator# 1. Academic Attainment
Performance Standards Strategies

OVERALL SYSTEM STRATEGY Adequate Yearly Progress to Reach Benchmark:
 Strategies/Activities for Attaining Benchmark:

SPECIAL POPULATIONS Adequate Yearly Progress to Reach Benchmark:
 Strategies/Activities for Attaining Benchmark:

Nontraditional Adequate Yearly Progress to Reach Benchmark:
 Strategies/Activities for Attaining Benchmark:

Academically Disadvantaged Adequate Yearly Progress to Reach Benchmark:
 Strategies/Activities for Attaining Benchmark:

Economically Disadvantaged Adequate Yearly Progress to Reach Benchmark:
 Strategies/Activities for Attaining Benchmark:

Limited English Proficiency Adequate Yearly Progress to Reach Benchmark:
 Strategies/Activities for Attaining Benchmark:

Exceptional Children Adequate Yearly Progress to Reach Benchmark:
 Strategies/Activities for Attaining Benchmark:

COLLEGE TECH PREP Adequate Yearly Progress to Reach Benchmark:
 Strategies/Activities for Attaining Benchmark:

PROGRAM AREAS_____

Agriculture Adequate Yearly Progress to Reach Benchmark:
 Strategies/Activities for Attaining Benchmark:

Business

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Health Occupations

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Marketing

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Family & Consumer Sciences

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Trade & Industrial

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Career Development

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Technology

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Copyright © 2002 State of North Carolina

Statewide

DRAFT -- This LEA's Plan Has Not Yet Been Approved by the NC Department of Public Instruction or the LEA Board of Education.

**PART II -- PERFORMANCE MANAGEMENT
2006-2007 Local Performance-Based Improvement Plan (F.123)
Career-Technical Education**

Performance Indicator Two (PI 2) - Attainment of Career-technical Skill Proficiencies. By 2006-2007, 61.4 percent of career-technical education enrollees in North Carolina will score at Level III or above on end-of-course Career-Technical Education (CTE) tests. 2006-2007 is the additional, extended year by Congress of the federal Carl Perkins Vocational and Technical Education Act of 1998.

Category	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	B1	A1	B2	A2	B3	A3	B4	A4	B5	A5
Overall	57.1	61.0	58.2	65.0	59.3	65.5	60.5	63.9	61.4	
Special Populations	44.7	45.9	46.2	54.5	47.6	55.9	49.1	53.3	50.4	
Nontraditional	56.8	64.7	57.9	61.0	59.0	69.1	60.2	54.6	61.2	
Academically Disadv.	39.2	40.4	40.8	45.1	42.4	45.6	44.0	45.6	45.4	
Economically Disadv.	54.2	49.6	55.4	54.6	56.6	53.4	57.8	53.5	58.9	
Limited English Prof.	39.5	37.6	41.1	36.2	42.7	34.1	44.3	33.5	45.7	
Exceptional Children	30.2	34.4	32.0	38.0	33.8	38.2	35.7	38.8	37.3	
College Tech Prep	49.1	52.8	50.4	59.8	51.8	60.9	53.1	59.4	54.2	
Program Areas	57.1	61.0	58.2	65.0	59.3	65.5	60.5	63.9	61.4	
Agriculture	37.1	60.0	38.8	59.3	40.4	68.3	42.1	71.8	43.6	
Business	67.0	71.2	67.9	70.6	68.8	69.1	69.6	61.0	70.4	
Health Occupations	53.0	55.3	54.2	69.9	55.4	74.9	56.7	75.3	57.7	
Marketing	47.2	56.2	48.6	55.2	50.0	56.7	51.4	56.2	52.6	
Family & Consumer Sciences	63.7	55.6	64.7	71.5	65.6	67.0	66.6	71.0	67.5	
Trade & Industrial	45.3	48.8	46.7	48.3	48.2	59.0	49.6	56.2	50.8	
Career Development	44.3	52.5	45.8	56.2	47.3	60.0	48.7	64.2	50.0	
Technology	44.0	45.9	45.5	48.0	47.0	50.6	48.5	48.4	49.8	

*** Percentages are not reported for fewer than five students**

Part II. - Performance Indicator# 2. Technical Attainment
Performance Standards Strategies

OVERALL SYSTEM STRATEGY Adequate Yearly Progress to Reach Benchmark:
Strategies/Activities for Attaining Benchmark:

SPECIAL POPULATIONS Adequate Yearly Progress to Reach Benchmark:
Strategies/Activities for Attaining Benchmark:

Nontraditional Adequate Yearly Progress to Reach Benchmark: 6.6

Strategies/Activities for Attaining Benchmark:

Academically Disadvantaged

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Economically Disadvantaged

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Limited English Proficiency

Strategies/Activities for Attaining Benchmark:

Exceptional Children

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

COLLEGE TECH PREP

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

PROGRAM AREAS

Agriculture

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Business

Strategies/Activities for Attaining Benchmark:

Health Occupations

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Marketing

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Family & Consumer Sciences

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Trade & Industrial

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Career Development

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Technology

Adequate Yearly Progress to Reach Benchmark: 1.4

Strategies/Activities for Attaining Benchmark:

Statewide

DRAFT -- This LEA's Plan Has Not Yet Been Approved by the NC Department of Public Instruction or the LEA Board of Education.

**PART II -- PERFORMANCE MANAGEMENT
2006-2007 Local Performance-Based Improvement Plan (F.123)
Career-Technical Education**

Performance Indicator Three (PI 3) - Attainment of Credentials. By 2006-2007, 78.6 percent of graduating career-technical education concentrators in North Carolina will have completed a College Tech Prep or a combined College Tech Prep/College Prep course of study. 2006-2007 is the additional, extended year by Congress of the federal Carl Perkins Vocational and Technical Education Act of 1998.

Category	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	B1	A1	B2	A2	B3	A3	B4	A4	B5	A5
Overall	76.2	82.3	76.8	88.2	77.4	88.2	78.0	89.8	78.6	
Special Populations	64.3	73.2	65.2	82.4	66.2	82.9	67.1	85.6	67.9	
Nontraditional	77.8	84.0	78.4	89.6	78.9	90.3	79.5	90.0	80.1	
Academically Disadv.	56.3	66.4	57.4	78.1	58.6	78.6	59.8	81.7	60.8	
Economically Disadv.	83.0	77.8	83.4	84.6	83.9	85.1	84.3	87.2	84.7	
Limited English Prof.	77.1	74.5	77.7	81.1	78.3	76.4	78.9	81.2	79.4	
Exceptional Children	42.6	54.6	44.1	67.9	45.6	68.7	47.2	72.8	48.5	
College Tech Prep	63.5	n/a	64.5	n/a	65.4	n/a	66.4	n/a	67.3	
Program Areas	76.2	82.3	76.8	88.2	77.4	88.2	78.0	89.8	78.6	
Agriculture	70.3	74.5	71.0	82.3	71.8	83.8	72.6	87.3	73.3	
Business	88.3	87.8	88.6	91.1	88.9	89.6	89.2	91.2	89.5	
Health Occupations	89.4	92.0	89.6	95.5	89.9	96.5	90.2	96.3	90.5	
Marketing	71.8	78.2	72.5	86.9	73.3	87.9	74.0	88.2	74.6	
Family & Consumer Sciences	68.2	78.2	69.0	85.8	69.8	84.1	70.7	87.4	71.4	
Trade & Industrial Career Development	69.4	76.2	70.2	84.4	71.0	85.7	71.8	87.4	72.5	
Technology	80.0	85.9	80.5	88.6	81.0	84.0	81.5	88.9	82.0	

*** Percentages are not reported for fewer than five students**

Part II. - Performance Indicator# 3. Credential Attainment
Performance Standards Strategies

OVERALL SYSTEM STRATEGY Adequate Yearly Progress to Reach Benchmark:
Strategies/Activities for Attaining Benchmark:

SPECIAL POPULATIONS Adequate Yearly Progress to Reach Benchmark:
Strategies/Activities for Attaining Benchmark:

Nontraditional Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Academically Disadvantaged

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Economically Disadvantaged

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Limited English Proficiency

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Exceptional Children

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

COLLEGE TECH PREP

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

PROGRAM AREAS

Agriculture

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Business

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Health Occupations

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Marketing

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Family & Consumer Sciences

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Trade & Industrial

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Career Development

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Technology

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Copyright © 2002 State of North Carolina

Statewide

DRAFT -- This LEA's Plan Has Not Yet Been Approved by the NC Department of Public Instruction or the LEA Board of Education.

**PART II -- PERFORMANCE MANAGEMENT
2006-2007 Local Performance-Based Improvement Plan (F.123)
Career-Technical Education**

Performance Indicator Four (PI 4) - Placement. By 2006-2007, 96.7 percent of graduating career-technical education concentrators in North Carolina will go on to further education, work, or both the year following graduation. 2006-2007 is the additional, extended year by Congress of the federal Carl Perkins Vocational and Technical Education Act of 1998.

Category	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	B1	A1	B2	A2	B3	A3	B4	A4	B5	A5
Overall	96.3	95.3	96.4	94.9	96.5	94.8	96.6	94.0	96.7	
Special Populations	94.7	93.2	94.8	92.0	95.0	92.6	95.1	91.9	95.2	
Nontraditional	95.8	95.4	95.9	94.8	96.0	95.6	96.2	94.2	96.2	
Academically Disadv.	94.6	92.1	94.7	91.2	94.9	91.4	95.0	90.9	95.1	
Economically Disadv.	95.1	91.9	95.2	89.9	95.3	91.2	95.5	90.9	95.5	
Limited English Prof.	94.3	90.8	94.4	90.3	94.6	89.2	94.8	91.1	94.9	
Exceptional Children	96.6	92.3	96.7	90.8	96.8	91.4	96.9	90.0	96.9	
College Tech Prep	95.1	96.3	95.2	95.7	95.3	95.4	95.5	94.6	95.5	
Program Areas	96.3	95.3	96.4	94.9	96.5	94.8	96.6	94.0	96.7	
Agriculture	96.3	94.5	96.4	94.5	96.5	94.6	96.6	94.4	96.7	
Business	96.8	95.7	96.9	95.2	96.9	94.6	97.0	94.0	97.1	
Health Occupations	97.3	96.3	97.4	95.9	97.5	96.5	97.6	96.1	97.6	
Marketing	96.5	95.0	96.6	95.0	96.7	95.5	96.8	93.4	96.9	
Family & Consumer Sciences	92.5	93.1	92.7	93.1	92.9	91.6	93.1	91.6	93.3	
Trade & Industrial	96.2	95.4	96.3	94.4	96.4	95.1	96.5	94.7	96.6	
Career Development	93.7		93.8		94.0		94.2		94.3	
Technology	96.7	94.9	96.8	95.3	96.8	95.4	96.9	94.0	97.0	

*** Percentages are not reported for fewer than five students**

Part II. - Performance Indicator# 4. Placement
Performance Standards Strategies

OVERALL SYSTEM STRATEGY Adequate Yearly Progress to Reach Benchmark:
Strategies/Activities for Attaining Benchmark:

SPECIAL POPULATIONS Adequate Yearly Progress to Reach Benchmark:
Strategies/Activities for Attaining Benchmark:

Nontraditional Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Academically Disadvantaged

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Economically Disadvantaged

Strategies/Activities for Attaining Benchmark:

Limited English Proficiency

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Exceptional Children

Strategies/Activities for Attaining Benchmark:

COLLEGE TECH PREP

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

PROGRAM AREAS_____

Agriculture

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Business

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Health Occupations

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Marketing

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Family & Consumer Sciences

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Trade & Industrial

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Career Development

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Technology

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Copyright © 2002 State of North Carolina

Statewide

DRAFT -- This LEA's Plan Has Not Yet Been Approved by the NC Department of Public Instruction or the LEA Board of Education.

**PART II -- PERFORMANCE MANAGEMENT
2006-2007 Local Performance-Based Improvement Plan (F.123)
Career-Technical Education**

Performance Indicator Five (PI 5) - Nontraditional Enrollment. By 2006-2007, 28.4 percent of students enrolled in career-technical education courses in North Carolina leading to nontraditional employment and training will be from underrepresented genders. 2006-2007 is the additional, extended year by Congress of the federal Carl Perkins Vocational and Technical Education Act of 1998.

Category	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	B1	A1	B2	A2	B3	A3	B4	A4	B5	A5
Overall	26.0	25.2	26.6	25.6	27.2	27.7	27.9	28.1	28.4	
Special Populations	40.9	38.3	41.1	38.0	41.4	39.8	41.6	38.4	41.8	
Nontraditional	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Academically Disadv.	25.0	23.5	25.7	25.0	26.3	26.8	27.0	27.5	27.6	
Economically Disadv.	26.4	23.9	27.1	24.7	27.7	26.9	28.3	27.5	28.8	
Limited English Prof.	31.8	26.9	32.2	30.6	32.7	30.7	33.2	33.2	33.6	
Exceptional Children	19.3	20.5	20.1	22.2	20.9	27.5	21.7	28.3	22.4	
College Tech Prep	22.4	22.4	23.1	22.3	23.8	24.6	24.5	24.2	25.2	
Program Areas	26.0	25.2	26.6	25.6	27.2	27.7	27.9	28.1	28.4	
Agriculture	26.2	24.0	26.8	24.7	27.4	24.1	28.0	24.4	28.6	
Business	47.4	49.0	47.5	50.2	47.6	51.0	47.6	52.1	47.7	
Health Occupations	15.6	13.0	16.5	12.5	17.4	12.6	18.3	13.5	19.1	
Marketing	50.0	52.9	50.0		50.0		50.0		50.0	
Family & Consumer Sciences	20.4	18.6	21.1	16.3	21.9	12.0	22.7	12.1	23.4	
Trade & Industrial Career Development	7.7	5.4	8.8	5.7	10.0	5.9	11.1	6.2	12.0	
Technology	18.0	14.3	18.8	13.2	19.7	13.7	20.5	14.2	21.2	

*** Percentages are not reported for fewer than five students**

Part II. - Performance Indicator# 5. Nontraditional Enrollment
Performance Standards Strategies

OVERALL SYSTEM STRATEGY Adequate Yearly Progress to Reach Benchmark:
Strategies/Activities for Attaining Benchmark:

SPECIAL POPULATIONS Adequate Yearly Progress to Reach Benchmark:
Strategies/Activities for Attaining Benchmark:

Nontraditional Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Academically Disadvantaged

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Economically Disadvantaged

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Limited English Proficiency

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Exceptional Children

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

COLLEGE TECH PREP

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

PROGRAM AREAS

Agriculture

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Business

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Health Occupations

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Marketing

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Family & Consumer Sciences

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Trade & Industrial

Strategies/Activities for Attaining Benchmark:

Career Development

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Technology

Strategies/Activities for Attaining Benchmark:

Statewide

DRAFT -- This LEA's Plan Has Not Yet Been Approved by the NC Department of Public Instruction or the LEA Board of Education.

**PART II -- PERFORMANCE MANAGEMENT
2006-2007 Local Performance-Based Improvement Plan (F.123)
Career-Technical Education**

Performance Indicator Six (PI 6) - Nontraditional Graduation. By 2006-2007, 18.9 percent of students completing career-technical education programs in North Carolina leading to nontraditional employment and training will be from underrepresented genders. 2006-2007 is the additional, extended year by Congress of the federal Carl Perkins Vocational and Technical Education Act of 1998.

Category	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	B1	A1	B2	A2	B3	A3	B4	A4	B5	A5
Overall	15.4	12.9	16.3	12.7	17.2	12.0	18.2	12.0	18.9	
Special Populations	26.8	23.5	27.4	21.5	28.0	19.9	28.7	19.0	29.2	
Nontraditional	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Academically Disadv.	14.1	12.2	15.0	12.4	16.0	10.8	16.9	11.1	17.7	
Economically Disadv.	17.9	11.5	18.7	10.8	19.6	10.3	20.4	10.6	21.1	
Limited English Prof.	23.4	12.1	24.1	9.3	24.8	8.5	25.5	9.4	26.1	
Exceptional Children	11.3	11.3	12.4	11.5	13.4	10.2	14.4	10.7	15.3	
College Tech Prep	12.8	10.7	13.7	11.6	14.7	11.0	15.7	11.0	16.6	
Program Areas	15.4	12.9	16.3	12.7	17.2	12.0	18.2	12.0	18.9	
Agriculture	25.4	22.3	26.0	22.3	26.7	22.9	27.3	21.8	27.9	
Business	42.4	50.0	42.6	49.9	42.8	52.4	43.0	50.2	43.2	
Health Occupations	12.2	10.0	13.2	9.8	14.2	9.8	15.2	10.4	16.1	
Marketing	50.0		50.0		50.0		50.0		50.0	
Family & Consumer Sciences	14.9	13.0	15.9	14.1	16.8	9.0	17.7	10.7	18.5	
Trade & Industrial Career Development	5.9	3.9	7.1	3.9	8.2	4.5	9.4	4.1	10.5	
Technology	21.4	13.8	22.2	13.1	22.9	12.6	23.7	11.6	24.4	

*** Percentages are not reported for fewer than five students**

Part II. - Performance Indicator# 6. Nontraditional Graduation
Performance Standards Strategies

OVERALL SYSTEM STRATEGY Adequate Yearly Progress to Reach Benchmark:
Strategies/Activities for Attaining Benchmark:

SPECIAL POPULATIONS Adequate Yearly Progress to Reach Benchmark:
Strategies/Activities for Attaining Benchmark:

Nontraditional Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Academically Disadvantaged

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Economically Disadvantaged

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Limited English Proficiency

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Exceptional Children

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

COLLEGE TECH PREP

PROGRAM AREAS

Strategies/Activities for Attaining Benchmark:

Agriculture

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Business

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Health Occupations

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Marketing

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Family & Consumer Sciences

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Trade & Industrial

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Career Development

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Technology

Strategies/Activities for Attaining Benchmark:

Statewide

DRAFT -- This LEA's Plan Has Not Yet Been Approved by the NC Department of Public Instruction or the LEA Board of Education.

**PART II -- PERFORMANCE MANAGEMENT
2006-2007 Local Performance-Based Improvement Plan (F.123)
Career-Technical Education**

Performance Indicator Seven (PI 7) - All local education agencies in North Carolina will maintain their baseline percentages of CTE enrollees with Career Development Plans. 2006-2007 is the additional, extended year by Congress of the federal Carl Perkins Vocational and Technical Education Act of 1998.

Category	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	B1	A1	B2	A2	B3	A3	B4	A4	B5	A5
Overall	99.6	98.4	99.6	98.5	99.6	96.4	99.7	98.7	99.7	
Special Populations	99.7	99.4	99.7	99.3	99.7	99.1	99.7	99.4	99.7	
Nontraditional	99.6	98.1	99.6	98.0	99.6	96.0	99.7	98.5	99.7	
Academically Disadv.	99.6	99.6	99.6	99.6	99.6	99.9	99.7	99.9	99.7	
Economically Disadv.	99.8	99.6	99.8	99.7	99.8	99.8	99.8	99.6	99.8	
Limited English Prof.	99.9	99.9	99.9	99.2	99.9	99.6	99.9	99.9	99.9	
Exceptional Children	99.8	99.2	99.8	99.1	99.8	99.0	99.8	99.1	99.8	
College Tech Prep	99.7	97.0	99.7	99.3	99.7	98.2	99.7	99.2	99.7	
Program Areas	99.6	98.4	99.6	98.5	99.6	96.4	99.7	98.7	99.7	
Agriculture	99.7	98.8	99.7	99.3	99.7	97.2	99.7	99.4	99.7	
Business	99.7	98.2	99.7	98.4	99.7	96.2	99.7	98.5	99.7	
Health Occupations	99.7	98.9	99.7	99.1	99.7	96.5	99.7	99.3	99.7	
Marketing	99.6	98.3	99.6	98.4	99.6	96.4	99.7	99.0	99.7	
Family & Consumer Sciences	99.7	98.4	99.7	98.3	99.7	96.4	99.7	98.6	99.7	
Trade & Industrial	99.6	98.7	99.6	98.3	99.6	96.5	99.7	99.0	99.7	
Career Development	99.4	96.7	99.4	99.5	99.5	96.8	99.5	97.9	99.5	
Technology	99.6	98.1	99.6	98.8	99.6	95.4	99.7	98.4	99.7	

*** Percentages are not reported for fewer than five students**

**Part II. - Performance Indicator# 7. Career Development
Performance Standards Strategies**

OVERALL SYSTEM STRATEGY
Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

SPECIAL POPULATIONS
Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Nontraditional

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Academically Disadvantaged

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Economically Disadvantaged

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Limited English Proficiency

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Exceptional Children

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

COLLEGE TECH PREP

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

PROGRAM AREAS

Agriculture

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Business

Strategies/Activities for Attaining Benchmark:

Health Occupations

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Marketing

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Family & Consumer Sciences

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Trade & Industrial

Adequate Yearly Progress to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Career Development

Strategies/Activities for Attaining Benchmark:

Adequate Yearly Progress to Reach Benchmark:

Technology

Strategies/Activities for Attaining Benchmark:

Statewide Requirements & Permissives Checklist

Requirements 1-10	1. Academic Attainment		2. Technical Attainment		3. Credential Attainment		4. Placement		5. Non- traditional Enrollment		6. Non- traditional Graduation		7. Career Dvlp	
1. Improve Academic and Technical Skills														
2. All Aspects of an Industry														
3. Same Challenging Academic Proficiencies														
4. Involvement of Parents, Teachers, Students, B&I...														
5. Voc Tech Programs of Sufficient Size, Scope, and Quality														
6. Independently Evaluate														
7. Comprehensive Personnel Development														
8. Nontraditional Training and Employment														
9. Special Populations Access and Success														
10. Special Populations Performance														

Statewide Requirements & Permissives Checklist

Requirements 11-12	1. Academic Attainment		2. Technical Attainment		3. Credential Attainment		4. Placement		5. Non- traditional Enrollment		6. Non- traditional Graduation		7. Career Dvlp	
11. Non-Discrimination of Special Populations														
12. Develop, Improve, or Expand the Use of Technology														

Permissives 13-19	1. Academic Attainment		2. Technical Attainment		3. Credential Attainment		4. Placement		5. Non- traditional Enrollment		6. Non- traditional Graduation		7. Career Dvlp	
13. High Tech and Telecommunication														
14. Career Guidance/Counseling														
15. Work-Related Experiences														
16. Programs for Special Pops														
17. Local Education and Business Partners														
18. Vocational Student Organization (VSO) Assistance														
19. Mentoring and Support Services														

Statewide Requirements & Permissives Checklist

Permissives 20-26	1. Academic Attainment		2. Technical Attainment		3. Credential Attainment		4. Placement		5. Non- traditional Enrollment		6. Non- traditional Graduation		7. Career Dvlp	
20. Equipment														
21. Teacher Preparation														
22. Improving/Developing New Courses														
23. Family and Consumer Sciences (FACS)														
24. School Dropouts														
25. Placement in Job/Further Education														
26. Nontraditional Training and Employment														

Legend

Student Body

- O Overall
- S Special Populations
- N Non-tradtional
- A Academically Disadvantaged
- E Economically Disadvantaged
- L Limited English Proficiency
- D Disabled
- C College Tech Prep

Program Areas

- A Agriculture
- B Business Education
- H Health Occupations
- M Marketing
- F Family & Consumer Sciences
- I Trade & Industrial
- C Career Development
- T Technology

PART III - PROJECTED CAREER-TECHNICAL EDUCATION PROGRAMS AND SERVICES
Application for State/Federal Aid for Career-Technical Education in Public Middle and High Schools

Part III.A -- School Profiles

- Complete a form for each school in which there are recognized career-technical education programs/services. Refer to title Career-Technical Education Programs of Study, Approved Revision, October, 1997.
- A form for each school in the LEA where there are recognized career-technical education programs/services will be initially provided.
- The form will contain information such as:
 - School Name**
 - School Number**
 - Grade Levels**
 - Principal's Name**
 - School Enrollment**
 - CTE Enrollment**
 - Courses Offered** at that school from the previous school year
- Should there be **courses listed that are not being offered for the upcoming school year**, and you do not want the courses to be listed when the plan is printed, click the **No** button to the left of the appropriate course code.
- Should there be **additional courses being offered for the upcoming school year** that are not selected and you want them be listed when the plan is printed, click the **Yes** button to the left of the appropriate course code. Continue completing columns 2, 3, and 4 as appropriate for that course.
- Should there be **local courses being offered for the upcoming school year**, click on the "Additional Courses" option, click on "Edit Document, and move the first available blank row. Click the **Yes** button to the left of the first blank course code. Click in the Course Code Column and type the course code. Click in the Course/Service Title Column and type the course title. Continue to select appropriate options for Columns 2, 3, and 4.
- Decisions on career-technical education programs/services to be offered will reflect the principal's recommendations based on student aspirations, employment data, and resources available.

"COURSE CODE": This column contains a listing of the valid course codes.

Column 1: "COURSE/SERVICE TITLE". The correct title of each course/service as reflected in the Career-Technical Education Programs of Study, Approved Revision, October, 1997 will appear in this column. These titles cannot be changed.

Column 2: "CHANGE". A box is provided with the values:

New
Deleted
Modified

Click to choose the appropriate selection. **If the course is to be modified, a copy of the approved**

Programs of Study Modification form must be completed. This form is to be manually completed and filed with the Regional Coordinator that represents your LEA. Plans are for this form to be made available as part of the electronic process during the upcoming school year. Details on accessing and completing this form electronically will be forthcoming.

Column 3: "LENGTH". A box is provided with the values:

Y = Year
S = Semester
CY = Concentrated Year
CS = Concentrated Semester
Q = Quarter
6 Wks
9 Wks
18 Wks
2CY

Click to choose the most appropriate selection. The "**LENGTH**" column is used to designate how long the course is taught. See notes under **Column 4: "BLOCK"** to determine how to code each course. "Concentrated" year or semester refers to block scheduling.

Column 4: "BLOCK". A box is provided with the values:

1
2
3

Click to choose the appropriate selection. The "**BLOCK**" column is used to indicate the time period. A one-hour course which is taught for one hour each day would be coded with a "**1**". A two-hour course which is taught for two hours each day would be coded with a "**2**". A three-hour course which is taught for three hours each day would be coded with a "**3**". Under block scheduling a one-hour course which is taught in the CY for the two-hour block would still be coded "**1**". If a two-hour course is taught for two blocks in a CY, it would be coded "**2**". If a two-hour course is taught for one block in a CY it is coded "**1**". To show that the course will be taught throughout the school year, it should be coded 2CY -- 1. If a year-long course is taught in a two-period block for one semester, it is coded as a CY. **A block of time should correspond to what is considered to be one period in your school's schedule.**

***Y** = Year

S = Semester

CY = Concentrated
Year Course

CS = Concentrated
Semester Course

Q = Quarter

**COURSE
CODE**

**1
COURSE/SERVICE TITLE**

**2
CHANGE**

***3
LENGTH**

**4
BLOCK**

Copyright © 2002 State of North Carolina

**2006 - 2007 LOCAL PLAN
APPLICATION FOR CAREER-TECHNICAL EDUCATION (CTE)*
STATE/FEDERAL FUNDING**

FISCAL YEAR 2006 - 2007

PART IV -- ASSURANCES AND CERTIFICATION

All programs, services and activities administered in through this local plan will be in accord with the assurances listed in Part IV of this application.

The development of this application for state/federal aid for secondary career-technical education was coordinated by the director for career-technical education. This plan and the programs, services and activities offered are in accord with State and Federal guidelines. The information, data, and certifications included are accurate to the best of our knowledge and belief. The Assurances in Part IV will be carried out.

Cover Section

Local Education Agency (LEA) Number

APPROVED BY:

Superintendent of Schools Chairperson, Board of Education

This Annual Application, when completed, approved by the local board of education and the superintendent of schools, becomes an agreement between the local board of education and the State Board of Education. This Annual Application is a necessary part of the State Board of Education's accountability to the General Assembly of North Carolina and the US Department of Education.

PREPARED BY:

Director, Career-Technical Education Telephone Number

Director Submitted (Signature) on:

*Career-Technical Education is the administrative name which encompasses vocational and technical education in North Carolina. In state and federal laws, however, the terms vocational and technical education are used. For the purposes of this plan, these terms are synonymous.

Part IV.A -- Local Plan Assurances

These assurances signal the local educational agency's capacity to carry out the State and Federal legal requirements during the timeframe of this local plan. State legal requirements are designated by an (S) and Federal Perkins III (P.L. 105-332) ones by an (F). APA refers to the North Carolina Administrative Procedures Act.

1. General Administration

- a. The purposes of vocational 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-technical education programs within this local education agency (LEA). (S. General Statutes)

- b. Vocational 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))
- c. The LEA will provide free appropriate vocational 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)
- d. The LEA will provide activities necessary for the proper and efficient performance of its duties under P.L. 105-332 (Perkins III), including supervision. (F. 3.1)
- e. The expenditures in this plan will adhere to the most recent N.C. Career-Technical Education (CTE) Fiscal and Policy Guide. (S)
- f. The programs in this plan will adhere to the most recent N.C. CTE Programs of Study and Support Services Guide. (S)
- g. Nothing in Perkins III 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. 316)
- h. Nothing in Perkins III 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. 313)

2. Planning/Policy

- a. The LEA has developed a vocational and technical education plan which describes the vocational 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. APA 2E. 1603 115C-154(8))
- b. 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.c.1)
- c. The vocational 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))
- d. 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))

3. Fiscal

- a. 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)

- b. Funds allocated for vocational 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))
- c. No funds from Perkins III 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 vocational and technical education program. (F. 314)
- d. Funds made available under this Act for vocational and technical education activities shall not supplant non-federal funds expended to carry out vocational and technical education and tech-prep activities. (F. 131.a)
- e. 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.b.11)
- f. No funds under Perkins III may be used to provide vocational 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)

4. Curriculum/Instruction

- a. Vocational & Technical Education programs in the LEA are in accordance with the purposes of G.S. 115C-151. (S. 115C-154.1(1):
 - 1. Occupational Skill Development - To prepare individuals for paid or unpaid employment in recognized occupations, new occupations, and emerging occupations. (S. 115C-151(1))
 - 2. Preparation for Advanced Education - To prepare individuals for participation in advanced or highly skilled vocational and technical education. (S. 115C-151(2))
 - 3. Career Development; Introductory - To assist individuals in the making of informed and meaningful occupational choices. (S. 115C-151(3))
- b. New vocational 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))
- c. All vocational and technical 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))
- d. Local programs using the cooperative vocational and technical education method will be approved subject to students enrolled being placed in employment commensurate with the respective program criteria (S. 115C-154.(1))
- e. Vocational and technical education programs, services, and activities will be carried out with respect to meeting State adjusted levels of performance. (F. 134(b)(2))
- f. The LEA will ensure that students who participate in vocational and technical education programs are taught to the same challenging academic proficiencies are taught for all other students. (F. 134.b.3.C)

- g. The LEA will provide students with strong experience in and understanding of all aspects of an industry (F. 135.b.2)
- h. The LEA will provide a vocational and technical education program that is of such size, scope, and quality to bring improvement in the quality of vocational and technical education programs. (F. 135.b.7)
- i. The definitions of specific career-technical education program elements are adhered to. (S. 113(b) (19))
- j. The LEA will link secondary vocational and technical education and postsecondary vocational and technical education, including implementing tech-prep programs. (F. 135.b.8)
- k. The LEA will strengthen the academic and vocational and technical skills of students participating in vocational and technical education programs by strengthening the academic and vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical subjects. (F. 135.b.1)

5. Personnel Development

- a. The LEA will provide professional development programs to teachers, counselors, and administrators (F. 135.b.3), including
 - (1) 1. Inservice and preservice training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement;
 - (2) 1. (Support of education programs for teachers of vocational and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to vocational and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
 - (3) 1. Internship programs that provide business experience to teachers; and
 - (4) 1. Programs designed to train teachers specifically in the use and application of technology.
- b. If the LEA uses funds under this Act for inservice and preservice vocational and technical education professional development programs for vocational and technical education teachers, administrators, and other personnel, it may, upon request, permit the participation in such programs of vocational and technical education teachers, administrators, and other personnel in nonprofit private schools offering vocational and technical education programs located in the geographic area serviced by such agency or recipient. (F. 318)

6. Program Improvement

- a. 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. APA 2E. 1608)
- b. An organized system for conducting follow-up studies to determine the effectiveness of the

vocational 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-technical education director. Records and other information needed to carry out this function are maintained in the teacher's files. (S. APA 2E.1608 115C-154(10))

- c. The LEA has on file the findings of evaluations of vocational 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))
- d. The LEA will involve parents, students, teachers, representatives of business and industry, and labor organizations, representatives of special populations, as appropriate, in the development, implementation, and evaluation of vocational and technical education programs authorized under this title. (F. 134.b.4)
- e. The LEA will develop, improve, or expand the use of technology in vocational and technical education. (F. 135.b.3)
- f. The LEA will initiate, improve, expand, and modernize quality vocational and technical education programs. (F. 135.b.6)

Part IV.B -- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion Lower Tier Covered Transactions

This certification is required by the regulations implementing Executive Order 12549, debarment and suspension, 34 CFR Part 85, Section 85.510, Participants' responsibilities. The regulations were published as Part VII of the May 26, 1988 Federal Register (pages 160-19211). Copies of the regulations may be obtained by contacting the person to which this proposal is submitted.

**Before Completing Certification,
Read Instructions on Following Pages**

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name and Title of Authorized Representative:

- 1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
- 2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into, if it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
- 3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed

circumstances.

4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification on all lower tier covered transactions and in all solicitations for all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntary excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Part IV.C -- Certification Regarding Lobbying for Grants and Cooperative Agreements

Submission of this certification is required by Section 1352, Title 31 of the U. S. Code and is a prerequisite for making or entering into a grant or cooperative agreement over \$100,000.

The undersigned certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of

Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

- (3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and subcontracts) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact on which the Department of Education relied when it made or entered into this grant or cooperative agreement. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Organization Name:

PR/Award (or Application) Number or Project Name: Carl D. Perkins Vocational and Technical Education Act of 1998

Name and Title of Authorized Representative:

Copyright © 2002 State of North Carolina

PART V -- OPTIONAL FORMS

STATE DEPARTMENT OF PUBLIC INSTRUCTION CAREER-TECHNICAL EDUCATION

FISCAL YEAR 2006 - 2007

Part V.A -- Application for WorkStudy Program

Local Education Agency (LEA)	Number	Submitted Date
-------------------------------------	---------------	-----------------------

The above agency will **NOT** participate in the work-study program at this time.

The above agency desires to participate in the work-study program under the Carl D. Perkins Vocational and Technical Education Act of 1998, in cooperation with the North Carolina State Board of Education and the State Department of Public Education, Division of Career-Technical Education Services. If the above agency's application is approved, we agree to participate pursuant to the following conditions:

1. Students participating in the program are:

- (a) enrolled and in good standing in a bonafide career-technical education program;
- (b) accepted for enrollment in a bonafide career-technical education program;
- (c) full-time students;
- (d) in need of the earnings from such employment to commence or continue their career-technical education program;
- (e) at least 15 years of age and less than 21 years of age at the date of commencement of employment; and
- (f) in the opinion of appropriate school authorities, are capable of maintaining good standing in their academic and career-technical education program while employed under the work-study program.
- (g) gaining knowledge attainment and skills related to their career pathways.

2. Hours and compensation/limitations are:

- (a) maximum of 20 hours per week while classes are in session;
- (b) no limitation on amount earned during regular school term;
- (c) no limitation upon hours or amount earned during summer if student is not enrolled in classes except for 15 year olds, who may work only eight hours per day and 40 hours per week; and
- (d) rate per hour - Minimum: Effective State minimum wage rate;
 Maximum: Effective Federal minimum wage rate

3. Place of employment may be:

- (a) Local education agency, or
- (b) Public or non-profit, private agency or institution -- Federal, State, or Local.
- (c) no limitation upon hours or amount earned during summer if student is not enrolled in classes except for 15 year olds, who may work only eight hours per day and 40 hours per week; and

4. Programs will be coordinated such that:

- (a) Work will be performed pursuant to a written agreement between the local educational agency and participating public agency or institution;
- (b) Work so performed will be adequately supervised and coordinated; and
- (c) Work will not supplant present employees of participating agency or institution.
- (d) In cases where work is performed for a Federal agency or institution, the written agreement between the local educational agency and the Federal agency or institution will state that the students so employed are not Federal employees for any purpose.

5. Check the criteria used to determine eligibility to participate in work-study program:

- (a) Family or individuals' annual income are at or below the official poverty line.
- (b) Family or individuals are eligible for free or reduced price lunch.
- (c) Family or individuals are eligible for Aid to Families with Dependent Children or other public assistance.
- (d) Family or individuals are eligible for participation in programs assisted under Title II of JTPA.
- (e) If handicapped; each student also meets disadvantaged criteria (plus 1 or more of (a) - (d)).

6. This application covers the amount of Federal Vocational Education work-study funds indicated in A. and will serve the students identified in B. below. Funds identified must be shown on program budget 18AA-323-A under Code 100 - Salaries.

A. Federal Funds --

B. Estimated Number of Students Participating -

-

7. Identification of Work-Study Supervisor

Name

Title

8. Description of work-study activities:

Vocational Education State Basic Grants and Tech Prep Grants

The [Office of Vocational and Adult Education](#) helps fund vocational-technical education through the [Carl D. Perkins Vocational-Technical Education Act Amendments of 1998, Public Law 105-332](#). Under the Perkins Act, Federal funds are made available to help provide vocational-technical education programs and services to youth and adults. The vast majority of funds appropriated each year under the Perkins Act are awarded in the form of grants to State education agencies. These grants are usually identified as [State Basic Grants and Tech Prep Grants](#); funds for these grants are allotted to States (see Allotment Table for the amount your State received in 1997, 1998, 1999, 2000 Vocational Education, 2000 Tech Prep, and 2001) according to a formula based on States' populations in certain age groups and their per capita income.

Only State Boards for Vocational Education are eligible to apply for State Basic Grants and Tech Prep Grants. The distribution of funds within a State is directed to priority items established by the State in accordance with an approved State plan for vocational-technical education. Eligible recipients for subgrants under the State Basic Grants are local educational agencies and postsecondary institutions; consortia of local educational agencies and postsecondary institutions are eligible for subgrants under the Tech Prep Grants.

The Office of Vocational and Adult Education issues program memoranda from time to time to guide eligible recipients in their administration of State Basic Grants and Tech Prep Grants.

Copyright © 2002 State of North Carolina

APPENDIX

PART II - PERFORMANCE MANAGEMENT

I. REQUIREMENTS

1. Improve Academic and Technical Skills

The LEA will improve the academic and technical skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical, components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical, subjects. (F. 134.b.3.A)

A. Administration

Such as reviewing performance data with teachers, counselors, principals, supervisors, superintendents, school board; reviewing college placement/remediation data with academic faculty; monitoring of academic skill attainment of special populations students by special populations coordinators.

B. Planning/Policy

Such as implementing career pathways, differentiated courses of study, pretesting of 10th Grade students using community college academic placement tests, encouraging implementation of High Schools That Work; implementing comprehensive career guidance and registration procedures that ensures students follow sequenced course of study; implementing new and improved CTP course of study to include higher academic levels and integrated academic/vocational courses.

C. Fiscal

Such as securing funding for academic tutorial/remediation strategies for vocational students; reviewing equipment, material and supply requests to determine relationship to academic performance improvement; obtaining additional funds through competitive grants for curriculum integration.

D. Curriculum/Instruction

Such as team teaching, shared curriculum, reinforcement of competencies, thematic units, curriculum alignment, and curriculum mapping.

E. Personnel Development

Such as providing staff development on curriculum alignment, integration strategies, teaching styles, and learning styles.

F. Program Improvement

Such as monitoring ABCs data to determine need for improvement in academic skill attainment, and monitoring master schedule and academic class assignments to determine additional opportunities for curriculum integration.

2. All Aspects of an Industry

The LEA will provide students with strong experience in and understanding of all aspects of an industry (F. 134.b.3.B) and assure that teachers and personnel stay current in all aspects of an industry (F. 135.a.4.B).

A. Administration

Such as reviewing VoCATS data to determine student performance related to all aspects of the industry, reviewing employer follow-up data with teachers, principals, counselors to determine student performance in all aspects of the industry.

B. Planning/Policy

Such as initiating community/business/ industry based instruction, organizing industry specific industry councils, initiating program area advisory committees.

C. Fiscal

Such as securing funding/opportunities for students to develop competencies in all aspects of industry, reviewing requests for equipment, materials and supplies.

D. Curriculum/Instruction

Such as job shadowing, internships, clinicals, apprenticeships, career fairs/showcases, senior projects, cooperative education programs.

E. Personnel Development

Such as teacher internships in business and industry, providing opportunities for teachers to develop matrices which focus on course blueprints and their relationship to all aspects of the industry; providing teachers with opportunities to develop skill in all aspects of industries related to their teaching assignments.

F. Program Improvement

Such as initiating business school partnerships with focus on providing students with broad-based experiences in all aspects of the industry; reviewing student training plans and placements with attention to opportunities in all aspects of an industry; securing work-based learning opportunities for students that focus on all aspects of the industry, using student placement data to determine new program/curriculum directions; using labor market trend data to establish new curriculum/program area directions.

3. Same Challenging Academic Proficiencies

The LEA will ensure that students who participate in such vocational and technical education course are taught the same challenging academic proficiencies as are taught all other students. (F. 134.b.3.C)

A. Administration

Such as sharing high expectations with the vocational and technical education faculty; developing pathways and registration processes that ensure that challenging academic proficiencies are taught to all students.

B. Planning/Policy

Such as planning registration processes to ensure that all students are enrolled in challenging academic proficiencies; planning with counseling staff to ensure that all students meet the challenging academic proficiency requirements; providing policy leadership to ensure that all students meet challenging academic proficiencies.

C. Fiscal

Such as providing funding for staff development to ensure that all teachers and support staff understand that all students are to meet the same challenging academic proficiencies.

D. Curriculum/Instruction

Such as challenging academic courses included in each career pathway; course content aligned with components of the ABC model; high level math, science and communication skills are emphasized in CTE courses; the application of challenging academic proficiencies through the practical application of vocational/technical course blueprint objectives; incorporate writing, reading and communication skills across the CTE curriculum; counsel vocational/technical students to enroll in challenging academic courses.

E. Personnel Development

Such as train vocational/technical teachers to teach high level academic skills and to plan and implement integrated activities. Include as a part of each teacher's Individual Growth Plan required training for teaching high level academic skills.

F. Program Improvement

Such as utilization of the instructional management systems (VoCATS) to monitor student progress and improve student mastery and gains of course competency.

4. Involvement of Parents, Teachers, Students, B & I...

Parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of vocational and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of local planning. (F. 134.b.4)

A. Administration

Such as develop and give presentations about program purposes and activities to such as Chamber of Commerce, Economic Development, Commissions, Civic Organizations, and Parent-Teacher Organizations.

B. Planning/Policy

Such as using advisory councils that include parents, students, teachers, business and industry to assist in all aspects of program planning, program implementation, and program evaluation; keeping all advisory committee members informed regarding programs and activities.

C. Fiscal

Such as funding is provided to print essential materials so that various audiences can have input into the decisions that are being made relative to vocational and technical education.

D. Curriculum/Instruction

Such as public service radio announcements as well as locally developed informational programs aired on public cable television channels to inform parents, students and teachers about CTE programs and activities; regularly release information to media about programs and activities; use newspaper ads to inform community about programs and courses offered; distribute LEA and school newsletters to parents as well as to the community-at-large; produce and distribute informational materials such as brochures, registration handbooks, and newspaper bulletins to students, parents, and specific targeted groups as well as to the community at-large; regularly involve parents and advisory members in career days and vocational student organization contests; hold orientation sessions for rising ninth graders and their parents.

E. Personnel Development

Such as providing staff training to equip staff to work with all customers and stateholders who

should be involved in the development, implementation, and evaluation of vocational and technical education.

F. Program Improvement

Such as public service radio announcements as well as locally developed informational programs aired on public cable television channels to inform parents, students and teachers about CTE programs and activities; regularly release information to media about programs and activities; use newspaper ads to inform community about programs and courses offered; distribute LEA and school newsletters to parents as well as to the community-at-large; produce and distribute informational materials such as brochures, registration handbooks, and newspaper bulletins to students, parents, and specific targeted groups as well as to the community at-large; regularly involve parents and advisory members in career days and vocational student organization contests; hold orientation sessions for rising ninth graders and their parents.

5. Voc Tech Programs of Sufficient Size, Scope and Quality

The LEA will provide a vocational and technical education program that is of such size, scope, and quality to bring about improvement in the quality of vocational and technical education programs. (F. 134.b.5)

A. Administration

Such as adhere to state approved guidelines for equipment and facilities.

B. Planning/Policy

Such as use labor market data, VEIS reports, graduate follow-up surveys, community college retention reports, graduate analysis 195 report, VoCATS test results, monitor - CTE enrollments by non-tradition, special population and regular students.

C. Fiscal

Such as secure grants and donations.

D. Curriculum/Instruction

Such as use VoCATS course blueprints, test item banks, & pre-post assessment to monitor student mastery & gain adhering to the state approved Programs of Study & Support Guide, expand course offerings through approved modification process, offer courses which designed career pathways, implement the High Schools that Work and/or College Tech Prep curriculum, provide comprehensive counseling services to ensure students are completing a career pathway based on career goals of the student, develop and implement community college articulation agreements.

E. Personnel Development

Such as recruits and retain qualified, certified personnel.

F. Program Improvement

Such as conduct student, business/industry and community/parent surveys, expand the use of technology within vocational and technical education.

6. Independently Evaluate

The processes that will be used to independently evaluate and continuously improve the performance of the LEA. (F. 134.b.6)

A. Administration

Such as managing the processes that are used to independently evaluate and continuously improve

the performance of the vocational and technical education program.

B. Planning/Policy

Such as use performance data to monitor process - VoCATS results, HSTW NAEP Assessment, graduate analysis 195 report, VEIS reports.

C. Fiscal

Such as funding the processes that are used to independently evaluate and continuously improve the performance of the vocational and technical education program; and providing training experiences for staff members to learn of new processes to independently evaluate.

D. Curriculum/Instruction

Such as use tranquility or info tracker software to improve the quality of career development, use VoCATS results to identify needed equipment and instructional supplies.

E. Personnel Development

Such as use VoCATS results to identify needed staff development.

F. Program Improvement

Such as providing training opportunities for staff to focus on evaluation results so that program improvements can be institutionalized.

7. Comprehensive Personnel Development

Comprehensive personnel development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel will be provided. (F. 134.b.10)

- Inservice and preservice training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement;
- Support of education programs for teachers of vocational and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to vocational and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
- Internship programs that provide business experience to teachers; and
- Programs designed to train teachers specifically in the use and application of technology.

A. Administration

Such as determining need for organizing, and managing training related to the improvement of Career-Technical Education, inservice for central and school based administrators to enhance delivery of Career-Technical Education.

B. Planning/Policy

Such as policies will be developed and implemented which ensure personnel development is provided for all personnel who can influence improved student performance.

C. Fiscal

Such as budgeting and expending funds for identified staff development activities.

D. Curriculum/Instruction

Such as in service and preservice training in state-of-the art CTE programs and techniques, teacher preparation programs that assist individuals who are interested in becoming CTE instructors, Instructional Management System-VoCATS related training, internship programs, training related to SREB HSTW and CTP, technology training, training for the management of work-based learning programs, Annual CTE Summer Workshop, special populations training, all aspects of an industry training, career major/cluster related training, effective teaching skills, SOICC/NOICC workshops, career development training.

E. Personnel Development

Such as activities will be developed and implemented for vocational and technical, academic, guidance and Administrative personnel who are involved in the direct delivery of Career-Technical instruction to ensure that they remain current with all aspects of an industry, and are focused on effective instructional practices.

F. Program Improvement

Such as training needs assessments or surveys, focus group training, data collection and analysis training, staff development plan creation.

8. Nontraditional Training and Employment

Promote preparation for nontraditional training and employment.
(F. 134.b.9)

A. Administration

Such as outreach and recruitment, marketing materials such as brochures and video tapes, parent conferences, middle school linkages.

B. Planning/Policy

Such as developing a policy that ensures that all staff promotes non-traditional training and employment opportunities; planning for programs to attract non-traditional enrollees.

C. Fiscal

Such as providing financial support to identified nontraditional training and employment activities.

D. Curriculum/Instruction

Such as curriculum/materials and supplies, work- based learning opportunities, field trips, speakers and presenters representing nontraditional careers, summer camps, guidance and counseling career development services, career assessments, career fairs displaying nontraditional career opportunities, job placement.

E. Personnel Development

Such as nontraditional training, gender equity training, career development training.

F. Program Improvement

Such as focusing on needed improvements so that vocational and technical programs attract non-traditional students.

9. Special Populations Access and Success

Review vocational and technical education programs, and identify strategies to overcome barriers that result in lowering the rates of access to or lowering success in the programs for special populations.
(F. 134.b.7.A)

A. Administration

Such as CDP+ Compliance; Notification of program offerings; Programs offered in least restrictive settings; SPCs serve on Student Assistance Team; IEP and 504 plans in place for identified students.

B. Planning/Policy

Such as planning to overcome barriers identified that result in lowering the rate of access to or lowering success in the programs for special populations; monitoring policies that grant access and encourage success for special populations students.

C. Fiscal

Such as funding needed improvements to ensure that barriers to access or success are no longer a problem for members of special populations.

D. Curriculum/Instruction

Such as appropriate curriculum and facility modifications, work-based learning experiences for Special Population students, VoCATS modifications.

E. Personnel Development

Such as SPC provides staff training relative to Assessment techniques, innovative teaching strategies to teach Special Populations, support services provided by a SPC.

F. Program Improvement

Such as involvement of agencies, parents, employers, Exceptional Children staff, etc. in planning and review of programs and services for Special Population students.

10. Special Populations Performance

Provide programs that are designed to enable the special populations to meet the State adjusted levels of performance. (F. 134.b.7B)

A. Administration

Such as involvement of CTE teachers in IEP development, placement of students according to CDP and CDP+, involvement of CTE teachers in development of transition plans.

B. Planning/Policy

Such as planning with teachers and special populations coordinators so that strategies can be implemented to ensure that members of special populations reach the state adjusted levels of performance.

C. Fiscal

Such as funding the intervention strategies that allow members of special populations to reach the state adjusted levels of performance.

D. Curriculum/Instruction

Such as work-based learning experiences, VoCATS Coordinator to disaggregate scores for Special Population students, curriculum and test modification for identified students, support materials and supplemental instruction.

E. Personnel Development

Such as SPC assist with integration activities, staff development relative to helping Special Population students master VoCATS competencies, staff training on teaching methodologies and "Learning styles."

F. Program Improvement

Such as adjusting the programs to ensure that members of special populations reach the state adjusted levels of performance.

11. Non-Discrimination of Special Populations

Make sure that individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations. (F. 134.b.8)

A. Administration

Such as administrators ensuring that special populations students are provided instruction that meets their needs.

B. Planning/Policy

Such as ensuring that the LEA policies are followed to ensure that members of special populations are not discriminated against on the basis of their status as members of special populations.

C. Fiscal

Such as funding the special populations coordinator to have time to monitor the handling of special populations students to ensure that they are not discriminated against.

D. Curriculum/Instruction

Such as all faculty serving special populations students, all faculty appealing to special populations student's learning needs/styles, Special Populations Coordinators verifying by the end of the first month of instruction that special populations students are enrolled in courses according to their CDP and/or CDP+.

E. Personnel Development

Such as special populations coordinator working with all faculty to ensure that they understand their obligations to serve special populations students in the least restrictive environment.

F. Program Improvement

Such as acting to ensure that members of special populations are not discriminated against because of them being members of special populations; acting to ensure that all staff members understand their responsibility to help members of special populations meet performance standards.

12. Develop, Improve, or Expand the Use of Technology

Develop, improve, or expand the use of technology in vocational and technical education that may include:

- Training for vocational and technical education personnel to use state-of-the-art technology, which may include distance learning. (F. 135.b.3.A)
- Preparing vocational and technical education students with the academic, and vocational and technical skills that lead to entry into the high technology and telecommunications fields. (F. 135.b.3.A)
- Encouraging schools to work with high technology industries to offer voluntary internships and

mentoring programs. (F. 135.b.3.C)

A. Administration

Such as managing the processes for ensuring that all personnel can use state-of-the-art technology; providing incentives for staff to use state-of-the-art technology; outreach, recruitment, and marketing materials, managing staff in ways that allows staff time to connect with neighboring business and industries.

B. Planning/Policy

Such as planning for the installation of state-of-the-art technology to be used by vocational and technical educators; developing policies regarding acceptable use of state-of-the-art technology that is available to use in vocational and technical programs; developing policies that ensure that vocational and technical programs are offered with the skills essential for entry into high technology and telecommunications fields; planning with employers to offer programs that provide the skills essential for entry into high technology and telecommunications fields; holding meetings with high technology industries to plan for voluntary internships and mentoring programs; putting in place credit policies that encourage students to participate in voluntary internships and to work with mentors in businesses.

C. Fiscal

Such as preparing the financial plan to install state-of-the-art technology; planning for funding the training essential to use effectively state-of-the-art technology; supporting students with the academic and technical skills that lead to entry into high technology and telecommunication career fields; funding educational personnel to allow extra time for developing voluntary internships and mentoring programs.

D. Curriculum/Instruction

Such as linking the state-of-the-art technology to the classroom delivery on a daily basis; focusing the state-of-the-art technology so that the skills delivered will be those needed in the neighboring workplaces; integrating state-of-the-art technology into every class so that all students are appropriately prepared for the future workplaces; mentoring programs, work-based learning, high technology programs, telecommunications programs, materials and supplies, equipment, field trips, tours, speakers, presenters, job placement, career development and counseling, summer camps; designing curriculum to utilize mentors and internship experiences in the classes; use instructional strategies that capitalize on the mentor relationships and experiences of interns.

E. Personnel Development

Such as activities in the LEA to prepare personnel to use the most current instructional technology, staff will be sent to training to ensure that they can implement the latest technology related to their instructional area, distance learning instruction will be provided in the LEA in order to allow personnel to be trained and receive technical assistance regarding instructional technology; teacher and support staff internships; funding personnel to participate in information/training sessions that inform them about internship and mentoring programs in high technology industries, paying travel costs to allow business and educational personnel to visit locations that have successful internships and mentoring programs.

F. Program Improvement

Such as using state-of-the-art technology to improve programs that may not have high placement rates; using state-of-the-art technology to create programs that meet the needs of the neighboring employers; changing course offerings to ensure that the courses offered provide the skills essential for entry into high technology and telecommunications fields; working with instructional staff to ensure that they stay connected to the high technology of the work place; partnership development

sessions will be funded in order to allow business and educational personnel to work together to develop voluntary internships and mentoring programs, providing rewards and incentives that encourage internships and mentoring.

II. PERMISSIVES

13. High Tech and Telecommunication

Vocational and technical education students with the academic, and vocational and vocational and technical skills that lead to entry into the high technology and telecommunications fields. (F. 135.b.3.A)

A. Administration

Such as outreach and recruitment, marketing materials.

B. Planning/Policy

Such as developing policies that ensure that vocational and technical programs are offered with the skills essential for entry into high technology and telecommunications fields; planning with employers to offer programs that provide the skills essential for entry into high technology and telecommunications fields.

C. Fiscal

Such as related to the support in providing students with the academic and technical skills that lead to entry into high technology and telecommunication career fields.

D. Curriculum/Instruction

Such as mentoring programs, work-based learning, high technology programs, telecommunications programs, materials and supplies, equipment, field trips, tours, speakers, presenters, job placement, career development and counseling, summer camps.

E. Personnel Development

Such as teacher and support staff internships.

F. Program Improvement

Such as changing course offerings to ensure that the courses offered provide the skills essential for entry into high technology and telecommunications fields; working with instructional staff to ensure that they stay connected to the high technology of the work place.

14. Career Guidance/Counseling

Career guidance and academic counseling for students participating in vocational and technical education programs. (F. 135.c.2)

A. Administration

Such as managing the career guidance and academic counseling so that vocational and technical education participants receive as much attention as the top of the class college bound students.

B. Planning/Policy

Such as providing policies that ensure that all students receive career guidance and academic counseling; planning the instructional schedule so that time is available for career guidance and academic counseling.

C. Fiscal

Such as employ full-time and/or part-time Career Development Counselor(s); purchase career development materials (printed/audio-visual/computer software), interest inventories/aptitude tests.

D. Curriculum/Instruction

Such as provide such career development activities as shadowing, internships, and career days; develop and monitor implementation of career development plans for all CTE students; develop student portfolios.

E. Personnel Development

Such as train teachers for their role in implementing a comprehensive career development program.

F. Program Improvement

Such as utilizing information from career guidance and academic counseling to improve the delivery of the vocational and technical programs.

15. Work-Related Experiences

Work-related experience such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to vocational and technical education programs. (F. 135.c.3)

A. Administration

Such as developing, producing, and distributing promotional materials for students, parents, business/industry to market student mentoring, internships, and job shadowing experiences with emphasis on high technology industries and non-traditional employment. Employ personnel to develop and implement mentoring, internships, and job shadowing programs for students; and managing staff in ways that allows staff time to connect with neighboring business and industries in order to develop work-related experiences.

B. Planning/Policy

Such as funding personnel to allow extra time for developing work-related experiences.

C. Fiscal

Such as funding travel costs for students to participate in internships, mentoring experiences, and job shadowing; and funding staff to provide the necessary services to students and businesses to ensure success of the work-related experiences for those student who are involved; and funding through work-study those student experiences that require incentives for businesses to work with them.

D. Curriculum/Instruction

Such as develop/secure and implement curriculum for students participating in work-related experiences such as apprenticeships, cooperative education, internships, job shadowing, or mentoring.

E. Personnel Development

Such as funding personnel to participate in informational/training sessions that inform them about work-related experiences, travel costs will be paid to allow business and educational personnel to visit locations that have successful work-related experiences.

F. Program Improvement

Such as funding partnership development sessions to allow business and educational personnel to work together to develop work-related experiences, providing rewards and incentives that encourage work-related experiences.

16. Programs for Special Pops

Programs for special populations students. (F. 135.c.4)

A. Administration

Such as providing the programs needed by members of special populations; managing the services essential for success of members of special populations.

B. Planning/Policy

Such as developing policies that ensure that members of special populations have the programs essential to them reaching performance standards.

C. Fiscal

Such as funding programs for members of special populations and the training for staff that will implement and support the program.

D. Curriculum/Instruction

Such as extra help, inclusion models, develop CTE students IEPs, develop necessary CDP plus, monitor classroom performance of each special population student at least four times per semester, provide work-based learning experiences.

E. Personnel Development

Such as learning styles, classroom management techniques, safety.

F. Program Improvement

Such as examining the programs for members of special population to ensure that everything possible is being done to ensure that members of special populations meet the performance levels.

17. Local Education and Business Partners

Local education and business partnerships. (F. 135.c.5)

A. Administration

Such as Workforce Investment Act linkages- Youth Council, Job Link Center.

B. Planning/Policy

Such as providing policies that encourage local education and business partnerships; planning with business and education officials to implement partnership activities.

C. Fiscal

Such as program resource for equipment, materials and supplies, scholarship sponsor.

D. Curriculum/Instruction

Such as development and implementation of CTE programs and activities, advisory committees, work-based learning for students, career day, career fair, program or course sponsor, guest speaker, workshop presenter, mentor to students, workplace and industry tours, support to high academic and technical skill attainment, materials and supplies, equipment, school-based

enterprises, entrepreneurial activities, community service activities, job placement facilitation.

E. Personnel Development

Such as Teacher/Support Service personnel internships, advisory committee training, work-based learning sponsor and mentor training.

F. Program Improvement

Such as activities/involvement related to the evaluation of CTE.

18. Vocational Student Organization (VSO) Assistance

Assistance for vocational and technical student organizations. (F. 135.c.6)

A. Administration

Such as managing the schedules of teachers who work with VSO activities; encouraging all vocational and technical teachers to provide VSO activities to all their students.

B. Planning/Policy

Such as providing policies that encourage all vocational and technical education teachers to provide VSO activities for all their students; planning to provide transportation for VSO regional and state activities.

C. Fiscal

Such as funding registration costs, transportation costs and instructional materials to provide the student development opportunities that VSO activities provide.

D. Curriculum/Instruction

Such as instructional materials related to leadership and effective participation in group activities will be purchased, paying travel and subsistence for teachers to participate in district/regional/state/national leadership and competitive events meetings, paying travel for students to participate in district/regional/state/national leadership and competitive events meetings, providing substitute teachers for teachers to participate in district/regional/state/national leadership and competitive events meetings.

E. Personnel Development

Such as providing the training to ensure that the teachers know how to integrate the VSO activities in the curriculum they are teaching; providing the leadership skill training essential to leading the student organization.

F. Program Improvement

Such as providing rewards and incentives that encourage teachers to provide vocational student organization experiences for all students.

19. Mentoring and Support Services

Mentoring and support services. (F. 135.c.7)

A. Administration

Such as peer helping program, providing funds for mentoring workshops, allocation of adequate funds to provide services, work-based learning activities.

B. Planning/Policy

Such as producing a policy that guides mentoring and support services in vocational and technical education; and planning to connect mentors and support services to those needing them.

C. Fiscal

Such as funding support services and mentor training opportunities to ensure effective delivery of these services.

D. Curriculum/Instruction

Such as adequate provisions for materials and supplies, SPC services available, assisting teachers with instructional methodologies, modification of curriculum.

E. Personnel Development

Such as staff development for teachers relative to mentoring, "How To" workshops for serving Special Population students.

F. Program Improvement

Such as focusing on the results of the mentoring and support services to put in place improvement strategies to ensure that these services are optimized.

20. Equipment

Leasing, purchasing, upgrading or adapting equipment, including instructional aides. (F. 135.c.8)

A. Administration

Such as managing the purchase process; installing the equipment in a timely fashion, and making changes as needed.

B. Planning/Policy

Such as planning a replacement schedule for equipment so that state-of-the-art equipment is available for instruction.

C. Fiscal

Such as train teachers for their role in implementing a comprehensive career development programs.

D. Curriculum/Instruction

Such as purchasing equipment according to those pieces needed to teach competencies in the course blueprints.

E. Personnel Development

Such as providing training on each piece of equipment that is purchased so the instructors can optimize it in their instruction; working with instructors to plan for equipment usage with students in the most efficient manner.

F. Program Improvement

Such as purchasing the equipment that is essential to providing proficiencies that are essential in the business and industry in the area workplace.

21. Teacher Preparation

Teacher preparation programs that assist individuals who are interested in becoming vocational and technical education instructors, including individual with experience in business and industry. (F.

135.c.9)

A. Administration

Such as reviewing personnel employment, retention, retirement, re-employment, recruitment trends/ data; review new teachers teaching and extra-curricular assignments with principals.

B. Planning/Policy

Such as developing local business/industry sponsored scholarships, location incentives, signing bonuses.

C. Fiscal

Such as designating funds for attracting/retaining new teachers, designating funds for tuition/training assistance for new teachers.

D. Curriculum/Instruction

Such as providing the opportunity for vocational and technical education instructors with experience in business and industry performing functions that are essential to teaching their course blueprints.

E. Personnel Development

Such as providing locally accessible licensure courses including Internet-based courses.

F. Program Improvement

Such as developing strategies/ procedures for recruiting/retaining new teachers.

22. Improving/Developing New Courses

Improving or developing new vocational and technical education courses. (F. 135.c.10)

A. Administration

Such as determining what new courses need to be offered in order meet the student's career pathway possible; determining what course modifications need to be made in order to meet student and community needs.

B. Planning/Policy

Such as review labor market trend data for the county, state & nation, visit model schools, advisory boards, develop Program/course marketing strategies.

C. Fiscal

Such as secure necessary funds to operate courses.

D. Curriculum/Instruction

Such as provide necessary lab equipment & supplies, provide teacher time to set up lab, purchase curriculum material for teacher and student secure industry certification for the lab.

E. Personnel Development

Such as provide necessary staff development in course content, secure industry certification for the teacher, provide the teacher with time to learn new curriculum.

F. Program Improvement

Such as providing the essential materials and equipment for new courses; providing the key

component to improve existing courses based on the VoCATS analysis.

23. Family and Consumer Sciences (FACS)

Support for family and consumer sciences programs. (F. 135.c.11)

A. Administration

Such as reviewing family and consumer science market share data with teachers, principals, counselors, reviewing enrollment/placement data to determine program area effectiveness, Career Development Counselor review of CDP and to determine that students' placement in family and consumer science courses is career pathway related.

B. Planning/Policy

Such as using student follow-up data to determine program area directions/course offerings, using labor market/trend data to establish new/local course offerings, developing additional articulation agreements in areas related to family and consumer science.

C. Fiscal

Such as providing extended employment for family and consumer science teachers to develop new curriculum for specialized local courses, securing additional funding/grants to provide additional opportunities for students in family and consumer science courses to participate in VSO activities; enhance and upgrade technology, i.e., modular teaching systems, computer hardware, computer software, sewing machines.

D. Curriculum/Instruction

Such as providing additional work-based learning experiences, establishing Advanced Studies courses, developing interactive learning strategies, developing technologically enhanced courses, develop materials for non-traditional students.

E. Personnel Development

Such as providing teacher/counselor internships, teacher/business and industry exchanges, providing opportunities for teacher training in new technology related to family and consumer science, provide leadership training for teachers.

F. Program Improvement

Such as developing additional career pathways in areas related to consumer and family science, developing locally specialized courses based on community/business and industry input and labor market data, establishing student follow-up process for family and consumer courses to determine new course directions/needs, developing program area marketing materials, providing local grant awards to teachers to develop curriculum materials.

24. School Dropouts

Vocational and technical education programs for school dropouts to complete their secondary school education. (F. 135.c.12)

A. Administration

Such as providing programs in an alternative setting, collaborating with JTPA and extended day providers, assist community colleges with their alternative diploma programs and services.

B. Planning/Policy

Such as setting policies as to how vocational and technical education programs will be offered for school dropouts to complete their secondary education; planning to offer vocational and technical

education in alternative schools to serve dropouts.

C. Fiscal

Such as funding alternative programs for school dropouts or developing agreements with the community college to provide the training for students who have dropped out of high school.

D. Curriculum/Instruction

Such as attainment of appropriate instructional materials, share instructional materials with appropriate personnel.

E. Personnel Development

Such as staff development activities relating to dropout prevention, teacher training relative to recruitment of dropouts to complete their education.

F. Program Improvement

Such as involvement of agencies, parents, employers, and other service providers in establishing/identifying needed programs and services, provide modern technology for programs and services where possible, use alternative delivery systems to provide services.

25. Placement in Job/Further Education

Assistance to students who have participated in services and activities under Perkins III in finding an appropriate job and continuing their education. (F. 135.c.13)

A. Administration

Such as provide job placement services; assist students in securing JobLink services; set up interviews for students with potential employers/military.

B. Planning/Policy

Such as planning service delivery with the JobLink Center; providing policies that ensure delivery of placement services to all students who have been served in vocational and technical education; planning with community partners to provide job/career/community college fairs/placement events.

C. Fiscal

Such as funding the time for working with community partners to ensure involvement of students in the JobLink Center services, career days and job fairs.

D. Curriculum/Instruction

Such as conduct Job Fairs for students with potential employers/military; conduct Career Days with community college and other post secondary education providers; assist students with the application process for post secondary education; assist students in identifying and applying for financial assistance for further education.

E. Personnel Development

Such as providing the staff development to teachers and support staff members to assist them in understanding the need to ensure student placement in either employment or post-secondary education at the end of high school.

F. Program Improvement

Such as evaluating the placement services currently offered and the placement information from

VEIS to determine service improvement strategies.

26. Nontraditional Training and Employment

Support for nontraditional training and employment activities. (F. 135.c.14)

A. Administration

Such as outreach and recruitment, marketing materials such as brochures and video tapes, parent conferences, middle school linkages.

B. Planning/Policy

Such as establishing policies that all staff members will encourage nontraditional training and employment activities; planning for nontraditional speakers to be in classrooms and job fairs, etc.

C. Fiscal

Such as providing financial support to identified nontraditional training and employment activities.

D. Curriculum/Instruction

Such as curriculum/materials and supplies, work-based learning opportunities, field trips, speakers and presenters representing nontraditional careers, summer camps, guidance and counseling career development services, career assessments, career fairs displaying nontraditional career opportunities, job placement.

E. Personnel Development

Such as nontraditional training, gender equity training, career development training.

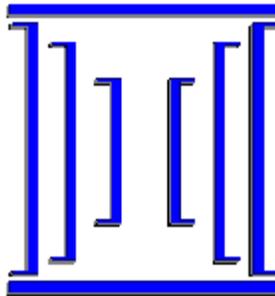
F. Program Improvement

Such as evaluating the information regarding nontraditional enrollments, participation, and successes to determine what improvement strategies should be put into place.

Attachment 5

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

FISCAL YEAR 2007



**DUE DATE:
September 1, 2006**

INSTITUTION: _____

PREPARED BY: _____

TITLE: _____

PHONE: _____ **Ext.** _____

FAX: _____

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

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

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

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

INTRODUCTION

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

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

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

The plan includes **five** parts:

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

PART I - GENERAL INFORMATION

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

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

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

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

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

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

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

USES OF FUNDS

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

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

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

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

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

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

USES OF FUNDS (continued)

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

Required uses of funds:

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

Permissible uses of funds (pertaining to postsecondary education):

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

LOCAL PLAN REVIEW

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

LOCAL PLAN COMPLETION PROCEDURES

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

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

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

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

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

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

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

COMPLETED LOCAL PLANS MUST BE POSTMARKED BY
SEPTEMBER 1, 2006

PART II: ALLOTMENT AND OPTIONS

Section A - FY 2007 Allotment

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

Section B - Community College Option

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

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

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

Section C - Acceptance of Allotment

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

President

Date

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

Chair, Board of Trustees

Date

Section D - Decline of Allotment

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

President

Date

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

Chair, Board of Trustees

Date

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

PART III - LOCAL PLAN

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

Section A - Use of Funds - BUDGET

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

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

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

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

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

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

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

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

Column I: Description of Expenditures

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

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

Column II: Purpose Codes

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

Column III: Carry over funds

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

Column IV: First Quarter Allocation

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

Column V: Last Three Quarters Allocation

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

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

BUDGET IS HERE

Section B - Required Uses of Funds Checklist

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

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

PART IV: ACCOUNTABILITY/EVALUATION

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

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

Statewide Core Indicators of Performance

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

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

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

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

Part V: Appendices

Section A. Definitions

- (1) **ADMINISTRATION** --- activities necessary for the proper and efficient performance of the eligible agency or eligible recipient's duties under this Act, including supervision, but does not include curriculum development activities, personnel development, or research activities.
- (2) **ALL ASPECTS OF AN INDUSTRY** --- means strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter.
- (3) **CAREER GUIDANCE AND ACADEMIC COUNSELING** --- means providing access to information regarding career awareness and planning with respect to an individual's occupational and academic future that shall involve guidance and counseling with respect to career options, financial aid, and postsecondary options.
- (4) **DISPLACED HOMEMAKER** --- an individual who --
- (A)(i) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;
 - (ii) has been dependent on the income of another family member but is no longer supported by that income; or
 - (iii) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under this title; and
- (B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.
- (5) **INDIVIDUAL WITH LIMITED ENGLISH PROFICIENCY** --- a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and ---
- (A) whose native language is a language other than English; or
 - (B) who lives in a family or community environment in which a language other than English is the dominant language.
- (6) **INDIVIDUAL WITH A DISABILITY** ---
- (A) **IN GENERAL** --- an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).
 - (B) **INDIVIDUALS WITH DISABILITIES** --- more than one individual with a disability.
- (7) **NONTRADITIONAL TRAINING AND EMPLOYMENT** --- occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.
- (8) **POSTSECONDARY EDUCATIONAL INSTITUTION** ---

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

(9) SPECIAL POPULATIONS ---

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

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

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

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

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

- (A) offer a sequence of courses that provide individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers (other than careers requiring a baccalaureate, master's, or doctoral degree) in current or emerging employment sectors; and
- (B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, of an individual.

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

1. Academic Integration/Secondary-Postsecondary Links

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

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

Funds **may** be used for:

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

Funds **may not** be used for:

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

2. All Aspects of an Industry

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

Funds **may** be used for:

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

Funds **may not** be used for:

- Support Services for students.

3. Use of Technology/Professional Development

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

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

Funds **may** be used for:

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

Funds **may not** be used for:

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

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

5. Modernization and Expansion

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

Funds **may** be used for:

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

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

6. Services and Activities

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

Funds **may** be used for:

- Remediation.
- Collaborative Learning.

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

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

Funds **may not** be used for:

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

8. Guidance and Counseling

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

Funds **may** be used for:

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

9. Nontraditional Training and Employment

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

- Workshops/seminars for students.
 - Classroom training.

10. Other

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

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

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

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

2XX CURRICULUM INSTRUCTION

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

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

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

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

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

41X ACADEMIC SUPPORT

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

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

42X – ACADEMIC ADMINISTRATION

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

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

5XX – STUDENT SUPPORT

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

510-

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

9XX – OPERATION & MAINTENANCE OF PLANT

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

Section D. Supplement, Not Supplant

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

2007 NC CAR

the amount of state and local funds that would, in the absence of federal funds, be made available for uses specified in your plan.

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

Determining Supplanting

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

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

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

Section E. Equipment Disposal

Equipment shall be used by the grantee or subgrantee in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by Federal funds. When no longer needed for the original program or project, the equipment may be used in other activities currently or previously supported by a Federal agency.

When acquiring replacement equipment, the grantee or subgrantee may use the equipment to be replaced as a trade-in or sell the property and use the proceeds to offset the cost of the replacement property, subject to the approval of the awarding agency.

Management Requirements: Procedures for managing equipment until disposition takes place will, as a minimum, meet the following requirements:

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

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

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

SUBMITTED FORMS

Status of Funds (Interim Report)
Status of Funds (Final Report)
Basic Grant Student Enrollment Form (Secondary)
Basic Grant Student Enrollment Form (Postsecondary)
Tech Prep Student Enrollment Form (Secondary)
Tech Prep Student Enrollment Form (Postsecondary)
1S1 Attainment of Academic Skills
1P1 Attainment of Academic Skills
1S2 Attainment of Vocational Skills
1P2 Attainment of Vocational Skills
2S1 Diploma/Credential (Completion)
2P1 Diploma/Credential (Completion)
3S1 Placement and Retention (Total Placement)
3P1 Placement and Retention (Total Placement)
3S1 Placement and Retention (Education/Advanced Training)
3P1 Placement and Retention (Education/Advanced Training)
3S1 Placement and Retention (Employment & Military)
3P1 Placement and Retention (Employment & Military)
3P2 Placement and Retention (Retention)
4S1 Participation in Nontraditional Programs
4P1 Participation in Nontraditional Programs
4S1 Completion in Nontraditional Programs
4P1 Completion in Nontraditional Programs
ZS1 Academic Attainment in Reading/Language Arts
ZS2 Academic Attainment in Mathematics
ZS3 Student Graduation Rates

Vocational-Technical Education Basic Grant Student Enrollment Form

State: North Carolina

Program Year: 2006-2007

Row	Level	Student population	Grand Total (Unduplic)	Agri., Food, & Nat.	Archit. & Const.	Arts, A/V Tech., & Comm.	Bus., Manag'nt., & Admin	Education & Training	Finance	Gov't., & Public Admin.	Health Science	Hospitality & Tourism	Human Services	Info. Tech.	Law, Public Safety, &	Manufact.	Marketing, Sales, & Services	Science, Tech., Engineeri	Transp., Distrib., & Logistics
2	Secondary	Male	160166	29110	37008	17955	2159	12855	10234	0	6458	729	11178	77956	5105	5839	25284	24477	10918
3	Secondary	Female	149263	13203	3914	46015	1969	9689	8980	0	34529	779	47551	61296	4530	858	20399	4651	774
4	Secondary	Gender Unknown	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	Secondary	Total	309429	42313	40922	63970	4128	22544	19214	0	40987	1508	58729	139252	9635	6697	45683	29128	11692
6	Secondary	American Indian or Alaska Native	4468	898	433	1202	41	376	208	0	853	17	544	2198	113	210	465	316	121
7	Secondary	Asian or Pacific Islander	5698	228	543	1061	70	300	366	0	1020	27	547	3046	173	77	792	624	177
8	Secondary	Black, non-Hispanic	98140	5538	8529	22469	1494	8454	6906	0	12569	452	24520	45617	4339	956	16770	7968	2724
9	Secondary	Hispanic	19711	1560	2524	3945	200	1173	1210	0	1981	81	3918	9774	540	224	2436	2010	803
10	Secondary	White, non-Hispanic	175476	33616	28334	33970	2258	11788	10128	0	23818	918	28031	75842	4248	5151	24387	17704	7677
11	Secondary	Unknown/Other	5936	473	559	1321	65	453	396	0	751	13	1169	2775	222	79	833	506	190
12	Secondary	Individuals With Disabilities	35159	6364	5925	8076	434	3272	1402	0	1755	128	7762	14634	847	937	3965	3901	1834
13	Secondary	Economically Disadvantaged	121700	13964	14160	28145	1566	10363	8544	0	15278	489	29941	55886	4114	2246	16346	10748	4481
14	Secondary	Nontraditional Enrollees	48050	5231	1235	0	1018	110	1697	0	2870	0	1060	33117	0	145	0	2954	767
15	Secondary	Single Parents	1324	64	279	273	36	68	144	0	185	9	355	690	66	23	229	72	92
16	Secondary	Displaced Homemakers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
17	Secondary	Other Educational Barriers	106214	16510	16826	25398	1494	9095	6538	0	9999	574	24013	47557	4129	2841	18313	9841	5514
18	Secondary	Limited English Proficient	7684	510	986	1516	80	449	418	0	584	33	1422	4234	136	85	851	752	303

Comment:

Vocational-Technical Education Basic Grant Student Enrollment Form

State: North Carolina

Program Year: 2006-2007

Row	Level	Student population	Grand Total (Unduplic)	Agri., Food, & Nat.	Archit., & Const.	Arts, A/V Tech., & Comm.	Bus., Manag'nt., & Admin	Education, & Training	Finance	Gov't., & Public Admin.	Health Science	Hospitality & Tourism	Human Services	Info. Tech.	Law, Public Safety, &	Manufact.	Marketing, Sales, & Services	Science, Tech., Engineeri	Transp., Distrib., & Logistics
2	PostSec	Male	43093	1244	4429	1395	12553	N/O	N/O	N/O	2819	N/O	6710	N/O	N/O	3903	N/O	5025	5015
3	PostSec	Female	75769	539	172	1619	27064	N/O	N/O	N/O	19884	N/O	24489	N/O	N/O	399	N/O	1222	381
4	PostSec	Gender Unknown	0	0	0	0	0	N/O	N/O	N/O	0	N/O	0	N/O	N/O	N/O	N/O	0	0
5	PostSec	Total	118862	1783	4601	3014	39617	N/O	N/O	N/O	22703	N/O	31199	N/O	N/O	4302	N/O	6247	5396
6	PostSec	American Indian or Alaska Native	1795	17	106	21	466	N/O	N/O	N/O	373	N/O	664	N/O	N/O	37	N/O	60	51
7	PostSec	Asian or Pacific Islander	1905	3	81	57	764	N/O	N/O	N/O	381	N/O	223	N/O	N/O	78	N/O	181	137
8	PostSec	Black, non-dary Hispanic	35765	143	1208	443	13013	N/O	N/O	N/O	6146	N/O	11575	N/O	N/O	857	N/O	1245	1135
9	PostSec	Hispanic	3119	13	149	115	1097	N/O	N/O	N/O	436	N/O	720	N/O	N/O	108	N/O	278	203
10	PostSec	White, non-dary Hispanic	74170	1585	2985	2297	23546	N/O	N/O	N/O	14969	N/O	17520	N/O	N/O	3163	N/O	4343	3762
11	PostSec	Unknown/Other	2108	22	72	81	731	N/O	N/O	N/O	398	N/O	497	N/O	N/O	59	N/O	140	108
12	PostSec	Individuals With Disabilities	3265	73	135	99	1192	N/O	N/O	N/O	478	N/O	864	N/O	N/O	113	N/O	160	151
13	PostSec	Economically Disadvantaged	20418	148	519	238	7620	N/O	N/O	N/O	4369	N/O	5934	N/O	N/O	450	N/O	594	546
14	PostSec	Nontraditional Enrollees	19671	433	172	142	10647	N/O	N/O	N/O	1828	N/O	5390	N/O	N/O	360	N/O	331	368
15	PostSec	Single Parents	8987	49	114	60	3371	N/O	N/O	N/O	2099	N/O	2867	N/O	N/O	118	N/O	168	141
16	PostSec	Displaced Homemakers	4043	17	79	42	1517	N/O	N/O	N/O	968	N/O	1232	N/O	N/O	47	N/O	64	77
17	PostSec	Other Educational Barriers	50983	623	1544	967	18749	N/O	N/O	N/O	9145	N/O	14244	N/O	N/O	1513	N/O	2247	1951
18	PostSec	Limited English Proficient	990	1	51	10	389	N/O	N/O	N/O	154	N/O	195	N/O	N/O	71	N/O	63	56

Comment:

Vocational-Technical Education Tech Prep Student Enrollment Form

State: North Carolina

Program Year: 2006-2007

Row	Level	Student population	Grand Total (Unduplic)	Agri., Food, & Nat.	Archit., & Const.	Arts, A/V Tech., & Comm.	Bus., Manag'nt., & Admin	Education, & Training	Finance	Gov't., & Public Admin.	Health Science	Hospitality & Tourism	Human Services	Info. Tech.	Law, Public Safety, &	Manufact.	Marketing, Sales, & Services	Science, Tech., Engineeri	Transp., Distrib., & Logistics
2	Secondary	Male	59509	13993	16471	6455	1135	5273	3762	0	2387	343	3997	28494	2303	3418	11077	10792	5338
3	Secondary	Female	52837	5371	1376	17256	1001	3687	3710	0	15377	344	18868	24492	2086	474	8838	1759	301
4	Secondary	Gender Unknown	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	Secondary	Total	112346	19364	17847	23711	2136	8960	7472	0	17764	687	22865	52986	4389	3892	19915	12551	5639
6	Secondary	American Indian or Alaska Native	1933	438	207	542	25	195	91	0	394	8	235	957	59	114	242	113	78
7	Secondary	Asian or Pacific Islander	1593	69	182	253	29	116	115	0	345	11	163	906	67	45	312	228	80
8	Secondary	Black, non-Hispanic	36826	2199	3710	8151	764	3336	2774	0	5776	232	9207	17738	2101	555	7834	3388	1221
9	Secondary	Hispanic	7500	683	1157	1571	96	475	516	0	824	34	1482	3820	263	130	1087	839	357
10	Secondary	White, non-Hispanic	62685	15824	12381	12750	1190	4682	3848	0	10150	395	11364	26691	1807	3001	10132	7813	3843
11	Secondary	Unknown/Other	1809	151	210	444	32	156	128	0	275	7	414	874	92	47	308	170	60
12	Secondary	Individuals With Disabilities	12392	2534	2441	2562	205	1087	602	0	811	51	2438	5408	428	487	1869	1600	809
13	Secondary	Economically Disadvantaged	49755	6497	6841	11474	849	4429	3293	0	7459	251	12222	23244	2092	1302	8231	5015	2182
14	Secondary	Nontraditional Enrollees	112345	2061	523	0	602	32	722	0	1207	0	485	10782	0	86	0	1040	300
15	Secondary	Single Parents	690	31	158	162	25	37	79	0	114	2	209	337	43	22	132	16	66
16	Secondary	Displaced Homemakers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
17	Secondary	Other Educational Barriers	47976	8876	8605	11622	851	4155	3233	0	5404	348	10790	21646	2225	1756	9876	5078	2820
18	Secondary	Limited English Proficient	3161	230	498	631	42	197	206	0	292	18	577	1757	79	63	434	333	149

Comment:

Vocational-Technical Education Tech Prep Student Enrollment Form

State: North Carolina

Program Year: 2006-2007

Row	Level	Student population	Grand Total (Unduplic)	Agri., Food, & Nat.	Archit., & Const.	Arts, A/V Tech., & Comm.	Bus., Manag'nt., & Admin	Education, & Training	Finance	Gov't., & Public Admin.	Health Science	Hospitality & Tourism	Human Services	Info. Tech.	Law, Public Safety, &	Manufact.	Marketing, Sales, & Services	Science, Tech., Engineeri	Transp., Distrib., & Logistics
2	PostSec	Male dary	5462	217	610	198	1465	N/O	N/O	N/O	183	N/O	776	N/O	N/O	468	N/O	784	761
3	PostSec	Female dary	6863	51	15	145	2296	N/O	N/O	N/O	1928	N/O	2308	N/O	N/O	19	N/O	82	19
4	PostSec	Gender Unknown dary	0	0	0	0	0	N/O	N/O	N/O	0	N/O	0	N/O	N/O	0	N/O	0	0
5	PostSec	Total dary	12325	268	625	343	3761	N/O	N/O	N/O	2111	N/O	3084	N/O	N/O	487	N/O	866	780
6	PostSec	American Indian or Alaska Native dary	363	3	38	2	86	N/O	N/O	N/O	63	N/O	144	N/O	N/O	6	N/O	11	10
7	PostSec	Asian or Pacific Islander dary	161	1	6	3	65	N/O	N/O	N/O	30	N/O	18	N/O	N/O	2	N/O	24	12
8	PostSec	Black, non-dary Hispanic	2937	8	123	60	1072	N/O	N/O	N/O	454	N/O	951	N/O	N/O	47	N/O	116	106
9	PostSec	Hispanic dary	316	3	18	15	109	N/O	N/O	N/O	36	N/O	66	N/O	N/O	10	N/O	29	30
10	PostSec	White, non-dary Hispanic	8374	251	436	258	2373	N/O	N/O	N/O	1508	N/O	1859	N/O	N/O	413	N/O	668	608
11	PostSec	Unknown/Other dary	174	2	4	5	56	N/O	N/O	N/O	20	N/O	46	N/O	N/O	9	N/O	18	14
12	PostSec	Individuals With Disabilities dary	219	5	19	9	73	N/O	N/O	N/O	19	N/O	55	N/O	N/O	6	N/O	12	21
13	PostSec	Economically Disadvantaged dary	1788	11	74	34	613	N/O	N/O	N/O	339	N/O	561	N/O	N/O	40	N/O	65	51
14	PostSec	Nontraditional Enrollees dary	2032	45	15	13	1293	N/O	N/O	N/O	116	N/O	489	N/O	N/O	19	N/O	26	16
15	PostSec	Single Parents dary	568	7	8	1	187	N/O	N/O	N/O	142	N/O	196	N/O	N/O	6	N/O	11	10
16	PostSec	Displaced Homemakers dary	219	0	5	0	72	N/O	N/O	N/O	60	N/O	77	N/O	N/O	1	N/O	1	3
17	PostSec	Other Educational Barriers dary	5555	115	213	137	1878	N/O	N/O	N/O	864	N/O	1529	N/O	N/O	185	N/O	324	310
18	PostSec	Limited English Proficient dary	69	0	3	1	28	N/O	N/O	N/O	10	N/O	18	N/O	N/O	1	N/O	3	5

Comment:

Status of Funds (Interim Report)

State: North

Year: 2007

Accounting Basic: Cash

Grant Award number: V048A060033

Tech Prep Grant Number: V243A060033

Federal Funding Period: 07/01/06-09/30/08

Period Covered By This Report: 07/01/06-09/30/07

Row	Population	Net Outlays Previously Reported A	Total Outlay this report period B	Program Income Credits C	Net Outlays this report period (Column B- C) D	Net Outlays to Date (Column A + D) E	Non-Federal share of outlays F	Total Federal share of outlays (Column E - F) G	Federal share of unliquidated obligations H	Federal share of outlays and unliquidated obligations (Column G + H) I	Federal Funds Authorized in State Plan J	Balance of Unobligated Federal funds (Column J - I)
0	Title I - Basic Grant to States											
0	Local Uses of Funds											
0	Reserve											
1	Secondary Eligible Recipients	0.00	0.00	0.00	0	0	0.00	0	0.00	0	0.00	0.00
2	Postsecondary Eligible Recipients	0.00	0.00	0.00	0	0	0.00	0	0.00	0	0.00	0.00
3	Total Reserve	0.00	0.00	0.00	0	0	0.00	0	0.00	0	0.00	0.00
0	Other Expenditures											
4	Secondary Eligible Recipients	0.00	382056644.8	0.00	382056644.89	382056644.89	362338203.8	19718441	0.00	19718441	19718441.00	0.00
5	Postsecondary Eligible Recipients	0.00	431852087.0	0.00	431852087	431852087	422052977.0	9799110	0.00	9799110	10431577.00	632467.00
6	Total Other Expenditures	0.00	813908731.8	0.00	813908731.89	813908731.89	784391180.8	29517551	0.00	29517551	30150018.00	632467.00
7	Total Local Uses of Funds	0.00	813908731.8	0.00	813908731.89	813908731.89	784391180.8	29517551	0.00	29517551	30150018.00	632467.00
0	State Leadership											
8	Non-Traditional Training and Employment	0.00	69448.88	0.00	69448.88	69448.88	0.00	69448.88	0.00	69448.88	69448.88	0.00
9	State Institutions	0.00	50000.00	0.00	50000	50000	0.00	50000	0.00	50000	50000.00	0.00
10	Other	0.00	2259797.21	0.00	2259797.21	2259797.21	0.00	2259797.21	0.00	2259797.21	2787919.12	528121.91
11	Total State Leadership	0.00	2379246.09	0.00	2379246.09	2379246.09	0.00	2379246.09	0.00	2379246.09	2907368.00	528121.91
12	State Administration	0.00	2398519.00	0.00	2398519	2398519	1910872.00	487647	0.00	487647	1739862.00	1252215.00
13	TOTAL BASIC GRANT TO STATES	0.00	818686496.9	0.00	818686496.98	818686496.98	786302052.8	32384444.09	0.00	32384444.09	34797248.00	2412803.91
0	Title II - Tech-Prep Education											
14	State Administration	0.00	178642.60	0.00	178642.6	178642.6	0.00	178642.6	0.00	178642.6	269603.00	90960.40
15	Local Consortia	0.00	2549887.00	0.00	2549887	2549887	0.00	2549887	0.00	2549887	2725988.00	176101.00
16	TOTAL TECH-PREP EDUCATION	0.00	2728529.60	0.00	2728529.6	2728529.6	0.00	2728529.6	0.00	2728529.6	2995591.00	267061.40

Comment:

Status of Funds (Final Report)

State: North

Year: 2007

Accounting Basic: Cash

Grant Award number: V048A050033

Tech Prep Grant Number: V243A050033

Federal Funding Period: 07/01/05-09/30/07

Period Covered By This Report: 07/01/05-09/30/07

Row	Population	Net Outlays Previously Reported A	Total Outlay this report period B	Program Income Credits C	Net Outlays this report period (Column B- C) D	Net Outlays to Date (Column A + D) E	Non-Federal share of outlays F	Total Federal share of outlays (Column E - F) G	Federal share of unliquidated obligations H	Federal share of outlays and unliquidated obligations (Column G + H) I	Federal Funds Authorized in State Plan J	Balance of Unobligated Federal funds (Column J - I)
0	Title I - Basic Grant to States											
0	Local Uses of Funds											
0	Reserve											
1	Secondary Eligible Recipients	0.00	0.00	0.00	0	0	0.00	0	0.00	0	0.00	0.00
2	Postsecondary Eligible Recipients	0.00	0.00	0.00	0	0	0.00	0	0.00	0	0.00	0.00
3	Total Reserve	0.00	0.00	0.00	0	0	0.00	0	0.00	0	0.00	0.00
0	Other Expenditures											
4	Secondary Eligible Recipients	349210584.5	0.00	0.00	0	349210584.52	329847584.5	19363000	0.00	19363000	19363000.00	0.00
5	Postsecondary Eligible Recipients	403080795.09	60847.00	0.00	960847	404041642	393581764.0	10459878	0.00	10459878	10459878.00	0.00
6	Total Other Expenditures	752291379.59	60847.00	0.00	960847	753252226.52	723429348.5	29822878	0.00	29822878	29822878.00	0.00
7	Total Local Uses of Funds	752291379.59	60847.00	0.00	960847	753252226.52	723429348.5	29822878	0.00	29822878	29822878.00	0.00
0	State Leadership											
8	Non-Traditional Training and Employment	66590.88	0.00	0.00	0	66590.88	0.00	66590.88	0.00	66590.88	66590.88	0.00
9	State Institutions	50000.00	0.00	0.00	0	50000	0.00	50000	0.00	50000	50000.00	0.00
10	Other	1938315.46	886414.66	0.00	886414.66	2824730.12	0.00	2824730.12	0.00	2824730.12	2824730.12	0.00
11	Total State Leadership	2054906.34	886414.66	0.00	886414.66	2941321	0.00	2941321	0.00	2941321	2941321.00	0.00
12	State Administration	1984514.20	1545773.00	0.00	1545773	3530287.2	1805856.20	1724431	0.00	1724431	1724431.00	0.00
13	TOTAL BASIC GRANT TO STATES	756330800.00	393034.66	0.00	3393034.66	759723834.72	725235204.7	34488630	0.00	34488630	34488630.00	0.00
0	Title II - Tech-Prep Education											
14	State Administration	154035.73	119283.27	0.00	119283.27	273319	0.00	273319	0.00	273319	273319.00	0.00
15	Local Consortia	2628412.13	135150.87	0.00	135150.87	2763563	0.00	2763563	0.00	2763563	2763563.00	0.00
16	TOTAL TECH-PREP EDUCATION	2782447.86	254434.14	0.00	254434.14	3036882	0.00	3036882	0.00	3036882	3036882.00	0.00

Comment:

Secondary - Core Indicator 1: Attainment of Academic Skills (Academic Attainment) (1S1)

State: North Carolina

Program Year: 2006-2007

	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performanc</i>	<i>Actual Level of Performanc</i>	<i>Actual Versus Adjusted Level of Performance</i>
1	Grand Total	61262	115340	54.98%	53.11%	D
2	Male	30119	57036		52.81%	
3	Female	31143	58304		53.41%	
4	Gender Unknown	0	0		XXX%	
5	American Indian or Alaska Native	824	1672		49.28%	
6	Asian or Pacific Islander	1072	1916		55.95%	
7	Black, non-Hispanic	13447	34628		38.83%	
8	Hispanic	2303	5188		44.39%	
9	White, non-Hispanic	42785	70424		60.75%	
10	Unknown/Other	831	1512		54.96%	
11	Individuals With Disabilities	2547	9916		25.69%	
12	Economically Disadvantaged	17197	40372		42.60%	
13	Single Parents	296	736		40.22%	
14	Displaced Homemakers	0	0		XXX%	
15	Other Educational Barriers	13486	40520		33.28%	
16	Limited English Proficient	610	2088		29.21%	
17	Nontraditional Enrollees	3567	6068		58.78%	
18	TECH PREP	58987	106916		55.17%	

Comment:

PostSecondary - Core Indicator 1: Attainment of Academic Skills (Academic Attainment)

State: North Carolina

Program Year: 2006-2007

	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performanc</i>	<i>Actual Level of Performanc</i>	<i>Actual Versus Adjusted Level of Performance</i>
1	Grand Total	17435	24494	66.71%	71.18%	E
2	Male	6069	8446		71.86%	
3	Female	11366	16048		70.83%	
4	Gender Unknown	0	0		XXX%	
5	American Indian or Alaska Native	261	313		83.39%	
6	Asian or Pacific Islander	237	429		55.24%	
7	Black, non-Hispanic	5018	6423		78.13%	
8	Hispanic	424	465		91.18%	
9	White, non-Hispanic	11231	16525		67.96%	
10	Unknown/Other	266	339		78.47%	
11	Individuals With Disabilities	563	982		57.33%	
12	Economically Disadvantaged	3120	4852		64.30%	
13	Single Parents	1248	2017		61.87%	
14	Displaced Homemakers	556	993		55.99%	
15	Other Educational Barriers	8316	11238		74.00%	
16	Limited English Proficient	93	217		42.86%	
17	Nontraditional Enrollees	3214	3856		83.35%	
18	TECH PREP	1402	2031		69.03%	

Comment:

Secondary - Core Indicator 1: Attainment of Vocational Skills (Skill Attainment) (1S2)

State: North Carolina

Program Year: 2006-2007

	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performanc</i>	<i>Actual Level of Performanc</i>	<i>Actual Versus Adjusted Level of Performance</i>
1	Grand Total	197831	289903	63.83%	68.24%	E
2	Male	92308	141746		65.12%	
3	Female	105523	148157		71.22%	
4	Gender Unknown	0	0		XXX%	
5	American Indian or Alaska Native	2342	4006		58.46%	
6	Asian or Pacific Islander	3145	4681		67.19%	
7	Black, non-Hispanic	45266	85353		53.03%	
8	Hispanic	9280	16805		55.22%	
9	White, non-Hispanic	134135	173904		77.13%	
10	Unknown/Other	3663	5154		71.07%	
11	Individuals With Disabilities	10733	24590		43.65%	
12	Economically Disadvantaged	64884	111759		58.06%	
13	Single Parents	760	1373		55.35%	
14	Displaced Homemakers	0	0		XXX%	
15	Other Educational Barriers	50783	101220		50.17%	
16	Limited English Proficient	2474	6247		39.60%	
17	Nontraditional Enrollees	8091	13001		62.23%	
18	TECH PREP	76297	119865		63.65%	

Comment:

PostSecondary - Core Indicator 1: Attainment of Vocational Skills (Skill Attainment) (1P2)

State: North Carolina

Program Year: 2006-2007

	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performanc</i>	<i>Actual Level of Performanc</i>	<i>Actual Versus Adjusted Level of Performance</i>
1	Grand Total	18666	24494	76.21%	76.21%	M
2	Male	6199	8446		73.40%	
3	Female	12467	16048		77.69%	
4	Gender Unknown	0	0		XXX%	
5	American Indian or Alaska Native	236	313		75.40%	
6	Asian or Pacific Islander	262	429		61.07%	
7	Black, non-Hispanic	4340	6423		67.57%	
8	Hispanic	359	465		77.20%	
9	White, non-Hispanic	13196	16525		79.85%	
10	Unknown/Other	273	339		80.53%	
11	Individuals With Disabilities	543	982		55.30%	
12	Economically Disadvantaged	3746	4852		77.21%	
13	Single Parents	1423	2017		70.55%	
14	Displaced Homemakers	825	993		83.08%	
15	Other Educational Barriers	8239	11238		73.31%	
16	Limited English Proficient	142	217		65.44%	
17	Nontraditional Enrollees	2402	3856		62.29%	
18	TECH PREP	1512	2031		74.45%	

Comment:

Secondary - Core Indicator 2: Diploma/Credential (Completion) (2S1)

State: North Carolina

Program Year: 2006-2007

	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performanc</i>	<i>Actual Level of Performanc</i>	<i>Actual Versus Adjusted Level of Performance</i>
1	Grand Total	34805	38787	86.23%	89.73%	E
2	Male	17284	19536		88.47%	
3	Female	17521	19251		91.01%	
4	Gender Unknown	0	0		XXX%	
5	American Indian or Alaska Native	523	580		90.17%	
6	Asian or Pacific Islander	611	665		91.88%	
7	Black, non-Hispanic	10382	11892		87.30%	
8	Hispanic	1633	1903		85.81%	
9	White, non-Hispanic	21178	23205		91.26%	
10	Unknown/Other	478	542		88.19%	
11	Individuals With Disabilities	2703	3681		73.43%	
12	Economically Disadvantaged	11930	13608		87.67%	
13	Single Parents	197	230		85.65%	
14	Displaced Homemakers	0	0		XXX%	
15	Other Educational Barriers	11718	14345		81.69%	
16	Limited English Proficient	655	819		79.98%	
17	Nontraditional Enrollees	1412	1548		91.21%	
18	TECH PREP	34805	34805		100.00%	

Comment:

PostSecondary - Core Indicator 2: Diploma/Credential (Completion) (2P1)

State: North Carolina

Program Year: 2006-2007

	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performanc</i>	<i>Actual Level of Performanc</i>	<i>Actual Versus Adjusted Level of Performance</i>
1	Grand Total	21430	28477	69.21%	75.25%	E
2	Male	7224	10225		70.65%	
3	Female	14206	18252		77.83%	
4	Gender Unknown	0	0		XXX%	
5	American Indian or Alaska Native	292	348		83.91%	
6	Asian or Pacific Islander	332	515		64.47%	
7	Black, non-Hispanic	5148	7337		70.16%	
8	Hispanic	484	564		85.82%	
9	White, non-Hispanic	14827	19314		76.77%	
10	Unknown/Other	347	399		86.97%	
11	Individuals With Disabilities	636	1087		58.51%	
12	Economically Disadvantaged	4309	5244		82.17%	
13	Single Parents	1676	2223		75.39%	
14	Displaced Homemakers	896	1092		82.05%	
15	Other Educational Barriers	8429	12363		68.18%	
16	Limited English Proficient	226	262		86.26%	
17	Nontraditional Enrollees	2461	4360		56.44%	
18	TECH PREP	2182	2488		87.70%	

Comment:

Secondary - Core Indicator 3: Placement and Retention (Total Placement) (3S1)

State: North Carolina

Program Year: 2006-2007

	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performanc</i>	<i>Actual Level of Performanc</i>	<i>Actual Versus Adjusted Level of Performance</i>
1	Grand Total	36533	38882	94.98%	93.96%	D
2	Male	18435	19525		94.42%	
3	Female	18098	19357		93.50%	
4	Gender Unknown	0	0		XXX%	
5	American Indian or Alaska Native	545	627		86.92%	
6	Asian or Pacific Islander	614	643		95.49%	
7	Black, non-Hispanic	10437	11308		92.30%	
8	Hispanic	1328	1501		88.47%	
9	White, non-Hispanic	23159	24318		95.23%	
10	Unknown/Other	450	485		92.78%	
11	Individuals With Disabilities	3090	3440		89.83%	
12	Economically Disadvantaged	11710	12922		90.62%	
13	Single Parents	145	161		90.06%	
14	Displaced Homemakers	0	0		XXX%	
15	Other Educational Barriers	12964	14302		90.64%	
16	Limited English Proficient	583	656		88.87%	
17	Nontraditional Enrollees	1448	1535		94.33%	
18	TECH PREP	33437	35409		94.43%	

Comment:

PostSecondary - Core Indicator 3: Placement and Retention (Total Placement) (3P1)

State: North Carolina

Program Year: 2006-2007

	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performanc</i>	<i>Actual Level of Performanc</i>	<i>Actual Versus Adjusted Level of Performance</i>
1	Grand Total	21842	24494	80.39%	89.17%	E
2	Male	7433	8446		88.01%	
3	Female	14409	16048		89.79%	
4	Gender Unknown	0	0		XXX%	
5	American Indian or Alaska Native	290	313		92.65%	
6	Asian or Pacific Islander	349	429		81.35%	
7	Black, non-Hispanic	5719	6423		89.04%	
8	Hispanic	339	465		72.90%	
9	White, non-Hispanic	14873	16525		90.00%	
10	Unknown/Other	272	339		80.24%	
11	Individuals With Disabilities	797	982		81.16%	
12	Economically Disadvantaged	4384	4852		90.35%	
13	Single Parents	1877	2017		93.06%	
14	Displaced Homemakers	861	993		86.71%	
15	Other Educational Barriers	10136	11238		90.19%	
16	Limited English Proficient	189	217		87.10%	
17	Nontraditional Enrollees	3333	3856		86.44%	
18	TECH PREP	1846	2031		90.89%	

Comment:

Secondary - Core Indicator 3: Placement and Retention (Education/Advanced Training)

(3S1)
State: North Carolina

Program Year: 2006-2007

	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performanc</i>	<i>Actual Level of Performanc</i>	<i>Actual Versus Adjusted Level of Performance</i>
1	Grand Total	29968	38882		77.07%	
2	Male	14601	19525		74.78%	
3	Female	15367	19357		79.39%	
4	Gender Unknown	0	0		XXX%	
5	American Indian or Alaska Native	419	627		66.83%	
6	Asian or Pacific Islander	536	643		83.36%	
7	Black, non-Hispanic	8762	11308		77.48%	
8	Hispanic	866	1501		57.69%	
9	White, non-Hispanic	19021	24318		78.22%	
10	Unknown/Other	364	485		75.05%	
11	Individuals With Disabilities	2252	3440		65.47%	
12	Economically Disadvantaged	8917	12922		69.01%	
13	Single Parents	115	161		71.43%	
14	Displaced Homemakers	0	0		XXX%	
15	Other Educational Barriers	9486	14302		66.33%	
16	Limited English Proficient	368	656		56.10%	
17	Nontraditional Enrollees	1223	1535		79.67%	
18	TECH PREP	27982	35409		79.03%	

Comment:

Postsecondary - Core Indicator 3: Placement and Retention (Education/Advanced Training)

(3P1)
State: North Carolina

Program Year: 2006-2007

	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performanc</i>	<i>Actual Level of Performanc</i>	<i>Actual Versus Adjusted Level of Performance</i>
1	Grand Total	21842	24494		89.17%	
2	Male	7433	8446		88.01%	
3	Female	14409	16048		89.79%	
4	Gender Unknown	0	0		XXX%	
5	American Indian or Alaska Native	290	313		92.65%	
6	Asian or Pacific Islander	349	429		81.35%	
7	Black, non-Hispanic	5719	6423		89.04%	
8	Hispanic	339	465		72.90%	
9	White, non-Hispanic	14873	16525		90.00%	
10	Unknown/Other	272	339		80.24%	
11	Individuals With Disabilities	797	982		81.16%	
12	Economically Disadvantaged	4384	4852		90.35%	
13	Single Parents	1877	2017		93.06%	
14	Displaced Homemakers	861	993		86.71%	
15	Other Educational Barriers	10136	11238		90.19%	
16	Limited English Proficient	189	217		87.10%	
17	Nontraditional Enrollees	3333	3856		86.44%	
18	TECH PREP	1846	2031		90.89%	

Comment:

Secondary - Core Indicator 3: Placement and Retention (Employment & Military) (3S1)**State: North Carolina****Program Year: 2006-2007**

	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performanc</i>	<i>Actual Level of Performanc</i>	<i>Actual Versus Adjusted Level of Performance</i>
1	Grand Total	20304	38882		52.22%	
2	Male	10781	19525		55.22%	
3	Female	9523	19357		49.20%	
4	Gender Unknown	0	0		XXX%	
5	American Indian or Alaska Native	320	627		51.04%	
6	Asian or Pacific Islander	267	643		41.52%	
7	Black, non-Hispanic	4997	11308		44.19%	
8	Hispanic	900	1501		59.96%	
9	White, non-Hispanic	13577	24318		55.83%	
10	Unknown/Other	243	485		50.10%	
11	Individuals With Disabilities	1998	3440		58.08%	
12	Economically Disadvantaged	6744	12922		52.19%	
13	Single Parents	79	161		49.07%	
14	Displaced Homemakers	0	0		XXX%	
15	Other Educational Barriers	8305	14302		58.07%	
16	Limited English Proficient	374	656		57.01%	
17	Nontraditional Enrollees	768	1535		50.03%	
18	TECH PREP	18169	35409		51.31%	

Comment:

Postsecondary - Core Indicator 3: Placement and Retention (Employment & Military) (3P1)

State: North Carolina

Program Year: 2006-2007

	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performanc</i>	<i>Actual Level of Performanc</i>	<i>Actual Versus Adjusted Level of Performance</i>
1	Grand Total	21842	24494		89.17%	
2	Male	7433	8446		88.01%	
3	Female	14409	16048		89.79%	
4	Gender Unknown	0	0		XXX%	
5	American Indian or Alaska Native	290	313		92.65%	
6	Asian or Pacific Islander	349	429		81.35%	
7	Black, non-Hispanic	5719	6423		89.04%	
8	Hispanic	339	465		72.90%	
9	White, non-Hispanic	14873	16525		90.00%	
10	Unknown/Other	272	339		80.24%	
11	Individuals With Disabilities	797	982		81.16%	
12	Economically Disadvantaged	4384	4852		90.35%	
13	Single Parents	1877	2017		93.06%	
14	Displaced Homemakers	861	993		86.71%	
15	Other Educational Barriers	10136	11238		90.19%	
16	Limited English Proficient	189	217		87.10%	
17	Nontraditional Enrollees	3333	3856		86.44%	
18	TECH PREP	1846	2031		90.89%	

Comment:

PostSecondary - Core Indicator 3: Placement and Retention (Retention) (3P2)

State: North Carolina

Program Year: 2006-2007

	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performanc</i>	<i>Actual Level of Performanc</i>	<i>Actual Versus Adjusted Level of Performance</i>
1	Grand Total	20488	21842	92.44%	93.80%	E
2	Male	6948	7433		93.48%	
3	Female	13540	14409		93.97%	
4	Gender Unknown	0	0		XXX%	
5	American Indian or Alaska Native	274	290		94.48%	
6	Asian or Pacific Islander	319	349		91.40%	
7	Black, non-Hispanic	5399	5719		94.40%	
8	Hispanic	316	339		93.22%	
9	White, non-Hispanic	13931	14873		93.67%	
10	Unknown/Other	249	272		91.54%	
11	Individuals With Disabilities	735	797		92.22%	
12	Economically Disadvantaged	4139	4384		94.41%	
13	Single Parents	1777	1877		94.67%	
14	Displaced Homemakers	786	861		91.29%	
15	Other Educational Barriers	9549	10136		94.21%	
16	Limited English Proficient	180	189		95.24%	
17	Nontraditional Enrollees	3134	3333		94.03%	
18	TECH PREP	1716	1846		92.96%	

Comment:

Secondary - Core Indicator 4: Participation in Nontraditional Programs (Participation) (4S1)**State: North Carolina****Program Year: 2006-2007**

	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performanc</i>	<i>Actual Level of Performanc</i>	<i>Actual Versus Adjusted Level of Performance</i>
1	Grand Total	50267	176672	26.14%	28.45%	E
2	Male	39825	106911		37.25%	
3	Female	10442	69761		14.97%	
4	Gender Unknown	0	0		XXX%	
5	American Indian or Alaska Native	815	2954		27.59%	
6	Asian or Pacific Islander	1104	2982		37.02%	
7	Black, non-Hispanic	15905	52412		30.35%	
8	Hispanic	3427	11081		30.93%	
9	White, non-Hispanic	28036	104212		26.90%	
10	Unknown/Other	980	3031		32.33%	
11	Individuals With Disabilities	6496	22035		29.48%	
12	Economically Disadvantaged	21989	78942		27.85%	
13	Single Parents	352	922		38.18%	
14	Displaced Homemakers	0	0		XXX%	
15	Other Educational Barriers	18359	67434		27.23%	
16	Limited English Proficient	1351	4254		31.76%	
17	Nontraditional Enrollees	50267	50267		100.00%	
18	TECH PREP	17840	73845		24.16%	

Comment:

PostSecondary - Core Indicator 4: Participation in Nontraditional Programs (Participation)

(4P1)
State: North Carolina

Program Year: 2006-2007

	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performanc</i>	<i>Actual Level of Performanc</i>	<i>Actual Versus Adjusted Level of Performance</i>
1	Grand Total	19737	96408	22.44%	20.47%	D
2	Male	13970	35474		39.38%	
3	Female	5767	60934		9.46%	
4	Gender Unknown	0	0		XXX%	
5	American Indian or Alaska Native	258	1483		17.40%	
6	Asian or Pacific Islander	375	1477		25.39%	
7	Black, non-Hispanic	5771	30565		18.88%	
8	Hispanic	554	2449		22.62%	
9	White, non-Hispanic	12293	58778		20.91%	
10	Unknown/Other	486	1656		29.35%	
11	Individuals With Disabilities	670	2720		24.63%	
12	Economically Disadvantaged	2740	16787		16.32%	
13	Single Parents	937	7405		12.65%	
14	Displaced Homemakers	372	3269		11.38%	
15	Other Educational Barriers	8315	42496		19.57%	
16	Limited English Proficient	196	809		24.23%	
17	Nontraditional Enrollees	19737	19737		100.00%	
18	TECH PREP	2039	10117		20.15%	

Comment:

Secondary - Core Indicator 4: Completion in Nontraditional Programs (Completion) (4S2)

State: North Carolina

Program Year: 2006-2007

	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performanc</i>	<i>Actual Level of Performanc</i>	<i>Actual Versus Adjusted Level of Performance</i>
1	Grand Total	2180	17639	12.54%	12.36%	D
2	Male	1222	7979		15.32%	
3	Female	958	9660		9.92%	
4	Gender Unknown	0	0		XXX%	
5	American Indian or Alaska Native	32	324		9.88%	
6	Asian or Pacific Islander	59	292		20.21%	
7	Black, non-Hispanic	581	5186		11.20%	
8	Hispanic	98	763		12.84%	
9	White, non-Hispanic	1370	10834		12.65%	
10	Unknown/Other	40	240		16.67%	
11	Individuals With Disabilities	182	1726		10.54%	
12	Economically Disadvantaged	750	6971		10.76%	
13	Single Parents	30	98		30.61%	
14	Displaced Homemakers	0	0		XXX%	
15	Other Educational Barriers	735	6417		11.45%	
16	Limited English Proficient	39	303		12.87%	
17	Nontraditional Enrollees	2180	2180		100.00%	
18	TECH PREP	1307	11298		11.57%	

Comment:

PostSecondary - Core Indicator 4: Completion in Nontraditional Programs (Completion)

(4P2)
State: North Carolina

Program Year: 2006-2007

	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performanc</i>	<i>Actual Level of Performanc</i>	<i>Actual Versus Adjusted Level of Performance</i>
1	Grand Total	2193	14093	16.70%	15.56%	D
2	Male	1451	4904		29.59%	
3	Female	742	9189		8.07%	
4	Gender Unknown	0	0		XXX%	
5	American Indian or Alaska Native	28	231		12.12%	
6	Asian or Pacific Islander	48	229		20.96%	
7	Black, non-Hispanic	456	3406		13.39%	
8	Hispanic	44	312		14.10%	
9	White, non-Hispanic	1561	9711		16.07%	
10	Unknown/Other	56	204		27.45%	
11	Individuals With Disabilities	87	444		19.59%	
12	Economically Disadvantaged	392	2907		13.48%	
13	Single Parents	120	1098		10.93%	
14	Displaced Homemakers	56	591		9.48%	
15	Other Educational Barriers	867	6038		14.36%	
16	Limited English Proficient	29	136		21.32%	
17	Nontraditional Enrollees	2193	2193		100.00%	
18	TECH PREP	172	1406		12.23%	

Comment:

Secondary - Student Outcomes Z: Academic Attainment in Reading/Language Arts (ZS1)

State: North Carolina

Program Year: 2006-2007

	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performanc</i>	<i>Actual Level of Performanc</i>	<i>Actual Versus Adjusted Level of Performance</i>
1	Grand Total	10130	23250	35.00%	43.57%	E
2	Male	4403	11899		37.00%	
3	Female	5727	11351		50.45%	
4	Gender Unknown	0	0		XXX%	
5	American Indian or Alaska Native	57	178		32.02%	
6	Asian or Pacific Islander	205	476		43.07%	
7	Black, non-Hispanic	2027	6273		32.31%	
8	Hispanic	264	877		30.10%	
9	White, non-Hispanic	7396	15068		49.08%	
10	Individuals With Disabilities	264	2309		11.43%	
11	Economically Disadvantaged	2297	7451		30.83%	
12	Single Parents	45	168		26.79%	
13	Displaced Homemakers	0	0		XXX%	
14	Limited English Proficient	31	275		11.27%	
15	Migrant	0	0		XXX%	
16	Nontraditional Enrollees	3655	9010		40.57%	
17	TECH PREP	4976	12678		39.25%	

Comment:

Secondary - Student Outcomes Z: Academic Attainment in Mathematics (ZS2)

State: North Carolina

Program Year: 2006-2007

	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performanc</i>	<i>Actual Level of Performanc</i>	<i>Actual Versus Adjusted Level of Performance</i>
1	Grand Total	18545	22111	71.00%	83.87%	E
2	Male	9361	11232		83.34%	
3	Female	9184	10879		84.42%	
4	Gender Unknown	0	0		XXX%	
5	American Indian or Alaska Native	135	175		77.14%	
6	Asian or Pacific Islander	416	457		91.03%	
7	Black, non-Hispanic	4291	5843		73.44%	
8	Hispanic	658	842		78.15%	
9	White, non-Hispanic	12751	14440		88.30%	
10	Individuals With Disabilities	1139	1857		61.34%	
11	Economically Disadvantaged	5298	6996		75.73%	
12	Single Parents	105	156		67.31%	
13	Displaced Homemakers	0	0		XXX%	
14	Limited English Proficient	187	268		69.78%	
15	Migrant	0	0		XXX%	
16	Nontraditional Enrollees	7214	8590		83.98%	
17	TECH PREP	10084	12256		82.28%	

Comment:

Secondary - Student Outcomes Z: Student Graduation Rates (ZS3)

State: North Carolina

Program Year: 2006-2007

<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performanc</i>	<i>Actual Level of Performanc</i>	<i>Actual Versus Adjusted Level of Performance</i>
1 Grand Total	26542	32507	68.00%	81.65%	E
2 Male	13239	16867		78.49%	
3 Female	13303	15640		85.06%	
4 Gender Unknown	0	0		XXX%	
5 American Indian or Alaska Native	162	223		72.65%	
6 Asian or Pacific Islander	633	727		87.07%	
7 Black, non-Hispanic	7841	10107		77.58%	
8 Hispanic	1080	1426		75.74%	
9 White, non-Hispanic	16428	19525		84.14%	
10 Individuals With Disabilities	2510	3874		64.79%	
11 Economically Disadvantaged	8303	11223		73.98%	
12 Single Parents	152	207		73.43%	
13 Displaced Homemakers	0	0		XXX%	
14 Limited English Proficient	394	555		70.99%	
15 Migrant	0	0		XXX%	
16 Nontraditional Enrollees	10117	12618		80.18%	
17 TECH PREP	14169	17241		82.18%	

Comment: