

Consolidated Annual Report, Program Year 2012 - 2013

North Carolina

Step 3: Use of Funds: Part A

1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?

Yes

Secondary

Development of valid and reliable assessment of technical skills is an ongoing project. During 2012-13, assessments were developed and field tested in 13 courses. Assessments field tested in 2011-12 were revised to improve their validity and reliability. Staff worked with third-party vendors to assure their assessments met NC CTE standards. Support was provided to local districts developing local courses in creating valid and reliable assessment.

2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?

Yes

Secondary

The CTE Analysis and Reporting System was revised during 2012-13 to meet new or changing needs for collection and analysis of data, such as improved identification of concentrators who should be tested with WorkKeys.

Postsecondary

The state has implemented a new student data collection system and has employed a new Data Analyst for CTE. These changes have resulted in the identification of a coding error in the data system that has now been remedied. Training and technical assistance are provided for local college staff responsible for CTE data entry and analysis.

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Step 3: Use of Funds: Part B

1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

Secondary

Secondary CTE provides ongoing assessment that includes analysis of long- and short-range plans from eligible recipients to ensure requirements are addressed, collection and analysis of results of technical assessments including credentials, and monitoring for compliance. Services to special populations students are part of each of these components and receive additional attention through targeted services such as professional development for Special Populations Coordinators and other staff, through Civil Rights Reviews, and through other special activities.

Local Planning System – Each year LEAs must submit a plan that analyzes performance of students and programs on all secondary Performance Indicators and other state and local measures and specifying how Perkins funds will be used to address performance deficiencies. LEAs are required to include information about how they will use funds for the following required elements:

- a. Integrating academies with career and technical education.
- b. Linking secondary and postsecondary career and technical education programs, including by offering not less than 1 program of study.
- c. Providing students with experience in and understanding of all aspects of the industry.
- d. Developing, improving, or expanding of use of technology.
- e. Providing professional development for teachers, counselors, and administrators.
- f. Developing and implementing evaluations of career and technical education programs, including an evaluation of the needs of special populations.
- g. Initiating, improving, expanding, and modernizing quality career and technical education programs.
- h. Providing services of sufficient size, scope, and quality.
- i. Providing activities to prepare special populations for high skill, high wage, or high demand occupations.

Extensive professional development is offered to assist LEA officials in reviewing previous performance, setting improvement goals and developing strategies to meet those goals, and executing those plans. Regional CTE staff work with each LEA to ensure that their plan addresses required components, analyzes previous results, and sets meaningful targets and strategies for improvement.

Technical assessments – NC CTE reports results on Technical Attainment using two types of assessments:

Statewide postassessments, including secured assessments developed in North Carolina for LEA use and third-party assessments where appropriate

Results of students on approved Business and Industry credentials aligned to at least 80 percent of the course content

Results of students on additional credentials that are aligned to a smaller portion of the course are also collected and analyzed.

Statewide assessments and where possible third party assessments are administered via Elements, the state's Instructional Management System, which is supported with Perkins funds. Tests contain multiple-choice items and if appropriate other types of measures and are administered via computer, or, if necessary, using paper and pencil. In 2012-13, how these results count in student grades is a local decision, but most LEAs count them about 25 percent. Results can be disaggregated in Elements and in the statewide CTE Analysis and Reporting System and used to set improvement goals by teacher, by course, by school, systemwide or for the whole state, for all students or for particular target groups including special populations categories and racial/ethnicity and gender classifications.

Credential information is also collected in Elements. Teachers who can document that students earned credentials report by student by specific course and credential. Results are published annually in the NC CTE Credentialing Data Report and are available for disaggregated reporting in Elements and in the Analysis and Reporting System. This allows data to be analyzed statewide and by teacher, by course, by school, and by LEA, again for all students or for particular target groups.

Results of both technical assessments and achievement of credentials are also used by curriculum developers at the state level to see where changes may be needed in curriculum to better address needs of Business and Industry and to target professional development to demonstrated deficiencies.

Monitoring for Compliance – As a result of the most recent state audit of NC Career and Technical Education, procedures were changed to more closely monitor subrecipient use of funds. LEAs are scheduled for visits on a five-year cycle, with those at greatest risk given highest priority. Risk is determined using a spreadsheet that assigns point value to responsibilities of the CTE Administrator, previous results on Performance Indicators, and common compliance criteria. All LEAs are scheduled for visits by 2018.

Teams visit each LEA and report on their findings and recommendations. The Regional Coordinator works with LEAs to develop a plan to implement needed improvements and provides follow-up assistance as necessary.

In addition, the NC Auditor's statewide Single Audit Report includes an audit of Perkins funds. This statewide report contains a compilation of internal control deficiencies and instances of noncompliance based on NC's statewide financial statement and federal compliance audit procedures.

Additional targeted special populations services – Assessing services provided to special populations students is a focus of state and local CTE efforts. Statewide documents such as the Challenge Handbook have been developed to assist LEAs in determining appropriate services and ensuring services are provided. Elements has been modified to allow teachers to access information about special needs of their students and to access information about how to best meet those needs. A project is currently underway to incorporate information about necessary accommodations into the system to make it easier to track accommodations required and to ensure they are provided. Elements was also modified to allow teachers to enter results of students on modified assessments.

Data about Special Populations students on technical assessments and credentials is analyzed to provide information about gaps and to assist LEAs and state officials on developing plans to address these gaps. Professional Development is provided statewide and at the regional level to ensure Special Populations Coordinators, Exceptional Children's staff, and others who work with students with special needs in CTE courses have what they need to provide required services.

How LEAs meet the needs of Special Populations students is also part of periodic Civil Rights reviews that ensure that all students receive legally required educational services without regard to handicapping condition or other special needs.

Postsecondary

Individually, colleges assess their own CTE programs on a regular basis as a part of accreditation or as colleges determine the need for such assessment. Through State Leadership projects, State-led CTE assessments were implemented through three projects: Early Childhood Associate Degree Accreditation (ECADA); Fire Projection Technology, and Emergency Medical Science.

Early Childhood Associate Degree Accreditation (ECADA)—A project designed to assess and enhance the quality of Early Childhood Education (ECE) programs at community colleges. Each of North Carolina's 58 community colleges offers ECE programming and the vast majority of the state's credentialed childcare workers are trained at community colleges. Encouraging pursuit of ECADA, from the National Association for the Education of Young Children, by providing supportive services and training, North Carolina now leads the nation in the number of ECE programs accredited. The project has benefited CTE by ensuring that programs meet minimum standards and provide appropriate training for those responsible for educating North Carolina's most valuable resource—its children.

Fire Protection Technology – A project involving the 20 community colleges approved to offer a Fire Service Management program which is designed to prepare fire and rescue personnel to be promoted through the career ranks into fire service management positions. Collaboratively, colleges were able to redesign the program to meet current industry needs; initiate discussions with public school and postsecondary partners on current and future collaboration and articulation; and ensure program alignment with National Fire Protection Association (NFPA) standards and the national Fire and Emergency Services Higher Education (FESHE) curriculum model; and national recognition program. Program changes included the addition of mandated Student Learning Outcomes on major courses to increase the standardization of the program across the state, and a new program requirement that all students take Fire Protection Law and a Local Government Finance course as part of their course of study. Statewide professional development training for faculty was included in this project. These revisions were approved by the State Board of Community Colleges in December 2013.

Emergency Medical Science Curriculum Accreditation Alignment Project –This project engaged Emergency Medical Science (EMS) faculty at community colleges to research, develop, and implement appropriate pathways to support the EMS programs in the NCCCS. In addition to the community college faculty, the project worked with the North Carolina Office of Emergency Medical Services and employers in the health care system. Goals of the project included revision to the EMS curriculum standard and courses to incorporate new national EMS standards and accreditation standards; strengthened alignment of the EMS curriculum between high school, and community college; incorporation of employer input into the development and redesign of courses to ensure students upon completion/graduation will meet workforce needs and expectations; restructure of the overall framework for EMS training. Major results of the project include seventeen revised EMS curriculum courses; six archived EMS curriculum courses; one new EMS curriculum course; and revision of the EMS curriculum standard.

2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?

Secondary

Secondary CTE prepares students for technology they will use in the workplace through professional development on the use of technology for teachers and others, by integrating the use of technology throughout courses and programs, and by strengthening the technology-based Instructional Management System and other technology efforts within CTE.

Professional development for teachers and others including state staff – Professional development includes both face-to-face and distance learning opportunities such as the following:

The CTE Summer Conference, the state's premier professional development opportunity for CTE, provides hands-on workshops for teachers in the use of technology that is part of their courses. Sessions are scheduled for specific areas in which there is a demonstrated need and are limited to topics where training might not otherwise be accessible. CTE works collaboratively with area high schools and community colleges to give teachers access to state-of-the-art equipment as part of the week-long workshop.

NC FALCON, a statewide NCDPI initiative, provides an online forum for professional development for teachers. CTE staff has been instrumental in the development of online workshops on topics such as data literacy. These workshops, available at no cost and which earn continuing education credits, allow teachers to customize activities to their particular situation to make learning more meaningful.

The NC Learning Technology Initiative (NCLTI) provides technology-focused training to enhance LEA's ability to maximize the impact of their technology investments. NCLTI builds state education agency capacity to support LEA teams in the planning and implementation of technology investments through the face-to-face institutes, online professional development, and customized consulting. CTE staff receives training that allows them, among other things, to increase the use of technology in curriculum projects.

Integrating the use of technology in courses and programs – CTE focuses on including technology in curriculum that aligns with what is used in Business and Industry. Where appropriate, the specific software predominantly available in business is used. For example, the Microsoft Information Technology Academy (MSITA) provides instruction to more than 50,000 students in Word, Publisher, PowerPoint, Excel and Access. Students can earn specific entry-level certifications they can take directly to the workplace or to further education. Students earned 53,462 Microsoft Office Specialist certifications in 2012-2013. 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. Teachers also have the opportunity to earn certifications through this project.

Use of technology in instruction and administration – 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 2012-13, these efforts focused in three areas:

Computerized Instructional Management System. North Carolina CTE's Instructional Management System, Elements™, is in its third 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. In 2012-13, Elements was expanded to include local courses and third-party curriculum and assessment. Staff members also continue to work to ensure Elements is fully integrated with Home Base, North Carolina's K-12 Instructional Improvement System under development using Race to the Top funding (See below.)

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 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.

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. CTE is in the midst of a pilot study exploring the best ways to utilize this resource.

Postsecondary

As colleges constantly improve the quality of the CTE training and skills learned through career pathways, individual colleges identify emerging technologies and modify instruction to include technology in current use across industry. As colleges determine that changes to technology are relevant to individual CTE programs, those colleges can commit Basic Grant funds to purchase new technology and to train faculty and staff to utilize the technology. State-level approval of these activities is managed through the local Basic Grant application and approval process.

Through State Leadership activities, four projects specifically addressed the development and expansion of CTE technology: Today's Class, North Carolina Network for Excellence in Teaching, Centers for Teaching Excellence, Professional Development Activities.

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.

Support and Expansion of the North Carolina Network for Excellence in Teaching (NC-NET)—Provides online access to quality professional development, including resources targeting special populations and non-traditional students, for NCCCS CTE faculty and staff. Now in its eighth 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 2012-2013, three regional centers were supported and numerous modules were added.

Centers for Teaching Excellence—Three centers, completing the second project year of a two-year project, 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.

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.

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. The outcomes and supportive materials from these projects are posted online for secondary and postsecondary faculty and staff to download and review as appropriate. Projects included the following.

OSHA Training for NCCCS CTE Faculty—Personnel from 16 colleges successfully completed courses, OTI 511 Occupational Safety and Health Standards for General Industry and OTI501 Trainer Workshop in Occupational Safety and Health Standards for General Industry, to become authorized trainers in the OSHA Outreach Program. These courses qualified and prepared CTE instructors to become authorized trainers in the OSHA Outreach Program and to conduct both 10-hour and 30-hour general industry safety and health courses. Based on survey information provided by the participants, this training will be used in 11 different safety-related Combined Course Library classes. Students who successfully complete one of these 11 classes receive either the 10-hour or 30-hour OSHA safety card.

Professional Development for Engaging the iGeneration—Participants completed professional development training that expanded the tools available for faculty to deliver CTE course content supplemented through digital media. The training consisted of the following topics; iWorks Productivity Software, iPad training, iBook Creation, Google Docs, Web 2.0, and Camtasia.

Industrial Apprenticeship Program—This project was designed to examine the viability of a community college leading an effort with local industry to produce high quality, formal apprenticeship opportunities for CTE students. Results of the project include: employers have a better understanding of the educational opportunities provided by community colleges, faculty better understand the needs of industry; and a foundation is in place for the implementation of more apprenticeship opportunities.

Infusing Learning Technology into the Classroom—Participants in this project were trained in new learning technologies for the purpose of enhancing instructional delivery in CTE programs. A result of this project is five CTE faculty designated as “experts” who will train other CTE faculty to transition to new learning technologies. These experts serve as grassroots peer champions for new learning technologies who are demonstrating innovation by increasing student engagement.

Use of Mobile Applications in Career/Technical Education—this project is serving as a catalyst to begin the effort to utilize mobile technology for instruction. Participants were trained in the identification and use of quality mobile technology applications. As a result, CTE faculty are broadening the educational resources available to CTE students.

Student Achievement and NCLEX-RN Success—The National Council Licensure Examination for Registered Nurses (NCLEX) was recently updated to better assess candidates’ ability to apply and analyze information rather than comprehension and recall. The change resulted in lower passing rates for RN candidates statewide. This project trained RN faculty to adjust their courses to better prepare students for success on the NCLEX. After completing the training, faculty have adjusted their courses so that in-course assessment matches the format of the NCLEX.

Advancing CTE Educators Professional Development Series—This project was designed to assist CTE faculty to better serve secondary CTE students participating in dual credit courses. As more secondary students are enrolling in community college courses, community college CTE faculty are finding benefit in adapting their courses to meet the specific needs of secondary students. By training CTE faculty to present material for multiple learning styles, diverse learners, and conceptualized learning it is expected that these students will perform better and transition more successfully to postsecondary education

A Model for Pairing Credentials and STEM Program Courses—This project developed a model that paired the learning outcomes of courses within the Air Conditioning, Heating, and Refrigeration Technology Program with nationally recognized third-party credentials. The result is a pathway of courses, credentials, certificates, and sequence that students must follow to earn the associate degree. The project will serve as a template/model for updating other CTE programs to allow students use their credentials to streamline efforts toward degrees, certificates, and diplomas.

3. During the reporting year, what professional development programs did your state offer, 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? On what topics?

Secondary

Secondary CTE includes preservice and in-service professional development that is high quality, sustained, and classroom focused.

Preservice

Program areas provide a series of workshops that make up a 40-hour induction program for new teachers and other educators. The series takes place throughout the year and participants learn skills that they can take back to their classroom or work environment and use. In subsequent sessions, they build upon previous lessons and their own personal experiences using the skills. The induction program is required for alternatively certified CTE teachers, but many other new teachers find it beneficial.

Sessions include topics such as integrating academics and CTE including use of the Common Core Technical Standards, effective teaching skills, working with Career and Technical Student Organizations, and using data to improve instruction.

An online PLC for new teachers allows them to share resources and experiences throughout their first years as they develop their teaching skills. Many new teachers report the online PLC is one of the most valuable resources they have available as it puts information they need at their fingertips and connects them both with experts in the field for assistance as needed and with other new teachers who make up an informal support group.

CTE staff work closely with teacher certification and licensing areas to ensure that requirements reflect most up-to-date content and pedagogical skills. CTE also collaborates closely with Teacher-Education institutions to review licensure requirements and ensure they reflect the current state-of-the-art.

In-service

CTE provides in-service instruction for teachers that allows them to keep their professional skills current and to improve their students' learning. Professional development activities are offered both as face-to-face workshops and through distance learning to be sure opportunities are available that meet teachers' individual needs and address their learning styles.

The CTE Summer Conference, a 3-5 day workshop offered each summer, is the premier CTE professional development event in North Carolina. Between 2,500 and 3,000 CTE teachers, administrators and other educators attend this event each year. Sessions are designed around teacher needs based on analysis of performance data and technical skill analysis.

In addition, CTE professional development occurs through online resources including Learn NC and NC FALCON and through face-to-face workshops held on regional and statewide levels as appropriate. Workshops offered during 2012-13 including such things as a joint workshop with school counselors; "career coaching," offered collaboratively with NC Community Colleges; a task alignment workshop that offered academic teachers access to the type of integration activities that have proven beneficial to CTE teachers in the past; and data literacy training.

Training on using data from Elements, the CTE Instructional Management System, and through the CTE Analysis and Reporting System to pinpoint areas of weakness and develop improvement strategies were offered to teachers and CTE administrators and support staff to focus on improving performance on the state's Performance Indicators. Program specific Professional Development also used performance data to locate problem areas statewide and develop training around those needs.

Postsecondary

Professional development permeates all aspects of CTE programming at North Carolina's community colleges. Through the Basic Grant, individual colleges are consistently upgrading the skills of faculty and staff who serve CTE students. This funding is often the catalyst for the development of new CTE programs or the revision of existing CTE programs. At the State-level, nearly all State Leadership activities are built with the intent of offering high-quality professional development for faculty and staff. Through the Professional Development Activities project, eight individual activities were developed, implemented, and managed by lead colleges with the specific intent of disseminating training statewide or replication at other colleges. Topics of these activities include:

OSHA Training for NCCCS CTE Faculty—Personnel from 16 colleges successfully completed courses, OTI 511 Occupational Safety and Health Standards for General Industry and OTI501 Trainer Workshop in Occupational Safety and Health Standards for General Industry, to become authorized trainers in the OSHA Outreach Program. These courses qualified and prepared CTE instructors to become authorized trainers in the OSHA Outreach Program and to conduct both 10-hour and 30-hour general industry safety and health courses. Based on survey information provided by the participants, this training will be used in 11 different safety-related Combined Course Library classes. Students who successfully complete one of these 11 classes receive either the 10-hour or 30-hour OSHA safety card.

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Use of Mobile Applications in Career/Technical Education—this project is serving as a catalyst to begin the effort to utilize mobile technology for instruction. Participants were trained in the identification and use of quality mobile technology applications. As a result, CTE faculty are broadening the educational resources available to CTE students.

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A Model for Pairing Credentials and STEM Program Courses—This project developed a model that paired the learning outcomes of courses within the Air Conditioning, Heating, and Refrigeration Technology Program with nationally recognized third-party credentials. The result is a pathway of courses, credentials, certificates, and sequence that students must follow to earn the associate degree. The project will serve as a template/model for updating other CTE programs to allow students use their credentials to streamline efforts toward degrees, certificates, and diplomas.

Each of the above activities includes content to be disseminated through NC-NET, which provides online access to quality professional development, including resources targeting special populations and non-traditional students, for NCCCS CTE faculty and staff. Now in its eighth 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.

Additionally, Centers for Teaching Excellence—Three centers, completing the second project year of a two-year project, 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.

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4. During the reporting year, how did your state provide 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?

Secondary

Secondary CTE continues to focus on use of data to evaluate success in attracting students to nontraditional professions and to pinpoint areas where further attention is needed. In 2012-13, the list of nontraditional courses was updated to reflect changing employment information and to include new and revised courses from the 2012 CTE Essential Standards. This change resulted in a significant increase in the number of students enrolled in courses considered nontraditional (up to more than 200,000), but had little impact on the percentage of students enrolled in those courses who were of the nontraditional gender. Continued work is needed in marketing courses to students of the nontraditional gender, developing curriculum to appeal to all students regardless of gender, race and ethnicity, and status as a member of a special populations group, and in training teachers to deal consistently and fairly with all students.

NC CTE plays a significant role in these areas, particularly in development of marketing materials and professional development and in equipping LEAs in these areas.

Postsecondary

Each of North Carolina’s 58 community colleges operates with “open door” policies that ensure that all students, with the ability to benefit from participation, have the same opportunities to participate in CTE pathways. In regard to non-traditional fields, marketing efforts often include visible examples of students participating in non-traditional fields. Open Houses and other events designed to encourage non-traditional participation are regularly implemented by individual colleges; i.e., “Girls Night Out” and Advanced Manufacturing Week activities.

Special population students participate in CTE pathways in the same ways that any other student participates. Special populations students self-report their information at community colleges and when a CTE student in need of assistive devices or services is identified, the college may use Perkins funds to provide those devices or services as needed. It is estimated that only a fraction of the students who could qualify for this assistance actually request services. CTE faculty often identify student needs and refer students for appropriate assistance.

Statewide, North Carolina published American Careers, a career counseling publication 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. This year's publication placed highlighted CTE careers across the 16 Career Clusters with increased emphasis on job search strategies.

5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?

Secondary

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

LEAs provide support personnel at the school and/or district level to assist members of special populations in being successful in their CTE programs. In some cases these staff members provide direct instruction to students with special needs, while in others their role is to equip teachers themselves to work directly with the students.

NC CTE uses data extensively to find areas where students with special needs are not being successful and to direct necessary resources to these students. For example, data might indicate that students with disabilities are enrolled in a particular program at a rate out of proportion to their occurrence in the general student population. This would require review of student records to ensure that students were being placed appropriately rather than just being enrolled in a course without regard to whether it is truly an appropriate placement.

Extensive professional development is provided to teachers across CTE areas on topics such as modifying blueprints for Occupational Course of Study students and developing adapted activities to meet the needs of special populations students.

Postsecondary

Each of North Carolina's 58 community colleges operates with "open door" policies that ensure that all students, with the ability to benefit from participation, have the same opportunities to participate in CTE pathways. Special population students participate in CTE pathways in the same ways that any other student participates. Special populations students self-report their information at community colleges and when a CTE student in need of assistive devices or services is identified, the college may use Perkins funds to provide those devices or services as needed. It is estimated that only a fraction of the students who could qualify for this assistance actually request services. CTE faculty often identify student needs and refer students for appropriate assistance.

State Leadership projects that addressed special populations include the following.

Support and Expansion of the North Carolina Network for Excellence in Teaching (NC-NET)—Provides online access to quality professional development, including resources targeting special populations and non-traditional students, for NCCCS CTE faculty and staff. Now in its eighth 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 2012-2013, three regional centers were supported and numerous modules were added.

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. This year's publication placed highlighted CTE careers across the 16 Career Clusters with increased emphasis on job search strategies.

6. During the reporting year, how did your state offer technical assistance for eligible recipients?

Secondary

NC CTE provides technical assistance to eligible recipients through telephone and email responses to queries; traditional documents and instructions; Frequently Asked Questions and other web-based resources; face-to-face presentations during local, regional, and statewide workshops; online webinars and workshops; through online PLCs available in all program areas, for teachers by program area and course, for new teachers, for support personnel by specialty, and for CTE administrators.

In addition, NC CTE provides in person reviews of CTE programs and services through periodic Civil Rights Reviews and ongoing Compliance Monitoring. All on-site visits include written documentation of findings and assistance preparing improvement plans.

Postsecondary

NCCCS began the reporting year with a two day workshop for local college staff responsible for Perkins Activities. This intensive workshop served the needs of both new and experienced CTE staff. The agenda consisted of presentations from State CTE staff, local colleges, and other partners. Follow-up webinars provided additional technical assistance throughout the year. Individual requests for technical assistance from colleges are addressed as the need arose. During monitoring of individual colleges technical assistance was provided as needed.

State Leadership projects that addressed technical assistance include the following.

Early Childhood Associate Degree Accreditation (ECADA)—A project designed to assess and enhance the quality of Early Childhood Education (ECE) programs at community colleges. Each of North Carolina's 58 community colleges offers ECE programming and the vast majority of the state's credentialed childcare workers are trained at community colleges. Encouraging pursuit of ECADA, from the National Association for the Education of Young Children, by providing supportive services and training, North Carolina now leads the nation in the number of ECE programs accredited. The project has benefited CTE by ensuring that programs meet minimum standards and provide appropriate training for those responsible for educating North Carolina's most valuable resource—its children.

Fire Protection Technology – A project involving the 20 community colleges approved to offer a Fire Service Management program which is designed to prepare fire and rescue personnel to be promoted through the career ranks into fire service management positions. Collaboratively, colleges were able to redesign the program to meet current industry needs; initiate discussions with public school and postsecondary partners on current and future collaboration and articulation; and ensure program alignment with National Fire Protection Association (NFPA) standards and the national Fire and Emergency Services Higher Education (FESHE) curriculum model; and national recognition program. Program changes included the addition of mandated Student Learning Outcomes on major courses to increase the standardization of the program across the state, and a new program requirement that all students take Fire Protection Law and a Local Government Finance course as part of their course of study. Statewide professional development training for faculty was included in this project.

Emergency Medical Science Curriculum Accreditation Alignment Project –This project engaged Emergency Medical Science (EMS) faculty at community colleges to research, develop, and implement appropriate pathways to support the EMS programs in the NCCCS. In addition to the community college faculty, the project worked with the North Carolina Office of Emergency Medical Services and employers in the health care system. Goals of the project included revision to the EMS curriculum standard and courses to incorporate new national EMS standards and accreditation standards; strengthened alignment of the EMS curriculum between high school, and community college; incorporation of employer input into the development and redesign of courses to ensure students upon completion/graduation will meet workforce needs and expectations; restructure of the overall framework for EMS training. Major results of the project include seventeen revised EMS curriculum courses; six archived EMS curriculum courses; one new EMS curriculum course; and revision of the EMS curriculum standard.

Centers for Teaching Excellence—Three centers, completing the second project year of a two-year project, 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.

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.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

Amount of Perkins funds used for CTE programs in state correctional institutions:

50000

Number of students participating in Perkins CTE programs in state correctional institutions:

158

Describe the CTE services and activities carried out in state correctional institutions.

Four schools are operated by the Department of Juvenile Justice (DJJ). They offer CTE course content to youth who are incarcerated for more than six months. Courses offered include Career Management, Exploring Business, Horticulture I and II, Culinary Arts I and II, and Automotive Service. DJJ partners with the NCCCS for faculty and course content delivery. The NCDPI provides curriculum resources and support for these schools.

Part II: State Institutions Serving Individuals with Disabilities

Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:

0

Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:

0

Describe the CTE services and activities carried out in institutions serving individuals with disabilities.

Institutions serving students with disabilities do not receive direct Perkins funds. The NCDPI provides curriculum resources and support for these schools.

8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?

Yes

Secondary

Charter schools participate in use of Elements, the CTE statewide Instructional Management System, which includes extensive assessment services and opportunities for data analysis and program improvement. Staff have access to the same curriculum and professional development that is made available to all teachers statewide. Regional staff provide additional support to charters. Charters have the opportunity to apply for additional Perkins funds but none has yet opted to do so.

9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?

Yes

Secondary

NC CTE supported curriculum projects, personnel and professional development in Family and Consumer Sciences during 2012-13.

Postsecondary

Efforts to improve Early Childhood Education programs by encouraging NAEYC accreditation support a vital aspect of family and consumer sciences. Receiving this accreditation ensures that programs are operating according to the standards set and validated by the accrediting body.

10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?

No

11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?

No

13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?

Yes

Postsecondary

Local colleges utilize Basic Grant funds to support career counselors that assist CTE students in career planning and job placement. These services are available to all CTE students and graduates.

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North Carolina

Step 3: Use of Funds: Part C

1. During the reporting year, how did your state provide 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?

Secondary

CTE continues to collaborate with other program area staff to strengthen the academic content in CTE courses and to help improve the use of applied learning concepts in the traditional academic areas.

Highlights of these efforts in 2012-13 included the following:

Ongoing efforts to align Common Core Standards in Mathematics with CTE content. Revision of the list of CTE courses that alone or in conjunction with a second course could meet one or more mathematics graduation requirements.

Development by the NC School of Science and Mathematics of four series of four courses each in STEM areas. Courses can be offered in whole or teachers can select appropriate activities from within a course to enhance student learning in other related courses.

Focus on “pairing” courses in CTE with courses in academic areas to provide a single, integrated course that covers objectives for both courses and allows students to learn the academic content through application. This type of pairing has been offered successfully in such areas as Microsoft Word and English 9 or Principles of Business and Civics.

Support of the Career and College Promise (CCP) program by the state legislature. CCP allows students to take a focused course of study that includes both traditional secondary and postsecondary courses and to count them both toward graduation. In the CTE pathway, students can take multiple CTE postsecondary credits while they are still in high school and count those credits toward graduation. The College Transfer pathway requires students to take a specific CTE course in computers and to transfer those credits to a non-technical program.

The NCDPI is continuing a project 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. Two regions have been involved in asset mapping and constructing career pathways in particular industry sectors. This 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.

The state’s accountability process was changed to include the results of concentrators on the WorkKeys assessment as one measure of school and LEA accountability. This provides a well-respected measure of academic attainment for concentrators and allows students to earn a Career Readiness credential, which they can take directly to the workplace or on for further education. In 2012-13, nearly 20,500 students earned Career Readiness Certificates, 81 of which were platinum, the very highest level available, a feat matched by few test takers nationwide.

Postsecondary

Each college receiving Basic Grant funds assures that they will provide support to CTE programs and that efforts are consistently made to improve the academic and technical skills of students through the integration of academics with CTE. Minimally, each college requires both academic and CTE courses to complete any CTE Pathway; however, many colleges also update and revise CTE pathways to better integrate academic and CTE skills through “contextualized” academic courses and academic course sections that only enroll CTE students.

Statewide, several State Leadership projects directly address the integration of academic and CTE skills. Those projects include the following.

Early Childhood Associate Degree Accreditation (ECADA)—A project designed to assess and enhance the quality of Early Childhood Education (ECE) programs at community colleges. Each of North Carolina's 58 community colleges offers ECE programming and the vast majority of the state's credentialed childcare workers are trained at community colleges. Encouraging pursuit of ECADA, from the National Association for the Education of Young Children, by providing supportive services and training, North Carolina now leads the nation in the number of ECE programs accredited. The project has benefited CTE by ensuring that programs meet minimum standards and provide appropriate training for those responsible for educating North Carolina's most valuable resource—its children.

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Emergency Medical Science Curriculum Accreditation Alignment Project –This project engaged Emergency Medical Science (EMS) faculty at community colleges to research, develop, and implement appropriate pathways to support the EMS programs in the NCCCS. In addition to the community college faculty, the project worked with the North Carolina Office of Emergency Medical Services and employers in the health care system. Goals of the project included revision to the EMS curriculum standard and courses to incorporate new national EMS standards and accreditation standards; strengthened alignment of the EMS curriculum between high school, and community college; incorporation of employer input into the development and redesign of courses to ensure students upon completion/graduation will meet workforce needs and expectations; restructure of the overall framework for EMS training. Major results of the project include seventeen revised EMS curriculum courses; six archived EMS curriculum courses; one new EMS curriculum course; and revision of the EMS curriculum standard.

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.

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.

Support and Expansion of the North Carolina Network for Excellence in Teaching (NC-NET)—Provides online access to quality professional development, including resources targeting special populations and non-traditional students, for NCCCS CTE faculty and staff. Now in its eighth 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 2012-2013, three regional centers were supported and numerous modules were added.

Centers for Teaching Excellence—Three centers, completing the second project year of a two-year project, 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.

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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. The outcomes and supportive materials from these projects are posted online for secondary and postsecondary faculty and staff to download and review as appropriate. Projects included the following.

OSHA Training for NCCCS CTE Faculty—Personnel from 16 colleges successfully completed courses, OTI 511 Occupational Safety and Health Standards for General Industry and OTI501 Trainer Workshop in Occupational Safety and Health Standards for General Industry, to become authorized trainers in the OSHA Outreach Program. These courses qualified and prepared CTE instructors to become authorized trainers in the OSHA Outreach Program and to conduct both 10-hour and 30-hour general industry safety and health courses. Based on survey information provided by the participants, this training will be used in 11 different safety-related Combined Course Library classes. Students who successfully complete one of these 11 classes receive either the 10-hour or 30-hour OSHA safety card.

Professional Development for Engaging the iGeneration—Participants completed professional development training that expanded the tools available for faculty to deliver CTE course content supplemented through digital media. The training consisted of the following topics; iWorks Productivity Software, iPad training, iBook Creation, Google Docs, Web 2.0, and Camtasia.

Industrial Apprenticeship Program—This project was designed to examine the viability of a community college leading an effort with local industry to produce high quality, formal apprenticeship opportunities for CTE students. Results of the project include: employers have a better understanding of the educational opportunities provided by community colleges, faculty better understand the needs of industry; and a foundation is in place for the implementation of more apprenticeship opportunities.

Infusing Learning Technology into the Classroom—Participants in this project were trained in new learning technologies for the purpose of enhancing instructional delivery in CTE programs. A result of this project is five CTE faculty designated as “experts” who will train other CTE faculty to transition to new learning technologies. These experts serve as grassroots peer champions for new learning technologies who are demonstrating innovation by increasing student engagement.

Use of Mobile Applications in Career/Technical Education—this project is serving as a catalyst to begin the effort to utilize mobile technology for instruction. Participants were trained in the identification and use of quality mobile technology applications. As a result, CTE faculty are broadening the educational resources available to CTE students.

Student Achievement and NCLEX-RN Success—The National Council Licensure Examination for Registered Nurses (NCLEX) was recently updated to better assess candidates' ability to apply and analyze information rather than comprehension and recall. The change resulted in lower passing rates for RN candidates statewide. This project trained RN faculty to adjust their courses to better prepare students for success on the NCLEX. After completing the training, faculty have adjusted their courses so that in-course assessment matches the format of the NCLEX.

Advancing CTE Educators Professional Development Series—This project was designed to assist CTE faculty to better serve secondary CTE students participating in dual credit courses. As more secondary students are enrolling in community college courses, community college CTE faculty are finding benefit in adapting their courses to meet the specific needs of secondary students. By training CTE faculty to present material for multiple learning styles, diverse learners, and conceptualized learning it is expected that these students will perform better and transition more successfully to postsecondary education.

A Model for Pairing Credentials and STEM Program Courses—This project developed a model that paired the learning outcomes of courses within the Air Conditioning, Heating, and Refrigeration Technology Program with nationally recognized third-party credentials. The result is a pathway of courses, credentials, certificates, and sequence that students must follow to earn the associate degree. The project will serve as a template/model for updating other CTE programs to allow students use their credentials to streamline efforts toward degrees, certificates, and diplomas.

2. During the reporting year, how did your state support partnerships among local educational 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.

Secondary

CTE efforts in NC are undergirded by the strong partnership between the state education agency (NCDPI) and the NC Community College System (NCCCS). In addition, CTE works with other divisions and staff within NCDPI to align curriculum and standards, utilize technology effectively, and provide comprehensive, research-based professional development. Other state agencies such as the NC Department of Commerce and the NC Department of Health and Human Services work closely with CTE.

CTE partnerships with business and industry provide students with resources to more closely align CTE courses and programs with business and industry needs. Partners assist in the development and validation of curriculum and assessment materials, facilitate opportunities for work-based learning, provide classroom resources, and provide opportunities for student and instructor credentialing.

Current CTE partners include (but are not limited to) Microsoft Corporation, CISCO, the Office of the State Fire Marshall, the NC Automobile Dealers Association, the Printing Industry of the Carolinas, the Homebuilders Association, the National Restaurant Association, the National Center for Construction Education and Research, and the Project Management Institute.

The Governor's Chief Policy Advisor on Education serves as an advisor to the NC State Board of Education (also the CTE Board). This participation ensures that the Governor's office is aware of CTE initiatives and performance. The State Superintendent of Public Schools and the President of the Community College system sit on the Governor's Education Cabinet along with other key leaders in the administration. This connection ensures that all parties are aware of activities. This year the Education Cabinet had worked in several subcommittees on specific areas of interest to the Governor. The CTE Director served on the Talent and Pipeline Development subcommittee with community college, university, and business/industry leaders.

Another key connection is the Commission on Workforce Development. This Commission is established in statute and prescribes seats to community college leadership, the Department of Public Instruction, the Department of Commerce and business leaders. The chair of the commission is appointed by the Governor and serves as an additional liaison. The Commission has also been working in smaller subcommittees this year to respond to legislative changes. The CC and NCDPI has participated heavily in the development of the Commission's Strategic Plan, performance and evaluation measures and the development of Memorandum of Understandings related to One-Stop centers.

North Carolina also has a Business Committee on Education with an executive director appointed by the Governor. NCBCE is a key partner of the NCDPI and the CC. We partner in work-based learning activities such as Students@Work and with other key initiatives that are a focus of business. In recent months, the group has participated in the Pathways to Prosperity efforts and is currently developing processes to engage members in teacher externships.

North Carolina is also pursuing the ACT Work Ready Communities designation. The Governor's office has representation with NCDPI, the CC, and the NC Chamber of Commerce on the state leadership team developing processes for this initiative.

Both the Community College and DPI maintain seats on the NC Apprenticeship Council through the Department of Labor. This group works closely to promote and support apprenticeship and other work-based learning models.

The Department of Public Instruction and Community Colleges have Seats on the Workforce Commission.

The Department of Public Instruction and Community College have seats on the North Carolina Employment and Training Association professional development group of front line workforce service providers, educators, trainers and state agencies involved in workforce development issues.

Postsecondary

All CTE efforts in North Carolina stem from the partnership between NCDPI and NCCCS. Additionally, NCCCS works with the University of North Carolina (UNC) System to assist students who choose a state university for the next phase of their CTE pathway. Efforts to update the North Carolina Comprehensive Articulation Agreement, between NCCCS, UNC, and private Institutions of Higher Education, are in progress. NCCCS also maintains active partnerships with the state Workforce Commission, both the System President and a local community college president have seats on this commission; Department of Commerce, community college staff work regularly on CTE projects with commerce; North Carolina Employment and Training Association, the CTE director has an agency seat on that board and takes an active role planning and training for the organizations membership; NCCCS, NCDPI and New Schools Project collaboratively head up Pathways to Prosperity, this project targets the improvement of career pathways between secondary and postsecondary education and work, many North Carolina companies take an active part in this statewide advisory group; NC CTE staff take an active role in the Accelerating Opportunities project, an adult education project based on the I-Best model of integrating basic skills and academic CTE courses, NC- CTE staff have been the main force behind the implementation of Department of Health and Human Services Early Childhood Associate Degree Accreditation Project.

At individual colleges, each works in partnership with the LEAs within its service area to ensure that students in CTE pathways have appropriate skills to progress to further education or a career. Many local colleges and LEAs have implemented local articulation agreements that assist in streamlining CTE pathways for students. Many of these efforts are a direct result of the activities formerly supported through Tech Prep. Without additional funding for such activities, it is possible that these efforts will diminish over time. Most North Carolina community colleges have also implemented bilateral articulation agreements with UNC institutions or other universities. These bilateral articulation agreements focus on CTE curricula and encourage students in AAS programs to continue their coursework toward a baccalaureate degree in their pathway.

Each CTE program at local colleges must convene advisory groups that include participation from relevant stakeholders that include industry representatives and employers. These advisory groups meet regularly and as needed to assist in guiding individual CTE programs for the purpose of improvement including the achievement of state academic standards.

Several State Leadership projects utilized partnerships to enable students to achieve academic standards and CTE skills.

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3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?

Yes

Secondary

NC CTE collaborated with other divisions within the state education agency and other agencies including NCCCS to strengthen counselors' knowledge of CTE offerings, to provide support materials for students and parents, to focus additional attention on Career Clusters and courses of study, and to further develop the state's Career and College Promise program, which allows students to take postsecondary courses while they are still in high school.

Postsecondary

Local colleges utilize more than 50% of Basic Grant funds for guidance and counseling programs for CTE students. Statewide support for guidance and counseling is supported through modules on NC-NET and through the publication of a career counseling document for students and parents.

4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?

Yes

Secondary and Postsecondary

Local colleges utilize Basic Grant funds to develop and implement local articulation agreements with LEAs and universities for specific CTE programs. Statewide articulation agreements, high school to community college articulation agreement for CTE programs and a community college to university articulation agreement for curriculum program students, are operational and are regularly reviewed and updated by stakeholders. NC legislation allowed CTE Career and College Promise programs in certain areas to expand to grades 9 and 10.

5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?

Yes

Postsecondary

Local colleges utilize Basic Grant funds to develop career pathways that include opportunities for CTE students to continue their career pathway at universities through articulation agreements and by consistently updating CTE programs to ensure that students who complete community college CTE programs possess the skills needed to enter and successfully complete baccalaureate programs. Statewide, individual projects were implemented to encourage specific CTE programs to meet the standards of accrediting bodies. For example, Early Childhood Education programs received training and support to pursue NAEYC accreditation. A benefit of the accreditation is that students matriculating from accredited programs to university programs were educated through a program that meets the intensive standards of the accrediting body.

6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?

Yes

Secondary

NC CTE provides financial support to CTSOs as well as supporting in other ways such as partner with their Boards of Directors to assist in the advisor search and by state CTE staff assisting in various capacities.

Postsecondary

Local colleges may utilize Basic Grant funds to support CTE student organizations through faculty release time to operate these projects. A member of the state CTE staff is North Carolina Skills USA Board Member and is working to increase postsecondary participation in CTE student organizations at local colleges.

7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?

Yes

Secondary

Courses within the Career Clusters allow students to experience “all aspects of an industry” as they build a coherent sequence of courses in a program of study that prepares them for the specific careers in which they are interested. Work-based learning opportunities available in all CTE courses also help students understand all aspects of an industry.

Postsecondary

Local colleges utilize Basic Grant funds to provide faculty with opportunities to “return to industry” in order to improve CTE programs by integrating industry experience into course work. Statewide, a partnership with the North Carolina Automotive Dealers Association supports experiences that demonstrate “all aspects of industry” by providing industry-supported professional development opportunities. Professional Development activities, supported by State Leadership funds provide opportunities for CTE faculty and staff to identify specific professional development needs, including various aspects of industry that may not be part of the curriculum. An example of this was training for CTE faculty to become certified trainers able to award 10 hour and 30 hour safety certifications for CTE students, faculty, and staff.

8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?

Yes

Secondary and Postsecondary

Development of partnerships between education and specific business or industry groups continues to be a focus in both secondary and postsecondary CTE. CTE solicits support of business representatives who can be called on when needed for various activities. One significant component of these efforts in 2012-13 was Pathways for Prosperity. This project is a combined effort of the NCDPI, Jobs for the Future, and the Harvard Graduate School of Education and is a follow-up from the Pathways to Prosperity report released in 2011. Two regions have been involved in asset mapping and constructing career pathways in particular industry sectors. This 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.

In addition to traditional work-based learning initiatives such as cooperative education that require business support, in 2012-13 the Students@Work project was further expanded. Students@Work is an innovative project that provides job shadowing opportunities for middle grades students.

9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?

Yes

Secondary

The 2012 CTE Essential Standards, the framework for secondary CTE offerings statewide, went into effect in 2012. Work continued on development of new or substantially revised courses, including Microsoft Sharepoint, being developed in conjunction with the NC Virtual Public School, and Virtual Enterprise. These courses prepare students for high skill jobs in occupations that cross specific Career Clusters.

Postsecondary

Local colleges utilize Basic Grant funds to modernize and expand CTE programs through the development of new courses and programs or to increase the number of course sections available for high demand CTE courses. Faculty supported through these efforts may use Perkins funds for up to three years. After three years, it is expected that colleges will absorb these costs.

10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?

Yes

Secondary

Professional development aligned to existing courses helps teachers continue to improve their knowledge and skills related to entrepreneurship and how it applies to their specific content areas. Work continues on new courses related to Virtual Enterprise, which will allow students to develop technology-based entrepreneurial skills. Ongoing review of existing courses ensures that entrepreneurship ideas and concepts are reinforced wherever appropriate throughout the curriculum.

11. During the reporting year, did your state use Perkins funds to improve 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?

Yes

Secondary

The 40-hour induction program for new CTE teachers was offered in a face-to-face format to more than 100 teachers during 2012-13. Although originally conceived as a service for teachers who are alternatively certified, the program now includes a number of participants from traditional teacher-education institutions.

Postsecondary

Local colleges utilize Basic Grant funds to provide professional development opportunities better prepare CTE faculty and staff. Often these opportunities assist with the transition from industry to CTE. Statewide, NC-NET has developed an CTE adjunct faculty toolkit designed to assist practitioners with the learning and implementing the elements of an effective instructor.

12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?

Yes

Secondary and Postsecondary

Local colleges utilize Basic Grant funds to provide CTE students with occupational and employment resources in the form of career counselors and career development resources. Statewide, a career counseling publication was developed for CTE students and parents that provides career guidance and employment information.

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Step 4: Technical Skills Assessment

Provide a summary of your state's plan and timeframe for increasing the coverage of programs entered above.

Secondary

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

A single entry is included above for a set of program area and cluster which may actually include more than one course.

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 2012-13, more than 90 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 as are students in courses being piloted or field tested.) Most third-party assessments were administered and results collected using Elements and are included as part of the measure of Technical Attainment.

Credentials: During 2012-2013, local districts reported student attainment on selected industry-recognized credentials and certifications using Elements, CTE's instructional management system. More than 100,000 technical credentials were reported using this process. A subset of credentials was 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 22 licenses required by state statute for an individual to work in that occupation and certifications, which are generally voluntary but may be required by employers or an outside accrediting agency. It is anticipated that four additional technical skill assessments will begin in 2014. 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 estimated percentage of CTE concentrators who participated in a Technical Skills Assessment is 19.69%. 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.

Enter the number of students assessed for technical skill attainment, and the total number of CTE concentrators reported for the program year. The percent of students assessed for technical skill attainment will be automatically calculated.

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North Carolina

Step 8: Program Improvement Plans

Extension Requested?

No

Required Program Improvement Plans

Directions: Your state has failed to meet at least 90% of the state adjusted level of performance for the core indicators of performance listed in the table below. Please provide a state program improvement plan addressing the items found in the column headings of the table below.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
2P1	Data indicate that no disaggregated subgroup met at least 90 percent of the negotiated Level of Performance. American Indian, Asian, and Hawaiian and Pacific Islander subgroups performed better than 2011-2012. All other subgroups performed worse than in 2011-2012. Male students and White students experienced the most significant decrease in performance. These decreases are attributed to an error in data collection.	Solicit best practices from colleges successfully meeting 2P1 and disseminate to all colleges through NC-NET.	Nancy Massey and Douglas Long	06-30-14
2P1	Data indicate that no disaggregated subgroup met at least 90 percent of the negotiated Level of Performance. American Indian, Asian, and Hawaiian and Pacific Islander subgroups performed better than 2011-2012. All other subgroups performed worse than in 2011-2012. Male students and White students experienced the most significant decrease in	Explore opportunities to increase access to valid data regarding participation and performance on third-party credential providers.	Douglas Long	06-30-14

Core Indicator	Disaggregated categories of performance. These decreases are attributed to an error in data collection.	Action step to be implemented	Staff member	Timeline
2P1	Data indicate that no disaggregated subgroup met at least 90 percent of the negotiated Level of Performance. American Indian, Asian, and Hawaiian and Pacific Islander subgroups performed better than 2011-2012. All other subgroups performed worse than in 2011-2012. Male students and White students experienced the most significant decrease in performance. These decreases are attributed to an error in data collection.	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	06-30-14
2P1	Data indicate that no disaggregated subgroup met at least 90 percent of the negotiated Level of Performance. American Indian, Asian, and Hawaiian and Pacific Islander subgroups performed better than 2011-2012. All other subgroups performed worse than in 2011-2012. Male students and White students experienced the most significant decrease in performance. These decreases are attributed to an error in data collection.	Test and validate the accuracy of the data used in to determine Core Indicator performance.	Bob Witchger and Natasha Burden	06-30-14
2P1	Data indicate that no disaggregated subgroup met at least 90 percent of the negotiated Level of Performance. American Indian, Asian, and Hawaiian and Pacific Islander subgroups performed better than 2011-2012. All other subgroups performed worse than in 2011-2012. Male students and White students experienced the most significant decrease in performance. These decreases	Provide statewide data training for local colleges.	Joyce Valentine	06-30-14

Core Indicator	Disaggregated categories of are attributed to an error in data collection.	Action step to be implemented	Staff member	Timeline
2P1	Data indicate that no disaggregated subgroup met at least 90 percent of the negotiated Level of Performance. American Indian, Asian, and Hawaiian and Pacific Islander subgroups performed better than 2011-2012. All other subgroups performed worse than in 2011-2012. Male students and White students experienced the most significant decrease in performance. These decreases are attributed to an error in data collection.	Renegotiate, with OVAE, Core Indicators of Performance.	Bob Witchger	06-30-14
2P1	Data indicate that no disaggregated subgroup met at least 90 percent of the negotiated Level of Performance. American Indian, Asian, and Hawaiian and Pacific Islander subgroups performed better than 2011-2012. All other subgroups performed worse than in 2011-2012. Male students and White students experienced the most significant decrease in performance. These decreases are attributed to an error in data collection.	Test and validate the accuracy of the data used in to determine Core Indicator performance.	Bob Witchger	06-30-14
3P1	Data indicate that no disaggregated subgroup met at least 90 percent of the negotiated Level of Performance. All subgroups performed worse than in 2011-2012. These decreases are attributed to an error in data collection.	Test and validate the accuracy of the data used in to determine Core Indicator performance.	Bob Witchger and Natasha Burden	06-30-14
3P1	Data indicate that no disaggregated subgroup met at least 90 percent of the negotiated Level of Performance. All subgroups performed worse than in 2011-2012. These	Provide statewide data training for local colleges.	Joyce Valentine	06-30-14

Core Indicator	Disaggregated categories of decreases are attributed to an error in data collection.	Action step to be implemented	Staff member	Timeline
3P1	Data indicate that no disaggregated subgroup met at least 90 percent of the negotiated Level of Performance. All subgroups performed worse than in 2011-2012. These decreases are attributed to an error in data collection.	Renegotiate, with OVAE, Core Indicators of Performance.	Bob Witchger	06-30-14
3P1	Data indicate that no disaggregated subgroup met at least 90 percent of the negotiated Level of Performance. All subgroups performed worse than in 2011-2012. These decreases are attributed to an error in data collection.	Test and validate the accuracy of the data used in to determine Core Indicator performance.	Bob Witchger	06-30-14
4P1	Data indicate that no disaggregated subgroup met at least 90 percent of the negotiated Level of Performance. Only Hawaiian and Pacific Islander students performed better than 2011-2012; however; the number of students from this subgroup is statistically insignificant with only 0.059% of the total population being represented. All other subgroups performed worse than in 2011-2012. These decreases are attributed to an error in data collection.	Test and validate the accuracy of the data used in to determine Core Indicator performance.	Bob Witchger and Natasha Burden	06-30-14
4P1	Data indicate that no disaggregated subgroup met at least 90 percent of the negotiated Level of Performance. Only Hawaiian and Pacific Islander students performed better than 2011-2012; however; the number of students from this subgroup is statistically insignificant with only 0.059% of the total population being represented. All other subgroups	Provide statewide data training for local colleges.	Joyce Valentine	06-30-14

Core Indicator	Disaggregated categories of performed worse than in 2011-2012. These decreases are attributed to an error in data collection.	Action step to be implemented	Staff member	Timeline
4P1	Data indicate that no disaggregated subgroup met at least 90 percent of the negotiated Level of Performance. Only Hawaiian and Pacific Islander students performed better than 2011-2012; however; the number of students from this subgroup is statistically insignificant with only 0.059% of the total population being represented. All other subgroups performed worse than in 2011-2012. These decreases are attributed to an error in data collection.	Renegotiate, with OVAE, Core Indicators of Performance.	Bob Witchger	06-30-14
4P1	Data indicate that no disaggregated subgroup met at least 90 percent of the negotiated Level of Performance. Only Hawaiian and Pacific Islander students performed better than 2011-2012; however; the number of students from this subgroup is statistically insignificant with only 0.059% of the total population being represented. All other subgroups performed worse than in 2011-2012. These decreases are attributed to an error in data collection.	Test and validate the accuracy of the data used in to determine Core Indicator performance.	Bob Witchger	06-30-14
5P2	Data indicate trends showing that Male, Asian, Black or African American, Hispanic/Latino, White, Unknown (race), Individuals with Disabilities, Economically Disadvantaged , Displaced Homemakers, and Tech Prep students at local colleges often achieved less than 90 percent of the negotiated	Test and validate the accuracy of the data used in to determine Core Indicator performance.	Bob Witchger and Natasha Burden	06-30-14

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	<p>Level of Performance. Female American Indian/Alaska Native, Hawaiian and Pacific Islander, Limited English Proficiency, and Single Parents subgroups performed better than 2011-2012. All other subgroups performed worse than in 2011-2012. These decreases are attributed to an error in data collection.</p>			
5P2	<p>Data indicate trends showing that Male, Asian, Black or African American, Hispanic/Latino, White, Unknown (race), Individuals with Disabilities, Economically Disadvantaged , Displaced Homemakers, and Tech Prep students at local colleges often achieved less than 90 percent of the negotiated Level of Performance. Female American Indian/Alaska Native, Hawaiian and Pacific Islander, Limited English Proficiency, and Single Parents subgroups performed better than 2011-2012. All other subgroups performed worse than in 2011-2012. These decreases are attributed to an error in data collection.</p>	<p>Provide statewide data training for local colleges.</p>	Joyce Valentine	06-30-14
5P2	<p>Data indicate trends showing that Male, Asian, Black or African American, Hispanic/Latino, White, Unknown (race), Individuals with Disabilities, Economically Disadvantaged , Displaced Homemakers, and Tech Prep students at local colleges often achieved less than 90 percent of the negotiated Level of Performance. Female American Indian/Alaska Native, Hawaiian and Pacific Islander, Limited English Proficiency, and</p>	<p>Renegotiate, with OVAE, Core Indicators of Performance.</p>	Bob Witchger	06-30-14

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
5P2	Single Parents subgroups performed better than 2011-2012. All other subgroups performed worse than in 2011-2012. These decreases are attributed to an error in data collection. Data indicate trends showing that Male, Asian, Black or African American, Hispanic/Latino, White, Unknown (race), Individuals with Disabilities, Economically Disadvantaged , Displaced Homemakers, and Tech Prep students at local colleges often achieved less than 90 percent of the negotiated Level of Performance. Female American Indian/Alaska Native, Hawaiian and Pacific Islander, Limited English Proficiency, and Single Parents subgroups performed better than 2011-2012. All other subgroups performed worse than in 2011-2012. These decreases are attributed to an error in data collection.	Test and validate the accuracy of the data used in to determine Core Indicator performance.	Bob Witchger	06-30-14

Local Program Improvement Plans

Postsecondary

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 Performance Indicators.

Data for the 2012-2013 program year is negatively impacted by a “coding error” in the Perkins data system. NCCCS is working with OVAE to renegotiate future performance targets. After these targets are determined, NCCCS will negotiate new performance targets with its colleges.

A total of 158 local program improvement plans will be developed by community colleges. Each of the 53 colleges receiving Perkins funds will be required to implement at least one improvement plan.

	Number of Students in the Numerator:
Grand Total	3921
GENDER	
Male	746
Female	3175
RACE/ETHNICITY* (1997 Revised Standards)	
American Indian or Alaskan Native	52
Asian	58
Black or African American	967
Hispanic/Latino	276
Native Hawaiian or Other Pacific Islander	2
White	2463
Two or More Races	103
SPECIAL POPULATION AND OTHER STUDENT CATEGORIES	
Individuals With Disabilities (ADA)	
Disability Status (ESEA/IDEA)	244
Economically Disadvantaged	1647
Single Parents	49
Displaced Homemakers	
Limited English Proficient	34
Migrant Status	0

Additional Information

Number of **State Adjusted**
Students in the **Level of**
Denominator: **Performance:**

15897 24.7%



10086 7.4%

5811 54.6%



263 19.8%

230 25.2%

3647 26.5%

1321 20.9%

4 50.0%

10033 24.5%

399 25.8%



1379 17.7%

6733 24.5%

111 44.1%

199 17.1%

9 0.0%