

# 2011 North Carolina Consolidated Annual Report

Annual Performance Report for  
State-Administered  
Career and Technical Education Programs

Submitted December 30, 2011

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# 2010-2011 CONSOLIDATED ANNUAL REPORT (CAR)

## CONTENTS

Contents.....	i
U.S. Department of Education Approval Letter .....	iii
Cover Page for the Consolidated Annual Report .....	v
Narrative	
1. Implementation of State Leadership Activities .....	1
2. Progress in Developing and Implementing Technical Skills Assessments .....	13
3. Implementation of State Improvement Plans .....	15
4. Implementation of Local Improvement Plans .....	18
5. Tech Prep Grant Award Information .....	21
Forms	
Budget Forms	
Interim Financial Status Report .....	24
Final Financial Status Report.....	25
Enrollment Forms	
Student Enrollment Form of CTE Participants .....	26
Student Enrollment Form of CTE Concentrators .....	27
Student Accountability Forms	
Secondary	
1S1 Academic Attainment – Reading/Language Arts .....	28
1S2 Academic Attainment – Mathematics .....	29
2S1 Technical Skill Attainment .....	30
3S1 School Completion .....	31
4S1 Student Graduation Rates .....	32
5S1 Placement.....	33
6S1 Nontraditional Participation.....	34
6S2 Nontraditional Completion .....	35
Postsecondary	
1P1 Technical Skill Attainment.....	36
2P1 Credential, Certificate, or Degree .....	37
3P1 Student Retention or Transfer .....	38
4P1 Student Placement.....	39
5P1 Nontraditional Participation .....	40

5P2 Nontraditional Completion .....	41
Tech Prep Performance Indicators	
Secondary .....	42
Postsecondary.....	43



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF VOCATIONAL AND ADULT EDUCATION

MAR 15 2012

Ms. JoAnne Honeycutt  
Director  
North Carolina Department of Public Instruction  
Career and Technical Education  
6361 Mail Services Center  
Raleigh, North Carolina 27699-6361

Dear Ms. Honeycutt:

We are pleased to inform you that the Division of Academic and Technical Education (DATE) has reviewed and approved your state's December 31, 2011, Consolidated Annual Report (CAR) submission pursuant to the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) (OMB Control Number 1830-0569). The report includes your narrative summary, fiscal status report and accountability data for Program Year (PY) 2010-11—the fourth program year under the Perkins IV legislation.

DATE staff reviewed state's CAR submissions from January 3–March 9, 2012. The review team for your state's submission included your Program Administration Liaison (PAL) and Regional Accountability Specialist (RAS). The review criteria were:

- Completeness of the report (i.e., whether the state addressed all the required report elements).
- Compliance with the Perkins IV legislation (i.e., whether the state undertook activities that were consistent with the intent and provisions of Perkins IV).
- Accuracy and completeness of accountability data (i.e., whether the state met its requirements for annual performance reporting under Perkins IV).

The review team noted that your state failed to meet, for two or more consecutive years, its performance levels for one or more of the section 113(b) core indicators of performance by the 90 percent threshold allowable under section 123(a)(1) of Perkins IV. Your grant July 1, 2012, Perkins grant awards will describe our office's plans to be of greater assistance to you in making substantial progress on your core indicators in the future.

400 MARYLAND AVE. S.W., WASHINGTON, DC 20202  
[www.ed.gov](http://www.ed.gov)

On behalf of the entire division, thank you for taking the time and effort to develop and submit a comprehensive CAR report. The information you provided will be valuable to us as we review your state plan revisions and budgets for your Fiscal Year (FY) 2012 Perkins IV grant awards, the submission for which is due to our office by March 20, 2012.

If you have questions about the outcome of your state's CAR review, please feel free to contact your Perkins PAL or RAS.

Sincerely,



Sharon Lee Miller  
Director, Division of Academic and Technical Education

**COVER PAGE FOR THE CONSOLIDATED ANNUAL REPORT UNDER THE CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006 (PERKINS IV)**

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

Organization Name: NC Department of Public Instruction  
Address 1: Career and Technical Education  
Address 2: 6361 Mail Service Center  
City: Raleigh  
State: NC  
Zip Code: 27699-6361

**2. Period Covered By This Report**

**From:** 07/01/2010

**To:** 06/30/2011

**3. PR/Award Numbers:**

Basic Grant to States: V048A100033  
Tech-Prep Education: V243A100033

**4. Title II Consolidation:**

The State has not consolidated any of its Title II grant with its Title I grant during the program year covered by this report.

**5. State Career and Technical Education (CTE) Director Information:**

Name: Jo Anne Honeycutt  
Title: Director, Career and Technical Education  
Agency: NC Department of Public Instruction  
Telephone: 919-807-7461  
E-Mail: joanne.honeycutt@dpi.nc.gov

**6. Remarks:**

**7. Certification:**

I certify to the best of my knowledge and belief that this report, consisting of narrative performance information, financial status reports (FSRs)\*, and performance data, is accurate and complete. I understand that the U.S. Department of Education will use only the performance data that it receives by the December 31 submission deadline each year to determine whether my State has met at least 90 percent of its agreed upon State adjusted performance levels for each of the core indicators of performance under section 113 of Title I of the Act or whether the State must submit a program improvement plan as required in section 123(a)(1) of Perkins IV. I further understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit

State CTE Director Signature or PIN: Jo Anne Honeycutt

Date: 12/30/2011

**8. Lead Individuals Completing This Report:**

<b>Narrative Performance Information</b>	Name: Rhonda Welfare Title: Senior Analyst, CTE State and Federal Accountability Agency: NC Department of Public Instruction
<b>Financial Status Reports</b>	Name: Sarah Harris Title: Assistant Director of Financial Services Agency: NC Department of Public Instruction
<b>Performance Report</b>	Name: Rhonda Welfare Title: Senior Analyst, CTE State and Federal Accountability Agency: NC Department of Public Instruction

**9. Lead individual who may be contacted to answer questions about this report:**

Name: Jo Anne Honeycutt  
Title: Director, Career and Technical Education  
Agency: NC Department of Public Instruction  
Telephone: 919-807-7461  
E-Mail: joanne.honeycutt@dpi.nc.gov

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## CONSOLIDATED ANNUAL REPORT (CAR)

For the CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006

North Carolina

2010-2011

### Combined Submission: Secondary and Postsecondary

#### 1. State Leadership

The following is a list and brief summary of the major initiatives performed in North Carolina with "state leadership funds" in 2010-2011 as stated in the Consolidated Annual Report.

#### Secondary

##### SA Development of Secondary Career and Technical Education (CTE) Curriculum

1. **Development of the CTE Standard Course of Study.** The CTE Essential Standards were approved in June 2011 and will go into effect in July 2012. The Essential Standards include courses aligned to the 16 Career Clusters. Input and feedback were provided by teachers, education administrators and support personnel, community college and university faculty, representatives of business and industry, and other stakeholders.
2. **Development of curriculum products.** State staff used Revised Bloom's Taxonomy (RTB) to work with teachers, community college and university faculty, and working professionals to develop standards, related curriculum products, and aligned assessments for courses released in Summer 2011. Work was done on additional courses that are scheduled for future release.
3. **Partnerships**
  - a. **Microsoft Information Technology (IT) Academy.** Students enrolled in the Academy received instruction in Microsoft applications including Word, Publisher, Powerpoint, Excel and Access. A companion partnership with Certiport allowed students to earn 8,944 Microsoft Office Specialist certifications in 2010-2011.
  - b. **Project Management.** North Carolina CTE is working with the Southern Regional Education Board to develop a four-course sequence in Project Management that will integrate essential skills from language arts and mathematics and prepare students for initial Project Manager certification.
  - c. **Essential standards for adapted/adopted curriculum.** North Carolina CTE works with third-party vendors including industry organizations, non-profits, and commercial publishers to identify curriculum products appropriate for use in North Carolina.

- d. **North Carolina Virtual Public School (NCVPS).** North Carolina CTE works with NCVPS to identify CTE courses that would be appropriate for online instruction. Staff provide technical assistance to NCVPS in the development and delivery of online CTE courses.

## **SB Professional Development**

Professional development offered in 2010-2011 included a wide range of activities for CTE teachers and administrators as appropriate using both traditional face-to-face and online formats. Professional development focused on topics including the following:

1. Elements, North Carolina CTE Instructional Management System
2. Implementation of Career Clusters
3. Technical updates for credentials
4. Introduction to use of new curriculum products
5. Integration of language arts and mathematics into CTE
6. Use of data to improve instruction
7. Working with special populations and nontraditional students

Online Professional Learning Communities have been established for teachers, support staff, and administrators to share information and work together to develop strategies to improve student learning.

## **SC Services to Nontraditional Students**

To address the two Perkins nontraditional Performance Indicators, North Carolina CTE continued implementation of the National Alliance for Partnerships in Equity (NAPE) "Guide for Program Improvement for Perkins IV: Nontraditional CTE Program Participation and Completion." NCDPI provided technical assistance to individual LEAs to implement the NAPE 5 Step program to identify, by gender, which students are taking (or not taking) courses that lead to nontraditional occupations, and to expand data research to include "underrepresented" student demographics. Once the data review is completed, LEAs identify possible root causes of the lack of nontraditional students participating in one or more nontraditional courses and how to improve.

CTE also continued its collaborative initiative with the NC State University Engineering Department and Women in Science and Engineering (WISE) to develop Science, Technology, Engineering and Math (STEM) projects. These projects use Engineering is Elementary (EIE), Project Lead the Way, or other engineering curricula for linkage so that all students have the opportunity for K-12 exposure to an engineering design model curriculum. Additionally, the collaborative initiative provides opportunities for more female and underrepresented students to explore the STEM pipeline at an earlier age, thereby increasing the student knowledge and interest in STEM-related courses, which may lead to nontraditional occupations.

CTE staff presented at several statewide conferences on “Perkins IV and Five Step Program for Special Populations,” and “Understanding Equity and Diversity.” CTE also developed booklets and brochures as well as PowerPoint presentations for Training on Harassment and Bullying Prevention, believing that harassment and bullying contribute to nontraditional students not enrolling or declining to continue in nontraditional courses.

#### **SD Focus on Twenty-First Century Technologies**

1. **Computerized Instructional Management System.** North Carolina CTE’s Instructional Management System, Elements™, was expanded statewide. Use of the system allows the state to push information directly to teachers, to streamline data collection, to eliminate significant amounts of time and resources spent in transfer of information to paper forms and manual electronic transmittal of files, and to improve data quality.
2. **CTE Analysis and Reporting System (A&RS).** The Analysis and Reporting System is a web-based application that analyzes CTE data, creates reports for local and state use, and generates reports required under federal accountability guidelines.
3. **Other state initiatives.**
  - a. **Race to the Top.** CTE worked closely with DPI staff as they designed the Instructional Improvement System (IIS) that is a major component of the state’s Race to the Top initiative.
  - b. **North Carolina Common Educational Data Analysis and Reporting System (CEDARS).** CTE staff members were involved in development of CEDARS, a longitudinal K-12 data system that integrates information from authoritative sources throughout the agency. CTE data are scheduled for import beginning in Fall 2011.

#### **SE Assistance to Districts and Schools**

North Carolina CTE worked closely with statewide school improvement initiatives including District and School Transformation, a state-directed project to focus attention and resources on schools with the greatest opportunity for growth, based primarily on Elementary and Secondary Education Act (ESEA) standards and measures. Regional-based CTE staff worked with targeted organizations to integrate CTE data into the planning process and CTE resources into the solutions. Consultant staff provided focused professional development to targeted school systems.

In 2010-2011, CTE initiated a three-tier monitoring program of Local Education Agency compliance with state and federal requirements. The first tier is the continuous monitoring conducted by all staff including monitoring of the CTE Local Plan, CTE state and federal local budgets, and scope and sequence of courses offered in a program of study by individual school districts. The second tier consists of on-site monitoring that includes analysis of fiscal activity, CTE programming, personnel licensure and school/classroom visits to a representative sample of

classrooms in each district. Tier two monitoring is in alignment with the Assurances outlined in the North Carolina CTE Local Plan. The on-site monitoring is scheduled to provide a monitoring visit to each school district (115 LEAs in NC) during a six-year period (in alignment with the life of Perkins IV). This equates to 18 to 20 LEA on-site monitoring visits annually. The third tier of monitoring is based on identified need. Should other monitoring and/or technical assistance activities reveal that an investigation of a non-compliance issue is warranted, CTE staff will conduct an investigation/monitoring visit to the identified LEA.

CTE continues to work with other statewide initiatives that focus on improvement of students' competency in mathematics and language arts and in increasing the graduation rate, including ongoing development of resource materials aligned to the Future Ready Core graduation standards, Common Core State Standards, development of a new statewide accountability model, and strengthening of mathematics and language arts content and instruction in CTE classes.

### **Postsecondary**

- PA Code Green Super CIP**—part of the statewide, multidisciplinary curriculum improvement project designed to integrate "sustainability" concepts into CTE curricula, redesign and streamline curricula by identifying common core components and offering them as pathways that lead to more specialized credentials, and eliminating duplicative offerings.
- PB North Carolina Career Clusters Guide**—a guide to career planning and career opportunities, based on the 16 career clusters, was developed. Copies were distributed to community colleges as a resource. Presentations were made to assist student services/counseling staff in the best practices for utilizing the publication for students and displaced workers.
- PC North Carolina Automotive Dealers Association (NCADA)**—a partnership between NCADA, the North Carolina Department of Public Instruction (NCDPI), and the North Carolina Community College System (NCCCS) that assists students to progress seamlessly into the automotive fields trained to industry standard with up-to-date equipment. The partnership also assists automotive programs by assisting faculty with industry supported professional development opportunities.
- PD Today's Class- Online Automotive Instruction**—provides interactive online automotive training aligned with standardized outcome assessment tools and provides a verifiable time-tracking component which is a requirement for automotive instructors in National Automotive Teachers Educational Foundation (NATEF) certified educational programs. The current professional development requirement for auto instructors is 20 hours of training per year. Instructors also use it as a course management tool that can be used to track student progress using assessment tools that align with standardized automotive curriculum competencies.
- PE Support and Expansion of the North Carolina Network for Excellence in Teaching (NC-NET)**—online access to quality professional development for NCCCS CTE faculty. Now in its sixth year of existence, NC-NET offers online courses and tutorials, planning tools, 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 2008-2009 three regional centers were supported and numerous modules were added.

**PF Centers for Teaching Excellence**—three centers continued to assist in marketing encouraging faculty and staff to participate in NC-NET activities, host workshops in their regions, and mentor other colleges in the area of professional development for CTE instructors. The three centers are strategically located across the state with each center specializing in Technology Resources, Discipline Specific Resources, or Teaching and Learning, and Career and Personal Development.

**PG Career Counseling Information (Nontraditional)**—each college received publications, written specifically for North Carolina, that assist in guiding students careers choices. The document was designed to be a resource for students and their parents to show that success in careers, typically stereotyped for one gender, can be achieved by any student who follows the appropriate course of study. Each of the careers highlighted is CTE and specifically encouraged nontraditional participation.

**PH Professional Development Activities**—opportunities for NCCCS CTE faculty, staff, and counselors to improve teaching skills and remain current with the needs, expectations, and methods of industry. Projects included the following.

- **Empowering Career Technical Education Students to Success**-- Increase the college's "culture of success" by empowering CTE instructors to create learner-centered classrooms, increasing instructor and curriculum efficacy by using best practices integrated into curriculum content.
- **Updating Curriculum Support to Learning**-- Promoting student learning , including fundamental aspects of teaching and learning such as understanding Bloom's Taxonomy and how it should be used to develop objectives; how to develop assessments at the level of the objectives; how to assure assessments confirm learning and are related to the course objectives.
- **Incorporating Green Strategies into Business Curriculum**-- Incorporating green business strategies and technology into the business curriculum to create future business leaders who promote more sustainable practice.
- **Developing Learning Objects--Train the Trainer**-- Developing a train-the-trainer program for establishing local trainers in the development, support, and promotion of learning objects to further engage the student in active learning.
- **Contextual Teaching and Learning: Linking Applied and College Transfer Courses through Interdisciplinary Projects**-- Developing an online course designed to improve the quality of CTE teachers and other faculty who use interdisciplinary projects and problem based learning in their courses to help students see connections between their learning outcomes in transfer and applied courses.

- **Mathematics Across the Community College Curriculum**-- Developing learning objects that will aid students to develop greater math literacy and competency by integrating math concepts into non-math courses.
- **Course Development for Moodle Instructors**--Developing a train-the-trainer course in online instructional design and Moodle course development.
- **Equipping Faculty for Highly Effective Online Instruction**-- Developing training for CTE instructors to become successful and engaging online instructors by using the necessary skills of effective online teachers.
- **SPARK: Syllabus Preparation And Required Knowledge**-- Developing a professional development course that teaches all aspects of developing a syllabus as a foundation for teaching and course management.

**B1a. The state provides a summary of its major initiatives and activities for each of the *required uses* of state leadership funds:**

1. Conducting an assessment of the vocational and technical education programs funded under Perkins IV.

- SA Development of Secondary Career and Technical Education (CTE) Curriculum
- SB Professional Development
- SD Focus on 21<sup>st</sup> Century Technologies
- SE Assistance to Districts and Schools
- PA Code Green Super CIP

2. Developing, improving, or expanding the use of technology in career and technical education.

- SA Development of Secondary Career and Technical Education (CTE) Curriculum
- SB Professional Development
- SC Services to Nontraditional Students
- SD Focus on 21<sup>st</sup> Century Technologies
- SE Assistance to Districts and Schools
- PA Code Green Super CIP
- PC North Carolina Automotive Dealers Association (NCADA)
- PD Today's Class- Online Automotive Instruction
- PH Professional Development Activities

3. Offering professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels.

- SA Development of Secondary Career and Technical Education (CTE) Curriculum
- SB Professional Development
- SC Services to Nontraditional Students
- SD Focus on 21<sup>st</sup> Century Technologies
- SE Assistance to Districts and Schools
- PA Code Green Super CIP
- PD Today's Class- Online Automotive Instruction
- PE Support and Expansion of the North Carolina Network for Excellence in Teaching (NC-NET)
- PF Centers for Teaching Excellence
- PG Career Counseling Information (Nontraditional)
- PH Professional Development Activities

4. Providing support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education.

- SA Development of Secondary Career and Technical Education (CTE) Curriculum
- SB Professional Development
- SD Focus on 21<sup>st</sup> Century Technologies
- SE Assistance to Districts and Schools
- PA Code Green Super CIP
- PB North Carolina Career Clusters Guide
- PC North Carolina Automotive Dealers Association (NCADA)
- PE Support and Expansion of the North Carolina Network for Excellence in Teaching (NC-NET)
- PF Centers for Teaching Excellence
- PH Professional Development Activities

5. Providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations, except that one-day or short-term workshops or conferences are not allowable.

- SA Development of Secondary Career and Technical Education (CTE) Curriculum
- SB Professional Development
- SC Services to Nontraditional Students
- SD Focus on 21<sup>st</sup> Century Technologies
- SE Assistance to Districts and Schools
- PA Code Green Super CIP
- PB North Carolina Career Clusters Guide

- PE Support and Expansion of the North Carolina Network for Excellence in Teaching (NC-NET)
- PG Career Counseling Information (Nontraditional)

6. Supporting partnerships among local education al agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve State academic standards, and career and technical skills, or complete career and technical programs of study.

- SA Development of Secondary Career and Technical Education (CTE) Curriculum
- SB Professional Development
- SC Services to Nontraditional Students
- SD Focus on 21<sup>st</sup> Century Technologies
- SE Assistance to Districts and Schools
- PB North Carolina Career Clusters Guide
- PC North Carolina Automotive Dealers Association (NCADA)

7. Serving individuals in State institutions.

***North Carolina meets this Required Use of Funds through a direct allocation to the North Carolina Department of Juvenile Justice and Crime Prevention.***

8. Providing support for programs for special populations that lead to high skill, high wage and high demand occupations.

- SA Development of Secondary Career and Technical Education (CTE) Curriculum
- SB Professional Development
- SC Services to Nontraditional Students
- SD Focus on 21<sup>st</sup> Century Technologies
- SE Assistance to Districts and Schools
- PA Code Green Super CIP
- PB North Carolina Career Clusters Guide
- PE Support and Expansion of the North Carolina Network for Excellence in Teaching (NC-NET)
- PH Professional Development Activities

9. Offering technical assistance for eligible recipients.

- SA Development of Secondary Career and Technical Education (CTE) Curriculum
- SB Professional Development
- SC Services to Nontraditional Students
- SD Focus on 21<sup>st</sup> Century Technologies
- SE Assistance to Districts and Schools
- PA Code Green Super CIP
- PF Centers for Teaching Excellence
- PH Professional Development Activities

**B1b. The state provides a summary of its major initiatives and activities for one or more of the permissible uses of state leadership funds:**

1. Improving career guidance and academic counseling programs.

- SA Development of Secondary Career and Technical Education (CTE) Curriculum
- SB Professional Development
- SC Services to Nontraditional Students
- SD Focus on 21<sup>st</sup> Century Technologies
- SE Assistance to Districts and Schools
- PB North Carolina Career Clusters Guide
- PC North Carolina Automotive Dealers Association (NCADA)
- PE Support and Expansion of the North Carolina Network for Excellence in Teaching (NC-NET)
- PG Career Counseling Information (Nontraditional)
- PH Professional Development Activities

2. Establishing agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students.

- SA Development of Secondary Career and Technical Education (CTE) Curriculum  
***Postsecondary did not address with State Leadership Funds.***

3. Supporting initiatives to facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate programs.

- SA Development of Secondary Career and Technical Education (CTE) Curriculum
- SD Focus on 21<sup>st</sup> Century Technologies
- SE Assistance to Districts and Schools
- PA Code Green Super CIP

4. Supporting career and technical student organizations.

- SC Services to Nontraditional Students  
***Postsecondary did not address with State Leadership Funds.***

5. Supporting public charter schools operating career and technical education programs.

- SA Development of Secondary Career and Technical Education (CTE) Curriculum
- SB Professional Development  
***Postsecondary did not address with State Leadership Funds.***

6. Supporting career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter.

- SA Development of Secondary Career and Technical Education (CTE) Curriculum
- PA Code Green Super CIP
- PC North Carolina Automotive Dealers Association (NCADA)

7. Supporting family and consumer sciences programs.

- SA Development of Secondary Career and Technical Education (CTE) Curriculum
  - SB Professional Development
- Postsecondary did not address with State Leadership Funds.***

8. Supporting partnerships between education and business or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels.

- SD Focus on 21<sup>st</sup> Century Technologies
- SE Assistance to Districts and Schools
- PC North Carolina Automotive Dealers Association (NCADA)
- PH Professional Development Activities

9. Supporting the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education.

- SA Development of Secondary Career and Technical Education (CTE) Curriculum
- SB Professional Development
- SD Focus on 21<sup>st</sup> Century Technologies
- SE Assistance to Districts and Schools
- PA Code Green Super CIP
- PB North Carolina Career Clusters Guide
- PC North Carolina Automotive Dealers Association (NCADA)
- PD Today's Class- Online Automotive Instruction
- PE Support and Expansion of the North Carolina Network for Excellence in Teaching (NC-NET)
- PF Centers for Teaching Excellence
- PH Professional Development Activities

10. Awarding incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under section 135(c)(19) of Perkins IV.

***Secondary did not address with State Leadership Funds.***  
***Postsecondary did not address with State Leadership Funds.***

11. Providing activities to support entrepreneurship education and training.

SB Professional Development

***Postsecondary did not address with State Leadership Funds.***

12. Providing career and technical education programs for adults and school dropouts to complete their secondary school education.

***Secondary did not address with State Leadership Funds.***

***Postsecondary did not address with State Leadership Funds.***

13. Providing assistance to individuals who have participated in Perkins-assisted services and activities in continuing their education or training or finding appropriate jobs

***Secondary did not address with State Leadership Funds.***

PB North Carolina Career Clusters Guide

PG Career Counseling Information (Nontraditional)

14. Developing valid and reliable assessments of technical skills.

SA Development of Secondary Career and Technical Education (CTE) Curriculum

PH Professional Development Activities

15. Developing or enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes.

SB Professional Development

SC Services to Nontraditional Students

SD Focus on 21<sup>st</sup> Century Technologies

SE Assistance to Districts and Schools

***Postsecondary did not address with State Leadership Funds.***

16. Improving the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business.

SA Development of Secondary Career and Technical Education (CTE) Curriculum

SD Focus on 21<sup>st</sup> Century Technologies

SE Assistance to Districts and Schools

PC North Carolina Automotive Dealers Association (NCADA)

PD Today's Class- Online Automotive Instruction

PE Support and Expansion of the North Carolina Network for Excellence in Teaching (NC-NET)

PF Centers for Teaching Excellence

17. Supporting occupational and employment information resources.

- SB Professional Development
- SC Services to Nontraditional Students
- PB North Carolina Career Clusters Guide
- PG Career Counseling Information (Nontraditional)
- PH Professional Development Activities

## 2. Progress in Developing and Implementing Technical Skill Assessments

### Secondary

Technical Skills Assessments are offered in all eight program areas in North Carolina: Agricultural Education, Business and Information Technology Education, Career Development, Family and Consumer Sciences Education, Health Occupations Education, Marketing Education, Technology Education, and Trade and Industrial Education.

1. **Statewide postassessments:** North Carolina utilizes a system of statewide postassessments to measure technical skills attainment at the secondary level. These postassessments are developed at the state level and assessments and/or essential standards are validated by business and industry. During 2010-2011, 88.1 percent of eligible participants enrolled in a course for which a state-developed postassessment was available were tested. Students who take an alternate assessment based on their Individualized Education Plan or LEP Plan are excluded from this calculation.
2. **Other Technical Skills Assessments:** A significant percentage of CTE participants are enrolled in courses for which no statewide postassessment is available. Many of these courses use either attainment of industry-recognized certifications or performance on third-party assessments as their measure of technical skill attainment. North Carolina continues to make progress on the collection of results by student on these assessments.
  - a. During 2010-2011, CTE initiated a process for collecting student results on industry-recognized certifications using the Analysis and Reporting System. This collection reported that nearly 25,000 credentials were earned by NC students during 2010-2011. This process, while successful, does not provide collection of student-level data, which makes it impractical for use in Perkins' reporting. A companion project was developed using Elements, the CTE Instructional Management System. This process does collect student-level data and is scheduled for release in 2011-2012.
  - b. Results on selected third-party assessments were collected during 2010-2011 using Elements. These results were used to test the process and to set performance benchmarks. It is anticipated that selected third-party results will be included in Perkins reporting beginning in 2011-2012.

### Postsecondary

NCCCS collects data pertaining to technical skill assessments for 23 licenses required by state statute for an individual to work in that occupation and for certifications, generally voluntary but that may be required by employers or an outside accrediting agency. The number of test-takers and the number passing are reported by the agencies issuing the license or exam and are validated by the colleges. Purely voluntary examinations are not reported.

The program areas for which technical skill assessment are available include the following.

- Aviation--General
- Aviation--Airframe
- Aviation--Power
- Basic Law Enforcement Training

Real Estate Sales  
Cosmetic Arts--Apprentice  
Cosmetic Arts--Cosmetology  
Cosmetic Arts--Esthetician  
Cosmetic Arts--Instructor  
Cosmetic Arts--Manicurist  
Dental Hygiene  
Opticianry  
Nuclear Medical Technology  
Radiation Therapy  
Radiography  
Physical Therapy  
Practical Nursing  
Registered Nursing  
Veterinary Medical Technology  
Emergency Medical Dispatcher  
Emergency Medical Technician  
Emergency Medical Technician--Intermediate  
Emergency Medical Technician--Paramedic

The estimated percentage of CTE concentrators who participated in a technical skill assessment is 11.78 percent. Duplicated counts and non-curriculum students are reported within these percentages. Only first-time test takers are tracked and at colleges with less than 10 students participating in a particular Technical Skill Assessment passing rates are not reported to ensure student privacy.

Progress regarding the plan and timeframe to increase the number of Technical Skill Assessments is dependent on external credentialing services making usable data available to the State. Because of the inability to unduplicate or receive additional information, GPA continues to be used as the measure of technical skill attainment. By using this method, all relevant CTE students are included in this indicator with an accurate and nearly universally accepted measure.

### 3. Implementation of State Program Improvement Plans

#### Secondary

In spite of significant improvements over 2009-2010, in 2010-2011 North Carolina again failed to meet at least 90 percent of the agreed upon state adjusted level of performance for 1S2 Academic Attainment – Mathematics. This indicator shows the performance of CTE concentrators on the examination used by North Carolina to report high school mathematics proficiency. The exam is usually taken at the ninth or tenth grade, which makes it an imperfect measure of the impact on CTE on academic attainment. The following information provides details about this indicator, including performance of subgroups, highlighting those with significant gaps between expected and actual performance, action steps, responsible staff for implementing action steps, and the timeline for their implementation.

Table I shows preliminary performance data overall and by each subgroup on the Academic Attainment – Mathematics measure. (Final results will be released via EdFACTS.) Groups highlighted in yellow failed to attain at least 90 percent of the performance target. The “Actual” column shows the actual 2010-2011 performance. “Gap” indicates the difference between the target and actual performance. (A negative number means the actual performance is less than the target.) “Change” indicates the difference between 2009-2010 and 2010-2011 results. (A negative number means the performance level declined.) Note that performance between 2009-2010 and 2010-2011 improved overall and in all subgroups except for Limited English Proficient students.

Table I. 1S2 Academic Attainment – Mathematics Subgroup Performance			
Population	Actual	Gap	Change
Overall	63.47%	-6.73%	2.61%
Male	64.82%	-5.38%	2.25%
Female	61.93%	-8.27%	2.95%
American Indian	56.97%	-13.23%	5.72%
Asian	75.55%	5.35%	1.86%
Black	46.96%	-23.24%	2.89%
Hispanic	60.57%	-9.63%	2.75%
White	73.64%	3.44%	2.75%
2 or more races	66.54%	-3.66%	2.20%
Hawaii	60.00%	-10.20%	
Disabled	34.69%	-35.51%	1.15%
Economically Disadvantaged	56.23%	-13.97%	4.15%
Single Parents	50.70%	-19.50%	5.13%
Limited English Proficient	39.68%	-30.52%	-1.12%
Nontraditional	67.61%	-2.59%	3.44%

North Carolina will continue to implement the action plan initiated as a result of 2009-2010 performance on this measure. Table II details action steps, responsible staff, and current status of this effort.

<b>Table II. 1S2 Academic Attainment - Mathematics</b>				
<b>Action Plan</b>				
<b>Action Steps</b>		<b>Status</b>	<b>Staff Responsible</b>	<b>Timeline</b>
<b>1</b>	Design targeted training for CTE teachers and deliver at the CTE Summer Conference.	The 2011 CTE Summer Conference provided approximately 19 targeted training sessions focused on the inclusion of math. Sessions focused on application, resources, implementation, lesson planning and objective- driven curriculum activities and instruction teachers could utilize in their curriculums, Career and Technical Student Organization activities, and curriculum integration activities. Approximately 2,600 CTE educators attended the conference.  Plans are underway for the 2012 CTE Summer Conference.	Felicia Gray-Watson	By July 31, 2012
<b>2</b>	Work with Southern Regional Education Board and other stakeholders to develop a model for integration of mathematics into CTE courses and create one or more courses using this model.	During 2010-11, the following actions occurred: business and industry gave input on the direction of the courses, math/language arts/science DPI consultants gave input on the subject matter to be included in the courses. One course was developed and three others are under development. All include math instruction and assessment aligned to Common Core State Standards.	Atkins Michael	By June 30, 2012
<b>3</b>	Provide training for CTE Administrators in analyzing local data and developing strategies for improvement on this measure.	CTE Regional Coordinators have begun to develop a process for analysis of CTE data using the Analysis and Reporting system. A training package on how to extract and interpret the A&R data was developed and presented it to the Regional Coordinators and groups of CTE Administrators and Instructional Management Coordinators. In 2011-2012, this project will be expanded to include all areas of the state and other target groups.  In addition, Regional Coordinators worked with a contractor to provide regional train-the-trainer workshops that offered mathematics strategies relevant to CTE. State CTE consultants also received training and supplemental materials to use in development of curriculum documents and professional development.	Wendy Edney	By April 30, 2012
<b>4</b>	Collaborate with Division of Accountability staff and others within NCDPI to implement an assessment program designed to provide diagnostic information and intervention strategies on student mathematics achievement.	CTE staff has worked with others throughout the agency to design a new accountability model that provides diagnostic assessment of students' mathematical skills and targets remediation where it is most needed.  In 2011-2012, the agency will implement the first phase of this model, which includes use of WorkKeys with senior CTE concentrators to evaluate skills in mathematics.	Jo Anne Honeycutt	By June 30, 2012

No Migrant students were identified in the results. Because there are no displaced homemakers reported in NC secondary CTE, no files have been uploaded to EdFACTS for this subgroup.

## Postsecondary

In 2010-2011, North Carolina failed to meet at least 90 percent of the agreed upon state adjusted level of performance for one Core Indicator of Performance, 2P1-Credential, Certificate, or Degree. Table III details this Core Indicator and disaggregated populations with gaps in performance, and Table IV specifies action steps, responsible staff for implementing action steps, and timeline for implementation of action steps.

Table III. 2P1—Credential, Certificate, or Degree Subgroup Performance		
Population	Actual Level of Performance	Difference between Actual Performance and Target
<b>Overall (59.00%)</b>	<b>51.62%</b>	<b>-8.38%</b>
Male	38.75%	-20.25%
Female	73.13%	14.13%
American Indian or Alaskan Native	41.27%	-17.73%
Asian	42.51%	-16.49%
Black or African American	36.54%	-22.46%
Hispanic/Latino	45.71%	-13.29%
Native Hawaiian or other Pacific Islander	40.00%	-19.00%
White	60.69%	1.69%
Two or More Races	23.69%	-35.31%
Unknown	58.95%	.05%
Individuals with Disabilities (ADA)	53.73%	-5.27%
Economically Disadvantaged	50.40%	-8.60%
Single Parents	42.46%	-16.54%
Displaced Homemakers	42.51%	-16.49%
Limited English Proficient	53.76%	-5.24%
Nontraditional Enrollees	38.10%	-20.90%
Tech Prep	65.32%	6.32%

\*Subgroups highlighted in yellow failed to meet at least 90 percent of the performance target.

2P1— Credential, Certificate, or Degree Action Plan			
Action Steps		Staff Responsible	Timeline
1	Solicit best practices from colleges successfully meeting 2P1 and disseminate to all colleges through NC-NET.	Nancy Massey and Douglas Long	By June 30, 2012
2	Explore opportunities increase access to valid data regarding participation and performance on third-party credential providers.	Douglas Long	By June 30, 2012
3	Require state-approved action plans from each college not meeting at least 90% of their negotiated Local Adjusted Level of Performance for 2P1.	Bob Witchger	By June 30, 2012

#### 4. Implementation of Local Program Improvement Plans

##### Secondary

As part of the grant process, North Carolina’s 115 local education agencies (LEAs) must prepare a plan to develop strategies for improving performance on the eight secondary Performance Indicators. This requirement applies to all LEAs, no matter what their current level of performance. In addition, local education agencies that failed to meet at least 90 percent of their targets are required to provide additional documentation of efforts to close the gap.

At the state level, information about which local education agencies failed to meet at least 90 percent of their performance targets is used to direct additional technical assistance and professional development where it is most needed.

Secondary Performance Indicators*								
	1S1	1S2	2S1	3S1	4S1	5S1	6S1	6S2
State performance	MET	NOT MET	MET	MET	MET	MET	MET	MET
LEAs <b>meeting</b> 90% or more of performance target	96	33	83	114	115	108	99	102
LEAs <b>not meeting</b> at least 90% of performance target	19	82	32	1	0	7	16	13
Percentage of LEAs that met 90% or more of performance target	83.5%	28.7%	72.2%	99.1%	100.0%	93.9%	86.1%	88.7%

\*Calculated on data prior to EDEN submission.

##### Trends by Indicator

In 2009-2010 North Carolina met at least 90 percent of the agreed upon state adjusted level of performance for all Performance Indicators except 1S2.

- 1S1** Nineteen LEAs failed to reach at least 90 percent of the target. Students with Disabilities and Limited English Proficient students were the subgroups that fell farthest below the performance target. Females scored better than Males. Asian and White students and those reporting Two or More Races scored better than did Black, Hispanic, and American Indian students. Of all subgroups, only the performance of American Indian students increased over the previous year.
- 1S2** For 2010-2011, 28.7 percent of LEAs reached at least 90 percent of the target for this measure. Asian and White students were the only subgroups to reach at least 90 percent of the target, and no subgroup performance exceeded the actual target. The subgroups with the greatest gap between the target and their actual performance were Black students, Students with Disabilities, and Limited English Proficient students. All subgroups except Limited English Proficient students increased their performance from 2009-2010.
- 2S1** Significant performance gaps exist between the target and actual performance for a number of subgroups, most notably Limited English Proficient students, Students with Disabilities, and Migrant students. The highest performance was from White and Nontraditional students but only Nontraditional showed an increase over 2009-2010.

- 3S1** Only one LEA failed to attain 90 percent or more of the target for this performance indicator. All subgroups statewide met or exceeded the actual target. There was a small drop in the performance of all racial and ethnic subgroups.
- 4S1** All LEAs met 90 percent or more of the target for this performance indicator and only five LEAs failed to meet the actual target. All subgroups met at least 90 percent of the target. Four subgroups – Students with Disabilities, Limited English Proficient students, Economically Disadvantaged students, and Single Parents – fell slightly below the actual target.
- 5S1** Only seven LEAs failed to meet at least 90 percent of the target for this performance indicator. The subgroups that failed to meet at least 90 percent of the target were American Indian students and Single Parents.
- 6S1** Sixteen LEAs failed to meet at least 90 percent of the target for this performance indicator. Of the reported subgroups, Males and Migrant students failed to meet at least 90 percent of the target. Black and Asian students were most likely to be non-traditional and American Indian students least likely.
- 6S2** Nearly 90 percent of LEA met at least 90 percent of the target for this performance indicator. Fifteen LEAs had 5 or fewer nontraditional concentrators and three had none at all! The result on this Performance Indicator appears to be impacted strongly by the performance of nontraditional males, who made up less than 5 percent of the population of male students who were concentrators in nontraditional programs. Most male students were enrolled in courses that are traditional for males. The number of Migrant students included in this measure is too small to draw conclusions about their performance.

**Postsecondary**

Each college that failed to meet 90 percent of an agreed upon local adjusted level of performance is required to implement a state-approved Action Plan that will be designed to improve results. Upon approval of the Action Plan the college will be required to regularly report the changes being made to improve results, the resources dedicated to making these improvements, staff responsible for activities within the action plan, and milestones to be achieved as the plan is implemented.

Through data analysis, the state will work to identify factors that contributed to deficiencies in individual core indicators at multiple colleges. When applicable and determined to be the best course of action, the state will work to establish training and identify best practices for the relevant Core Indicators.

<b>Local College Core Indicators</b>						
	<b>1P1</b>	<b>2P1</b>	<b>3P1</b>	<b>4P1</b>	<b>5P1</b>	<b>5P2</b>
Colleges <b>meeting</b> 90% or more of Core Indicator	54	48	22	53	47	35
Colleges <b>not meeting</b> 90% of Core Indicator	3	9	35	4	10	22
Percentage of colleges that met 90% or more of Core Indicator	94.7%	84.2%	38.6%	92.8%	82.4%	61.4%

## Trends by Core Indicator

- 1P1** Data indicate trends showing that American Indian or Alaska Native, Black or African American, and Tech Prep students at local colleges often achieved less than 90 percent of the negotiated level of performance.
- 2P1** Data indicate trends showing that American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, Two or More Races, Economically Disadvantaged, Single Parents, Displaced Homemakers, and Nontraditional Enrollee students at local colleges often achieved less than 90 percent of the negotiated Level of Performance. Additionally, only nine colleges failed to meet this indicator, yet cumulatively, the state did not meet 90% of the negotiated rate for this core indicator.
- 3P1** Data indicate trends showing that American Indian or Alaska Native, Asian, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, Two or More Races, and Individuals with Disabilities (ADA) students at local colleges often achieved less than 90 percent of the negotiated level of performance.
- 4P1** Data indicate trends showing that Asian students at local colleges often achieved less than 90 percent of the negotiated level of performance.
- 5P1** Data indicate a trend showing that Male students at local colleges often achieved less than 90 percent of the negotiated level of performance.
- 5P2** Data indicate trends showing that Male and Asian students at local colleges often achieved less than 90 percent of the negotiated level of performance.

## 5. Tech Prep Grant Award Information

### Effectiveness of Tech Prep Programs

During 2010-2011, North Carolina began a three-year cycle of Tech Prep grant funding to a total of 33 consortia each consisting of at least one Local Education Agency and one Community College.

These Tech Prep programs included the following activities:

- Demonstrated a solid, comprehensive partnership between secondary education, postsecondary education, and the business community that strengthened pathways from secondary to postsecondary to work
- Developed strategies to reduce the percentage of students who need to enroll in remedial mathematics, reading, or writing courses at the community college
- Focused on emerging careers in the following community college program areas: Construction Technologies, Engineering Technologies, Industrial Technologies, Health Sciences, and Transport Systems Technologies
- Educated parents and counselors about the benefits of Tech Prep

The effectiveness of Tech Prep programs assisted through these funds is significant. The relevant findings are as follows:

- The continued increase of career academies provides career pathways for students to actively take part in Tech Prep as they move through high school in technical cohorts and transition to the community college.
- Opportunities for secondary students to earn postsecondary credit continues to increase through the implementation of North Carolina's "Learn and Earn Online" program.
- The number of secondary students earning articulated credit continues to rise.
- The need for remediation in mathematics, as well as reading and writing continues.
- Tracking of industry certifications is challenging as most certifying agencies do not share completion information with the education agencies.
- Marketing Tech Prep continues on various avenues including the development of many informational websites including a state website at [www.ctpnc.org](http://www.ctpnc.org) and periodic webinars with consortia members.
- Consortia created podcasts are used to share Tech Prep information and promote promising practices.

### Award Process

In the spring of 2010, consortia were invited to submit proposals to the state for competitive Tech Prep funding. The guidelines for the competition were clearly outlined in a formal request for proposal, which was made available to every eligible consortia member within the state. The proposals were evaluated by panels of educators from across the state, all of whom are familiar with

Career and Technical Education and Tech Prep. The following represents the responses received during this grant review process:

**Summary of Grant Data:**

	<u>Applied</u>	<u>Recommended</u>
Total number of Consortia:	44	33
Total number of Community Colleges:	39	30
Total number of LEAs:	66	46
Total funds requested (per year):	\$3,551,622	
Potential available funds (per year):	\$2,723,950	
Total awarded (per year):	\$2,715,622	

<b>Tech Prep Consortia Funded in 2010-2011</b>				
<b>Community College</b>	<b>LEA</b>	<b>Allocation to CC</b>	<b>Allocation to LEA</b>	<b>Total Allocation</b>
Alamance Community College	Alamance-Burlington School System	\$29,569	\$59,139	\$88,708
South Piedmont Community College	Anson County Schools	\$23,667	\$47,333	\$71,000
Asheville-Buncombe Technical Community College	Asheville City Schools, *Buncombe County Schools, Madison County Public Schools	\$40,000	\$80,000	\$120,000
Beaufort County Community College	Beaufort County Schools	\$26,000	\$52,000	\$78,000
Bladen Community College	Bladen County Schools	\$19,000	\$38,000	\$57,000
Brunswick Community College	Brunswick County Schools	\$22,844	\$45,689	\$68,533
Western Piedmont Community College	Burke County Public Schools	\$23,667	\$47,333	\$71,000
Rowan-Cabarrus Community College	Cabarrus County Schools	\$33,000	\$66,000	\$99,000
Caldwell Community College and Technical Institute	Caldwell County Schools	\$26,000	\$52,000	\$78,000
Carteret Community College	Carteret County Public School System	\$21,333	\$42,667	\$64,000
Craven Community College	Craven County Schools	\$18,489	\$36,978	\$55,467
Fayetteville Technical Community College	Cumberland County Schools	\$44,667	\$89,333	\$134,000
College of The Albemarle	Dare County Schools	\$22,860	\$45,720	\$68,580
Durham Technical Community College	Durham Public Schools, Chapel Hill-Carrboro City Schools, *Orange County Schools	\$42,333	\$84,667	\$127,000
College of The Albemarle	Edenton-Chowan Schools, *Perquimans County Schools	\$19,000	\$38,000	\$57,000
Guilford Technical Community College	Guilford County Schools	\$56,333	\$112,667	\$169,000
Haywood Community College	Haywood County Schools	\$18,487	\$36,974	\$55,461
Roanoke-Chowan Community College	Hertford County Public Schools	\$19,000	\$38,000	\$57,000
Beaufort County Community College	*Hyde County Schools, Tyrrell County Public Schools, Washington County Schools	\$26,667	\$53,333	\$80,000
Johnston Community College	Johnston County Schools	\$30,111	\$60,222	\$90,333
Central Carolina Community College	*Lee County Schools, Chatham County Schools, Harnett County Schools	\$35,333	\$70,667	\$106,000
Lenoir Community College	Lenoir County Public Schools, Greene County School System, *Jones County Public Schools	\$19,500	\$39,000	\$58,500
Gaston College	Lincoln County Schools	\$23,667	\$47,333	\$71,000
Coastal Carolina Community College	Onslow County School System	\$29,844	\$59,689	\$89,533
Piedmont Community College	Person County Schools	\$15,659	\$31,319	\$46,978
Pitt Community College	Pitt County Schools	\$23,313	\$46,627	\$69,940
Richmond Community College	*Richmond County Schools, Scotland County Schools	\$23,667	\$47,332	\$71,000
Robeson Community College	Public Schools of Robeson County	\$30,667	\$61,333	\$92,000
Isothermal Community College	Rutherford County Schools	\$19,400	\$38,800	\$58,200
Sampson Community College	*Sampson County Schools, Clinton City Schools	\$26,000	\$52,000	\$78,000
Forsyth Technical Community College	Stokes County Schools	\$23,667	\$47,333	\$71,000
Wayne Community College	Wayne County Public Schools	\$28,333	\$56,667	\$85,000
Forsyth Technical Community College	Winston-Salem/Forsyth County Schools	\$43,130	\$86,259	\$129,389
<b>TOTAL</b>		<b>\$905,206</b>	<b>\$1,810,411</b>	<b>\$2,715,622</b>

\*2009-2010 Carryover Dollars



## Final Financial Status Report (FSR) Form

<b>I. State Name:</b> North Carolina <b>II. Federal Funding Period:</b> 07/01/09-09/30/11 <b>III. Reporting Period:</b> 07/01/09-09/30/11 <b>IV. Accounting Basis:</b> Cash <b>V. Grant Award Numbers:</b> State Basic Grant (Title I): V048A090033 Tech Prep Grant (Title II): V243A090033	<b>VI. Title I Grant Award Amount:</b> \$35,752,471.00 <b>VII. Title II Grant Award Amount:</b> \$2,993,352.00 <b>VIII. Title II Funds Consolidated with Title I Funds:</b> 0.00 <b>IX. Total Title I Funds (Title I Award + Title II Consolidated Funds):</b> \$35,752,471.00 <b>X. Total Title II Funds Remaining (Title II - title II Consolidated Funds):</b> \$2,993,352.00
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Row	Population	1 Net Outlays Previously Reported	2 Total Outlay: this report period	3 Program Income Credits	4 Net Outlays this report period (Column 2-3)	5 Net Outlays to Date (Column 1+4)	6 Non-Federal share of outlays	7 Total Federal share of outlays (Column 5-6)	8 Federal share of unliquidated obligations	9 Fed. share of outlays & unliquidated obligations (Column 7 + 8)	10 Federal Funds Authorized in State Plan	11 Balance of Unobligated Federal funds (Column 10-9)
<b>A</b>	<b>*TOTAL TITLE I FUNDS*</b>											
<b>B</b>	<b>LOCAL USES OF FUNDS</b>											
<b>C</b>	<b>RESERVE</b>											
<b>D</b>	Funds for Secondary Recipients	0.00	0.00	0.00	0	0	0.00	0	0.00	0	0.00	0.00
<b>E</b>	Funds for Postsecondary Recipients	0.00	0.00	0.00	0	0	0.00	0	0.00	0	0.00	0.00
<b>F</b>	Total (Row D + E)	0.00	0.00	0.00	0	0	0.00	0	0.00	0	0.00	0.00
<b>G</b>	<b>FORMULA DISTRIBUTION</b>											
<b>H</b>	Funds for Secondary Recipients	402648687.8	0.00	0.00	0	402648687.8	382388953.8	20259734	0.00	20259734	20259734.00	0.00
<b>I</b>	Funds for Postsecondary Recipients	460497961.05	90661.00	0.00	590661	461088622	450524835.0	10563787	0.00	10563787	10563787.00	0.00
<b>J</b>	Total (Row H + I)	863146648.85	90661.00	0.00	590661	863737309.8	832913788.8	30823521	0.00	30823521	30823521.00	0.00
<b>K</b>	TOTAL LOCAL USE OF FUNDS (Row F + J)	863146648.85	90661.00	0.00	590661	863737309.8	832913788.8	30823521	0.00	30823521	30823521.00	0.00
<b>L</b>	<b>STATE LEADERSHIP</b>											
<b>M</b>	Non-Traditional Training and Employment State Institutions	72825.00	0.00	0.00	0	72825	0.00	72825	0.00	72825	72825.00	0.00
<b>N</b>	State Institutions	50000.00	0.00	0.00	0	50000	0.00	50000	0.00	50000	50000.00	0.00
<b>O</b>	Other Leadership Activities	3018502.00	0.00	0.00	0	3018502	0.00	3018502	0.00	3018502	3018502.00	0.00
<b>P</b>	TOTAL STATE LEADERSHIP (Row M + N + O)	3141327.00	0.00	0.00	0	3141327	0.00	3141327	0.00	3141327	3141327.00	0.00
<b>Q</b>	<b>STATE ADMINISTRATION</b>											
<b>R</b>	TOTAL STATE ADMINISTRATION	3166401.60	702569.40	0.00	702569.4	3868971	2081348.00	1787623	0.00	1787623	1787623.00	0.00
<b>S</b>	TOTAL TITLE I FUNDS (Row K + Row R)	869454377.41	93230.40	0.00	1293230.4	870747607.8	834995136.8	35752471	0.00	35752471	35752471.00	0.00
<b>T</b>	<b>*TOTAL TITLE II FUNDS*</b>											
<b>U</b>	Funds for State Administration	155924.84	113477.16	0.00	113477.16	269402	0.00	269402	0.00	269402	269402.00	0.00
<b>V</b>	Funds for Local Consortia	2215915.52	508034.48	0.00	508034.48	2723950	0.00	2723950	0.00	2723950	2723950.00	0.00
<b>W</b>	TOTAL TITLE II FUNDS (Row U + Row V)	2371840.36	621511.64	0.00	621511.64	2993352	0.00	2993352	0.00	2993352	2993352.00	0.00

**Comment:**

## Student Enrollment Form of CTE Participants

State: North Carolina  
Program Year: 2010-2011

Line	Population	Number of Secondary Students	Number of Postsecondary Students	Number of Adult Students	Number of Secondary Tech Prep Students	Number of Postsecondary Tech Prep Students
1	Grand Total	513397	156258	N/P	38764	25338
2	GENDER					
3	Male	268953	65310	N/P	22253	12089
4	Female	244444	90948	N/P	16511	13249
5	RACE/ETHNICITY * (1977 Standards)					
6	American Indian or Alaskan Native					
7	Asian or Pacific Islander					
8	Black (not Hispanic)					
9	Hispanic					
10	White					
11	Unknown					
12	RACE/ETHNICITY* (1997 Revised Standards)					
13	American Indian or Alaska Native	7607	2553	N/P	766	608
14	Asian	10803	1424	N/P	515	228
15	Black or African American	147967	47336	N/P	13082	7495
16	Hispanic/Latino	55263	5806	N/P	3776	1024
17	Native Hawaiian or Other Pacific Islander	416	121	N/P	16	20
18	White	274126	87017	N/P	19645	14216
19	Two or More Races	17134	987	N/P	957	169
20	Unknown (Postsecondary Only)		11014	N/P		1578
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES					
22	Individuals With Disabilities (ADA)		3275	N/P		418
23	Disability Status (ESEA/IDEA) (Secondary Only)	51059			5025	
24	Economically Disadvantaged	257793	15273	N/P	22823	1938
25	Single Parents	2368	9299	N/P	787	844
26	Displaced Homemakers	N/P	3564	N/P	N/P	256
27	Limited English Proficient	21573	1637	N/P	1703	123
28	Migrant Status	187			7	
29	Nontraditional Enrollees	138114	24637	N/P	23110	3606

## Student Enrollment Form of CTE Concentrators

**State: North Carolina**

**Program Year: 2010-2011**

Row	Population	Agri., Food, & Nat. Resources	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, & Security	Manufact.	Marketing, Sales, & Services	Science, Tech., Engineering, &	Transp., Distrib., & Logistics	Total	
1 SECONDARY																			
2	Female	5495	399	1094	5161	864	78	0	3205	622	548	93	0	67	1961	249	59	19895	
3	Male	4018	3911	158	6049	26	81	0	462	1162	97	593	5	463	2276	1954	1483	22738	
4	Total	9513	4310	1252	11210	890	159	0	3667	1784	645	686	5	530	4237	2203	1542	42633	
5 POSTSECONDARY																			
6	Female	542	433	1682	12127	12127	128	394	29107	1781	3661	2611	6023	748	409	40	257	72070	
7	Male	1379	6012	2423	5946	415	56	80	4170	1452	459	6481	5616	8100	311	154	4857	47911	
8	Total	1921	6445	4105	18073	12542	184	474	33277	3233	4120	9092	11639	8848	720	194	5114	119981	
9 ADULT																			
10	Female	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	0
11	Male	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	0
12	Total	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	0
13	GRAND TOTAL (Lines 4+8+12)	11434	10755	5357	29283	13432	343	474	36944	5017	4765	9778	11644	9378	4957	2397	6656	162614	

**Comment:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Secondary Level  
Core Indicator 1S1: Attainment of Academic Skills - Reading/Language Arts**

**State: North Carolina  
Program Year: 2010-2011**

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	25721	45464	48.00%	56.57%	E	Y
2	<b>GENDER</b>						
3	Male	12636	24203		52.21%		
4	Female	13085	21261		61.54%		
5	<b>RACE/ETHNICITY * (1977 Standards)</b>						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	373	807		46.22%		
14	Asian	372	662		56.19%		
15	Black or African American	6530	14834		44.02%		
16	Hispanic/Latino	1686	3640		46.32%		
17	Native Hawaiian or Other Pacific Islander	7	15		46.67%		
18	White	16076	24388		65.92%		
19	Two or More Races	674	1115		60.45%		
20	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)	675	3098		21.79%		
22	Disability Status (ESEA/IDEA)				XXX%		
23	Economically Disadvantaged	9196	19166		47.98%		
24	Single Parents	359	720		49.86%		
25	Displaced Homemakers	0	0		XXX%		
26	Limited English Proficient	139	933		14.90%		
27	Migrant Status	0	0		XXX%		
28	Nontraditional Enrollees	3135	4731		66.27%		
29	Tech Prep	8719	19677		44.31%		

**Comment:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Secondary Level  
Core Indicator 1S2: Attainment of Academic Skills - Mathematics**

**State: North Carolina  
Program Year: 2010-2011**

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	27992	44106	78.00%	63.47%	D	N
2	<b>GENDER</b>						
3	Male	15196	23445		64.82%		
4	Female	12796	20661		61.93%		
5	<b>RACE/ETHNICITY * (1977 Standards)</b>						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	425	746		56.97%		
14	Asian	482	638		75.55%		
15	Black or African American	6751	14375		46.96%		
16	Hispanic/Latino	2134	3523		60.57%		
17	Native Hawaiian or Other Pacific Islander	9	15		60.00%		
18	White	17476	23733		73.64%		
19	Two or More Races	714	1073		66.54%		
20	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)	1028	2963		34.69%		
22	Disability Status (ESEA/IDEA)				XXX%		
23	Economically Disadvantaged	10486	18647		56.23%		
24	Single Parents	361	712		50.70%		
25	Displaced Homemakers	0	0		XXX%		
26	Limited English Proficient	350	882		39.68%		
27	Migrant Status	0	0		XXX%		
28	Nontraditional Enrollees	3121	4616		67.61%		
29	Tech Prep	9677	19090		50.69%		

**Comment:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Secondary Level  
Core Indicator 2S1: Technical Skill Attainment**

**State: North Carolina  
Program Year: 2010-2011**

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	240661	328837	76.00%	73.19%	D	Y
2	<b>GENDER</b>						
3	Male	113503	163308		69.50%		
4	Female	127158	165529		76.82%		
5	<b>RACE/ETHNICITY * (1977 Standards)</b>						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	3304	5504		60.03%		
14	Asian	4199	6113		68.69%		
15	Black or African American	58268	97399		59.82%		
16	Hispanic/Latino	19416	30677		63.29%		
17	Native Hawaiian or Other Pacific Islander	154	230		66.96%		
18	White	147859	179003		82.60%		
19	Two or More Races	7461	9910		75.29%		
20	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)	11317	30639		36.94%		
22	Disability Status (ESEA/IDEA)				XXX%		
23	Economically Disadvantaged	103019	160993		63.99%		
24	Single Parents	1761	3036		58.00%		
25	Displaced Homemakers	0	0		XXX%		
26	Limited English Proficient	3403	10313		33.00%		
27	Migrant Status	33	81		40.74%		
28	Nontraditional Enrollees	24832	30883		80.41%		
29	Tech Prep	34262	53442		64.11%		

**Comment:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Secondary Level  
Core Indicator 3S1: School Completion**

**State: North Carolina  
Program Year: 2010-2011**

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	45144	47894	89.00%	94.26%	E	Y
2	<b>GENDER</b>						
3	Male	23698	25538		92.80%		
4	Female	21446	22356		95.93%		
5	<b>RACE/ETHNICITY * (1977 Standards)</b>						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	809	842		96.08%		
14	Asian	706	729		96.84%		
15	Black or African American	14778	15797		93.55%		
16	Hispanic/Latino	3770	3978		94.77%		
17	Native Hawaiian or Other Pacific Islander	18	18		100.00%		
18	White	23940	25341		94.47%		
19	Two or More Races	1120	1186		94.44%		
20	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)	3260	3136		103.95%		
22	Disability Status (ESEA/IDEA)				XXX%		
23	Economically Disadvantaged	19489	20309		95.96%		
24	Single Parents	725	762		95.14%		
25	Displaced Homemakers	0	0		XXX%		
26	Limited English Proficient	1080	1120		96.43%		
27	Migrant Status	0	0		XXX%		
28	Nontraditional Enrollees	4712	4926		95.66%		
29	Tech Prep	20402	20946		97.40%		
30	<b>DISAGGREGATE INDICATORS</b>						
31	General Education Development (GED)				XXX%		
32	Diploma				XXX%		
33	Certificate				XXX%		

**Comment:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Secondary Level  
Core Indicator 4S1: Student Graduation Rates**

**State: North Carolina  
Program Year: 2010-2011**

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	47711	53226	83.00%	89.64%	E	Y
2	<b>GENDER</b>						
3	Male	24741	28433		87.02%		
4	Female	22970	24793		92.65%		
5	<b>RACE/ETHNICITY * (1977 Standards)</b>						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	814	881		92.40%		
14	Asian	818	869		94.13%		
15	Black or African American	14731	17011		86.60%		
16	Hispanic/Latino	3694	4204		87.87%		
17	Native Hawaiian or Other Pacific Islander				XXX%		
18	White	26422	28886		91.47%		
19	Two or More Races	1209	1350		89.56%		
20	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)	4248	5123		82.92%		
22	Disability Status (ESEA/IDEA)				XXX%		
23	Economically Disadvantaged	11275	13596		82.93%		
24	Single Parents	654	789		82.89%		
25	Displaced Homemakers	0	0		XXX%		
26	Limited English Proficient	1043	1285		81.17%		
27	Migrant Status	21	23		91.30%		
28	Nontraditional Enrollees	2930	3201		91.53%		
29	Tech Prep	2930	3201		91.53%		

**Comment:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Secondary Level  
Core Indicator 5S1: Placement**

**State: North Carolina  
Program Year: 2010-2011**

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	34977	38437	92.00%	91.00%	D	Y
2	<b>GENDER</b>						
3	Male	18157	19999		90.79%		
4	Female	16820	18438		91.22%		
5	<b>RACE/ETHNICITY * (1977 Standards)</b>						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	618	755		81.85%		
14	Asian	571	601		95.01%		
15	Black or African American	11055	12384		89.27%		
16	Hispanic/Latino	2209	2528		87.38%		
17	Native Hawaiian or Other Pacific Islander	0	0		XXX%		
18	White	19851	21429		92.64%		
19	Two or More Races	673	740		90.95%		
20	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	2452	2874		85.32%		
23	Economically Disadvantaged	14288	16340		87.44%		
24	Single Parents	427	531		80.41%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	795	914		86.98%		
27	Migrant Status	7	7		100.00%		
28	Nontraditional Enrollees	3878	4193		92.49%		
29	Tech Prep	14130	16085		87.85%		
30	<b>DISAGGREGATE INDICATORS</b>						
31	Advanced Training & Postsecondary Education	26679			XXX%		
32	Employment	16852			XXX%		
33	Military	473			XXX%		

**Comment:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Secondary Level  
Core Indicator 6S1: Nontraditional Participation**

**State: North Carolina  
Program Year: 2010-2011**

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	44791	138113	26.50%	32.43%	E	Y
2	<b>GENDER</b>						
3	Male	18208	78602		23.16%		
4	Female	26583	59511		44.67%		
5	<b>RACE/ETHNICITY * (1977 Standards)</b>						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	580	1857		31.23%		
14	Asian	954	2707		35.24%		
15	Black or African American	13042	37102		35.15%		
16	Hispanic/Latino	4132	13115		31.51%		
17	Native Hawaiian or Other Pacific Islander	43	105		40.95%		
18	White	24718	79160		31.23%		
19	Two or More Races	1316	4055		32.45%		
20	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)	3780	13079		28.90%		
22	Disability Status (ESEA/IDEA)				XXX%		
23	Economically Disadvantaged	20866	64575		32.31%		
24	Single Parents	371	1111		33.39%		
25	Displaced Homemakers	0	0		XXX%		
26	Limited English Proficient	1119	3907		28.64%		
27	Migrant Status	6	31		19.35%		
28	Tech Prep	7126	23107		30.84%		

**Comment:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Secondary Level  
Core Indicator 6S2: Nontraditional Completion**

**State: North Carolina  
Program Year: 2010-2011**

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	4926	19866	20.50%	24.80%	E	Y
2	<b>GENDER</b>						
3	Male	558	11954		4.67%		
4	Female	4368	7912		55.21%		
5	<b>RACE/ETHNICITY * (1977 Standards)</b>						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	60	261		22.99%		
14	Asian	64	283		22.61%		
15	Black or African American	1525	5365		28.42%		
16	Hispanic/Latino	307	311		98.71%		
17	Native Hawaiian or Other Pacific Islander	1	1133		0.09%		
18	White	2869	12138		23.64%		
19	Two or More Races	100	375		26.67%		
20	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)	246	1390		17.70%		
22	Disability Status (ESEA/IDEA)				XXX%		
23	Economically Disadvantaged	2082	7947		26.20%		
24	Single Parents	114	256		44.53%		
25	Displaced Homemakers	0	0		XXX%		
26	Limited English Proficient	71	352		20.17%		
27	Migrant Status	0	0		XXX%		
28	Tech Prep	1975	8620		22.91%		

**Comment:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Postsecondary Level  
Core Indicator 1P1: Technical Skill Attainment**

**State: North Carolina  
Program Year: 2010-2011**

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	90959	119981	79.50%	75.81%	D	Y
2	<b>GENDER</b>						
3	Male	36160	47911		75.47%		
4	Female	54799	72070		76.04%		
5	<b>RACE/ETHNICITY * (1977 Standards)</b>						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	1274	1850		68.86%		
14	Asian	917	1158		79.19%		
15	Black or African American	22014	33468		65.78%		
16	Hispanic/Latino	3410	4577		74.50%		
17	Native Hawaiian or Other Pacific Islander	71	84		84.52%		
18	White	56132	69458		80.81%		
19	Two or More Races	558	748		74.60%		
20	Unknown	6583	8638		76.21%		
21	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	1751	2439		71.79%		
23	Economically Disadvantaged	8343	11420		73.06%		
24	Single Parents	4934	6902		71.49%		
25	Displaced Homemakers	1993	2638		75.55%		
26	Limited English Proficient	938	1240		75.65%		
27	Nontraditional Enrollees	14010	18600		75.32%		
28	Tech Prep	12801	19163		66.80%		

**Comment:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Postsecondary Level  
Core Indicator 2P1: Credential, Certificate, or Degree**

**State: North Carolina  
Program Year: 2010-2011**

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	31201	60443	59.00%	51.62%	D	N
2	<b>GENDER</b>						
3	Male	13910	36800		37.80%		
4	Female	17291	23643		73.13%		
5	<b>RACE/ETHNICITY * (1977 Standards)</b>						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	371	899		41.27%		
14	Asian	227	534		42.51%		
15	Black or African American	7032	19246		36.54%		
16	Hispanic/Latino	1022	2236		45.71%		
17	Native Hawaiian or Other Pacific Islander	16	40		40.00%		
18	White	20110	33138		60.69%		
19	Two or More Races	95	401		23.69%		
20	Unknown	2328	3949		58.95%		
21	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	670	1247		53.73%		
23	Economically Disadvantaged	3383	6712		50.40%		
24	Single Parents	1842	4338		42.46%		
25	Displaced Homemakers	709	1668		42.51%		
26	Limited English Proficient	365	679		53.76%		
27	Nontraditional Enrollees	3796	9963		38.10%		
28	Tech Prep	4374	6696		65.32%		
29	<b>DISAGGREGATE INDICATORS</b>						
30	Credential	N/P			XXX%		
31	Certificate	11412			XXX%		
32	Degree	19789			XXX%		

**Comment:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Postsecondary Level  
Core Indicator 3P1: Student Retention or Transfer**

**State: North Carolina  
Program Year: 2010-2011**

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	34768	46639	80.50%	74.55%	D	Y
2	<b>GENDER</b>						
3	Male	14162	18466		76.69%		
4	Female	20606	28173		73.14%		
5	<b>RACE/ETHNICITY * (1977 Standards)</b>						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	491	726		67.63%		
14	Asian	327	451		72.51%		
15	Black or African American	8194	11261		72.76%		
16	Hispanic/Latino	1223	1806		67.72%		
17	Native Hawaiian or Other Pacific Islander	14	29		48.28%		
18	White	21725	28777		75.49%		
19	Two or More Races	101	199		50.75%		
20	Unknown	2693	3390		79.44%		
21	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	778	1078		72.17%		
23	Economically Disadvantaged	3591	4101		87.56%		
24	Single Parents	1526	2084		73.22%		
25	Displaced Homemakers	662	860		76.98%		
26	Limited English Proficient	392	501		78.24%		
27	Nontraditional Enrollees	5940	7179		82.74%		
28	Tech Prep	6872	9935		69.17%		

**Comment:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Postsecondary Level  
Core Indicator 4P1: Student Placement**

**State: North Carolina  
Program Year: 2010-2011**

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	49598	59828	80.00%	82.90%	E	Y
2	<b>GENDER</b>						
3	Male	17742	22427		79.11%		
4	Female	31856	37401		85.17%		
5	<b>RACE/ETHNICITY * (1977 Standards)</b>						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	769	924		83.23%		
14	Asian	672	998		67.33%		
15	Black or African American	15666	18487		84.74%		
16	Hispanic/Latino	1376	1901		72.38%		
17	Native Hawaiian or Other Pacific Islander	0	0		XXX%		
18	White	29814	35744		83.41%		
19	Two or More Races	0	0		XXX%		
20	Unknown	1301	1774		73.34%		
21	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	1183	1435		82.44%		
23	Economically Disadvantaged	6452	7198		89.64%		
24	Single Parents	3950	4309		91.67%		
25	Displaced Homemakers	1521	1765		86.18%		
26	Limited English Proficient	523	700		74.71%		
27	Nontraditional Enrollees	8166	9903		82.46%		
28	Tech Prep	5422	6639		81.67%		
29	<b>DISAGGREGATE INDICATORS</b>						
30	Apprenticeship	N/P			XXX%		
31	Employment	49598			XXX%		
32	Military	N/P			XXX%		

**Comment:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Postsecondary Level  
Core Indicator 5P1: Nontraditional Participation**

**State: North Carolina  
Program Year: 2010-2011**

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	24161	111702	21.00%	21.63%	E	Y
2	<b>GENDER</b>						
3	Male	4151	53829		7.71%		
4	Female	20010	57873		34.58%		
5	<b>RACE/ETHNICITY * (1977 Standards)</b>						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	423	1848		22.89%		
14	Asian	215	993		21.65%		
15	Black or African American	8315	33456		24.85%		
16	Hispanic/Latino	958	4203		22.79%		
17	Native Hawaiian or Other Pacific Islander	23	91		25.27%		
18	White	12417	62874		19.75%		
19	Two or More Races	161	722		22.30%		
20	Unknown	1749	7515		23.27%		
21	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	493	2270		21.72%		
23	Economically Disadvantaged	2852	10836		26.32%		
24	Single Parents	1931	6270		30.80%		
25	Displaced Homemakers	697	2385		29.22%		
26	Limited English Proficient	262	1190		22.02%		
27	Tech Prep	3557	19416		18.32%		

**Comment:**

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
Postsecondary Level  
Core Indicator 5P2: Nontraditional Completion**

**State: North Carolina  
Program Year: 2010-2011**

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	3677	17160	21.50%	21.43%	D	Y
2	<b>GENDER</b>						
3	Male	778	7806		9.97%		
4	Female	2899	9354		30.99%		
5	<b>RACE/ETHNICITY * (1977 Standards)</b>						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	48	229		20.96%		
14	Asian	22	129		17.05%		
15	Black or African American	858	3524		24.35%		
16	Hispanic/Latino	134	539		24.86%		
17	Native Hawaiian or Other Pacific Islander	4	10		40.00%		
18	White	2275	11440		19.89%		
19	Two or More Races	21	66		31.82%		
20	Unknown	315	1223		25.76%		
21	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	99	367		26.98%		
23	Economically Disadvantaged	510	1786		28.56%		
24	Single Parents	321	946		33.93%		
25	Displaced Homemakers	127	372		34.14%		
26	Limited English Proficient	49	212		23.11%		
27	Tech Prep	460	2613		17.60%		

**Comment:**

**Student Accountability Forms for the Section 203 Indicators of Performance (Title II)  
SECONDARY LEVEL**

State: North Carolina  
Program Year: 2010-2011

Line	Indicator Number	Performance Indicator	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students
1	1STP1	Enroll in postsecondary education	4768	17632	27.04
2	1STP2	Enroll in postsecondary in the same field or major	2368	4768	49.66
3	1STP3	Complete a State or industry-recognized certification or licensure	3057	17632	17.34
4	1STP4	Complete course(s) that award postsecondary credit.	6626	17632	37.58
5	1STP5	Enroll in remedial mathematics, writing, or reading course(s).	3346	4768	70.18

**Comment:** Data self-reported by funded consortia. Includes only those students who attended the funded consortium community college, not those who attended a different community college or other postsecondary institution.

**Student Accountability Forms for the Section 203 Indicators of Performance (Title II)  
POSTSECONDARY LEVEL**

State: North Carolina  
Program Year: 2010-2011

Line	Indicator Number	Performance Indicator	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students
1	1PTP1	Employment in related field after graduation.	1900	2792	68.05
2	1PTP2	Complete a State or industry-recognized certificate or licensure	1181	3021	39.09
3	1PTP3	On-time completion of a 2-year degree or certificate.	553	4023	13.75
4	1PTP4	On-time completion of a baccalaureate degree program.	642	3775	17.01

**Comment:** Data self-reported by funded consortia. Includes only those students who attended funded consortium community colleges.