

**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:** 07/01/2011

**To:** 06/30/2012

**3. PR/Award Numbers:**

Basic Grant to States: V048A110083  
Tech-Prep Education: NA

**4. Title II Consolidation:**

The State has consolidated all, or a portion 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: 919-807-3764  
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: 12/31/2012

**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: 919-807-3764  
E-Mail: joanne.honeycutt@dpi.nc.gov

## Student Enrollment Form of CTE Concentrators

**State: North Carolina**

**Program Year: 2011-2012**

Row	Population	Agri., Food, & Nat. Resources	Archit., & Const.	Arts, AV Tech., & Comm.	Bus., Managnt., & 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, & Math	Transp., Distrib., & Logistics	Total	
<b>1 SECONDARY</b>																			
2	Female	5591	386	1159	4069	803	71	0	2803	789	467	70	0	66	1888	207	58	18427	
3	Male	4442	3776	242	5127	21	70	0	463	1389	71	525	0	443	2366	1833	1391	22159	
4	Total	10033	4162	1401	9196	824	141	0	3266	2178	538	595	0	509	4254	2040	1449	40586	
<b>5 POSTSECONDARY</b>																			
6	Female	545	440	1889	12273	11472	117	369	28946	1845	4081	2456	6521	729	380	62	251	72376	
7	Male	1300	5423	2702	6276	390	52	59	4136	1443	449	6117	5925	7877	306	149	4947	47551	
8	Total	1845	5863	4591	18549	11862	169	428	33082	3288	4530	8573	12446	8606	686	211	5198	119927	
<b>9 ADULT</b>																			
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)	11878	10025	5992	27745	12686	310	428	36348	5466	5068	9168	12446	9115	4940	2251	6647	160513	

**Comment:**

## Student Enrollment Form of CTE Participants

State: North Carolina  
Program Year: 2011-2012

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	506705	150962	N/P	19829	25483
2	<b>GENDER</b>					
3	Male	266622	61637	N/P	11818	11989
4	Female	240083	89325	N/P	8011	13494
5	<b>RACE/ETHNICITY * (1977 Standards)</b>					
6	American Indian or Alaskan Native					
7	Asian or Pacific Islander					
8	Black (not Hispanic)					
9	Hispanic					
10	White					
11	Unknown					
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>					
13	American Indian or Alaska Native	7323	2512	N/P	453	632
14	Asian	11070	1642	N/P	279	253
15	Black or African American	142326	45820	N/P	6637	7512
16	Hispanic/Latino	57738	6638	N/P	2041	1272
17	Native Hawaiian or Other Pacific Islander	442	160	N/P	14	18
18	White	270711	84507	N/P	9874	14272
19	Two or More Races	17019	1437	N/P	530	239
20	Unknown (Postsecondary Only)		8246	N/P		N/P
21	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>					
22	Individuals With Disabilities (ADA)		3093	N/P		445
23	Disability Status (ESEA/IDEA) (Secondary Only)	65513			2984	
24	Economically Disadvantaged	260673	14755	N/P	12038	1956
25	Single Parents	1440	8114	N/P	357	768
26	Displaced Homemakers	0	3097	N/P	0	232
27	Limited English Proficient	19560	1558	N/P	901	151
28	Migrant Status	560			11	
29	Nontraditional Enrollees	139996	24517	N/P	12013	3604

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**Comment:**

## Final Financial Status Report (FSR) Form

<b>I. State Name:</b> North Carolina <b>II. Federal Funding Period:</b> 07/01/2010-09/30/2012 <b>III. Reporting Period:</b> 07/01/2010-09/30/2012 <b>IV. Accounting Basis:</b> Cash <b>V. Grant Award Numbers:</b> State Basic Grant (Title I): V048A100033 Tech Prep Grant (Title II): V243A100033	<b>VI. Title I Grant Award Amount:</b> \$35,911,606.00 <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> \$35,911,606.00 <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	396259093.7	0.00	0.00	0	396259093.74	375909182.7	20349911	0.00	20349911	20349911.00	0.00
<b>I</b>	Funds for Postsecondary Recipients	499841617.06	333351.00	0.00	633351	500474968	489308704.0	11166264	0.00	11166264	11166264.00	0.00
<b>J</b>	Total (Row H + I)	896100710.76	333351.00	0.00	633351	896734061.74	865217886.7	31516175	0.00	31516175	31516175.00	0.00
<b>K</b>	TOTAL LOCAL USE OF FUNDS (Row F + J)	896100710.76	333351.00	0.00	633351	896734061.74	865217886.7	31516175	0.00	31516175	31516175.00	0.00
<b>L</b>	<b>STATE LEADERSHIP</b>											
<b>M</b>	Non-Traditional Training and Employment State Institutions	72548.00	0.00	0.00	0	72548	0.00	72548	0.00	72548	72548.00	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	2932828.24	535784.76	0.00	535784.76	3468613	0.00	3468613	0.00	3468613	3468613.00	0.00
<b>P</b>	TOTAL STATE LEADERSHIP (Row M + N + O)	3055376.24	535784.76	0.00	535784.76	3591161	0.00	3591161	0.00	3591161	3591161.00	0.00
<b>Q</b>	<b>STATE ADMINISTRATION</b>											
<b>R</b>	TOTAL STATE ADMINISTRATION	3100056.94	172609.06	0.00	172609.06	3272666	1942271.00	1330395	0.00	1330395	1330395.00	0.00
<b>S</b>	TOTAL TITLE I FUNDS (Row K + Row R)	902256143.91	341744.82	0.00	1341744.82	903597888.74	867160157.7	36437731	0.00	36437731	36437731.00	0.00
<b>T</b>	<b>*TOTAL TITLE II FUNDS*</b>											
<b>U</b>	Funds for State Administration	137406.00	100087.14	0.00	100087.14	237493.14	0.00	237493.14	0.00	237493.14	244347.00	6853.86
<b>V</b>	Funds for Local Consortia	1977233.04	144874.32	0.00	144874.32	2122107.36	0.00	2122107.36	0.00	2122107.36	2222880.00	100772.64
<b>W</b>	TOTAL TITLE II FUNDS (Row U + Row V)	2114639.04	244961.46	0.00	244961.46	2359600.5	0.00	2359600.5	0.00	2359600.5	2467227.00	107626.50

**Comment:**

## Interim Financial Status Report (FSR) Form

<b>I. State Name:</b> North Carolina <b>II. Federal Funding Period:</b> 07/01/11-09/30/13 <b>III. Reporting Period:</b> 07/01/11-09/30/12 <b>IV. Accounting Basis:</b> Cash <b>V. Grant Award Numbers:</b> State Basic Grant (Title I): V048110033 Tech Prep Grant (Title II): N/A	<b>VI. Title I Grant Award Amount:</b> \$35,662,597.00 <b>VII. Title II Grant Award Amount:</b> N/A <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> \$35,662,597.00 <b>X. Total Title II Funds Remaining (Title II - title II Consolidated Funds):</b> N/A
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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	0.00	392555729.0	0.00	392555729.05	392555729.05	372346923.0	20208806	0.00	20208806	20208806.00	0.00
<b>I</b>	Funds for Postsecondary Recipients	0.00	489129478.0	0.00	489129478	489129478	480129763.0	8999715	0.00	8999715	10234604.00	1234889.00
<b>J</b>	Total (Row H + I)	0.00	881685207.0	0.00	881685207.05	881685207.05	852476686.0	29208521	0.00	29208521	30443410.00	1234889.00
<b>K</b>	TOTAL LOCAL USE OF FUNDS (Row F + J)	0.00	881685207.0	0.00	881685207.05	881685207.05	852476686.0	29208521	0.00	29208521	30443410.00	1234889.00
<b>L</b>	<b>STATE LEADERSHIP</b>											
<b>M</b>	Non-Traditional Training and Employment State Institutions	0.00	73776.00	0.00	73776	73776	0.00	73776	0.00	73776	73776.00	0.00
<b>N</b>	State Institutions	0.00	50000.00	0.00	50000	50000	0.00	50000	0.00	50000	50000.00	0.00
<b>O</b>	Other Leadership Activities	0.00	2397763.01	0.00	2397763.01	2397763.01	0.00	2397763.01	0.00	2397763.01	3312281.00	914517.99
<b>P</b>	TOTAL STATE LEADERSHIP (Row M + N + O)	0.00	2521539.01	0.00	2521539.01	2521539.01	0.00	2521539.01	0.00	2521539.01	3436057.00	914517.99
<b>Q</b>	<b>STATE ADMINISTRATION</b>											
<b>R</b>	TOTAL STATE ADMINISTRATION	0.00	3634649.00	0.00	3634649	3634649	1959027.00	1675622	0.00	1675622	1783130.00	107508.00
<b>S</b>	TOTAL TITLE I FUNDS (Row K + P + R)	0.00	887841395.0	0.00	887841395.06	887841395.06	854435713.0	33405682.01	0.00	33405682.01	35662597.00	2256914.99
<b>T</b>	<b>*TOTAL TITLE II FUNDS*</b>											
<b>U</b>	Funds for State Administration	0.00	0.00	0.00	0	0	0.00	0	0.00	0	0.00	0.00
<b>V</b>	Funds for Local Consortia	0.00	0.00	0.00	0	0	0.00	0	0.00	0	0.00	0.00
<b>W</b>	TOTAL TITLE II FUNDS (Row U + V)	0.00	0.00	0.00	0	0	0.00	0	0.00	0	0.00	0.00

**Comment:**

## CONSOLIDATED ANNUAL REPORT (CAR)

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

North Carolina

2011-2012

### Combined Submission: Secondary and Postsecondary

#### 1. State Leadership

North Carolina has performed multiple activities utilizing State Leadership Funds and addressing each of the nine Required Uses of Funds as required by Section 124(b) of Perkins IV. The following are the major activities undertaken during 2011-2012. Please note, **North Carolina meets Required Use of Funds #7 through a direct allocation to the North Carolina Department of Juvenile Justice and Delinquency Prevention.**

#### Secondary

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

Curriculum efforts for 2011-2012 centered on three areas:

1. **Development of the CTE Standard Course of Study.** Work continued on implementation of the Standard Course of Study, which was approved by the state Board of Education in June 2011 and goes into effect in July 2012. During 2011-2012, staff worked to ensure that teachers and administrators were prepared for full implementation. In order to be more responsive to changes in the economy and needs of business, the Essential Standards will be reviewed continuously and changes made as needed. Extensive study of the approved document during 2011-2012 indicated areas where further work was needed. As a result, development of several new courses is underway. Necessary changes will be presented to the state Board of Education annually.
2. **Development of curriculum products.** During 2011-2012, secondary CTE continued its focus on improving curriculum. After several years of working with Dr. Lorin W. Anderson, principal author and editor of *A Taxonomy for Learning, Teaching, and Assessing*, to refine the curriculum development process, leadership of this effort was brought in-house. In 2011-2012, state staff used Revised Bloom's Taxonomy (RBT) 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 2012. Work was initiated on additional courses that are scheduled for future release.

Curriculum developed using this process is designed to meet the needs of new teachers, particularly teachers coming directly to the profession from business and industry. A professional development plan guides the training that accompanies release of each new curriculum product. Extensive training for teachers and other users was conducted at the annual North Carolina Career and Technical Education Summer Conference. This training included instruction on how to use the RBT curriculum, technical updating of content, and information on best instructional practices. Additional training was provided to CTE Administrators and eligible agency personnel who work with teachers to improve the use of curriculum and instructional practices.

3. **Partnerships.** North Carolina continues to develop and improve upon partnerships that provide enhanced curriculum and opportunities for student and teacher credentialing in high-wage, high-skill, high-demand areas.
  - a. **Microsoft Information Technology (IT) Academy:** The Microsoft IT Academy (MSITA) continued to strengthen during 2011-2012. Nearly 50,000 students received instruction through MSITA in Microsoft applications including Word, Publisher, PowerPoint, Excel and Access. A companion partnership with Certiport allows students to earn specific entry-level certifications that they can take directly to the workplace or on to further education. Teachers also have the opportunity to earn certifications through this project. Students earned 43,630 Microsoft Office Specialist certifications in 2011-2012. Many students earned multiple certifications and 72 received the Master certification, which means they passed Microsoft Office Specialist exams for Word Expert, Excel Expert, PowerPoint, and any one of Outlook, Access, OneNote, or SharePoint. Microsoft Office programs are widely used in business and industry, and individuals who have earned certifications are in high demand. MSITA also has a strong professional development component that will help teachers improve their own computer skills as they work with students.
  - b. **Pathways to Prosperity:** The NCDPI is participating in a pilot program with Jobs for the Future and the Harvard Graduate School of Education that is a follow-up from the Pathways to Prosperity report released in 2011. In the pilot, two regions have been identified for asset mapping and constructing career pathways in particular industry sectors. The pilot brings together industry partners as part of a statewide leadership team and also brings many partners to help create the pathways in the regions. Partners include postsecondary institutions, workforce development and economic development boards and business/industry leaders. In North Carolina, counties were selected in the northeast with an agriculture sector focus and counties in the southwest with a focus on transportation, distribution and logistics.
  - c. **Third-party curriculum.** NCDPI works with third-party vendors including industry organizations, non-profits, and commercial publishers to identify curriculum products appropriate for use in North Carolina.

In most cases, the vendor is responsible for developing standards, providing aligned curriculum materials, and developing or identifying accountability measures such as multiple-choice tests, performance-based assessments, and certifications. Third-party curriculums in use in North Carolina include those developed by the National Center for Construction Education and Research (NCCER), which provides curriculum to North Carolina students in carpentry, electrical trades and masonry. Through this collaborative effort, NC students earned 5,674 NCCER Core Certifications in 2011-2012 and many others completed portions of additional NCCER certifications.

Occasionally, the state works with multiple vendors on a single project. Standards are developed using a formal procedure (see Section SA.2 above) and curriculum products are identified that align to the standards. Local school systems select the vendor from among those identified that they believe best meets their needs. A standard accountability assessment is created or identified that provides consistent accountability information regardless of which vendor's curriculum is in use.

- d. **North Carolina Virtual Public School (NCVPS).** NCVPS is the official online content provider for North Carolina students. North Carolina CTE works with NCVPS to identify CTE courses that would be appropriate for online instruction. NCVPS teams adapt the CTE course for online delivery. NCVPS trains instructors, publicizes the course, handles enrollment, and oversees the delivery of instruction. NCVPS collaborates with local schools to provide for the administration of Technical Skill Assessments. Results are used for accountability and by NCVPS administrators working with instructors to improve outcomes.

*Required Uses of Funds: 1, 2, 3, 4, 5, 6, 8, and 9*

*Permissible Uses of Funds: 1, 2, 3, 6, 7, 9 14, and 16*

## **SB Professional Development**

Professional development offered in 2011-2012 included a wide range of activities for CTE teachers and administrators and other educators as appropriate using both traditional face-to-face and online formats. Face-to-face workshops included the annual Career and Technical Education Summer Conference, which provided technical updates and introduction to new curriculum for about 2,900 participants. In addition, state staff led a number of sessions across North Carolina for participants who need training best provided in a hands-on, face-to-face environment.

North Carolina CTE continued to focus on providing online training to reach as many participants as possible in an efficient and cost-effective manner. Staff used a variety of formats during instruction, including sessions that allowed participants to take part from their own workstations or in regional meetings as well as asynchronous presentations and training that users could take advantage of as needed. Evaluations suggest that having online formats available has made the training more accessible without hurting its effectiveness.

In addition to CTE-focused professional development, staff played a critical role in development of online modules as part of agency initiatives on data literacy and on formative assessment.

During 2011-2012, professional development in North Carolina CTE focused on topics including the following:

1. Core Technical Standards
2. Elements, North Carolina CTE Instructional Management System
3. Implementation of Career Clusters
4. Technical updates for credentials
5. Introduction to use of new curriculum products
6. Integration of language arts and mathematics into CTE
7. Use of data to improve instruction
8. 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. The PLCs are housed at Learn NC, an online education resource of the University of North Carolina at Chapel Hill. Curriculum is distributed via the PLCs. Each program area has its own PLC, and specialized PLCs are available for teachers with particular interest in certain courses. Pilot courses also have separate PLCs, which both allows teachers to easily access curriculum materials and other information and provides structured feedback to CTE staff working in development of the course.

*Required Uses of Funds: 1, 2, 3, 4, 5, 6, 8, and 9*

*Permissible Uses of Funds: 1, 5, 7, 9, 11, 15, and 17*

## **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.

In 2011-2012, CTE 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 played an instrumental role in the statewide Collaborative Conference for Student Achievement, designed to improve achievement of students in targeted groups including nontraditional students. Staff also presented at statewide conferences such as the NC Counselors Conference on topics such as “Partnerships for STEM,” “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.

*Required Uses of Funds: 2, 3, 5, 6, 8, and 9*

*Permissible Uses of Funds: 1, 4, 15, and 17*

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

North Carolina is working continuously to utilize Twenty-First Century technologies in instruction and administration to take advantage of improvements in functionality and operational efficiencies. In 2011-2012, these efforts focused in three areas:

1. **Computerized Instructional Management System.** North Carolina CTE’s Instructional Management System, Elements™, began its second year of full implementation. This web-based application produced by Thinkgate, LLC, fully integrates the instructional management system with NC WISE, the state’s student information management system. 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. Highlights of 2011-2012 include expanding the application to begin collecting information about student credentials earned and revising reports to make them more useful to students, administrators, parents and other stakeholders. Staff also continue to work to ensure Elements is fully integrated with North Carolina’s K-12 Instructional Improvement System under development using Race to the Top funding (See SD.3.a below.) This work will continue in 2012-2013. Additional priorities for 2012-2013 include adding courses and programs, particularly local courses, to ensure consistent quality for all students.
  2. **Data and Reporting.** Efforts to further improve the CTE Analysis and Reporting System (A&RS) continued during 2011-2012. The A&RS is an operational data system used by CTE to analyze data, create reports for local and state use, generate reports required for federal accountability, and supply reports to the Comprehensive Education Data and Analysis and Reporting System (CEDARS), a longitudinal K-12 data system that integrates information
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from authoritative sources throughout the agency, including CTE. The CTE A&RS collects CTE enrollment data, matches it to performance data from CTE and the Division of Accountability, and links that to information about students' classification in special populations from authoritative sources. Reports, available via the Internet, allow stakeholders to access information needed for strategic planning and planning for instructional improvements. Functionality continues to be expanded to take advantage of improvements in technology and to provide additional information needed by users.

3. **Other state initiatives.** CTE worked with other NCDPI areas in initiatives such as the following:
  - a. **Home Base.** CTE staff has been involved closely in the design and selection of the two applications that make up Home Base: a statewide student information management system that will replace the outdated NC WISE and a K-12 Instructional Improvement System (IIS). Staff involvement ensures that these new systems will be fully integrated with existing CTE applications and that needs of CTE students, teachers and administrators will be addressed. When the entire package is complete, CTE teachers and administrators can access Elements via the single sign-on capabilities in Home Base and will be able use student data to create reports that link performance in CTE with other factors. This reporting capability across programs will help users direct resources where they are most needed. The components of Home Base will be phased in beginning in 2012-2013.
  - 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, including CTE. CEDARS provides transparent and easy access to current and historical data to generate reports required for federal accountability under the Elementary and Secondary Education Act, the Carl D. Perkins Career and Technical Education Act, and other legislation. It provides for efficient collection and analysis of data from education agencies and other authoritative sources across the state. CTE data for 2011-2012 required for EDEN will be generated using this system.

Required Uses of Funds: **1, 2, 3, 4, 5, 6, 7, and 9**

Permissible Uses of Funds: **1, 3, 8, 9, 15, and 16**

## **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, primarily based 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.

Sixteen school districts received onsite monitoring visits in 2011-2012 as part of CTE's monitoring program of Local Education Agency (LEA) compliance with state and federal requirements. These visits include analysis of fiscal activity, CTE programming, personnel licensure and school/classroom visits to a representative sample of classrooms in each district. This 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). In addition, all 115 districts and most charter schools that offer CTE as part of their curriculum participated in 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. A 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. No districts were referred for this type of service in 2011-2012.

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.

*Required Uses of Funds: 1, 2, 3, 4, 5, 6, 8, and 9*

*Permissible Uses of Funds: 1, 3, 8, 9, 15, and 16*

## 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.

*Required Uses of Funds: 1, 2, 3, 4, 5, 8, and 9*

*Permissible Uses of Funds: 3, 6, and 9*

**PB 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) 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.

*Required Uses of Funds: 2, 4, and 6*

*Permissible Uses of Funds: 6, 8, and 16*

**PC 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.

*Required Uses of Funds: 1, 2, and 3*

*Permissible Uses of Funds: 14 and 16*

**PD Support and Expansion of the North Carolina Network for Excellence in Teaching (NC-NET)**—provides online access to quality professional development for NCCCS CTE faculty. Now in its seventh 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 2011-2012, three regional centers were supported and numerous modules were added.

*Required Uses of Funds: 1, 3, 4, 5, and 8*

*Permissible Uses of Funds: 1, 8, 9, 14, and 16*

**PE Centers for Teaching Excellence**—three centers continue 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.

- Fayetteville Technical Community College built on experience in providing professional development opportunities and resources in the area of technology. Collaborative efforts focus on NC-NET, other System institutions, and Virtual Learning Centers (VLC). Current projects involve mobile applications, ebook readers, and lecture capture software.
- Mitchell Community College produced digitized learning resources for the North Carolina Learning Objects Repository (NCLOR) in the area of Nursing and other related disciplines of Allied Health. The college created interactive learning objects based on the requirements specified in the document “Nursing (ADN) Concepts and Exemplars” and validated by a needs assessment.
- Wake Technical Community College created a professional development certificate program called BOLTS (Blended Online Learning Teaching Strategies). The BOLTS program is an innovative and efficient way to address the needed support of technical education faculty who have discipline expertise but lack the pedagogical (or andragogical) background to support the diversity of learning styles among today’s community college students.

*Required Uses of Funds: 1, 3, 4, and 9*

*Permissible Uses of Funds: 9, 14, and 16*

**PF Career Counseling Information (Nontraditional)**—each college received publications, written specifically for North Carolina, that assist in guiding students’ career 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.

*Required Uses of Funds: 3 and 5*

*Permissible Uses of Funds: 1, 13, and 17*

**PG Professional Development Activities**—provides 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.

- **SIMS Academy** --The use of mannequins (SIMS) designed to simulate actual human patients is a crucial tool in the training of aspiring healthcare workers by providing lifelike scenarios that simulate experiences emulating situations they will encounter once in the workforce. Although most colleges use SIMS, the expense and expertise needed to ensure that faculty have up-to-date training to incorporate their effective use within the curriculum is often a barrier that limits the use of SIMS. This project piloted training for fulltime and adjunct CTE faculty in the design and implementation of SIMS-based learning opportunities for students. The best practices developed were recorded and developed into learning modules and housed on NC-NET for use by healthcare faculty at other community colleges.

- **Effective Debriefing: A Critical Component of Learning** -- Equally important to the use of simulations in the preparation of healthcare professionals is the ability to "debrief," a comparison between the desired level of student performance and the actual level. This difference is referred to as the performance gap. Effective communication of the assessment of this gap yields better retention and learning by students and increases the likelihood of transfer of new or reinforced knowledge, skills, and attitudes to the clinical or broader healthcare setting. Initial training for faculty occurred, a faculty manual for effective debriefing and training modules for faculty were developed for NC-NET.
- **Using Simulation to Teach Hospital Quality Improvement Measures** -- Unless faculty and staff are trained in the development of SIM modules, the actual programming of SIMs to mimic patients, colleges are limited in the use of SIMs due to the expense of purchasing additional, new, or updated modules. By training faculty to develop their own SIM modules, students are better served by having access to more and customized training that accurately reinforces skills taught in the classroom. The ability to create new modules also encourages faculty to adjust SIM activities that reflect the most current medical protocols, which leads to healthcare professionals prepared with demonstrated skills that meet the expectation of medical practice and better patient care. Already developed through this project and available for use are three modules including *Venus Thromboembolus (VTE) Prevention and Treatment*, *Communication and Teamwork*, and *Essential Care for the Frail Elderly*. Regional training within the state occurred and three modules were developed for NC-NET.
- **Nonviolent Crisis Intervention® for North Carolina Community College Career and Technical Education Faculty and Staff** -- In general, CTE faculty are experts within their disciplines; however, most are not trained to manage disruptive student behaviors. Surveys indicate that CTE faculty and staff rated "Campus Safety, Security, and Emergency Preparedness" third lowest (of 60 items) in the years prior to project implementation. Beyond the obvious safety-related concerns, the ability to diffuse disruptive student behavior in the CTE classroom directly impacts the quality of instruction, student performance, and student/faculty retention. This training was developed to train a cohort of CTE faculty and staff to become qualified Nonviolent Crisis Intervention® (NCI) trainers who will offer professional development opportunities to faculty and staff at other community colleges. Also developed were an online course for Implementing NCI Training into the Classroom, an NCI Training Instructor's Guide and Pre/Post Test Questions, and sample student learning objects.

*Required Uses of Funds: 2, 3, 4, 6, 8, and 9*

*Permissible Uses of Funds: 6 and 14*

## 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.

- a. **Statewide postassessments:** North Carolina utilizes a system of statewide postassessments to measure Technical Attainment at the secondary level. These postassessments are developed or adopted at the state level and assessments and/or essential standards are validated by business and industry. During 2011-2012, 92.7 percent of eligible participants who were enrolled in a course for which a state-developed or adopted 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.) Results on selected third-party assessments were collected during 2011-2012 using Elements and are included as part of the measure of Technical Attainment for the first time.
- b. **Credentials:** During 2011-2012, local districts reported student attainment on selected industry-recognized credentials and certifications using Elements, CTE's instructional management system. More than 62,000 technical credentials were reported using this process. A subset of credentials has been identified for federal reporting beginning in 2012-2013. Credential attainment can be counted in lieu of student performance on the postassessment when both are available for a given course. If no postassessment is available, the credential will serve as the sole measure of technical attainment for the course.

### 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 certifications, generally voluntary but which 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 Skills Assessment is 9.43%. 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 Skills 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 continuing improvement in the performance of North Carolina concentrators on 1S2 Academic Attainment – Mathematics, in 2011-2012 North Carolina again failed to meet the adjusted level of performance (at least 90 percent of the Final Agreed Upon Performance Level) for this indicator. 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 EDEN and may differ slightly.) Groups highlighted in yellow failed to attain at least the adjusted (90%) performance target. The “Actual” column shows the actual 2011-2012 performance. “Gap” indicates the difference between the adjusted (90%) target and actual performance. (A negative number means the actual performance is less than the target.) “Change” indicates the difference between 2010-2011 and 2011-2012 results. (A negative number means the performance level declined.) Note that performance between 2010-2011 and 2011-2012 improved overall and in all subgroups except for Limited English Proficient students, where performance declined for the second straight year.

Table I. 1S2 Academic Attainment – Mathematics Subgroup Performance			
Population	Actual	Gap	Change
<b>Overall</b>	<b>68.9%</b>	<b>-1.39%</b>	<b>5.4%</b>
Male	69.6%	-0.69%	4.8%
Female	68.0%	-2.29%	6.1%
American Indian	57.4%	-12.89%	0.4%
Asian	80.9%	10.61%	5.4%
Black	54.0%	-16.29%	7.0%
Hispanic	66.2%	-4.09%	5.6%
White	78.1%	7.81%	4.5%
2 or more races	71.3%	1.01%	4.8%
Hawaiian or Pacific Islander	80.8%	10.51%	20.8%
Disabled	42.5%	-27.79%	7.8%
Economically Disadvantaged	62.2%	-8.09%	6.0%
Single Parents	57.8%	-12.49%	7.1%
Limited English Proficient	36.4%	-33.89%	-3.3%
Nontraditional	72.1%	1.81%	4.5%

An insufficient number of migrant students were identified to allow analysis of group performance. Because there are no displaced homemakers reported in NC secondary CTE, no files have been uploaded to EDEN for this subgroup.

In 2010-2011, only two subgroups exceeded the target. No additional subgroups met 90 percent of the target. In 2011-2012, three subgroups met or exceeded the actual target – Asian, White, and Hawaiian or Pacific Islander – and two additional groups exceeded the adjusted target – students reporting Two or More Races and Nontraditional students. Hawaiian or Pacific Islander students increased their performance by 20 percent over 2010-2011, at least partly due to a large increase in the number of students reported in that subgroup.

North Carolina will continue to focus on improving 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 2012 CTE Summer Conference provided approximately 19 targeted training sessions focused on the inclusion of math. Approximately 2,900 CTE educators attended the conference. Plans are underway for the 2013 CTE Summer Conference.	Felicia Gray-Watson	By July 31, 2013
<b>2</b>	Focus curriculum development efforts on courses that include strong mathematics components.	During 2011-12, the first course in the Project Management sequence was piloted. This course will be field tested in 2012-13. The two second-level courses were developed and are scheduled for pilot during 2012-13. A fourth course is under development. All include math instruction and assessment aligned to Common Core State Standards.  During 2011-12, CTE courses that could be used to partially meet mathematics graduation requirements were identified. Additional work on this effort will occur during 2012-2013.	Atkins Michael	By June 30, 2013
<b>3</b>	Provide training for CTE Administrators in analyzing local data and developing strategies for improvement on this measure.	Training was provided to CTE Administrators during the CTE Summer Conference and at various other workshops during the year on analyzing data using the CTE Analysis and Reporting System and on how to use the results for strategic planning. This effort was also integrated into the CTE Administrative Intern program. Related training for CTE Administrators was provided on such topics as Common Core.	Wendy Edney	By April 30, 2013
<b>4</b>	Collaborate with Division of Accountability staff and others within NCDPI to implement an assessment program designed to focus on student mathematics achievement.	Graduating CTE concentrators were tested in February 2012 using WorkKeys. This initial effort was designed to evaluate the testing process and to obtain baseline data. In this administration, 52.7 percent of the concentrators earned a silver, gold or platinum certificate.  In 2012-13, a fall administration will be added to include early graduates. Focus will be on improving the participation rate and on increasing the role of the Accountability Division in this project.	Marchelle Horner	By June 30, 2013

## Postsecondary

In 2011-2012, North Carolina failed to meet at least 90 percent of the Final Agreed Upon Level of Performance for one Core Indicator of Performance, 2P1 Credential, Certificate, or Degree. Although the state did not meet the performance target for 2P1, these results are improved from the 2010-2011 results. In 2011-2012, a 1.21 percent increase in performance was reported, which suggests that the State Improvement Plan implemented in 2011-2012 is positively impacting this Core Indicator.

The following details this Core Indicator, disaggregated populations with gaps in performance, action steps, responsible staff for implementing action steps, and timeline for implementation of action steps.

2P1 Credential, Certificate, or Degree Subgroup Performance		
Population	Actual Level of Performance	Difference between Actual Performance and Target
<b>Overall (59.00%)</b>	<b>52.83%</b>	<b>-6.17%</b>
Male	60.22%	1.22%
Female	48.08%	-10.92%
American Indian or Alaskan Native	40.90%	-18.10%
Asian	36.73%	-22.27%
Black or African American	37.94%	-21.06%
Hispanic/Latino	39.50%	-19.50%
Native Hawaiian or other Pacific Islander	29.63%	-29.37%
White	61.46%	2.46%
Two or More Races	17.09%	-41.91%
Unknown	72.82%	13.82%
Individuals with Disabilities (ADA)	53.82%	-5.18%
Economically Disadvantaged	52.72%	-6.28%
Single Parents	47.78%	-11.22%
Displaced Homemakers	48.96%	-10.04%
Limited English Proficient	52.67%	-6.33%
Nontraditional Enrollees	37.71%	-21.29%
Tech Prep	59.87%	.87%

\*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, 2013
2	Explore opportunities to increase access to valid data regarding participation and performance on third-party credential providers.	Douglas Long	By June 30, 2013
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, 2013

#### 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	87	54	82	115	115	103	92	78
LEAs <b>not meeting</b> at least 90% of performance target	28	61	33	0	0	12	23	37
Percentage of LEAs that met 90% or more of performance target	75.7%	47.0%	71.3%	100%	100%	88.7%	80.0%	67.8%

\*Calculated on data prior to EDEN submission.

##### Trends by Indicator

In 2011-2012, North Carolina met adjusted levels of performance for all Performance Indicators except 1S2. The adjusted level of performance is set at 90 percent of the negotiated Final Agreed Upon Proficiency Level.

- 1S1** The percentage of students who met the standard for Academic Attainment-Reading/Language Arts in 2011-2012 was 54.7%, slightly above the Final Agreed Upon Proficiency Level of 53.0%. However, the percentage of students who met the requirement dropped 1.9% from the previous year. Twenty-eight LEAs failed to reach the adjusted target. Seven of the 17 subgroups met or exceeded the adjusted target. The overall performance by subgroup showed little change from the previous year. Students with Disabilities and Limited English Proficient students were the subgroups that fell farthest below the adjusted 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 Asian students increased over the previous year.
- 1S2** Performance on this measure was up 5.4% over the previous year. For 2011-2012, 47.0% percent of LEAs reached the adjusted (90%) target for this measure. Asian, Hawaii/Pacific Islander and White students met or exceeded the actual target and Nontraditional students and those reporting Two or More Races reached the adjusted 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 2010-2011.

- 2S1** North Carolina exceeded the Final Agreed Upon Proficiency Level for this measure, but significant performance gaps exist between the target and actual performance for Limited English Proficient students and Students with Disabilities. Other subgroups that fall below the adjusted (90%) target are Single Parents, Black students, and American Indian students. The highest performance was from students reporting Two or More Races, and White, Female and Nontraditional students.
- 3S1** All LEAs reached the adjusted (90%) target for this performance indicator and almost all (113 of 115) reached the actual target. All subgroups statewide met or exceeded the actual target. Females outperformed Males. Limited English Proficient and Economically Disadvantaged students, Students with Disabilities, and Single Parents were all at higher than 98 percent met. All 17 subgroups equaled or exceeded their performance from the previous year.
- 4S1** All LEAs met the adjusted (90%) target for this performance indicator and only one LEA failed to meet the actual target. All subgroups met the actual target. The highest performing subgroup was Hawaiian or Pacific Islander students at 97.9 percent met and the lowest was Students with Disabilities at 87.6 percent met.
- 5S1** Twelve LEAs failed to meet the adjusted (90%) target for this performance indicator. Subgroups that failed to meet the adjusted (90%) target were American Indian students and Single Parents.
- 6S1** Eighty percent of LEAs met the adjusted (90%) target for this performance indicator. Males fell slightly (0.3%) below the adjusted target, but the other 16 subgroups exceeded both the adjusted and the actual targets. Overall, one-third of the students enrolled in nontraditional courses are of the nontraditional gender.
- 6S2** More than two-thirds of the LEAs met the adjusted (90%) target for this measure. Females far exceeded the performance of males, who fell significantly below the adjusted target. Hawaiian or Pacific Islander students also fell below the adjusted target, but the remaining subgroups exceeded it. The overall performance stayed exactly the same as the previous year at 24.8 percent.

### **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 reasons that contribute 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.

Local College Core Indicators						
	1P1	2P1	3P1	4P1	5P1	5P2
Colleges <u>Meeting</u> 90% or More of Core Indicator	54	44	39	48	55	28
Colleges <u>Not Meeting</u> 90% of Core Indicator	3	13	18	9	2	29
Percentage of Colleges That Met 90% or More of Core Indicator	94.7%	77.2%	68.4%	84.2%	96.5%	49.1%

### Trends by Core Indicator

- 1P1** Data indicate trends showing that American Indian or Alaska Native, Black or African American, Individuals with Disabilities, Economically Disadvantaged, Single Parents, 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, Limited English Proficient, and Nontraditional Enrollee students at local colleges often achieved less than 90 percent of the negotiated Level of Performance.
- 3P1** Data indicate all that all subgroups met at least 90 percent of the negotiated Level of Performance.
- 4P1** Data indicate trends showing that American Indian or Alaska Native, Asian, Native Hawaiian or Other Pacific Islander, Unknown (race) students at local colleges often achieved less than 90 percent of the negotiated Level of Performance.
- 5P1** Data indicate that all subgroups met at least 90 percent of the negotiated Level of Performance.
- 5P2** Data indicate trends showing that Hawaiian or Other Pacific Islander and Tech Prep students at local colleges often achieved less than 90 percent of the negotiated Level of Performance.

## **5. Tech Prep Grant Award Information**

During 2011-2012, North Carolina completed the transition for Tech Prep (Title II) services to Title I of the CTE program according to the terms of the approved revision to North Carolina's State Plan for Career and Technical Education.

### **Secondary**

Previously funded consortia were allowed to carryover funds for use as specified in their original grant application until the end of the federal grant period (for 2009-2010, September 30, 2011; for 2010-2011, September 30, 2012). Previously unallocated Tech Prep funds were allocated to all eligible subrecipients with approved plans as of September 2011 based on the state funding formula.

Carryover of Tech Prep administration funds were used to pay salaries and benefits for state positions funded from Tech Prep until the end of the federal grant period. These staff members assisted local districts in expending newly allocated or carryover Tech Prep funds and in other activities designed to smooth the transition away from earmarked Tech Prep funding.

### **Postsecondary**

Both local Tech Prep and Tech Prep administration funding carried over from 2009-2010 and 2010-2011 was transferred to the basic grant for distribution to community colleges using the state funding formula.

Districts and Community Colleges used Tech Prep carryover funds for such activities as developing or strengthening articulation agreements, creating and disseminating information materials, improving CTE programs, and collaborating to develop CTE Programs of Study as part of North Carolina's Career and College Promise program.

Data are reported for 2010-2011 as Tech Prep (Title II) funds expended during the reporting year were carried over from the previous year. Historically, Tech Prep data were compiled during the annual evaluation of funded projects. Anecdotally, it appears these performance trends continued during 2011-2012. However, formal reviews were not conducted and comparable 2011-2012 data are not available.

**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: 2011-2012**

<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	92244	119927	79.75%	76.92%	D	Y
2	<b>GENDER</b>						
3	Male	56176	72376		77.62%		
4	Female	36068	47551		75.85%		
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	1359	1910		71.15%		
14	Asian	1114	1367		81.49%		
15	Black or African American	22363	33556		66.64%		
16	Hispanic/Latino	4020	5440		73.90%		
17	Native Hawaiian or Other Pacific Islander	104	126		82.54%		
18	White	57147	69592		82.12%		
19	Two or More Races	835	1125		74.22%		
20	Unknown	5302	6811		77.84%		
21	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	1700	2429		69.99%		
23	Economically Disadvantaged	8254	11506		71.74%		
24	Single Parents	4418	6237		70.84%		
25	Displaced Homemakers	1765	2431		72.60%		
26	Limited English Proficient	950	1270		74.80%		
27	Nontraditional Enrollees	14676	19251		76.24%		
28	Tech Prep	13389	19783		67.68%		

**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: 2011-2012**

<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	24723	45225	53.00%	54.67%	E	Y
2	<b>GENDER</b>						
3	Male	12178	24349		50.01%		
4	Female	12545	20876		60.09%		
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	346	862		40.14%		
14	Asian	434	725		59.86%		
15	Black or African American	5974	14366		41.58%		
16	Hispanic/Latino	1848	4010		46.08%		
17	Native Hawaiian or Other Pacific Islander	18	28		64.29%		
18	White	15337	23951		64.03%		
19	Two or More Races	766	1281		59.80%		
20	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	597	3264		18.29%		
23	Economically Disadvantaged	8224	18171		45.26%		
24	Single Parents	181	466		38.84%		
25	Displaced Homemakers				XXX%		
26	Limited English Proficient	53	757		7.00%		
27	Migrant Status	4	10		40.00%		
28	Nontraditional Enrollees	3001	4689		64.00%		
29	Tech Prep				XXX%		

**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: 2011-2012**

<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	30116	43739	78.10%	68.85%	D	N
2	<b>GENDER</b>						
3	Male	16332	23477		69.57%		
4	Female	13784	20262		68.03%		
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	482	839		57.45%		
14	Asian	542	670		80.90%		
15	Black or African American	7515	13915		54.01%		
16	Hispanic/Latino	2529	3820		66.20%		
17	Native Hawaiian or Other Pacific Islander	21	26		80.77%		
18	White	18146	23233		78.10%		
19	Two or More Races	880	1234		71.31%		
20	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	1314	3091		42.51%		
23	Economically Disadvantaged	10967	17627		62.22%		
24	Single Parents	264	457		57.77%		
25	Displaced Homemakers				XXX%		
26	Limited English Proficient	236	649		36.36%		
27	Migrant Status	7	10		70.00%		
28	Nontraditional Enrollees	3283	4556		72.06%		
29	Tech Prep				XXX%		

**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: 2011-2012**

<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	31208	59078	59.00%	52.83%	D	N
2	<b>GENDER</b>						
3	Male	13910	23100		60.22%		
4	Female	17298	35978		48.08%		
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	907		40.90%		
14	Asian	227	618		36.73%		
15	Black or African American	7034	18541		37.94%		
16	Hispanic/Latino	1023	2590		39.50%		
17	Native Hawaiian or Other Pacific Islander	16	54		29.63%		
18	White	20114	32729		61.46%		
19	Two or More Races	95	556		17.09%		
20	Unknown	2328	3197		72.82%		
21	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	670	1245		53.82%		
23	Economically Disadvantaged	3387	6424		52.72%		
24	Single Parents	1843	3857		47.78%		
25	Displaced Homemakers	709	1448		48.96%		
26	Limited English Proficient	365	693		52.67%		
27	Nontraditional Enrollees	3796	10066		37.71%		
28	Tech Prep	4374	7306		59.87%		
29	<b>DISAGGREGATE INDICATORS</b>						
30	Credential	N/P			XXX%		
31	Certificate	10452			XXX%		
32	Degree	18568			XXX%		

**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: 2011-2012**

<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	285680	362565	78.10%	78.79%	E	Y
2	<b>GENDER</b>						
3	Male	135956	180567		75.29%		
4	Female	149724	181997		82.27%		
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	4020	5962		67.43%		
14	Asian	5535	7068		78.31%		
15	Black or African American	69796	105207		66.34%		
16	Hispanic/Latino	25705	36283		70.85%		
17	Native Hawaiian or Other Pacific Islander	236	301		78.41%		
18	White	170939	196196		87.13%		
19	Two or More Races	9449	11547		81.83%		
20	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	15162	37290		40.66%		
23	Economically Disadvantaged	127328	181342		70.21%		
24	Single Parents	710	1115		63.68%		
25	Displaced Homemakers				XXX%		
26	Limited English Proficient	3798	10131		37.49%		
27	Migrant Status	161	257		62.65%		
28	Nontraditional Enrollees	61453	76484		80.35%		
29	Tech Prep				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: 2011-2012**

<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	38105	48800	80.75%	78.08%	D	Y
2	<b>GENDER</b>						
3	Male	14921	19075		78.22%		
4	Female	23184	29725		77.99%		
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	669	843		79.36%		
14	Asian	451	565		79.82%		
15	Black or African American	9381	12349		75.97%		
16	Hispanic/Latino	1640	2155		76.10%		
17	Native Hawaiian or Other Pacific Islander	39	50		78.00%		
18	White	23255	29469		78.91%		
19	Two or More Races	271	350		77.43%		
20	Unknown	2399	3019		79.46%		
21	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	872	1090		80.00%		
23	Economically Disadvantaged	3511	4357		80.58%		
24	Single Parents	1622	2055		78.93%		
25	Displaced Homemakers	667	850		78.47%		
26	Limited English Proficient	358	482		74.27%		
27	Nontraditional Enrollees	5878	7611		77.23%		
28	Tech Prep	8344	10555		79.05%		

**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: 2011-2012**

<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	45034	47087	90.00%	95.64%	E	Y
2	<b>GENDER</b>						
3	Male	23953	25375		94.40%		
4	Female	21081	21712		97.09%		
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	880	909		96.81%		
14	Asian	781	795		98.24%		
15	Black or African American	14279	15003		95.17%		
16	Hispanic/Latino	4108	4293		95.69%		
17	Native Hawaiian or Other Pacific Islander	33	34		97.06%		
18	White	23633	24678		95.77%		
19	Two or More Races	1320	1375		96.00%		
20	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	4309	4525		95.23%		
23	Economically Disadvantaged	22268	23272		95.69%		
24	Single Parents	341	368		92.66%		
25	Displaced Homemakers				XXX%		
26	Limited English Proficient	1075	1147		93.72%		
27	Migrant Status	18	18		100.00%		
28	Nontraditional Enrollees	4718	4884		96.60%		
29	Tech Prep				XXX%		
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)  
Postsecondary Level  
Core Indicator 4P1: Student Placement**

**State: North Carolina  
Program Year: 2011-2012**

<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	47392	60443	80.00%	78.41%	D	Y
2	<b>GENDER</b>						
3	Male	22019	23643		93.13%		
4	Female	25373	36800		68.95%		
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	639	899		71.08%		
14	Asian	371	534		69.48%		
15	Black or African American	16121	19246		83.76%		
16	Hispanic/Latino	1729	2236		77.33%		
17	Native Hawaiian or Other Pacific Islander	52	157		33.12%		
18	White	25621	31338		81.76%		
19	Two or More Races	426	582		73.20%		
20	Unknown	2433	3600		67.58%		
21	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	1043	1247		83.64%		
23	Economically Disadvantaged	5721	6712		85.24%		
24	Single Parents	4009	4338		92.42%		
25	Displaced Homemakers	1476	1668		88.49%		
26	Limited English Proficient	542	679		79.82%		
27	Nontraditional Enrollees	9333	9963		93.68%		
28	Tech Prep	5524	6696		82.50%		
29	<b>DISAGGREGATE INDICATORS</b>						
30	Apprenticeship	N/P			XXX%		
31	Employment	47392			XXX%		
32	Military	N/P			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: 2011-2012**

<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	63974	68050	85.00%	94.01%	E	Y
2	<b>GENDER</b>						
3	Male	32587	35381		92.10%		
4	Female	31387	32669		96.08%		
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	1048	1096		95.62%		
14	Asian	1304	1345		96.95%		
15	Black or African American	18997	20660		91.95%		
16	Hispanic/Latino	5533	5950		92.99%		
17	Native Hawaiian or Other Pacific Islander	47	48		97.92%		
18	White	35172	36996		95.07%		
19	Two or More Races	1873	1955		95.81%		
20	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)	5120	5847		87.57%		
22	Disability Status (ESEA/IDEA)				XXX%		
23	Economically Disadvantaged	30100	32950		91.35%		
24	Single Parents	636	711		89.45%		
25	Displaced Homemakers				XXX%		
26	Limited English Proficient	1114	1261		88.34%		
27	Migrant Status	27	31		87.10%		
28	Nontraditional Enrollees	6119	6502		94.11%		
29	Tech Prep				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: 2011-2012**

<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	25181	109317	21.10%	23.03%	E	Y
2	<b>GENDER</b>						
3	Male	3863	52871		7.31%		
4	Female	21318	56446		37.77%		
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	1900		25.84%		
14	Asian	264	1173		22.51%		
15	Black or African American	8645	33383		25.90%		
16	Hispanic/Latino	1158	4904		23.61%		
17	Native Hawaiian or Other Pacific Islander	28	120		23.33%		
18	White	12947	60772		21.30%		
19	Two or More Races	277	1030		26.89%		
20	Unknown	1371	6035		22.72%		
21	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	498	2174		22.91%		
23	Economically Disadvantaged	2807	10519		26.69%		
24	Single Parents	1818	5578		32.59%		
25	Displaced Homemakers	658	2076		31.70%		
26	Limited English Proficient	287	1200		23.92%		
27	Tech Prep	3730	19593		19.04%		

**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: 2011-2012**

<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	3425	14626	21.52%	23.42%	E	Y
2	<b>GENDER</b>						
3	Male	681	6506		10.47%		
4	Female	2744	8120		33.79%		
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	52	246		21.14%		
14	Asian	40	144		27.78%		
15	Black or African American	838	2993		28.00%		
16	Hispanic/Latino	135	538		25.09%		
17	Native Hawaiian or Other Pacific Islander	2	11		18.18%		
18	White	2101	9758		21.53%		
19	Two or More Races	36	95		37.89%		
20	Unknown	221	841		26.28%		
21	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	66	313		21.09%		
23	Economically Disadvantaged	420	1755		23.93%		
24	Single Parents	297	801		37.08%		
25	Displaced Homemakers	96	280		34.29%		
26	Limited English Proficient	51	181		28.18%		
27	Tech Prep	403	2293		17.58%		

**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: 2011-2012**

<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	35652	39444	92.50%	90.39%	D	Y
2	<b>GENDER</b>						
3	Male	18744	20773		90.23%		
4	Female	16908	18671		90.56%		
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	587	750		78.27%		
14	Asian	535	565		94.69%		
15	Black or African American	11083	12554		88.28%		
16	Hispanic/Latino	2723	3063		88.90%		
17	Native Hawaiian or Other Pacific Islander	12	12		100.00%		
18	White	19889	21559		92.25%		
19	Two or More Races	821	939		87.43%		
20	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	2323	2717		85.50%		
23	Economically Disadvantaged	14796	16886		87.62%		
24	Single Parents	530	661		80.18%		
25	Displaced Homemakers				XXX%		
26	Limited English Proficient	722	845		85.44%		
27	Migrant Status	0	0		XXX%		
28	Nontraditional Enrollees	3901	4203		92.81%		
29	Tech Prep				XXX%		
30	<b>DISAGGREGATE INDICATORS</b>						
31	Advanced Training & Postsecondary Education	30	30		100.00%		
32	Employment	18151	18151		100.00%		
33	Military	566	566		100.00%		

**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: 2011-2012**

<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	43975	131857	28.50%	33.35%	E	Y
2	<b>GENDER</b>						
3	Male	19028	74638		25.49%		
4	Female	24947	57219		43.60%		
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	1904		30.46%		
14	Asian	1016	2804		36.23%		
15	Black or African American	12499	34150		36.60%		
16	Hispanic/Latino	4310	13148		32.78%		
17	Native Hawaiian or Other Pacific Islander	33	104		31.73%		
18	White	24071	75591		31.84%		
19	Two or More Races	1466	4156		35.27%		
20	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	4082	13398		30.47%		
23	Economically Disadvantaged	20909	62511		33.45%		
24	Single Parents	127	380		33.42%		
25	Displaced Homemakers				XXX%		
26	Limited English Proficient	1030	3340		30.84%		
27	Migrant Status	28	87		32.18%		
28	Tech Prep				XXX%		

**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: 2011-2012**

<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	4884	19728	21.00%	24.76%	E	Y
2	<b>GENDER</b>						
3	Male	534	12204		4.38%		
4	Female	4350	7524		57.81%		
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	62	266		23.31%		
14	Asian	85	331		25.68%		
15	Black or African American	1450	5108		28.39%		
16	Hispanic/Latino	396	1647		24.04%		
17	Native Hawaiian or Other Pacific Islander	1	14		7.14%		
18	White	2755	11864		23.22%		
19	Two or More Races	135	498		27.11%		
20	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	347	1889		18.37%		
23	Economically Disadvantaged	2354	8908		26.43%		
24	Single Parents	54	108		50.00%		
25	Displaced Homemakers				XXX%		
26	Limited English Proficient	101	407		24.82%		
27	Migrant Status	2	6		33.33%		
28	Tech Prep				XXX%		

**Comment:**

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

State: North Carolina  
Program Year: 2011-2012

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 are reported for 2010-2011 as Tech Prep (Title II) funds expended during the reporting year were carried over from the previous year to the basic grant. Historically, Tech Prep data were compiled during the annual evaluation of funded projects. Anecdotally, it appears these performance trends continued during 2011-2012. However, formal reviews were not conducted and comparable 2011-2012 data are not available.

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

State: North Carolina  
Program Year: 2011-2012

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 are reported for 2010-2011 as Tech Prep (Title II) funds expended during the reporting year were carried over from the previous year. Historically, Tech Prep data were compiled during the annual evaluation of funded projects. Anecdotally, it appears these performance trends continued during 2011-2012. However, formal reviews were not conducted and comparable 2011-2012 data are not available.