



North Carolina Vocational Education

PERFORMANCE REPORT

Program Year 1989-90

**North Carolina State Board of Education
North Carolina State Board
of Community Colleges
Raleigh, North Carolina
27603-1712**

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

Carl Perkins Annual Performance Report

Table 1

Postsecondary/Adult Portion

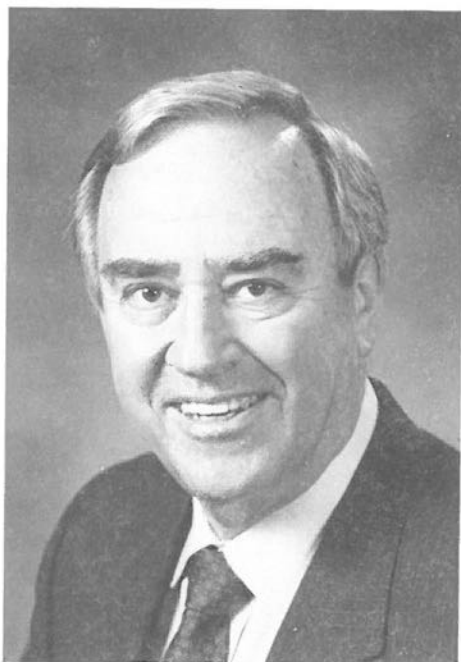
	Mainstream Pgms.	Separate Pgms.
Title II(A)		
Handicapped	7,501	1,741
Disadvantaged (no LEP)	47,546	11,407
LEP	1,954	1,720
Adult	65,244	
Single Parent/Homemaker	23,412	
Corrections		1,524
Nontraditional		
Male	28	110
Female	498	2,129
Title II(B)	459,214	
TOTAL II. A & B	605,397	18,631
TOTAL TITLE II		624,028
Title III		
III(A) CBO	323	32
TOTAL TITLE III		355
TOTAL		624,383
Title II & III		
Postsecondary		



Bob R. Etheridge
State Superintendent
Department of Public Instruction

Vocational education is intended by the General Assembly of North Carolina to "be an integral part of the educational process." This is significant to understanding the performance of vocational education in this state. Just as we espouse a comprehensive approach to vocational education through a standardized course of study within secondary education, so do we promote a comprehensive approach to secondary vocational education that complements the work of postsecondary vocational and technical education.

To these ends, the North Carolina Vocational Education Performance Report is presented to demonstrate not only how the performance of vocational education meets the standards set forth in the federal Carl D. Perkins Act, but also to show it complements and contributes to the whole educational process for the youth of our state. We encourage you to read the document carefully.



Robert W. Scott
State President
Department of Community Colleges

The North Carolina community college system was created to give adult citizens opportunities to obtain the technical, vocational and basic academic education they need to be full participants in the economic and social life of the state. From its beginnings as a system of industrial education centers and junior colleges, it has focused on that primary mission. Today, over 624,000 individuals are enrolled in all programs, 413,000 in curriculum or continuing education programs which provide specific preparation for an occupation. Institutions provide assessment, counseling and support services to increase student success. College faculty and administrators work closely with business leaders to insure that programs are teaching students what they need to know to become valuable employees. The system's record in vocational education has made it one of the state's major economic development assets.

CERTIFICATION

The State Board of Education, sole state agency, has the authority under Public School Law 115C - 153, to approve and submit the PY 1989-90 Performance Report for Vocational Education. This report has been prepared in compliance with OMB Circular No. 1830-050 and is authorized by 34 CFR 80.40. The report covers the twelve month program year July 1 to June 30.

NORTH CAROLINA STATE BOARD OF EDUCATION
(Official Name of State Board)

3-7-91

(Date)

Barbara M. Ingram

Chairman, N.C. State Board of Education

3-11-91

(Date)

Bob G. Lyle

State Superintendent of Public Instruction

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INTRODUCTION

This Performance Report presents the services and activities provided the youth and adults in secondary and postsecondary vocational education in North Carolina from July 1, 1989 - June 30, 1990.

The report is more than a compliance document for the U.S. Department of Education. It represents the efforts at all levels to improve the quality of education and training for participants in vocational education.

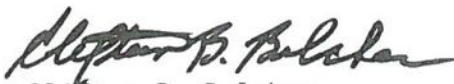
Data are provided to reflect services to special populations, trends, growth in enrollment, student and employer assessment of the value of vocational education, and business/industry participation and contribution to quality control.

The federal grant of \$26,049,060 dollars (PY 1989-90) was shared two-thirds by secondary and one-third by postsecondary. This sharing of federal resources is pursuant to North Carolina General Statute 115C-158. The contents of the report reflect this two-thirds/one-third split and the appropriate clientele served at each level of vocational education.

The report is divided into two parts--secondary and postsecondary. The secondary education part contains four sections (I, II, III, IV). The first section (I. Vocational Education Opportunities Accomplishments) contains information on secondary vocational education services and activities for handicapped, disadvantaged, limited English proficiency, single parent and sex equity. The second section (II. Program Improvement Accomplishments) contains information on secondary vocational education in the area of new programs, expanded programs, career guidance, personnel development, curriculum development, equipment, research, and other improvement activities. The third section (III. Consumer and Homemaking Accomplishments) contains information on home economics services and activities in secondary education. The fourth section (IV. Community Based Organizations) contains information on programs and services provided jointly by eligible recipients and community based organizations.

The postsecondary education part contains two sections (I, II). The first section (I. Vocational Education Opportunities Accomplishments) contains information on handicapped, disadvantaged, limited English proficiency, adults in need of training and retraining, single parents and homemakers, sex equity, and criminal offenders in correctional institutions. The second section (II. Program Improvement Accomplishments) contains information on postsecondary education accomplishments under a category where limited resources were available for the stated purpose.

We congratulate all parties concerned not only in the high level of performance indicated in this report, but also in the sincere desire to coordinate efforts to provide maximum results for the clients served by vocational education.



Clifton B. Belcher

Division of Vocational Education Services

NORTH CAROLINA
ANNUAL PERFORMANCE REPORT
FOR THE VOCATIONAL EDUCATION STATE-ADMINISTERED PROGRAM
UNDER THE CARL D. PERKINS VOCATIONAL EDUCATION ACT
P.L. 98-524

This report is authorized by 34 CFR 80.40 and covers the twelve month program year July 1 to June 30. It has been prepared in compliance with OMB Circular No. 1830-050, and Program Memorandum OVAE/DVE.

Program Year 1989-90

STATE BOARD OF EDUCATION
RALEIGH, NORTH CAROLINA
27603-1712

Results and Accomplishments of Expending
Title II - Part A Federal Funds
VOCATIONAL EDUCATION OPPORTUNITIES

The numerical data on special population students enrolled in vocational education that are assisted with federal funds under Title II, Part A and matching state/local funds where required or optionally provided are reflected in Table 1.

I. Vocational Education Opportunities Accomplishments

A. SECONDARY - Handicapped

1. Number of handicapped receiving additional services in mainstream programs. (See Table 1)
2. Number of handicapped served in separate programs. (See Table 1)

Table 1

ENROLLMENT BY CATEGORY
PY 1989-90
SECONDARY - POSTSECONDARY

Target Population	Secondary		Postsecondary/Adult		Total
Title II(A)	Mainstream Programs	Separate Programs	Mainstream Programs	Separate Programs	
Handicapped	20,706	2,369	7,501	1,741	32,317
Disadvantaged (minus LEP)	76,784	1,667	47,546	12,330	137,404
LEP	742	24	1,954	1,720	4,440
Adult			65,244		65,244
Single Parent/ Homemaker	246		23,412		23,658
Corrections				1,524	1,524
Nontraditional* Male	22,504		28	110	22,642
Female	25,667		498	1,548	13,187
Title II(B) Regular Voc-Ed Population	329,846		439,214		769,060
TOTAL II A & B	476,495	4,060	605,397	18,631	1,104,583
TOTAL TITLE II	480,555		624,028		1,037,984
Title III					
III(A) CBO		116	323	32	471
III(B) C&H	38,900				
TOTAL TITLE III	39,016		612		40,450
TOTAL - TITLE II & III SECONDARY & POSTSECONDARY	519,571		624,383		1,143,954

*A nontraditional vocational education program or course for a student is one in which the vast majority of students are of the opposite sex.

I. Vocational Education Opportunities Accomplishments

A. Handicapped

1. Number of handicapped receiving additional services in mainstream programs. (See Table 1)
2. Number of handicapped served in separate programs. (See Table 1)
3. Achievements in providing equal access for handicapped; in recruitment; full range of programs; least restrictive environment; coordination between special education and vocational education; assessment; career development; and transition from school to work.

The North Carolina State Plan for FY 1990 established five overall objectives to monitor achievements in providing equal access for handicapped students. Accomplishments in recruitment to the full range of program offerings, least restrictive environment, coordination between special education and vocational education, assessment, career development and transition from school to work will be outlined, as appropriate, in the context of each objective.

Objective #1

Provide supplemental vocational instruction to handicapped students in accordance with a written Individual Education Plan

Each local education agency continued an aggressive program of supplemental services for handicapped students. Seventeen thousand three hundred and thirteen (17,313) handicapped students benefited from additional vocational instruction, counseling and career development activities. Data indicate that 214 more students were served in FY-90 than in FY-89.

Each LEA assigned at least one individual to work as vocational support service coordinator. This individual worked with the IEP committee to interpret vocational assessment data and plan student objectives compatible with students abilities and interests in the least restrictive environment. Eighth grade handicapped students and their parents were provided information about the vocational programs available through IEP meetings, student orientation activities, small group counseling sessions, career day activities, career exploration classes, written communications and home visitations.

Through support services, handicapped students were able to establish realistic career objectives, enroll in vocational programs compatible with their abilities and

interests, receive additional vocational instruction and individualized assistance with reading and math demands of vocational programs, develop positive self images and improve their attendance.

The goal of support services programs in North Carolina is to provide coordinated services (with other agencies) to help special needs students develop marketable skills. Based on reports from local education agencies, the level of services was very beneficial and many handicapped students would not have been successful in vocational programs without the support they received.

Objective #2

Provide comprehensive vocational assessment for handicapped students enrolled in vocational education programs.

Handicapped students being considered for vocational placement and those already enrolled in vocational programs were given a vocational assessment to determine their strengths, weaknesses and special needs.

Each local unit developed an assessment process that included two phases -- basic assessment and formal assessment. All students were given a basic assessment. The primary purposes were to:

- (a) assess academic abilities, vocational programs, interests and learning needs and styles;
- (b) develop an individual career and vocational plan;
- (c) determine whether a comprehensive or formal vocational assessment was needed.

If educational placement and instructional needs could not be determined at the basic assessment level, students were referred for more indepth assessment either at the high school or vocational rehabilitation units.

After completion of the assessment process, a career plan was developed cooperatively with all service providers including handicapped support personnel and vocational rehabilitation, if applicable.

Vocational assessment activities in North Carolina have been very effective in helping students understand their potential for success in a vocational program and in the career planning component of the middle grades program. However, many LEAs expressed a concern relative to the amount of time involved in the

assessment process and the lack of understanding of regular vocational teachers about how to use assessment information for instructional planning. Efforts were made during FY-90 to integrate assessment activities into the curriculum of the career exploration programs at the middle school level. This eliminated the problem of "pulling" students out of their regularly scheduled classes for assessment. Regular guidance counselors were involved in providing feedback to students and assisting students with vocational course selection. Regular vocational teachers were provided inservice training on how to plan instruction to meet individual learning styles and academic functioning levels of students. These strategies will be continued for 1990-91 with more emphasis on involving regular vocational teachers in the assessment process.

Objective #3

Provide transitional services which will encompass a broad array of services and experiences which will lead to sustained employment.

During FY-90, transitional planning was a major component of the IEP for handicapped students. LEAs included transition activities as a component of the services provided through support services. In addition, students were provided career counseling and employability skills training. Major accomplishments were made by allowing handicapped students to work on the school campus to develop good work habits and gain experience prior to embarking on competitive employment. By utilizing JTPA resources, vocational rehabilitation and work study, more handicapped students received transitional services prior to graduating from high school.

Objective #4

Provide cooperative strategies and internships in conjunction with vocational programs in which students are enrolled.

Through special programs, approximately 500 students received cooperative strategies in competitive employment situations. Others received on-campus work experience as indicated above. There is a need for increased statewide activities that will provide cooperative strategies and internships for handicapped students. During FY-91 LEAs, will be encouraged to place more emphasis on work experience options for handicapped students.

Objective #5

Provide assistance and support to vocational teachers in the areas of curriculum and equipment modification.

Inservice activities were made available for vocational teachers to increase their skills in modifying curriculum and equipment for handicapped students. In addition, LEAs provided (as necessary) braille textbooks and large print instructional materials, special safety devices for equipment, desks to accommodate wheel chairs, interpreters and readers.

Through the Support Services Lab at each school, vocational teachers were able to receive assistance with unique problems they encountered with the students and with developing appropriate instructional materials for handicapped students enrolled in their program.

4. Description of additional or supplemental services provided to handicapped:
 - a. Outreach activities designed to recruit and enroll handicapped students for regular vocational programs.
 - b. Vocational assessment activities for all identified students to determine their interests, abilities and special needs.
 - c. Additional time for vocational instruction and special individualized related basic skill instruction.
 - d. Guidance and counseling including recruitment, referral and follow-up services.
 - e. Career planning and decision making activities.
 - f. Job placement and follow-up services.
5. Exemplary programs developed.

Moore County

An exemplary handicapped program is in Moore County for support services. This program serves 108 educable mentally handicapped, seriously emotionally disturbed, learning disabled and other health impaired students.

It provides assessment services for the interests, abilities and special needs of handicapped students. Additionally, remedial services are provided for both technical instruction in occupationally specific courses and in basic skills necessary to succeed. Guidance, counseling and career development including recruitment, referral and follow-up are offered. Staff receive training to prepare personnel to work with disadvantaged and handicapped students.

These are provided through related assessments and tutorial assistance during the normal school day. Career development plans are developed.

Cumberland County

Exemplary handicapped programs include number served, as well as quality of service. In Cumberland County, 198 handicapped students were served in grades 7-9 and 479 more in 10-12 for a total of 1,177.

1. Handicapped Supportive Services - Grades 10-12

Vocational support labs are established in all eight senior high schools. One professional resource teacher and one assistant helps identified students in this lab or in vocational teachers' classrooms. The supportive personnel assist students with the following:

- . Reading and math related to the vocational course in which the students are enrolled.
- . Modification of curriculum and with the identified vocational students.
- . Individualized curriculum assistance as needed with identified students to improve the students' success in the classroom.
- . Vocational assessment and career planning.

The labs are set up during the regular school year for five to six 55-minute class periods.

2. Handicapped Supportive Services - Grades 7-9

Vocational non-professional teacher assistants are employed in all junior high schools. At least one assistant is employed per junior high. The assistants help identified students in the vocational program with modification of learning activities as needed, individualized curriculum assistance to improve the students' success, and vocational assessment and career planning.

The assistants served primarily the prevocational program but may also assist as needed with targeted students in the other vocational programs if the situation warrants.

There will be seven 50-minute class periods daily in which the services of the assistant will be utilized.

3. Handicapped Supportive Services - Grades 7-12 - Special School

A vocational support lab is established at Walker Spivey to serve trainable mentally handicapped, seriously emotionally disturbed and multihandicapped students in vocational courses that are funded from non-vocational dollars.

One professional resource teacher and one assistant help identified students in the lab or in the classroom where vocational courses are taught. The supportive personnel assist students with the following:

- . Reading and math related to the vocational course in which the students are enrolled.
- . Modification of curriculum with the identified vocational students.

- . Individualized curriculum assistance as needed with identified students to improve the students' success in the classroom.
- . Vocational assessment career planning.

The lab is set up during the regular school year for three days per week.

The vocational course offerings at Walker Spivey include the following paid from other fund sources. The total from these sources is \$147,320.

<u>Course</u>	<u>Fund Source</u>
Teen Living	Local, State
Homestead and Gardening	Local, State
Career Exploration	Willie M, Federal, State
Job Training	JTPA

4. Special Handicapped Cooperative Program -- Grades 7-12

A cooperative program for handicapped students funded by JTPA and vocational education operates at the eight senior high sites and the Walker Spivey special school site. The program is designed to provide employability skills to these students placing them in job sites when they are job ready.

5. Assessment and Computer Assisted Instruction of Handicapped Students -- Grades 7-12

A vocational assessment coordinator is employed to oversee the assessment procedures, data collection and utilization of data for all vocational assessment services countywide. Computer software updates routinely are previewed and prepared for countywide distribution as well. The coordinator spends two days per week on these functions.

B. Disadvantaged (Excluding LEP)

1. Number of disadvantaged individuals receiving additional services in mainstream programs. (See Table 1)
2. Number of disadvantaged individuals served in separate programs. (See Table 1)
3. Description of additional or supplemental services provided to the disadvantaged.

The local education agencies continued their efforts to provide quality vocational training for disadvantaged students. The major emphasis was to ensure that all students were provided equal access to vocational programs and an equal opportunity to develop marketable skills.

The emphasis on mainstreaming resulted in more students participating in vocational programs. The enrollment increased from 74,786 during 1988-89 to 76,784 in 1989-90. The number of professional and paraprofessional personnel employed to provide additional services increased from 435 to 550.

In an effort to provide a full range of services, local units worked cooperatively with JTPA programs and state-funded dropout prevention programs to make available a broad range of services for disadvantaged students.

Local units' service delivery included outreach activities, vocational assessment, supplemental services, career guidance and counseling, and job placement and follow-up. The following is a description of activities:

a. Outreach

"At risk" students were identified at the seventh and eighth grade level. Individual and/or group counseling sessions were provided to inform students of vocational program offerings and the continuum of services available to them. During the spring of 1990, parents were informed of vocational options available to students. A vocational support service coordinator worked to ensure that all students identified received career counseling designed to plan appropriate vocational placement.

b. Assessment

Students enrolled in vocational programs were given an assessment to determine their interests, abilities and special needs. This assessment analyzed students' abilities and needs in relationship to available vocational training at the secondary level and the labor market demands of the community.

During FY-90, LEAs emphasized assessment of students' learning styles and training vocational teachers in techniques for teaching to individual learning styles.

Upon completion of the assessment process the vocational support coordinator and vocational teacher cooperatively developed a Career Development Plan for each student. This plan outlined the student's strengths and weaknesses, supplemental services needed and method by which needed services would be provided.

c. Supplemental Services

Local education agencies provided a broad range of supplemental services designed to help students achieve success in regular vocational programs. A Support Service Center in each LEA enhanced the quality of services provided in existing centers.

Students were referred to the SSC by the vocational teacher to receive one-on-one remedial or small group instruction as needed, counseling, or for additional time on vocational tasks. The Support Service Center served as a bank of instructional materials and supplemental strategies from which disadvantaged students and their vocational teachers could draw assistance for skill training.

Instruction provided through the Center varied according to student needs and learning styles. However, a major emphasis was placed on basic skills remediation and counseling. Center personnel also assisted in planning instruction and modifying curriculum, and made recommendations for facilities and equipment when appropriate.

4. Achievements in serving disadvantaged students in terms of improved access and services provided that contribute to success in the program.

The State Plan for Vocational Education PY-90 outlined five objectives for service delivery for disadvantaged students. To accomplish these objectives, LEAs worked to enhance the support service efforts at each school. Special needs personnel identified and provided assessment to all eighth and ninth grade students, developed career plans and implemented supplemental services in accordance with the students' assessed needs. Motivating and helping students make realistic career goals were determined to be the greatest needs of the disadvantaged population. To meet these needs, LEAs provided experiences to broaden their horizons. Several school systems established projects with business and industry, the American Association of Retired Persons, and other civic organizations. These projects provided role models who were available to counsel students, serve as tutors or vocational assistants or provide other incentives designed to motivate students and help them understand the importance of developing vocational skills. Extra support in the form of intensive counseling also was provided.

Other accomplishments involved provisions for additional instructional support. Disadvantaged students were provided basic skills remediation to enhance achievement of vocational skills. Regular vocational teachers integrated basic skills in the curriculum and students were given additional time in a support lab to master these skills. This resulted in improved correlation of basic and vocational instruction designed to prepare students for the job market.

Economically disadvantaged students were provided cooperative opportunities. Work-study was utilized, more than in prior years, in conjunction with cooperative vocational programs. For students in rural areas of North Carolina, transportation was a problem. Local units were encouraged to provide on-campus work-study options or provide transportation where needed. These services provided economically disadvantaged students with financial assistance that helped them remain in school.

5. Exemplary programs developed.

Craven County Schools

An exemplary disadvantaged program is located in New Bern at the J. T. Barber Junior High School. The outstanding feature of this program is the involvement of different service providers. This is a program for 14 and 15 year olds. Early identification and intervention through comprehensive vocationally oriented assessments and planning, and hands-on employability and job-specific education and training make up the process.

The comprehensive effort involves vocational education, JTPA (through the Neuse River PIC), exceptional childrens' education, guidance and counseling services and vocational rehabilitation. Service providers coordinate to keep participants in school and to provide support services to help them succeed in classes. They also help participants plan for and make a successful transition to New Bern Senior High School. For those with the highest probability of dropping out, the program helps provide them with salable skills. Additional key components include parent involvement (atypical of many parents of disadvantaged youth), remedial/support services instruction, pre-employability skills and guidance.

Results include attainment of vocational competencies, exceeding all JTPA performance standards (87% positive terminations compared to the 68% standard, for example).

Cost per participant is half the cost per participant standard for JTPA. This is because of contributions of resources and process from a range of service providers.

Cumberland County

In addition to New Bern, Cumberland County also provides a range of services for disadvantaged. There are 3,540 students served in grades 7-9 and 1,926 in grades 10-12. These services include assessment services, remedial technical service, remedial basic skills, curriculum modification, guidance, job placement, work study, vocational cooperative education and outreach services. Below is a brief description.

1. Disadvantaged/LEP Supportive Services -- Grades 10-12

Vocational support labs are established in all eight senior high schools. One professional resource teacher and one assistant help identified students in the lab or in the vocational teachers' classrooms. The supportive personnel assist students with the following:

- . Reading and math related to the vocational course in which the students are enrolled
- . Modification of curriculum with the identified vocational students
- . Individualized curriculum assistance as needed with identified students to improve the students' success in the classroom
- . Vocational assessment and career planning

The labs are set up during the regular school year for five to six 55-minute class periods.

2. Disadvantaged/LEP Supportive Services -- Grades 7-9

Vocational non-professional teacher assistants are employed in all junior high schools. At least one assistant is employed per junior high. The assistants help identified students in the vocational program with modification of learning activities as needed, individualized curriculum assistance to improve the students' success, and vocational assessment and career planning.

The assistants serve primarily the career exploration program but may also assist as needed with targeted students in other vocational programs if the situation warrants.

There will be seven 50-minute class periods daily in which the services of the aide will be utilized.

3. Assessment of Disadvantaged Students -- Grades 7-12

A vocational assessment coordinator is employed to oversee the assessment procedures, data collection and utilization of data for all vocational assessment services countywide. Computer software updates routinely are previewed and prepared for countywide distribution as well. The coordinator spends two days per week on these functions.

Mecklenburg County Schools

In the Mecklenburg County School System, 3,198 disadvantaged students are served in grades 9-12. None were served in 6-8. Of these, 2,316 were economically and 772 were academically disadvantaged, and 110 were limited English proficient. Below is a description of the comprehensive services provided in this large urban school system.

The Mecklenburg County School System employed five vocational assessment coordinators and two vocational technical assistants to provide support services to secondary disadvantaged students during the year. Services provided for students enrolled in extended day (Harding Evening School) are conducted during extended hours. Approximately two-thirds of the assessment process involves disadvantaged students and one-third handicapped.

Identification Process

- . Students identified as academically and/or economically disadvantaged by teachers, counselors, vocational assessment coordinators and other appropriate personnel in accordance with federal guidelines
- . Students identified as potential dropouts
- . Students participating in JTPA-sponsored programs
- . Students participating in the JOBS program

Assessment Services

Eligible students are provided vocational assessment services designed to assess their interest, abilities and special needs. Criteria used for documenting students needs include, but are not limited to, analysis of student records, teacher-assessment conferences, student interviews and performance on assessment instruments. Eligible students are assessed prior to tenth grade. Additional assessment services are provided prior to graduation according to individual need. Assessment responsibilities include the following:

- . Preparation of diagnostic and evaluation tools,
- . Analysis of student records to determine academic level, interest, abilities, special vocational needs and their potential for success in regular vocational programs,
- . Counseling services associated with the assessment process.

Guidance, Counseling and Career Development Activities

These services are coordinated with the current secondary vocational education programs, primarily with the special co-op, involved with these activities. Recruitment, referral and follow-up are very critical components of the program. These activities are accomplished through individual, group and/or classroom interactions.

I. B. Limited English Proficiency (LEP)

1. Number of LEP individuals receiving additional services in mainstream programs. (See Table 1)
2. Number of LEP individuals served in separate programs. (See Table 1)
3. Description of additional or supplemental services provided to the LEP.

Limited English proficient students that needed assistance in vocational programs were identified. Support personnel (teachers or paraprofessionals) were employed as needed to provide assessment, counseling and tutorial services in their native language. In addition, funds were used to purchase supplemental materials and supplies designed to help students achieve success in vocational programs.

4. Achievements in serving the LEP students in terms of improved access and services provided that contribute to success in the program.

Between 1988-89 and 1989-90, quality of service was emphasized as the number of limited English proficient students served remained static.

5. Exemplary programs developed

Greensboro City Schools set up a special project for LEP students from Vietnam, Laos and Cambodia. This program helps these students learn about American customs and uses the computerized PAL system to teach the English language. It appears that this use accelerates learning.

C. Single Parents, Homemakers & Single Pregnant Women

1. Number of individuals receiving additional services in mainstream programs. (See Table 1)
2. Number of students served in the programs. (See Table 1)
3. Method for determining the greatest financial need and number served who meet the criteria.

Local education agencies are allowed flexibility in devising methods to certify students' eligibility for program participation. The LEAs follow the guidelines used by the Job Training Partnership Act community-based organizations or the guidelines employed by the Department of Social Services to determine eligibility of the greatest need among the single parent, homemakers and single pregnant women population. The LEAs coordinate their program services with the community-based organizations and the Department of Social Services to enhance program services of the population served. There were 246 single parent, homemaker and single pregnant women served who met these eligibility criteria.

4. Achievement and services provided single parents an opportunity to remain in school and develop marketable skills through the program.

Local Educational Agencies were given an opportunity to make applications for grants through the request for proposal process to address the needs of single parents to continue their education, develop marketable skills and make vocational training more accessible by assisting with child care and transportation services. Seven LEAs were funded to address these needs.

The programs were designed according to the needs of each LEA to address one or more of the following areas:

- a. 1. Child Care Services
- b. 2. Transportation Services
- c. 3. Accessible Vocational Training Programs
- d. 4. Developing Marketable Skills
- e. 5. Outreach/Guidance Materials

The coordinator monitored the activities of the programs to ensure that the LEAs were addressing the needs identified in their grant applications.

5. Cooperative efforts with private/public sector

Local educational agencies collaborated with businesses, industries, community based organizations, hospitals, day care facilities, transportation services and other community health facilities for the implementation of the projects and to involve the community in making the program a success.

6. Exemplary programs developed

This was the first year that local educational agencies had an opportunity to make application for grant funds to operate a single parent, homemaker and single pregnant women program in their community and school systems.

Much of the program year was used to coordinate identified resource services in the communities for the targeted population. However, all of the programs were exemplary in the various approaches used and services provided for single parents, homemakers and single pregnant women to return and remain in school, to develop marketable skills, and to care for their children and/or families.

It was the first time that several of the LEAs were able to develop coordinated activities with community resources in providing the necessary services for the target group. LEAs were able to get their communities to realize that coordinated efforts are a must in order for this population to remain in school and continue to strive toward their educational goals. In addition to helping these individuals develop a marketable skill or enroll in

a program leading toward that development, LEAs also focused on such topics as developing parenting skills, money management, self-esteem and personal development.

Child care and transportation were identified as most needed by single parents, homemakers and single pregnant women. Class sizes were kept small to allow program participants to receive the proper counseling and guidance and to ask intimate questions.

All of the LEAs' programs made students aware of non-traditional careers available to them through community resources, guest speakers, panel discussions and field trips.

Many of the LEAs were able to develop day care facilities on campus to allow program participants an opportunity to be with their children during the school day as well as to work in the facilities.

The most successful of the single parent projects involved a project which accepted the support of several community-based organizations, Mental Health and County Health Departments, community colleges, private sector (businesses) and the school system to form an advisory group to monitor the activities of the single parent project. The project advisory group provided an avenue for the project to receive the necessary child care resources to implement a successful project (i.e., baby cribs, toys, health care examinations, transportation services, group guidance/counseling services, alternative education opportunities and a support group to work with the teenage single parents).

D. Students in Non-Traditional Programs (Sex Equity)

- * The Carl D. Perkins Vocational Education Act of 1984 (Public Law 98-524) makes grants available to (1) design programs for single parents and homemakers to develop marketable skills; (2) Make vocational education and training more accessible to single parents and homemakers by assisting them with child care and transportation services; and (3) eliminate sex bias and stereotyping in vocational education.

1. Number of students in non-traditional programs. (See Table 1)
2. Achievements and services provided to reduce sex bias and sex stereotyping in vocational programs.

Local education agencies were given an opportunity to apply for grants through the Request For Proposal process to address one or more of the mandates of the Act. Thirty-four (34) projects were funded to address special equity issues in the LEAs.

How Sex Equity Activities Contributed to Improving Programs

The counseling/outreach activities provided teachers, students, parents and business/industry with a better understanding of the

limitations of gender role stereotyping through inservice workshops, dissemination of information and update of counseling resource materials. The career exploration activities provided hands-on exploration of non-traditional vocational fields, emphasizing technological advancements and career opportunities. The teen parent programs were developed to address the specific educational and counseling needs of young parents with emphasis on vocational exploration, decision making and personal development skills.

These activities have contributed to improving programs through increased awareness of equity issues in vocational education and an understanding of constructive ways to deal with barriers presented by gender stereotyping. (Also, see I.E.2.)

The scope and design of each project varied according to each LEA's need in one or more of the following areas:

- a. 1. Inservice activities
- b. 2. Guidance materials
- c. 3. Outreach materials
- d. 4. Non-traditional Career Day
- e. 5. Summer Technology Exploratory Program
- f. 6. Model Teen Parent Programs

In addition to the sex equity grants, the equity administrator monitored and visited many of the projects to ensure that LEAs were implementing their grants to address barriers to eliminate sex stereotyping and expose male and female students to non-traditional vocational programs and career opportunities.

3. Cooperative efforts with private sector

Local educational agencies collaborated with businesses, industries, and local community-based organizations to develop awareness/outreach workshops, non-traditional career day activities non-traditional cooperative experiences, and a network of individuals working in non-traditional fields.

4. Exemplary programs developed

One of the more successful of the sex equity projects was the Summer Technology Exploratory programs. These programs were designed to introduce males and females to non-traditional careers emphasizing technology advances. Students were provided hands-on exploratory experiences in a variety of technical fields. The participants visited high tech industries talked with employees in non-traditional careers and observed the different tasks required to perform their jobs. Guest speakers employed in non-traditional occupations were invited to talk with students about opportunities in technology. Each program included a strong counseling component which utilized sex-fair guidance materials, equity resources and research.

Another successful component of the sex equity project was the counseling activities, which used the Myers Briggs Type Indicator to help students determine non-traditional careers for which they are particularly suited.

They were given the opportunity to explore careers based on their personality preferences as reported by the Myers-Briggs Type Indicator. They were then introduced to non-traditional careers in the technical and skill related areas based on their personality preferences. Students participated in a wide variety of activities that introduced them to non-traditional careers as well as individual and group counseling. Students also participated in activities designed to overcome sex bias, as well as increase their career options by exploring non-traditional careers. One of the keys for the success of the project lies in the Advisory Committee that assisted in the program design, public relations and securing mentors and worksite visits. Students were given the opportunity to visit with a "career mentor" at a worksite in the community. Career mentors were asked to share with the students information about their careers, including the education and training needed, their likes and dislikes, and any information they felt would be relevant for the students to gain insight into the mentors careers.

II. Program Improvement Accomplishments

Results and Accomplishments of Expending
Title II - Part B Federal Funds
VOCATIONAL EDUCATION PROGRAM IMPROVEMENT,
INNOVATION, AND EXPANSION

The following information reflects the state's programs, services and activities designed to provide participants education/training with federal funds under Title II, Part B and matching state/local funds where required or optionally provided.

- A. Number of New Programs (See Table 2)
- B. Number of Expanded Programs (See Table 2)
- C. Number of Programs Dropped (See Table 2)

Table 2 Courses By Category*

Program Area	1** New Courses	+	2** Expanded Courses	=	3** Improved Courses	+	4** Discontinued Courses	=	5** Total
AGRIC.	70 (3%)		47 (2%)		117 (2%)		102 (2%)		219 (2%)
B.O.E.	545 (19%)		839 (31%)		1384 (25%)		1769 (30%)		3153 (28%)
H.O.	0 (0%)		10 (0%)		10 (0%)		14 (0%)		24 (0%)
H. EC. cons	1532 (55%)		808 (30%)		2340 (43%)		2158 (37%)		4498 (40%)
occ	85 (3%)		46 (2%)		131 (2%)		265 (5%)		396 (4%)
I. A.	281 (10%)		266 (10%)		547 (10%)		688 (11%)		1235 (11%)
M. E.	132 (5%)		57 (2%)		189 (4%)		152 (3%)		341 (3%)
P. T.	3 (0%)		-0- (0%)		3 (0%)		-0- (0%)		3 (0%)
T & I	124 (4%)		494 (18%)		618 (11%)		675 (12%)		1293 (11%)
PRE-VOC	23 (1%)		123 (5%)		146 (3%)		-0- (0%)		146 (1%)
TOTAL	2795 (25%)		2690 (24%)		5485 (49%)		5823 (51%)		11308 (100%)

*This information is taken from the North Carolina Public School Statistical Profile: Comparison of 1988-89 with 1989-90.

**Columns 1 and 2 were added to get column 3. Columns 3 and 4 were added to get column 5.

**New means new to the LEA or a school within an LEA.

Expanded means added a level in a sequence or added a cooperative education component.

A. Number of New Programs. (See Table 2)

The new courses identified in Table 2 are new to the local education agency (LEA) or a school within an LEA. These numerical data are indicative of trends in vocational education germane to business and industrial economical and labor force requirements.

B. Number of Expanded Programs and Trends -- (See Table 2)

1. Program improvement reflected in Part II, Local Plans and program area data

Local school systems developed a two-year Part II, FY 1988-90, in the local plan which was consistent with the timing as specified in the Carl D. Perkins Vocational Education Act of 1984. For FY 1988, the local school systems submitted a program report on Part II of the local plan and updated FY 1989-90 Part II, Improvement Plans, where necessary.

The local school systems for FY 1990 were not required to resubmit Part II of the local plan unless there were substantial changes in the Program Improvement Plan. For the 20% of the school systems in the 1988-89 Program and Administrative Review Process, the comprehensive report became the Revised Part II of the local plan.

Revisions and updates of Part II of the local plan indicated that improvements were made in the following areas: additional equipment/materials/supplies; increased personnel development activities; updating curriculum; redirecting of programs to areas with labor market growth; and making progress toward all programs being responsive to technological advances, changing characteristics of the work force, and the academic, technical, and attitudinal development of students.

2. Vocational education standards and their relationship to improving programs

The 1985 General Assembly of North Carolina recognized the importance of quality vocational programs in the state by enacting six standards for the approval of vocational education programs as reflected in annual applications for state/federal aid beginning with plans and applications for the 1986-87 school year. These standards are beginning to impact all courses, services and activities meeting the legislated purposes of secondary vocational education; courses meeting identified minimum/maximum enrollments, the need for job skills programs being documented as needed based upon labor market data/follow-up data; equipment and facilities meeting minimum identified standards; all instructional and support personnel meeting minimum certification requirements; and students involved in the cooperative method of instruction receiving their on-the-job training in jobs directly related to the content being taught in the classroom.

- C. Number of Programs Dropped (See Table 2)
- D. Personnel Development

A scholarship program for individuals desiring degree certification in vocational education was continued in PY 1989-90. Information on the Vocational Education Prospective Teacher Scholarship was mailed to more than 200 different organizations including local school systems, postsecondary institutions and institutions of higher education. More than 101 applications were received and a review team made scholarship recipient recommendations. The Division of Vocational Education Services made the selection of 20 recipients.

The Division of Vocational Education Services Management Plan included specific goals and objectives for the training of employed vocational personnel including teachers, counselors, teacher educators and state and local administrators. The plan emphasized personnel development activities. Priority was given to Vocational Competency Achievement Tracking System, applied curriculum and special populations.

Attendance, by program area, at personnel workshops sponsored by the Division of Vocational Education Services was:

Agriculture	966
Business and Office Education	743
Health Occupations	295
Home Economics	1,602
Marketing	312
Technology Education	466
Trade & Industrial Education	763
Career Exploration	680
Total	<u>5,827</u>

- E. Curriculum Development

The following curriculum thrusts were conducted to help local programs improve their offerings.

Agriculture: Developed State FFA Guide, course guides for Horticulture, Ag Production Management and a series of lesson plans for Agri-Science.

Business and Office: Prepared first draft of Co-Op Guide for Business & Office Education, Keyboarding/Advanced Word Processing, Business Management, Business Data Processing Occupations I & II, Business Math, and Introduction to Computers.

Health Occupations: Prepared competencies, course guides, and blueprints for HOE I.

Home Economics: Prepared and field-tested Custom Fashions & Interiors competency goals and objectives.

Technology Education: Completed Technology Education Safety Planning Guide and Designing Products Curriculum Guide.
Developed new certification standards for Technology Education.

Marketing Education: Revised DECA Handbook and Prepared rough draft of Marketing and Marketing & Management competencies and outline.

Trade & Industrial Education: Completed blueprints and test item banks for Electronics, Welding, Metals Manufacturing, Cosmetology, and Carpentry. Developed and printed NC VICA Adviser's Guide. Began the development of blueprints for Textiles.

Career Exploration: Developed and distributed Phase II Exploring Industrial Careers curriculum guide.

F. Improved Career Guidance/Industry-Education Coordination

1. Methods and Procedures Used to Increase Effectiveness of Personnel

In 1989-1990, two statewide inservice activities were held for 200 Industry Education Coordinators (IECs), both new and experienced. Regional programs of work were developed, as well as individual ones. A statewide field test was conducted on developing a performance evaluation instrument for each IEC. IECs advised, counseled, helped students' transition to work, and helped schools fit in better with the local economies' needs.

2. Methods and procedures used to implement program improvement activities according to the identified priorities.

A four-day vocational development section at the annual Vocational Education Summer Workshop was provided. Counselors, industry-education coordinators and job placement coordinators were invited. Participants updated their program components, e.g., using occupational data and information, developing personalized education plans, analyzing job trends relative to career planning and appraisal of "the state-of-the-art" as an instructional tool.

Three staff development activities were sponsored in each of the eight regions through the statewide networking Regional Leadership Council system. The workshops involved 650 industry-education coordinators and were a concentrated effort to improve program effectiveness, particularly in the areas of job training and permanent employment.

Official guidelines for certifying persons who deliver vocational development services to students enrolled in North Carolina's vocational education programs were approved by the State Board of Education.

3. Descriptions of programs/services which are an example of the impact of vocational education funds on youth are as follows:

The four-year personalized education plan is a cooperative, tentative, charting process completed after an assessment of individual interest, achievement, and/or aptitude has been made

of needed courses in order to accomplish the current career goal objective. Each student enrolled in vocational education must have a four-year personalized education plan.

This plan lists by grade the courses (and sometimes the activities) the student will need through the completion of high school in order to complete his/her career goal. It also lists career options after high school. The plan is made after an assessment of each student's interest, achievement and aptitude levels have been determined. The listing of courses is made in pencil, so that course changes can be made as the student's interests and needs change. These plans are closely monitored to keep them updated. The advantage of this process is that students proceed through school with definitive career goals and exit from the school on a career course to enter the labor market with marketable skills or to advance their education in an appropriate postsecondary institution.

The internship/shadowing program is one that is increasing in participation. The program enables students to work and/or observe, over a given period of time, their high-interest occupation. The student is able to ascertain if the duties expected are those desired and the environment is conducive to and compatible with their expectations. If not, the student is able to explore other occupations in which he/she finds satisfaction. The program provides students an on-site observation of the world of work in a high-interest occupation in which these students can make valid decisions pertaining to their futures.

G. Research

1. Scope of Research:

Research, development, and exemplary activities funded through the Carl D. Perkins Act by the Division of Vocational Education, North Carolina Department of Public Instruction, during Program Year 1989-90 focused on program innovations, use of technology and assessment/documentation of student achievement and/or demonstration of new methods for delivering programs, training and technical services. Continuing changes in technologies and work environments are creating obsolescence in curriculum content and instructional methodologies, teacher preparation and training, delivery of services, and access to the latest state-of-the-art materials, software, and hardware by local school systems, especially in sparsely populated areas for students from both regular and special needs populations. A changing emphasis from the lay and legislative communities has increased the need for valid documentation of student achievement in vocational education and the need to focus student instruction on the development of higher order thinking skills for tomorrow's work world. Multiple projects (described below) were designed and initiated or continued in an attempt to provide strategies for coping with each of these factors.

2. Specific research and development projects initiated and/or continuing in program year 1989-90 were:
 - a. Continuation of a Computerized Model for Assessing and Documenting Student Competency Achievement Phase II - Richmond County Schools.
 - b. Developing Pre/Post Test-Item Banks for Selected Vocational Programs - Kings Mountain City Schools, Lenoir County Schools, Guilford County Schools, N. C. State University, and Elizabeth City State University.
 - c. Validation Pilots for Vocational Competency Achievement Tracking System (VoCATs) - Moore, Craven, Vance, Durham City, Richmond, Davidson County Schools, Goldsboro City, Burlington City, Stanley County Schools, Durham County, Halifax County, Charlotte/Mecklenburg Schools.
 - d. Demonstration Model for Developing Student Entrepreneurial competence through school-operated corporations - Haywood County Schools.
 - e. Improving instructional technology and management in local vocational programs (Uses of PALS to improve reading skills of at-risk vocational students) - Forsyth County Schools.
 - f. Improving instructional technology and management in vocational teacher pre-service programs - University of North Carolina at Greensboro.

3. Methods and procedures used to implement the new and continuing projects program improvement according to the identified priorities are specified in each of the following project descriptions:

- a. Continuation of a Computerized Model for Assessing and documenting Richmond County Schools.

The second phase of a demonstration model for "Obtaining Competency-Based Achievement Data on Students Enrolled in High School Vocational Programs" was developed and piloted under the direction of the project director for Richmond County Schools. As part of the project activities, all competencies/objectives and a series of test items per competency/objective for each vocational offering were entered into computer files using the DATABANK software.

Project procedures involved the computer generation of course blue prints and pre and posttests for each of the vocational programs offered at Richmond County Senior High School. Pre and posttests (which include both written and performance test items) were administered to students in the respective courses. Student performance on the tests was analyzed per class section, per program, per school, per teacher, and per level for use in creating a sound base for curriculum content decisions. Computerized management of the assessment activity was made possible via the features of a software package - DATABANK. During program year 90, the project was extended to thirty-three additional school systems (12 funded and 21 locally-funded) as pilot sites for the process. See description for c below.

A highlight of the project is that, for the first time, achievement results reflecting vocational student performance is available for local level decision making. It should be noted that Richmond County Schools has been implementing competency-based achievement assessment for the past five years using teacher-developed tests and manual analysis procedures. Use of a computerized management system is making it possible to expedite the availability of data on individualized student performance prior to and following instruction and to ease the teacher paperwork load.

Use of an electronic process for managing the measurement and documentation of student achievement of competencies makes it possible for (1) customized access to a computerized system for generating valid criterion-referenced tests from banks of test items (with each bank to include measures of both cognitive and performance proficiency) which are keyed to course competencies, (2) student responses and teacher ratings of student performance recorded on machine-readable (scanner) forms, (3) computerized scoring of tests, development of personalized learning prescriptions, and preparation of grades for report cards, and preparation of itemized competency reports for each student using customized software at the local level, and (4) aggregation of student achievement performance data - especially gain scores-by course/program and competency for use in marketing program success stories and for use in analyzing curricula for revisions or teacher staff development needs. Gain scores (post-test minus pre-test) can be computed per student, per competency, per class section, per course, per program, per level in sequence, per teacher. Data summaries can be prepared and used locally at the system level to prepare reports on student achievement (Comprehensive Planning Process/State Accreditation - local newspapers) and for curriculum and instructional analyses for the following year. Item analyses can be used for revision of the test-items in each of the banks.

During program year 1990, the Richmond County site also generated pre tests and end-of-course posttests to fit "composite course blue prints" which were administered to Vocational students in the thirty three pilot validation sites. Evaluation of the process is continuing in concert with an implementation plan for VoCATS developed by a 25-member VoCATS Task Force during program year 90.

- b. Updating Competencies and Developing Pre/Post Test-Item Banks for Selected Vocational Programs - Kings Mountain Schools, Lenoir County, Guilford County, N. C. State University, and Elizabeth City State University.

In a continuing effort to provide local vocational teachers and administrators with an easily accessible and valid system for measuring and documenting student competency achievement, the Division of Vocational Education initiated the support of projects (with limited funding) in which vocational personnel work to expand and validate competency/test-item banks for vocational programs they are currently teaching. Five such efforts underway during program year 1990 were in the area of Home Economics Education, Industrial Arts/Technology Education, and Health Occupations Educations, Business and Office Education, and Agricultural Education.

Project procedures involved the teacher/developer in working with state staff and representative members of curriculum teams to update the outcome competency listings for the programs, attending a workshop on constructing/editing criterion-referenced test items for each competency, constructing and editing a minimum of six test items for three courses and the field administration of these items to students currently or previously enrolled in the programs. Subsequent use of the test-item banks which result from these efforts will be their entry into the statewide computerized competency/test-item banks being created for each vocational program/course. Eventually, statewide end-of-course tests and/or locally customized tests can be randomly generated for measuring and documenting student achievement in vocational programs. Program year 1990 projects results in drafts of the computerized competency/test-item banks for program areas as follows: Lenoir County Schools - One Ag C/TIB, Guilford County Schools - Three BOE C/TIBs, Kings Mountain Schools - Six HEc C/TIBs; N. C. State University - Six IA/TE C/TIBs, and Elizabeth City State University - Three IA/TE C/TIBs.

- c. Validation Pilots for Vocational Competency Achievement Tracking System (VoCATS) - Moore, Craven, Vance, Richmond, Stanly, and Davidson counties and Goldsboro, Burlington, and Durham City, Schools, Durham County, Halifax County, Mecklenburg Schools.

During program year 1990, vocational personnel in twelve funded local education agencies served as pilot sites for the VoCATS process. Personnel participated in a training workshop, received camera-ready copies of 100-item competency tests for some 40 courses, edited items in existing competency/test-item banks (C/TIBs), administered tests to some 60,000 students, and critiqued the VoCATS delivery strategy for utility and effectiveness. Teacher participants also developed course blueprints for each of the courses being tested. Modifications continue to be made in the process based on these recommendations. Additional pilot and baseline sites will be involved in the process during program year 91.

- d. Demonstration Model for Developing Entrepreneurial Competencies Through School-Operated Corporations-Haywood County Schools.

In the final year of a three-phase project, personnel in Haywood County Schools developed teaching outlines for integrating entrepreneurial competencies.

- e. Improving Instructional Technology and Management in Local Vocational Programs - Forsyth County Schools.

During the final funded phase of the effort, personnel in Forsyth County Schools expanded the use of the computer assisted learning package PALS- to include specially selected and eligible students in the extended day schools of the Local Education Agency. The software package has as its purpose the improvement of reading skills.

Eligible students from the at-risk populations were pretested and posttested to determine the rate of gain in reading skills. Content of the PALS package involved the students in computerized job related activities such as working with employment applications and preparing personal resumes. Significant gains in reading skill levels were obtained through the project activities.

- f. Improving Instructional Technology and Management in Vocational Preservice Program- University of NC at Greensboro.

Field testing of an electronic system which allows sight and sound interchange between student teachers at a high school with their cooperating teachers and the supervising teacher educators at the University was completed during program year 90. A commercially-available system was purchased and arrangements made for land-links between the University and the High School. Using the system teacher- educators were able to tune in to the actual classroom and observe the student teacher in action. All observations were taped automatically and were used for the follow-up conferences. Dialogue among the multiple- parties (student teacher, cooperating teacher, and teacher educator) with simultaneous sight is an outstanding feature of the system. Project findings included recognition of the saving in time, the current high cost of the supporting technology, and the tremendous benefits in the improvement of the pre service student teaching experience.

H. Exemplary Programs Developed

Exemplary funds were allotted to local school systems for the following innovative projects:

Tech-Prep (4 LEAs) - a project designed to provide advanced placement of high school vocational students into the post-secondary setting.

2 + 2 (1 LEA) - a project to design a demonstration model for coordination and implementation of articulation efforts through an advanced vocational and technical skills program.

I. Other

1. How FY 1989-90 fiscal allotments to LEAs contributed to improving programs. (See ALLOTMENT DATA, FISCAL YEAR 1989-90 FOR VOCATIONAL EDUCATION PROGRAM IMPROVEMENT.) See Appendix I.
2. How New Formula Allotments Contributed to Improving Programs

Program Improvement funds are allotted to each local education administrative unit based on a weighed formula which includes the following factors: (1) concentration of low income families and (2) average daily membership in grades 7-12. The weighed formula ensures that more funds are allotted to local school administrative units located in economically depressed areas than are allotted to those not located in economically depressed areas. The implementation of this formula has helped those local school administrative units with the greatest needs to make substantial improvements in vocational education programs through the purchase of additional equipment and curriculum materials, increased participation in staff development activities, and expansion of programs to meet the particular needs of individuals located in the economically depressed areas of the state.

3. How Principles of Technology Contributed to Improving Programs

Principles of Technology is contributing to the improvement of programs by attracting more students into vocational education and providing the students with instruction in applied science. The course is designed as a foundation for future technicians in a wide range of technologies. It enables students to study the physical principles underlying modern technology. It is taught in 39 high schools to students in grades 10, 11 and 12. The students perform lab experiments on up-to-date equipment and apparatus used by lab technicians as they relate to mechanical, electricity, fluid and thermal systems.

4. How Military/Education Activities Contributed to Improving Programs

Vocational Education programs have been improved because of military involvement in the following ways.

- a. Selected students have gained advanced opportunities through workshops at Ft. Gordon.
- b. Additional materials have been obtained from the military to assist in updating their curriculum.
- c. The Army Recruiting services have provided assistance to local school personnel in better understanding Army career opportunities.

5. How Follow-Up Report on Vocational Education Students Contributed to Improving Programs

Surveys of nearly 35,000 students who completed vocational programs in 1988-89 have been used by local and state personnel to evaluate the effectiveness of programs and to highlight those areas of specific programs where improvement is needed. Responses to questions dealing with the education and work status of these students in the year following completion of the program show the percentage of unemployment among this group and the percentage continuing their formal education beyond high school.

Approval of local programs is dependent upon state plan data indicating sufficient job openings for program completers or follow-up data showing an unemployment rate for completers lower than the rate for youths age 16-19 in the local unit. In those schools and local units where the unemployment rate of completers exceeds the county unemployment rate for all youths aged 16-19, that program is analyzed to determine the cause; improvement strategies are included in the local plan for vocational education.

Students rate their vocational program on usefulness in preparation for work and further education. The curriculum in vocational courses is examined to determine the relationship of survey responses to the course objectives and outcomes as established by the instructor. Students indicate in the survey those knowledges and skills they wish they had learned more about. Local unit personnel use this as a guide for revising course content in the program areas to meet student needs. The statewide summary data for each of the skills program areas has been used by state staff to highlight those local programs where technical assistance is needed and to indicate possible curriculum revisions at the state level.

Student follow-up data have been used in approximately 25 local units in 1989-90 to assess program strengths and weaknesses during the program review process. Strategies for overcoming the weaknesses are then included in the basic improvement plan. This plan must be reviewed annually by local personnel to determine their progress in achieving improvements that have been identified. See Table 3 for a sample of the statewide summary student follow-up data.

A 1989 survey of employers of 1987-88 completers of vocational programs has been used by local vocational staff to determine how well the programs are fulfilling a major purpose--preparing students for initial employment. Responses are related to specific courses in each program area.

6. How Dissemination of Data Contributed to Improving Programs

Data used for program planning, improvement and evaluation are collected through the local administrative units and processed by the Program Improvement unit of the Division of Vocational Education Services. Reports of student enrollment, completer

follow-up surveys and employer surveys are disseminated to state staff, regional administration and local administration to improve vocational programs.

Data collected in September of each year reveal numbers of students enrolled in grades 6-12 by state course number in the eight program areas. This is also shown by race, sex and handicapping condition. These data are made available to local directors of vocational education, regional coordinators and state level consultants. See Tables 4 and 5 for statewide enrollment totals for grades 6-8 and for grades 9-12.

These enrollment data are used in program planning and program review at the local level and in planning at the state level.

Responses to a survey of completers of vocational programs are collected in the spring of each year. Data collected in the survey reveal the work and education status of completers, the degree to which the vocational program prepared the student for work or further education and who most influenced the student's decision regarding vocational program and career choice. The data collected also reveal the skills students wish they had learned more about, the hourly wage being earned by program completers and the distance from the student's high school to the worksite.

Completer data are reported for each local unit in the state along with statewide summary data. Summary survey reports of the local units can then be compared to the statewide totals. These data are used in making decisions related to curriculum revision. During the program review and improvement process these data are used to substantiate perceived strengths or weaknesses of local vocational programs. They are used in planning local programs to identify those programs where completers can expect to find adequate job opportunities. They are used to determine compliance with state accreditation standards related to job placement rates of completers of vocational programs. These data are used with the School Improvement and Accountability Act to set performance standards for improving student achievement in local school systems.

Data are collected every other year from employers of completers of vocational programs to determine the quality of the students' work attitude, work quality and technical knowledge. Employers are asked to compare the vocational completer with other initially hired employees without vocational training.

Employer follow-up data reported to local vocational directors, regional coordinators and state staff are used by personnel, particularly at the local level, to evaluate the effectiveness of vocational programs in preparing students for initial employment.

Data provided to local units in the brochure, "1990 Numbers Report," are used in promoting vocational programs to parents, students, business/industry and the general public. Table 6 reflects the information found in this publication.

(C, H)

MAIN LABOR MARKET STATUS OF
COMPLETERS OF OCCUPATIONALLY
AND NON-OCCUPATIONALLY ORIENTED
VOCATIONAL EDUCATION PROGRAMS*

1988-89 Completers
Duplicated Count

TOTAL RESPONSES AND PERCENTAGES	Total Responses	% Employed Full-Time	% Employed Part-Time	% Military	% Not Employed, Seek- ing Part-Time Work	% Not Employed, Seek- ing Full-Time Work	% Homemaker	% Not Employed, Seek- ing Work	TOTAL COMPLETERS
All Regular Occupationally Oriented Programs	19,775	43%	23%	6%	5%	4%	1%	18%	28,713
Agriculture Education	2,158	53%	18%	7%	4%	4%	1%	13%	2,937
Marketing Education	1,835	43%	25%	6%	5%	4%	1%	16%	2,703
Health Occupations Education	1,100	24%	30%	3%	7%	5%	3%	29%	1,492
Occupational Home Economics	757	38%	23%	5%	5%	8%	4%	18%	1,116
Business and Office Education	5,981	29%	30%	3%	6%	4%	2%	25%	8,599
Trade and Industrial Education	7,902	52%	18%	9%	3%	4%	1%	13%	11,793
Principles of Technology	42	14%	26%	17%	10%	5%	5%	24%	73

#Special Non-Occupationally
Oriented Programs

438	48%	18%	6%	4%	7%	3%	14%	955
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All Regular Non-Occupationally
Oriented Programs

All Regular Non-Occupationally Oriented Programs	9,452	34%	22%	6%	6%	7%	3%	23%	15,154
	8,105	34%	22%	5%	6%	7%	3%	23%	12,959
	1,347	34%	22%	8%	4%	4%	0%	28%	2,195

For comparison statewide average for youth ages 16-19 was 11% in 1989.

#Special separate programs and cooperative education programs for disadvantaged and handicapped students.

*Represents data from 134 local education agencies.

Table 4

VOCATIONAL EDUCATION ENROLLMENT - UNDUPLICATED COUNT
 VEIS 2 6th through 8th Grades, School Year 1989-90
 Statewide Program Totals

<u>Program Area</u>	<u>Total Enrollment</u>	<u>%</u>	<u>White</u>	<u>%</u>	<u>Black</u>	<u>%</u>	<u>A. Indian</u>	<u>%</u>	<u>Asian</u>	<u>%</u>	<u>Hispanic</u>	<u>%</u>
Agriculture	783	0	508	1	272	1	1	0	2	0	0	0
Business and Office Education	9,649	8	6,477	8	2,925	8	33	2	158	19	56	10
Trade & Industrial Education	23	0	19	0	4	0	0	0	0	0	0	0
Consumer Home Economics	8,300	7	4,941	6	3,181	8	63	3	78	9	37	7
Technology Education	8,605	7	5,688	7	2,762	7	30	1	92	11	33	6
Career Exploration	96,734	78	65,103	78	28,699	75	1,986	94	519	61	427	77
Special Programs	473	0	275	0	194	1	1	0	1	0	2	0
TOTALS	124,567	100	83,011	100	38,037	100	2,114	100	850	100	555	100

Table 5

VOCATIONAL EDUCATION ENROLLMENT - UNDUPLICATED COUNT
 VEIS 1 Grades 9-12 School Year 1989-90
 Statewide Program Totals

<u>Program Area</u>	<u>Total Enrollment</u>	<u>%</u>	<u>White</u>	<u>%</u>	<u>Black</u>	<u>%</u>	<u>A. Indian</u>	<u>%</u>	<u>Asian</u>	<u>%</u>	<u>Hispanic</u>	<u>%</u>
Agriculture	14,273	7	10,680	8	3,007	5	540	14	18	2	28	3
Business & Office Education	75,064	37	50,241	38	22,484	35	1,271	32	717	50	351	40
Marketing Education	13,784	7	9,358	7	4,092	6	193	5	75	5	66	8
Health Occupations	6,630	3	4,410	3	1,954	3	196	5	35	3	35	4
Occupational Home Economics	4,344	2	1,959	2	2,262	3	92	2	18	1	13	2
Trade & Industrial Education	41,850	20	29,851	22	10,936	17	665	17	244	17	154	18
Consumer Home Economics	30,600	15	15,764	12	13,843	22	711	18	148	10	134	15
Technology Education	10,728	5	7,267	5	3,131	5	210	5	75	5	45	5
Career Exploration	4,361	2	2,658	2	1,562	2	31	1	78	6	32	4
Principles of Technology	804	0	511	0	269	0	15	0	6	0	3	0
Special Programs	2,742	2	1,176	1	1,520	2	25	1	11	1	10	1
TOTALS	205,180	100	133,875	100	65,060	100	3,949	100	1,425	100	871	100

Table 6
1990 NUMBERS REPORT

Enrollment Grades 9-12 1989-90

Some students are enrolled in more than one vocational program.

	Number	Male	Female
Business & Office	109,556	38,633	70,923
Trade and Industrial	52,266	45,213	7,053
Consumer Home Economics	52,318	13,076	39,242
Agriculture	22,940	19,461	3,479
Technology Education	17,879	16,032	1,847
Marketing	18,220	7,048	11,172
Health Occupations	8,277	1,375	6,902
Occupational Home Economics	5,864	1,079	4,785
Special Programs	3,294	2,066	1,228
Principles of Technology	1,325	1,018	307
Career Exploration	6,450	3,536	2,914
	<u>298,389</u>	<u>148,537</u>	<u>149,852</u>

Enrollment Grades 6-8 1989-90

Some students are enrolled in more than one vocational program.

Career Exploration	96,846	51,238	45,608
Consumer Home Economics	8,300	3,281	5,019
Business and Office	9,649	4,805	4,844
Technology Education	8,605	6,292	2,313
Special Programs	473	251	222
Agriculture	783	476	307
	<u>124,656</u>	<u>66,343</u>	<u>58,313</u>

Student Participation in Vocational Education 1988-89*

Total students in Grades 7-12	490,323
Total students in Grades 7-12 in vocational courses	326,692
Percent of students taking at least one vocational course (Students are counted only once)	67.0%

Fiscal Expenditures 1987-88*

Expenditures in Vocational Education

State/Federal	\$163,116,481	92%
Local	15,000,000	8%
	<u>\$178,116,481</u>	<u>100%</u>

Expenditure per student in vocational courses	\$551
Expenditure per student in all school programs	\$3,392
Expenditures for all school programs	\$3,639,201,323

Percent of Vocational Education expenditures to all school programs 5%

Vocational Student Organizations 1988-89

	<u>No. Chapters</u>	<u>Members</u>
FFA	229	14,257
Future Homemakers of America-- Home Economics Related Organizations	364	14,031
Future Business Leaders of America	308	15,033
Vocational Industrial Clubs of America	447	10,571
DECA	236	10,300
Career Exploration Clubs of North Carolina	310	7,005
Health Occupations Students of America	138	5,056
North Carolina Technology Student Association	55	1,460
Totals	<u>2,087</u>	<u>77,713</u>

Professional Staff 1988-89

Directors of Vocational Education	154
Vocational teachers	5,753
Industry-Education Coordinators	230
Total	<u>6,137</u>

Cooperative Work Experience 1988-89

<u>No. students</u>	<u>Hours</u>	<u>Wages</u>
<u>Regular School Year</u>		
19,978	13,993,518	\$56,886,079
Average Wage Per Hour \$4.07		
<u>Previous Summer</u>		
8,119	2,322,784	\$10,096,398
Average Wage Per Hour \$4.35		

Completer** Data 1987-88

Total Completers	32,261
Percent Employed full-time or part-time+	66%
Percent continuing education full-time or part-time+	46%
Percent in Military/Homemaker/Unemployed	12%

+Some students are included in both categories

Comparisons:

Percent of vocational education completers not employed, seeking full-time work	5%
Percent of all youth 16-19 statewide not employed, seeking full-time work	12.3%

**Completer courses are those in a program sequence that have at least one prerequisite and that provide job skills training.

Program Area Course Offerings 1989-90

Trade and Industrial	33
Technology Education	18
Marketing	12
Business and Office	20
Agriculture	13
Consumer Home Economics	7
Occupational Home Economics	8
Special Programs	4
Health Occupations	3
Career Exploration	5
Principles of Technology	2
	<u>125</u>

Special Populations Served in Vocational Programs Grades 9-12 1989-90

	<u>Limited English Proficient</u>	<u>Disadvantaged</u>	<u>Handicapped</u>
Agriculture	12	6,189	2,313
Business & Office Education	248	22,456	2,351
Consumer Home Economics	112	16,495	3,898
Health Occupations	12	2,101	284
Technology Education	35	4,769	1,518
Marketing	13	4,253	517
Occupational Home Economics	8	2,069	395
Career Exploration	43	1,556	619
Special Programs	5	1,636	1,339
Trade & Industrial Education	109	12,884	4,065
Principles of Technology	6	378	14
	<u>603</u>	<u>74,786</u>	<u>17,313</u>

7. How Vocational Education Program Evaluation Contributed to Improving Programs.

Twenty-five local school administrative units participated in the program and administrative review process. The process included teachers and business representatives assessing their programs using pertinent data and 13 standards. Local vocational directors assessed the administration of vocational programs by using a variety of checks and balances for improving programs. Assessment consists of three parts; Part I. Statement of Assurances, Part II. Vocational Improvement Plan, and Part III. Annual Application/Abstracts.

The Part I. Statement of Assurances contains federal and state legal/policy requirements germane to administration, planning, fiscal, curriculum/instruction, personnel development and program improvement. This component requires the signature of the local vocational director, superintendent and chairman of the local board of education.

The Part II. Vocational Improvement Plan contains the analysis of improvement priorities needed by course/program area with the specific strategies to be implemented for accomplishing these improvements. Time lines are established for each improvement component.

The Part III. Annual Application/Abstract requires official signatures for continuous compliance with the assurances contained in Part I. This part contains documentation of instructional positions by program area with course listings, fund sources, enrollment, time blocks, length of course and number of sections available to participants. Data base management is reflected in LEA totals by program area, special populations and categories of service provided. Documentation of JTPA coordination is provided with an analysis of activities and accomplishments. Abstracts provide documentation for special programs, program improvement and certification of budget request. Also, see II.J.15. on program improvement attributed to cooperation and coordination with the administrative entity and program services with JTPA.

8. How Technical Committees Contributed to Improving Programs

The State Board of Education approved the appointment of two technical committees -- Agriculture Engineering Technology and Natural Resources Management. The committee members presented practitioners in each of the respective areas. Using the DACUM process, an inventory of tasks was developed for each area. These tasks have served as the basis for revising curriculum for local program use.

9. How Vocational Student Organizations Contributed to Improving Programs

Over 78,040 students in 2,048 chapters were active members in one of the eight vocational student organizations. In addition to local activities designed to improve students' citizenship, leadership, employment skills, and job skills, regional and state activities were offered. Regional and state competitive events were held to assess competencies developed in vocational courses and to recognize outstanding individual and group achievement. About 2,626 business/industry representatives assisted with these events. They also donated supplies and materials.

Attendance at VSO regional and state workshops was:

Regional leadership workshops	15,891
Regional competitive event conference	23,411
State leadership conference	12,661

Through dues and contributions, vocational student organizations gave educational scholarships totaling \$113,229.

10. How Production Work Activities Contributed to Improving Programs

Production work activities in all skill development programs provide a realistic evaluation of student competency achievement and proficiency. The setting/environment is indicative of actual working conditions students will encounter in the business and industrial community after graduation and upon employment in the public or private sector. This training contributes to state-of-the-art skill development and program improvement.

The following program areas reflect the scope and magnitude of the production work concept:

AGRICULTURE

AGRICULTURAL PRODUCTION - Producing crops and animals and conducting experiments within the school/land laboratory evaluates and reflects competency attainment.

AGRICULTURAL MACHINERY/EQUIPMENT/STRUCTURES - Assembling farm equipment for equipment dealers; repairing tractors and equipment for farmers; laying out and constructing agricultural buildings provide competency evaluation and instant feedback for program improvement.

ORNAMENTAL HORTICULTURE - Producing and distributing greenhouse plants; designing and implementing landscape plans, landscaping and planting trees and shrubbery for the houses built by the construction trades students provide excellent learning experiences.

FORESTRY - Producing, managing, and marketing forest products to ensure a comprehensive understanding and mastery of the industry; learning to operate and maintain forestry equipment enable students to demonstrate their knowledge and skills.

BUSINESS AND OFFICE EDUCATION

Basic skills/competencies are developed through various components of the BOE program. Activities on business equipment such as electronic calculators, electronic typewriters, microcomputers and word processors contribute to the job readiness skills of students. Those enrolled in Administrative Support Occupations II, Computerized Accounting Occupations II, Small Business/Entrepreneurship and Business Data Processing Occupations II may participate in the cooperative component of these courses.

Through cooperative methodology students utilize and further develop skills/competencies in part-time positions in the business community.

ADMINISTRATIVE SUPPORT OCCUPATIONS II - Students develop basic skills/competencies in a variety of office positions such as: general office clerk, records clerk, clerk-receptionist, secretary, typist and word processor in an employment setting. These experiences contribute to maintaining up-to-date curricula in basic skills requirements.

COMPUTERIZED ACCOUNTING OCCUPATIONS II - Students continue to develop skills/competencies through employment as accounts payable/receivable clerks, bookkeepers, inventory clerks, payroll clerks, billing clerks, tax preparer trainees and related computerized accounting occupations.

DATA PROCESSING OCCUPATIONS II - Students build on skills/competencies in business by performing computer operator, data control clerk, data entry operator and data processing librarian tasks on state-of-the-art equipment in the employment environment which provides instant feedback for program improvement.

Feedback from employers through the students and teacher-coordinators provides information on needed training/skills resulting in modifications/improvements to course competencies and instructional guides.

HEALTH OCCUPATIONS

Students in advanced health occupations are provided clinical experiences in local hospitals, medical, dental, veterinarian offices, nursing/convalescent centers, and other health care facilities. These experiences validate competency attainment in a clinical setting under the supervision of medically trained personnel. Program improvement is assured through teacher coordination with the health care community and the use of state-of-the-art equipment.

HOME ECONOMICS

CHILD CARE SERVICES - Students are given experiences in providing care for infants, toddlers, preschoolers and school age children. Both school and community-based facilities are utilized as training sites.

CUSTOM FASHIONS AND INTERIORS - Students construct clothing and home interior products using techniques representative of business and industry standards. They also perform alterations on clothing and home apparel.

COMMERCIAL FOODS - Students plan and prepare a variety of foods. The retailing and catering of meals and receptions is the focus. Carry-out meals is a new direction.

MARKETING EDUCATION

Students from 10 of the 12 different marketing education class offerings participate in cooperative on-the-job training experiences. This ensures state-of-the-art training commensurate with employer needs. This setting provides instant feedback for improving programs and modifying curricula based on employer demands.

SALES FUNDAMENTALS - Students have the opportunity to develop/utilize their sales/competencies by training in a sales position.

SMALL BUSINESS/ENTREPRENEURSHIP: MARKETING - Students placed for on-the-job training in this course rotate through job assignments which offer an exposure to the general operations and to owner/manager decision-making.

MARKETING - Students have the opportunity to utilize and develop advanced sales/marketing competencies in a broad array of businesses engaged in marketing products or services.

MARKETING AND MERCHANDISING - Students continue to develop and utilize their sales and marketing competence developed in the first-level course in their marketing education experience. Generally, these students accept a greater responsibility for decision making at the on-the-job training site during their second year.

BUSINESS MANAGEMENT: MARKETING - Students are placed in businesses where they are exposed to management decision-making. The students utilize their marketing competence to handle marketing and management (or administrative) functions for the employer.

FASHION MERCHANDISING - Students are allowed to develop/utilize their sales/marketing competence in apparel and accessories marketing jobs. They extend the fashion merchandising training into businesses which market fashion apparel or accessory items.

FASHION MERCHANDISING AND MANAGEMENT - Students continue to develop and utilize their sales and marketing competence developed in the Fashion Merchandising course. Students accept a greater responsibility for decision making at the on-the-job training site during the second year of their marketing education experience.

HOTEL AND MOTEL MANAGEMENT - Students are placed in hotels, restaurants and conference centers for developing/utilizing competence gained in the hotel and motel class.

ADVERTISING AND SALES PROMOTION - Students develop/utilize their advertising and/or sales promotion skills in advertising agencies, newspaper/magazine advertising departments or in sales promotion departments of marketing businesses.

TOURISM MARKETING - Students extend their tourism marketing training by being placed in tourist-related businesses. They utilize skills developed and local area information with tourists, thus continuing to learn and to be challenged toward further development.

IN-SCHOOL MARKETING MANAGEMENT - In many marketing education programs, the students operate a school store. In this store, they manage an inventory control system (most of the time it is computerized). They manage employees and handle sales and report results. The school store offers a good opportunity to develop human relations skills as the students work with fellow employees and their customers. As store manager, students can learn to direct and manage others.

In many schools, students promote the sale of houses and other products built by the construction trades students.

TRADE AND INDUSTRIAL EDUCATION

INDUSTRIAL COOPERATIVE TRAINING - Students receive realistic training in the industrial environment relating to their career objectives. Competency development is related to job expectations with training being done on current equipment according to industrial practices.

AEROSPACE - Students construct a small private class airplane which is tested and sold at public auction.

AUTO TECHNOLOGY - Students repair automobiles, trucks, vans and buses. They schedule, prepare work orders, procure parts and process payment as a part of the comprehensive training.

DIESEL MECHANICS - Same as auto technology.

AUTO BODY REPAIR - Students repair automobiles, trucks, vans and buses by using the latest materials appropriate for the type of repair required.

MASONRY - Students build houses and other masonry construction projects on and off campus using modern materials and up-to-date techniques as required by the industry and building codes.

FURNITURE/CABINETMAKING - Students utilize their competencies to construct individual and mass produced projects from an array of types of woods. Students calculate materials and cost for these projects.

CARPENTRY - Students perform their carpentry skills in building construction with other building trades students. The completed houses are sold at public auction with the revenue generated returned to the vocational education budget.

DRAFTING - Students develop the design and produce prints for the building construction and other projects completed by the construction trades students. Computer-aided drafting (CAD) systems have been implemented in the majority (80%) of the drafting programs to ensure state-of-the-art instruction/training commensurate with industrial employment opportunities.

PLUMBING - Students design, measure, purchase and install the plumbing in building construction under the inspection for code compliance of a licensed plumber.

ELECTRICAL TRADES - Students wire buildings which may be constructed by the building trades students. Building construction or maintenance projects are inspected for code compliance by the building code inspection office.

COSMETOLOGY - Advanced students shampoo, prepare and style hair according to customer preference. The latest trends and styles reflect up-to-date training in a variety of hair styles indicative of community mores.

MARINE OCCUPATIONS - Students learn fishing and shrimping skills, boat operations and navigation skills in real-life settings. The catch is sold to local seafood processing plants and the money returned to the local vocational education budget.

GRAPHICS AND INDUSTRIAL COMMUNICATIONS - Students utilize competencies to produce forms, tables, charts, graphs and information for customers such as report cards, permanent student record folders, newspapers, sporting event programs, certificates and other printed materials to specifications.

ELECTRONICS - Students install, maintain and repair electrical and electronic equipment ranging from household appliances and home entertainment systems to complex computer equipment.

INDUSTRIAL MAINTENANCE - Students install, maintain and repair machines and mechanical equipment and systems. Typical duties could include replacing faulty electrical switches, repairing air conditioning motors, inspecting belts and fluid levels and maintaining maintenance records.

METALS MANUFACTURING TECHNOLOGY - Students read blueprints and job specifications, measure, lay out, perform machining operations, finish and assemble the finished product.

TEXTILES - Students utilize their competencies in one of the three major textile manufacturing categories: yarn, fabric and the dyeing and finishing of fabric.

WELDING - Students read blueprints and job specifications, measure, lay out, and perform various welding operations, such as gas and/or electric.

11. How Cooperative Vocational Education Methodology Contributed to Improving Programs

During the regular school year 1989-90, 18,201 students were enrolled where the cooperative method of instruction was used; 7,431 students worked during the previous summer. These students worked 2,049,140 hours during the summer and 12,604,913 hours during the school year. They earned \$9,055,158 in the summer and \$54,174,420 during the school year.

The average hourly wage was \$4.30. About 467 teachers, in agriculture, business and office, marketing, occupational home economics, and trade and industrial education coordinated the programs. Cooperative vocational education continues to improve the business and industry partnership between the local school and community.

12. How the State Vocational Education Planning and Coordination Committee (SVEPCC) Contributed to Improving Programs

January 23, 1990

The twenty-third meeting of the State Vocational Education Planning and Coordination Committee (SVEPCC) was held January 23, 1990 at 1:30 p.m. in the Caswell Building - State Board of Community Colleges - Board Room.

Committee Members Present

Bobby Anderson
 Steve Campora
 Porcius Crank, Jr.
 Linda Lindsey
 Nancy McCormac
 Claude Myer
 Barbara Bergman for Joel New
 Joyce Caultenback for White G. Watkins

Dept. of Public Instruction
 Wally Burke

Dept. of Community Colleges
 J. W. Eades
 Bill Parcell

Guests
 Harriette E. Cox
 Susan C. Garkalns

Cliff Belcher, Director, Division of Vocational Education, welcomed everyone and indicated that we would discuss the information contained in the agenda. He requested each member to introduce themselves and identify their primary responsibility with the agency they represent to assist new members and guests with recognition.

Dr. Belcher introduced Harriette Cox, Director of Vocational Education, Asheboro City Schools. Mrs. Cox presented the project director, Mrs. Susan C. Garkalns, who had prepared the report on their vocationally funded research project, "Local Coordination in Vocationally Related Education": A Case Study." Mrs. Cox explained the appropriateness of the project as it related to the special interest in her administration to improve the effectiveness and efficiency in serving special populations. Mrs. Garkalns explained the extensive nature of the research and development of the project to ensure identification of all available resources and services to impact on the students with special needs. She expounded on the parameters each public agency has to function in due to legal and policy constraints. The information impacts on all available support for special populations within the Randolph County area. She provided the committee with a copy of the final report on the project and explained it would be disseminated to directors of vocational education statewide and interested others.

The committee was appreciative for the information and the technique employed to acquire the extensive comprehensive methodology employed to acquire the information.

Dr. Belcher provided a legislative update on the extension of the Carl D. Perkins Vocational Education Act and the pending legislation in the U. S. Congress. He explained the implications for State Administration and program implementation based on the House (HR-7) and Senate (S-1109) bills that have been introduced.

He explained that North Carolina would go with a new two year state plan that would include appropriate changes germane to current funding levels and ongoing improvement activity. He explained the impact which state legislation and administrative policy provided to serve at-risk youth and other special populations.

Wally Burke and J. W. Eades presented the PY 1988-89 Performance Report for Vocational Education and highlighted the major components of the report. They explained the research component addressed the project presented to the committee and other research projects implemented during the reporting period. They explained a new federal requirement to include a Certification Regarding

Debarment, Suspension, and Other Responsibility Matters, Primary Covered Transactions, ED Form GCS-008 which requires the signature of the state superintendent of the Department of Public Instruction. Mr. Burke provided members with a copy of a newspaper article, "Poll finds many taking career path not chosen". He pointed out the information reflected the need for broad based training and the involvement of the National Occupational Information Coordinating Committee (NOICC) in implementing the survey that produced the observation.

Dr. Belcher proceeded to the conclusion of the agenda that traditionally provides members time to elaborate on activities within their area of responsibility in their agency. The variety of activities is as diverse as the composition of the committee with many exciting new and ongoing events explained.

In addition to the research project presented to members, Barbara Bergman DET/JTPA shared copies of "New Partnerships, Education's Stake in the Family Support Act of 1988".

Porcius Crank presented the 1989 Annual Report of The North Carolina Advisory Council on Vocational Education titled "NEW OPPORTUNITIES". Dr. Belcher expressed appreciation to the members for their active participation on the committee and explained that department reorganization in DPI and DCC would impact on reorganizing and expanding the committee to ensure comprehensive communications and participation.

Attachments: Integrative Approach to Assessment and Support Services
Asheboro City Schools. Harriette E. Cox and Susan C. Garkalns

New Partnerships, Education's Stake in the Family Support Act
of 1985. DET/JTPA, Barbara Bergman

New Opportunities, 1989 Annual Report, N. C. Advisory Council
on Vocational Education. Porcius Crank, member.

PY 1988-89 Performance Report for Vocational Education.

May 31, 1990

The twenty-fourth meeting of the State Vocational Education Planning and Coordination Committee (SVEPCC) was held on May 31, 1990 in the Caswell Building - State Board of Community Colleges - Board Room.

The members were welcomed and each member introduced themselves to acquaint members and guests with the agency they represent and their special area of responsibility.

Clifton Belcher and Donald Brannon presented performance based vocationally related education conceptual information to the members and entertained questions related to the topic.

Robert Witchger, N. C. Department of Labor, Apprenticeship Division, presented his department's pre-apprenticeship concepts new thrust to improve and expand apprenticeship training with expanded involvement for secondary and postsecondary vocational training programs.

Clifton Belcher presented an update on the status of vocational education legislation in the U. S. Congress and anticipates the performance based concept of evaluating program effectiveness to become a reality with the new legislation.

J. W. Eades, Department of Community Colleges, provided an update on the status of the State Plan and Performance Report for Vocational Education and entertained questions relating to these important legal documents for planning, implementing, and evaluating programs.

Nancy Brandt, Department of Human Resources, Social Services Division, presented information on the Job Opportunities and Basic Skills Training Program (JOBS). She elaborated on the implications and purpose of the program to assist eligible clientele to obtain education, child care, transportation and other supportive services when they participate in the employment and training program. She indicated that barriers and constraints are complex and multi-faceted for eligible clientele and implementing the program will require careful planning and coordination with all agencies, groups and individuals interested in improving the quality of life and economic improvement of those families most in need of assistance.

In conclusion, each member shared information about current and ongoing activities and services they are working on to improve the education and training of their clientele.

The next meeting is scheduled for the SVEPCC on August 30, 1990, from 9:00 a.m. to 12:00 p.m. Location to be determined and the membership informed at a later date.

13. How Coordination with JTPA Contributed to Improving Programs

The coordination between vocational education and JTPA at the local school level during 1989-90 increased and resulted in more effective programs and services for our disadvantaged youth. Also, at the local level, coordination between vocational education administrators, the Private Industry Councils and the Service Delivery areas has continued to increase understanding of local school programs.

Staff Development activities for LEA staff operating JTPA programs have been coordinated with SEA Vocational Education, JTPA and the Division of Employment and Training staff. Joint activities involved educating inter- and intra-agencies about JTPA, dissemination of the Governor's Coordination Criteria, and Executive Order #54, review of Request for Proposals, and sponsoring of regional workshops.

JTPA projects operated during PY 1989 were the Extended School Day, Pre-employment Skills Training, School-to-Work Transition Programs, Principles of Technology and Student Work Experience Programs. Each of the projects has vocational components. Curriculum emphasizes pre-employment skills training which includes assessment, testing, and counseling; occupational career and vocational exploration; job search assistance; job seeking and keeping skills;

remedial education; and labor market information. Referrals are made to vocational counselors and courses as appropriate. Many JTPA programs utilize the pre-employment skills competencies developed by vocational education. Job development and placement continues to be an integral component of all programs.

During the 1989-90 school year approximately 825 JTPA eligible students, ages 14-21, were served.

The division furnished the chair of each Private Industry Council a listing of programs, levels, projected enrollment, and projected completers for the two-year period prescribed by the Carl D. Perkins Vocational Education Act.

Coordination of LEA vocational programs with JTPA is improved by representation/participation on local advisory committees. Local plan information reflects the contact date of notification to JTPA representative for review of the local plan application. Accomplishments and projected activities are enumerated to assure improvement of programs to serve appropriate clientele. Advisory council activities provide insight into the comprehensive involvement of interested agencies, councils, groups and individuals to ensure compliance with federal and state requirements and improve the comprehensive coordination for improving programs. Student accomplishments in education/training and employment are the ultimate outcome objectives. The degree of success in this objective is reflected in the analysis of follow-up data and information.

LEA NO.: _____

LEA NAME: _____

DATE: _____

PART IIIC. COORDINATION WITH JTPA AND
LOCAL ADVISORY COUNCIL ACTIVITIES

Activities	NUMBER OF TIMES DURING FISCAL YEAR THIS ACTIVITY OCCURRED			
	JTPA*	Council	Individual	Sub Group
Orientation Meeting(s)				
Review of Labor Market Data				
Advice on Course Content (Relevance of Programs)				
Review of Student Placement Data				
Advice on Equipment/Facilities				
Identify Community Resources to Support Programs				
Review of Evaluation Data				
Review of Local Plan:				
(a) Two-Year Plan*				
(b) Annual Application*				
Visitations of Programs Within the School System				
Other (Specify)				
TOTAL:				

*Indicate involvement with JTPA as stated in Section 115 (b) of the Carl D. Perkins Vocational Education Act ("Each such application shall be available for review and comment by interested parties, including the appropriate administrative entity under the Job Training Partnership Act.").

THE APPROPRIATE JTPA REPRESENTATIVE WAS NOTIFIED ON _____ THAT THIS APPLICATION WAS AVAILABLE FOR REVIEW AND COMMENT.

C. 2. JTPA COORDINATION

Describe both the accomplishments within the school system of coordination efforts with JTPA and vocational education and the projected activities to improve coordination efforts:

a. Accomplishments:

b. Projected Activities:

C. 3. LOCAL ADVISORY COUNCIL ACTIVITIES

Describe the positive activities of the local vocational education advisory council during the previous twelve months and projected activities for the next twelve months.

a. Positive Activities:

b. Projected Activities:

14. How Community-Based Organizations Contributed to Improving Programs

In 1989-90, two community-based organizations were funded through secondary education and six were funded through post-secondary education. The two through secondary education were the Charlotte-Mecklenberg Urban League for \$27,000 and Stanley County Industrial Services for \$58,000.

The six community colleges' sites were funded through Central Piedmont Community College, \$32,000; Alamance Community College, \$36,091; Brunswick Community College, \$5,000; Wayne Community College, \$37,000; Carteret Community College, \$54,000; and Guilford Technical Community College, \$47,000.

15. How Office of Civil Rights Reviews Contributed to Improving Programs

The procedure used by the Office of Civil Rights is implemented through the Methods of Administration for Complying with Civil Rights Requirements in Vocational Education Programs (MOA).

Vocational education policies are reviewed to ensure that they do not discriminate or permit discrimination on the basis of race, color, national origin, handicap or sex. The review includes: (1) formulas used for distribution of federal funds in the local educational agencies (LEAs); (2) recruitment and enrollment placement criteria used in vocational program; (3) the collection and analysis of civil rights related data and information; and (4) state approval of requests from LEAs (program planning and construction requests). The methods used to select LEAs to receive an on-site or desk review is based on potential problems identified through the Vocational Education Information System (Form I) of student enrollments in vocational education programs. Race and sex are used as a criteria to identify the problem areas. A ranking procedure is employed on potential civil rights problems of those school units that may experience non-compliance issues of a disproportionate enrollment of students in vocational education programs. LEAs in the twenty percent (20%) ranking receive desk audit reviews. Those identified in the highest five percent (5%) ranking receive on-site investigations. This process is conducted on a five year cycle until all LEAs are monitored within this cycle. A total five year cycle was completed in 1989-90.

Compliance reviews and technical assistance are provided by working cooperatively with the LEAs; especially, in regard to developing and implementing a voluntary compliance plan. Workshops are also conducted at the state, regional and local levels to develop awareness of discriminatory practices and identify strategies for eliminating these practices.

Civil rights activities have contributed toward making vocational education programs more accessible to the handicapped student;

improved the awareness of equity issues for increased student enrollment in the non-traditional programs; provided methods to eliminate discriminatory patterns toward student recruitment, counseling and training placement.

III. Consumer and Homemaking Accomplishments

A. Number of students served. (See Table 1)

Using the data from the Vocational Education Information System (VEIS) enrollment remains constant in 1989-90. There was a 2% decrease in number; however, the enrollment represents a .3% increase in the percentage of students taking consumer home economics.

<u>Years</u>	<u>Enrollment</u>	<u>% of School Population</u>
1989-90	60,618	12.6%
1988-89	61,895	12.3%

B. Achievements in programs and support services in depressed areas.

The total Concentration of Low Income Families (CLIF) points of 42 or more are classified as being in the economically depressed category. The data is based upon the current Department of Commerce 1980 Census Study for the Low Income Families. See Table 7.

Economically Depressed Areas
(by Local Education Agency)

Table 7

030	Alleghany	520	Jones
040	Anson	540	Lenoir
050	Ashe	541	Kinston
060	Avery	560	Macon
070	Beaufort	570	Madison
071	Washington Co	580	Martin
080	Bertie	610	Mitchell
090	Bladen	640	Nash
100	Brunswick	641	Rocky Mount
150	Camden	650	New Hanover
170	Caswell	660	Northampton
200	Cherokee	670	Onslow
210	Chowan	690	Pamlico
220	Clay	700	Pasquotank
240	Columbus	710	Pender
241	Whiteville	720	Perquimans
250	Craven/New Bern	730	Person
260	Cumberland	740	Pitt
270	Currituck	770	Richmond
310	Duplin	780	Robeson
330	Edgecombe	781	Fairmont
331	Tarboro	782	Lumberton
350	Franklin Co	784	Red Springs
351	Franklinton	785	Saint Pauls
370	Gates	820	Sampson
380	Graham	821	Clinton
390	Granville	830	Scotland
400	Greene	870	Swain
420	Halifax	890	Tyrrell
421	Roanoke Rapids	910	Vance
422	Weldon	930	Warren
430	Harnett	940	Washington
440	Haywood	950	Watauga
460	Hertford	960	Wayne
470	Hoke	962	Goldsboro
480	Hyde	980	Wilson Co
500	Jackson	990	Yadkin
510	Johnston	995	Yancey

In 1989-90, 54% of the school systems were in economically depressed areas. Of the students served statewide, 32% were disadvantaged. This represents a 3% increase from 1988-89 or a 6% increase over the past five years. In these home economics programs, teachers focus on consumer education and management in all courses. The application of basic skills, decision making, and higher order thinking are core to this program.

Reports from the 1989-90 follow-up data source Vocational Education Information System, VEIS 4, indicate that 40% of the Consumer Home Economics students say the main reason they stayed in school was their Home Economics program. To reduce drop-outs, we need to continue to keep students in school and serve the at-risk student.

Teachers in the depressed areas receive technical assistance from State Home Economics Education Consultants, Regional Coordinators, and Vocational Directors. In addition, each school system has a Home Economics teacher representative that serves on a Regional Leadership Council that meets three times a year with a State Staff Consultant to give input for statewide planning and receive information on statewide directions. This representative reports back to the other home economics teachers in the school system.

In planning FHA/HERO activities, attention is given to making all programs and projects available to all students. There is student and teacher representation from the depressed areas at the Leadership workshops.

C. Achievements in programs and support services in non-depressed areas.

The total Concentration of Low Income Families (CLIF) points of 41 or less are classified as being in the non-economically depressed category. The data is based upon the current Department of Commerce 1980 Census Study for Low Income Families. See Table 8.

Non-Economically Depressed Areas
(by Local Education Agency)

Table 8

010 Alamance	232 Shelby	491 Mooresville	792 Western
011 Burlington	280 Dare	492 Statesville	Rockingham
020 Alexander	290 Davidson	500 Lincoln	793 Reidsville
110 Buncombe	291 Lexington	530 Lee	800 Rowan
111 Asheville	292 Thomasville	590 McDowell	801 Salisbury
120 Burke	300 Davie	600 Mecklenburg	810 Rutherford
130 Cabarrus	320 Durham Co	620 Montgomery	840 Stanley
132 Kannapolis	321 Durham City	630 Moore	841 Albemarle
140 Caldwell	340 Forsyth	680 Orange	850 Stokes
160 Carteret	360 Gaston	681 Chapel Hill	860 Surry
180 Catawba	410 Guilford	750 Polk	861 Elkin
181 Hickory	411 Greensboro	751 Tryon	862 Mount Airy
182 Newton	412 High Point	760 Randolph	880 Transylvania
190 Chatham	450 Henderson	761 Asheboro	900 Union
230 Cleveland	451 Hendersonville	790 Rockingham	901 Monroe
231 Kings Mountain	490 Iredell	791 Eden	920 Wake
			970 Wilkes

Schools received technical assistance primarily through Regional Leadership Council Meetings, FHA/HERO Proficiency Events, Program Reviews, and Curriculum Workshops. The State Home Economics Staff, Regional Coordinators, and Vocational Directors provided technical assistance for home economics teachers. A Summer Vocational Workshop, drawing 507 teachers, was held for four days on the new directions in Home Economics and on resources for teaching home economics.

The student organization FHA/HERO held a Leadership Conference in all eight (8) regions, as well as a state meeting. Twenty-five Proficiency Events were held in all eight (8) regions, with student winners competing at a state event. Three hundred (300) students participated in the State Proficiency Events. Ninety-four (94) students and advisers participated in the National FHA/HERO Leadership Meeting.

D. Achievements in State leadership.

The State Home Economics staff completed a Program Review of 25 school systems. One hundred and forty-five (145) schools were visited in eighty (80) school systems.

In the Regions, the staff directed two Regional Leadership Council meetings in all eight regions. Four hundred and eighty-one (481) teachers attended. The staff supervised eight FHA/HERO Fall Leadership Workshops with 3,841 students, advisers and guests attending. They also supervised eight FHA/HERO Regional Proficiency Events with 2,195 students competing in 25 events.

In the State, the staff planned and directed workshops for 40 New and Returning Teachers, 30 Commercial Foods teachers, 32 Regional Leadership Council Board members, 16 Manufacturing and Apparel Industry teacher, and 33 Home Economics Cooperative Education teachers. Including the content specific workshops listed, Summer Workshop, RLC meetings, FHA/HERO adviser training, the staff provided workshops with an attendance of 1,602.

The most comprehensive inservice offered was HEE Summer Workshop for over 500 teachers. The workshop included sessions titled Adolescent Pregnancy Crisis: What Can We Do?, Combating Infant Mortality, Critical Thinking: The Classroom Challenge, Drug Free Families, Food Science - Tactics for Thinking, Vocational Competency Achievement Tracking System (VoCATS) and the Home Economics Curriculum, and A New Attitude - Developing Leaders of Families. Teachers evaluated this conference as outstanding.

The most comprehensive inservice offered to students was the FHA/HERO State Leadership Conference for 1,759 participants. Students participated in competitive events, leadership workshops, project workshops, and recognition programs. The student organization received \$7,500 in educational scholarships and involved 297 Business and Industry leaders in the organization.

E. Exemplary programs developed.

The Home Economics staff planned and directed an Entrepreneurship Workshop. It was aired by the TI-IN network, a national provider of high school coursework and staff development programming, to 364 vocational teachers in 100 school systems in North Carolina and 29 other states. The vocational division with the North Carolina Small Business and Technology Development Center surveyed 1,134 vocational teachers in 1988 to determine concepts they have already incorporated into their programs and what additional topics they want to be included. Eight, 90-minute workshops covering one or more of the teacher-identified topics were transmitted via satellite. Each session included an expert presenting content, entrepreneurs relating their experiences, and a teacher discussing strategies for covering the subject with students.

IV. Community Based Organizations (CBOs)

A. Number of students served by CBOs (see Table 1)

B. Types of services provided by CBOs

1. transition services
2. assessment
3. counseling
4. recruitment
5. vocational training
6. job placement
7. sheltered employment

C. Exemplary programs developed

The Charlotte-Mecklenburg Urban League implemented an exemplary program for disadvantaged students. The overall goal of the program is to assist selected at-risk students in making the successful transition from school to work. The components of the project are:

1. Outreach--recruiting and identifying at risk youth from the Charlotte-Mecklenburg schools for participation in the project.
2. Guidance and Counseling--assisting prospective students in determining occupational preferences and deciding if the Word Processing Training Center is appropriate.
3. Pre-Vocational Preparation/Basic Skills Development--Providing pre-vocational preparation, basic skills remediation, pre-entry typing, motivation, and support services to facilitate the entry of youth into the Word Processing Training Center.
4. Training--Providing comprehensive training in Typing, Word Processing, Business, English, Editing, proofreading, reference skills, general office procedure, and employability skills.
5. Job Placement--providing job placement assistance in unsubsidized employment.
6. Follow-up--tracking the progress and employment status of program completers for up to 360 days after initial job placement.

All students selected for participation in the program receive pre-vocational services. Seminars and field trips are offered to students to encourage them and inform them of options which exist. For those students with basic or typing deficiencies, every effort is made within the established school curriculum to allow these students to improve their skills. If a student is not able to obtain the necessary remediation in school due to a scheduling conflict or a need to complete core requirements, Urban League staff offer remedial classes in conjunction with the Concurrent Enrollment Program at CPCC which enables qualified high school students to take courses at CPCC for remedial purposes. Upon completion of high school, each student enrolls in the next available training cycle. Four 12 week training cycles are held during the program year. Each cycle includes 135 hours of typing instruction, 135 hours of word processing and personal computer operations instruction, 40 hours Business English, 20 hours General Office Procedures, and 50 hours Life Skills/Employability Skills Training. Individual counseling and job placement assistance will be provided on an as needed basis.

Counseling for all project participants is provided on both a structured and an as needed basis. Career counseling is provided by the Urban League Job Readiness Instructor to all participants. Personal and academic counseling are afforded to all students by the Program Director as needed.

Employability skills training is provided for each student as part of the life skills curriculum. This class is taught by the Urban League Job Readiness Instructor. Topics addressed include self-awareness, communications, characteristics of a valuable employee, time management, resume preparation, interviewing, dress for success, and other topics deemed appropriate by the staff.

The Urban League Placement Specialist is responsible for the job development and placement of program completers. This task is facilitated by the established contacts the Urban League has in operating our two current employment programs (Word Processing Training Center and Special Employment Services).

Follow-up studies are conducted on all participants at 90 day, 180 day, and 360 day intervals after securing employment. The survey will track the participants job retention, salary history, and other pertinent employment data.

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ALLOTMENT DATA
FISCAL YEAR 1989/90
FOR VOCATIONAL EDUCATION-PROGRAM IMPROVEMENT

APPENDIX I

LEA NO.	LEA NAME	CURRENT AMOUNT	LEA NO.	LEA NAME	CURRENT AMOUNT	LEA NO.	LEA NAME	CURRENT AMOUNT
010	Alamance	36,984	331	Tarboro	47,214	680	Orange	33,837
011	Burlington	29,115	340	Forsyth	45,640	681	Chapel Hill	33,837
020	Alexander	20,459	350	Franklin	53,509	690	Pamlico	45,640
030	Alleghany	41,706	351	Franklinton	41,706	700	Pasquotank	55,083
040	Anson	52,722	360	Gaston	45,640	710	Pender	53,509
050	Ashe	51,936	370	Gates	41,706	720	Perquimans	46,427
060	Avery	43,280	380	Graham	41,706	730	Person	52,722
070	Beaufort	53,509	390	Granville	56,657	740	Pitt	69,247
071	Washington	49,575	400	Greene	48,001	750	Polk	29,115
080	Bertie	60,591	410	Guilford	45,640	760	Randolph	32,263
090	Bladen	62,165	411	Greensboro	45,640	761	Asheboro	16,525
100	Brunswick	61,378	412	High Point	37,771	770	Richmond	56,657
110	Buncombe	56,657	420	Halifax	66,887	780	Robeson	73,969
111	Asheville	40,919	421	Roanoke Ra	55,083	790	Rockingham	36,984
120	Burke	36,984	422	Weldon	51,149	791	Eden	40,919
130	Cabarrus	36,984	430	Harnett	62,952	792	W. Rockingham	36,984
132	Kannapolis	25,181	440	Haywood	56,657	793	Reidsville	36,984
140	Caldwell	41,706	450	Henderson	42,493	800	Rowan	40,919
150	Camden	36,984	451	Hendersonville	22,820	810	Rutherford	52,723
160	Carteret	55,083	460	Hertford	55,870	820	Sampson	61,
170	Caswell	49,575	470	Hoke	59,805	821	Clinton	45,
180	Catawba	32,263	480	Hyde	51,149	830	Scotland	59,018
181	Hickory	20,459	490	Iredell	41,706	840	Stanly	33,837
182	Newton	16,525	491	Mooreville	22,033	841	Albemarle	22,033
190	Chatham	24,394	492	Statesville	25,968	850	Stokes	48,788
200	Cherokee	51,936	500	Jackson	47,214	860	Surry	55,083
210	Chowan	48,001	510	Johnston	66,887	861	Elkin	35,411
220	Clay	44,068	520	Jones	41,706	862	Mt Airy	35,411
230	Cleveland	48,788	530	Lee	48,788	870	Swain	48,788
231	Kings Mtn	40,919	540	Lenoir	55,083	880	Transylvania	34,624
232	Shelby	36,984	541	Kinston	51,149	890	Tyrrell	46,427
240	Columbus	66,100	550	Lincoln	36,984	900	Union	41,706
241	Whiteville	50,362	560	Macon	47,214	901	Monroe	22,033
250	Craven/New Bern	62,952	570	Madison	52,722	910	Vance	61,378
260	Cumberland	66,887	580	Martin	59,805	920	Wake	40,919
270	Currituck	43,280	590	McDowell	38,558	930	Warren	59,018
280	Dare	22,033	600	Mecklenburg	45,640	940	Washington Co	48,001
290	Davidson	45,640	610	Mitchell	43,280	950	Watauga	51,149
291	Lexington	25,968	620	Montgomery	47,214	960	Wayne	62,952
292	Thomasville	22,033	630	Moore	52,722	962	Goldsboro	51,149
300	Davie	34,624	640	Nash	62,952	970	Wilkes	59,018
310	Duplin	66,100	641	Rocky Mt	55,083	980	Wilson	62,952
320	Durham Co	50,362	650	New Hanover	64,526	990	Yadkin	52,722
321	Durham City	42,493	660	Northampton	56,657	995	Yancey	48,001
330	Edgecombe	55,083	670	Onslow	66,887			

\$6,200,

Results and Accomplishments of Expending
Title II - Part A Federal Funds
VOCATIONAL EDUCATION OPPORTUNITIES
POSTSECONDARY

I. Vocational Education Opportunities Accomplishments

I. A. Handicapped

1. Number of handicapped receiving additional services in mainstream programs. (See Table 1)
2. Number of handicapped served in separate programs. (See Table 1)
3. Achievements in coordinating with vocational rehabilitation and other programs.

The 58 community and technical colleges of North Carolina are committed to serving the vocational education needs of the adult handicapped population of the state. Particular emphasis has been placed on the coordination of vocational programs and services with vocational rehabilitation and other related programs. Some of the community colleges in North Carolina actually have vocational rehabilitation facilities on campus and many others are located nearby.

Coordination is a key element in the first two steps taken to serve handicapped individuals--identification and assessment. Identification is accomplished by:

- a. Voluntary self-identification through applications, registrations, and other reporting forms;
- b. In-house identification through testing, counseling, and instructor feedback;
- c. Referrals from Vocational Rehabilitation, Division of Health Services, JTPA, and high schools; and
- d. Cooperative agreements with Vocational Rehabilitation, Departments of Social Services, community action agencies, and mental health clinics.

Assessment, the second step in providing the services to the handicapped population, is accomplished by several methods, used either separately or in combination. These methods include:

- a. Standardized instruments such as the Meyers-Briggs type indicator;
- b. Interviews, observations, and information passed from referral agencies;

- c. Computer software to diagnose students' learning problems;
and
 - d. Licensed psychological testing.
4. Description of additional or supplemental services provided to the handicapped.

Once handicapped students have been identified and their needs assessed, they are served by a variety of activities. These include but are not limited to:

- a. Supplemental specialized counseling;
- b. Development of placement tests in Braille;
- c. Tutorial, interpreter, notetaker, signer, reader, and typing services;
- d. Referral services and pamphlets that list services available to the handicapped;
- e. Equipment such as large print typewriters, "phonic ears" and "minicom" phone adapters for the hearing impaired, and tape recorders;
- f. Acquisition of special texts or other special materials for handicapped individuals;
- g. Special programs, including sheltered workshops or programs for the blind or hearing impaired; and
- h. Special parking and elevator keys where required.

One of the most successful activities for the handicapped on many North Carolina community college campuses is individual counseling. The handicapped students meet individually with a counseling specialist for the handicapped and also with the Coordinator of Academic Support. Through these interviews, interests and needs are identified. The student is referred to either personal, employment, or career counseling. Their abilities are determined by entrance testing, conference with a counselor, or through cooperative efforts with Vocational Rehabilitation, Social Services, Services for the Blind, and other human service agencies. Either the counselor or the Coordinator for Academic Support meets regularly with the student to check on progress and ensure that needs are being met.

Supplemental services and activities are provided on an "as needed" basis. Not all students who are handicapped need or even want special consideration and services. Most handicapped students are mainstreamed into regular classes. The task of the

counselor, instructor and advisor is to find those who need special help and to provide it. Students with alcohol and drug related problems are referred to an appropriate student assistance program.

5. Exemplary programs developed.

1. A common complaint we hear from special counselors assigned to assist handicapped students is that the instructors do not know how to teach and work with the handicapped students in their classes. One community college sought opportunities for staff development to better serve their growing handicapped population. Last spring, the college sent a counselor and two Guided Studies instructors to visit the North Carolina School for the Deaf to explore more effective ways of teaching deaf students. The staff also participated in workshops by the Southern Appalachian Transitional Project and the Development Studies Conference sponsored by Western Carolina University.

2. Another exemplary program is one developed by a community college that provides instructional services to clients in the three Sheltered Workshops in its three county service area. The college contracts with the Sheltered Workshops to provide the classes. Funds from the Vocational Education Act are used to employ instructors who work only with the handicapped. The ultimate goal is to train clients to be self-sufficient and employable in business and industry. Clients who are not able to be placed in business and industry are trained and employed in the sheltered environment of the workshops.

Through JTPA funds, a placement counselor is employed to place trained clients in the work place and to counsel them continuously. Through literacy funds, students who are able are taught communication skills that include reading and writing. The Vocational Education Funds are used for occupational training. This is an excellent mix and coordinative effort to maximally use available funds for the greatest benefit of the clients. Funds from the Department of Mental Health also are used for other needs of the clients.

3. In addition to these special coordinative and staff development programs, some of our colleges design special programs designed to give handicapped students appropriate skills in the workforce. Two of these programs are described below.

The Greenhouse and Grounds Maintenance Program is a vocational program developed for students with emotional or mental handicaps. It has served as a model for other community colleges and mental health facilities seeking to provide similar services.

Learning activities consist of four quarters of primarily hands-on horticultural activities. Students learn the work habits and skills needed to obtain employment in the horticulture

industry. All activities are designed to increase the students' self-esteem and motivation, working towards the eventual goal of the students' integration into society's mainstream.

Coordination with other Mental Health Center programs and services as well as with Vocational Rehabilitation Services takes place on a regular basis. In cooperation with Vocational Rehabilitation and the program's advisory committee, many graduates have obtained employment, some in the local horticulture industry. For many students, their employment represents their first real opportunity to function as productive citizens.

Funds from the Carl Perkins grant allowed the college to employ an additional instructor for the program. The presence of this instructor was crucial in enabling the program's staff to give each student the amount of attention and encouragement s/he required while at the same time maintaining a safe and effective learning environment. Adequate staffing has made it possible for the program to expand the scope of its horticultural activities and to assume the lead in developing educational services for the special needs students.

The Furniture Stripping and Furniture Refinishing program that another college offers in conjunction with a sheltered workshop is a good example of training for the local industry. The college and the sheltered workshop have been successful in providing skills in stripping and refinishing to students with various handicaps and degrees of handicap. While in many cases the handicap of the individual requires repeat sessions, the end result does provide the individuals with skills that can lead to gainful employment initially in a sheltered environment and then on the open job market.

Students are instructed in the basic knowledge and skills required for entry-level positions in the furniture industry. The instructor works closely with individual students to demonstrate and explain each step and procedure. The approach is one of practical application with theory included. Students are allowed to exchange ideas and ask questions that may be meaningful to the total class. Students are required to demonstrate a minimum of 80 percent proficiency in each of the course competencies as recorded by the instructor in daily charting.

I. B. Disadvantaged - (Excluding LEP)

1. Number of disadvantaged individuals receiving additional services in mainstream programs. (See Table 1)
2. Number of disadvantaged individuals served in separate programs. (See Table 1)
3. Description of additional or supplemental services provided to the disadvantaged.

Identification and Assessment. A large number of the individuals who come to community colleges in North Carolina are economically disadvantaged. Many are identified through student information forms provided at registration. Others are referred through social services agencies, the Employment Security Commission, JTPA, community action agencies, and similar groups. Some students are referred for special services by the colleges' financial aid offices. The standards for eligibility are established by the referral agency, Pell Grant application, participation in the JTPA program, or by comparing family income to the current OMB poverty guidelines.

Assessment is a vital step in the overall vocational education program, especially for the academically and economically disadvantaged population. Our colleges assess interests, abilities, and special needs in the following manners: preadmission conferences, career and academic guidance, personal counseling, financial assistance counseling, and academic testing. Instruments used for assessment of academic and other needs include admissions placement tests, the Career Assessment Inventory, and the Meyers-Briggs type indicator. Students are often referred to service provider agencies which, when appropriate, conduct further assessment. For example, some students are referred to the Employment Security Commission for GATB testing.

Supplemental Services. Supplemental counseling, tutoring, and special remedial programs are provided by the colleges to economically and academically disadvantaged students to foster their success. Most colleges encourage utilization of their learning resource centers and developmental studies programs. These programs have been emphasized as part of the North Carolina Community College System's commitment to an open door that enables the student to begin with whatever skills he or she already possesses, and progress to productive employment through a series of appropriate training programs and basic skills courses.

Community College financial aid offices match needy students with a variety of scholarships and loans. Local sources fund some scholarships, and the state of North Carolina has created a

scholarship fund which makes over 1,000 grants annually. Pell Grants, business/industry scholarships, JTPA, and the above modes of assistance are made available to eligible students.

4. Achievements in serving the disadvantaged students in terms of improved access and services provided that contribute to success in the program.

The community colleges offer several types of services, for both individuals and groups of disadvantaged students. Most colleges have counseling centers, and provide tutoring, referral to outside agencies, and administration of interest inventories as well as counseling. The colleges also offer translators, special materials, special services including transportation or job placement, and special programs designed especially for disadvantaged students.

Often economically disadvantaged students are unable to stay in college without employment. Some colleges arrange cooperative education plans. Linkages with JTPA, the Employment Security Commission, and county Departments of Social Services are valuable aids in improving the access of the disadvantaged to programs. In addition, in the Department of Community Colleges, JTPA, Vocational Education, and the Human Resources Development programs are all together under the same division. This enhances coordination between the programs at the state level.

5. Exemplary programs developed.

One college's financial aid office developed a comprehensive process for assisting economically disadvantaged students which included outreach workshops and presentations, follow-up letters and response to surveys and requests for services, recruitment activities, retention activities, and transfer and graduation assistance.

The financial aid workshops were conducted to assist students and parents in completing applications for need-based financial aid. Workshops were held on-campus as well as in the high schools in the service area. The workshops provided basic information on the federal financial aid programs and covered how to complete the financial aid application, the applicants' responsibility, the institution's responsibility, and a question and answer period.

Parents and disadvantaged students were assisted on an individual basis with the application process. By assisting on a one-on-one basis, the financial aid counselor was able to ensure the application was completed accurately and completely.

The financial aid office coordinated with other agencies and financial sponsors to provide assistance for the economically disadvantaged student. Eligible students for financial assistance were referred to other sources of assistance on-campus as well as off-campus.

The office informed all financial aid recipients in the spring to re-apply for financial aid. These students also were encouraged to come by the financial aid office for general information, assistance with the application, and money management counseling.

The financial aid office used a variety of media sources to advertise the types of financial assistance available to the students who attended the college.

At the end of each quarter, the office monitored the academic progress of students receiving financial aid. Students experiencing difficulties were counseled before registration day, and the office sent letters informing them of their progress and making recommendations to the students to see a counselor or seek tutorial assistance. In some cases, it was recommended that the student take a reduced course load for the next quarter or until satisfactory progress was re-established.

Tutoring. Two other colleges have found that the best solution to providing services to academically disadvantaged students is through a tutoring process.

1. One of these colleges uses peer tutors in the Guided Studies program, in which students enroll either because they do not have the basic skills required to enter the program of their choice or they need help with a curriculum in which they are enrolled.

The peer tutors work with these students on a one-to-one basis, helping them not only with their educational needs but also giving them the psychological encouragement they seldom get at home. The peer tutors themselves include single-parents, homemakers, and heads-of-households trying to get a better education. Therefore, they are good models for these students. It makes a lasting impression that someone their own age, in their own circumstance cares enough to help.

Guided Studies has both a lab and a classroom. One instructor is in the lab and one is in each scheduled class. Because of the numbers of students who come to the lab, it would be impossible for a single math instructor to give each student the individual attention s/he needs without the use of peer tutors. When a student comes to Guided Studies and no one has time to help, the student's idea that s/he is not worth helping is reinforced.

2. A second school has a comprehensive system for identifying vocational/technical students who need tutoring, and a tutor coordinator to arrange appropriate services.

Several methods are used to identify the needy students. Because a high school diploma is not a prerequisite for some vocational/technical programs, many of the students enrolling in these programs are high school drop-outs and are considered high risk. Students who score below the 50th percentile on the College Guidance and Placement entrance exam are considered academically disadvantaged and need a great deal of extra help that an instructor working alone in a classroom is not able to give. Instructors also identify students having academic difficulty based on tests, writing samples, and classroom participation. In some cases, prior school records are examined to discover deficiencies, and students indicate the need for help themselves.

The tutor coordinator is responsible for management of every aspect of the tutorial program, in addition to counseling, some tutoring, and accurate record keeping. The program includes tutoring on an individual basis, in small groups, and in the classroom. The record keeping system includes dates, times, length of tutoring sessions, the classes and students for which tutoring is provided, the areas of difficulty, the methods used in tutoring, and the goals set forth for each session. Individual tutors keep logs of tutorial sessions with each student. These logs are turned in to the tutor coordinator monthly along with the time sheet. All students requesting tutoring must complete an application which the tutor coordinator processes and uses to determine eligibility. Because the vocational/technical programs are year-round programs, the full-time position of tutor coordinator is essential for insuring the success of the high risk students.

I. B. Limited English Proficient (LEP)

1. Number of LEP individuals receiving additional services in mainstream programs. (See Table 1)
2. Number of LEP individuals served in separate programs. (See Table 1)
3. Description of additional or supplemental services provided to the LEP.

North Carolina has attracted people from other countries for several reasons. Large numbers of Spanish speaking people from Mexico or South America have entered the state as migrant farm workers. These people have gravitated toward the western and eastern areas of the state, where agricultural jobs are readily available during certain times of the year. In recent years,

many of the farm workers have moved toward the larger cities to work in construction. This move toward the larger urban areas, and away from farm work, was partially motivated by the new legalization laws.

Asians and Southeast Asians also have immigrated to North Carolina. A large number of Hmong have moved into the mountain areas of the state, which have a similar geography to their home. In addition, a group of the Montagnards was purposely brought to North Carolina from Viet Nam and Cambodia and settled in the Raleigh, Greensboro, and Charlotte areas. Finally, the military bases in the state have attracted non- and limited-English speaking family members of military people. All of these groups are served through the LEP programs at the community colleges.

Identification, outreach, and recruitment of those eligible for LEP assistance are accomplished by self-identification, peer referral, or recruiter/counselor referral. Several colleges use native language speakers to recruit and refer individuals for assistance. Others are identified during the regular registration process. Supplemental services which were provided for the LEP included:

- a. English as a second language class;
 - b. Tutoring in native language;
 - c. Translations of technical texts into native language; and
 - d. Guided Studies Center services, including individual or group tutoring, or special classes for the distinct needs of groups of people.
4. Achievements in serving the LEP students in terms of improved access and services provided that contribute to success in the program.

The North Carolina Community College System enrolled 3,674 LEP individuals during the 1989-90 fiscal year. Many of these students are enrolled in English as a Second Language programs to satisfy the requirements for legalization, which include hours in both English and American History. Other students are enrolled in the classes to obtain better jobs, or to work toward furthering their education. One community college has found that LEP students' attendance in classes tends to be excellent, and that once they have taken one class, especially for the Southeast Asian groups, they will go on for additional degrees, particularly a bachelor's degree.

5. Exemplary programs developed.

In most of our colleges where a need exists for English as a Second Language (ESL) classes, they are offered on a

regular basis. These classes help students become more familiar with the English language at the same time that they help the foreign-born students prepare for future citizenship.

In one school, directors of the ESL program work closely with churches, the migrant and seasonal farmworkers organization, and other agencies to see that those who need the program receive it. A specific example of a cooperative effort is a program jointly offered by the college and a near-by university. Migrant and seasonal farmworkers who are both disadvantaged and limited in English proficiency are given special attention and instructions so that they may work for a high school equivalency certificate and then enroll at the college for further training or perhaps transfer to the university for work toward a four-year degree.

I. C. Adults In Need of Training and Retraining.

1. Number of Adults enrolled in vocational education programs. (See Table I).
2. Types of retraining (quick-start) programs offered to adults.

The community college system has been very successful in retraining adult workers through many types of programs, and this success has been a major factor in North Carolina's economic growth. The existence of an accessible, low-cost, high quality system of community and technical colleges is a major drawing card for business and industry, and the state's program for attracting industry through customized training efforts is a model that has been studied and duplicated by other states.

The state offers two programs that are directed to training or re-training adults in local industries. Through its New and Expanding Industries program, the Department of Community Colleges and many local community colleges have worked closely with industries newly locating in the state. The colleges prepare a workforce that is trained at the time of the start-up of a new industry, as well as at the time of an expansion or upgrading.

In addition, the Focused Industrial Training (FIT) program addresses the needs of existing industries, primarily in manufacturing areas. The targeted occupations include: Maintenance mechanics, machinists, tool and die makers, electrical/electronics technicians, quality assurance technicians, and other jobs critical to an industry in technological transition.

Examples of ways in which the FIT funds have been used include:

- a. A local company purchased equipment from outside the country, and needed to train several employees to operate and perform maintenance on the new equipment. Due to the high cost of

locating an instructor and the small number of employees to be trained, the local college was able to provide needed training assistance through the use of FIT funds; and

- b. Two national companies with plants in North Carolina needed to upgrade the skills of their maintenance mechanics. The local community college worked with each of the companies to design and deliver the appropriate training.

Eight community colleges were originally designated as centers to receive FIT grants. Since the beginning of the program, an additional 21 FIT centers have been designated. Funds also are available to serve industries located in service areas where there is no designated FIT center.

Each center is staffed by a coordinator whose responsibility is to work cooperatively with local industries to assess training needs and deliver programs to ensure a well-trained workforce. This training can be conducted for as few as one or two individuals. FIT funds also may be used to secure instructors for very specialized instruction that could not be secured through regular state funding that the community college receives.

3. Achievements in serving adults who need training or retraining.

North Carolina has one of the largest and most comprehensive postsecondary vocational education systems in the nation. The primary mission of the system has always been the delivery of technical and vocational programs and basic education to adults. With 58 colleges serving 741,387 total enrollment for 1989-90, the North Carolina Community College System is a model for postsecondary vocational education.

A majority of the students in both curriculum and extension programs are adults who have been out of high school for several years. The average age of all students is 30, and a majority of students are working part- or full-time.

4. Coordination activities with the JTPA and the private sector.

The North Carolina Community College System has a history of coordination with the private sector. The majority of the members of the State Board of Community Colleges are from the private sector. Occupational curriculum programs are required to have advisory committees with private sector members.

Coordination with JTPA is supported by a state-level technical assistance staff who help colleges establish and operate quality programs. JTPA funds are often used in conjunction with vocational education and other funds to support skills training for the disadvantaged through special classes or mainstreaming of

eligible participants. JTPA dislocated worker funds have been combined with vocational education and other funds to offer programs developed for the workers of several major plants which have closed.

At the state level, the Vocational Education and the JTPA staff work together closely. The state level Interagency Coordinating Committee of the Job Training Coordinating Council is another mechanism for insuring that the programs are complementary.

The North Carolina Community College System continues to make great strides in its articulation efforts with the public secondary vocational education programs through the 2 plus 2 and "tech prep" models. Several of these articulated programs are now in place between the secondary and postsecondary systems in North Carolina. Both the coordination between the staff and the articulation efforts with the public secondary programs are preparing the Community College System for the changes of the reauthorized Carl Perkins Act.

5. Exemplary programs developed.

Through careful program evaluation processes and surveys of local and regional employment trends, one college attempts to determine the educational needs and interests of students and business and industry. Critical needs occupations, the potential employability of students, and changing technologies are priorities in the programming process of the college.

The college remains alert to community needs through surveys, personal contact, inquiries, and literature reviews. Once an educational need is identified, the college provides leadership in assembling an advisory committee to discuss the program and to develop a tentative course of study. Committee members representing the community and the occupational area provide input into training requirements, equipment needs and other components necessary for an effective program. Qualified instructors are recruited from recommendations and public advertisement. Students are recruited for new programs through the Student Development office.

Programs are provided across the range of adults desiring training and retraining for vocational or technical fields. The curriculum division offers one and two year programs which are all designed to prepare adults for vocational pursuits. Occupational extension courses provide short-term education for improving specific and general job skills.

Vocational programs are focused toward outcomes, i.e., the increased employability of students after completion of coursework. Several services offered by the institution support this focus. An extensive co-operative education program combines the academic and practical vocational experience aspects of education. Approximately 250 students are served each year by this program. The job placement office assists students in

obtaining jobs after graduation from a vocational or technical curriculum. This office also aids in keeping the institution advised of current employment needs and shortages of workers. This knowledge, in turn, helps focus programming efforts on vocational programs from which students can expect success in finding employment after completion of the program.

I. D. Single Parents and Homemakers

1. Number of single parents and homemakers served at the secondary level. (See Table 1)
2. Number of single parents and homemakers served at the postsecondary/adult level. (See Table 1)
3. Description of services provided in successful single parent and homemaker programs.

Each of our 58 community colleges is at liberty to decide how to use this allocation. Consequently, the emphasis is different at each institution. Below is a list of activities that institutions engage in:

- a. Because our target population is mainstreamed into regular vocational education instructional and counseling programs, almost all institutions use the single parent/homemaker money to supplement salaries of personnel. Institutions have been instructed to prorate the single parent portion of a person's salary so that it represents the percentage of effort actually spent with that population. State money, it should be noted, more than matches federal money in supporting this population.
- b. Some community colleges choose to assign their allotment to assist their clients with support groups and one-to-one counseling especially tailored to issues affecting them.
- c. Many institutions use all the single parent funds for direct, material support of students. In these cases, the funds provide child care, transportation, tuition, and books for the population, thus removing barriers that would otherwise prevent these women from staying in school.
- d. Most institutions use all of the above strategies to serve the clientele. Emphasis varies at institutions according to administrators' perceptions of need.

4. Special delivery methods used that are unique and/or effective.

In response to institutions' requests for assistance with child care, the Department of Community Colleges has set aside almost one-third of total single parent funds to award to institutions submitting competitive proposals for child care arrangements for qualified students. As a result, 16 institutions in 1989-90 provided care for approximately 13 to 33 children per quarter (depending on the size of the grant, which can run from \$20,000

to \$40,000 per institution.) The child care program fulfills its purpose, according to reports from students, by permitting them a better chance to stay in school. Without the child care, students would not have access to job training.

5. Method of determining the greatest financial need and number served who met the criteria.

Community colleges are allowed autonomy in devising ways to certify a student's eligibility for direct support. Institutions generally use the same guidelines as either the Pell Grants, JTPA, or AFDC to determine the greatest need among their single parent/homemaker population. Virtually all institutions, in addition, require coordination with the college's financial aid office, and students are required to apply for the more traditional forms of student aid before they are allowed access to single parent money.

6. Exemplary programs developed.

The model program to assist colleges with child care has demonstrated its power in keeping single parent/homemakers with small children in training programs. Follow-up statistics for the program show that those eligible parents who receive child care assistance complete their curriculums at a 25 percent rate compared to 15 percent for those who apply for but are ineligible for assistance. Average dropout rates also improve from 46 percent of non-recipients to 16 percent for recipients.

A formal report on the five-year-old Perkins child care program was warmly received by the State Board of Community Colleges. The report recommends that the child care grant be continued or expanded and that the level of Perkins support for each institution be at least \$20,000. The State Board has taken the recommendations seriously and is eager that the state department take a vigorous initiative in providing child care for students.

I. E. Students in Non-Traditional Programs (Sex Equity)

1. Number of students in non-traditional programs. (See Table I)
2. Achievements and services provided to reduce sex bias and sex stereotyping in vocational programs.

During the 1989-90 school year over 1,565 women were served with sex equity grants. An additional 1,200 participants used college career materials as either a direct or indirect result of the grant program. The total cost of the program was \$242,648 for the year.

Two major thrusts comprised the program:

1. Ten of our colleges enrolled 347 women in one- or two-year programs in the skilled trades. The money invested by the sex equity program in these women has broken barriers to their

training by providing them with material support (such as child care, transportation, books, etc.); affective support (personal and group counseling, personal development seminars); and practical support (extensive personality and aptitude assessment, peer tutoring, job development and placement.) Since the Perkins legislation enabled this direct support, women have been much more likely to stay in school in a non-traditional curriculum. The program has, furthermore, made these women employable at a decent wage for the first time in their lives.

*75% from follow-up
page - How does
this compare?*

This array of services in the non-traditional programs cost \$212,823, or \$613 per student for the year. The figure includes all administrative and direct costs.

2. The second thrust of the program focused on bringing more mature community people onto campuses for a series of workshops on occupational exploration. 1200 community women (duplicated headcount) took advantage of workshops. An additional 1200 took advantage of women's career information centers supported partially by sex equity funds. The total array of services supported by community service grants included:

- a. Computerized career information such as CHOICES or TIPS;
- b. Women's career information centers stocked with software, books, and periodicals addressing issues of working women;
- c. Workshops directed toward self-assessment with instruments such as the Myers-Briggs or the Personal Profile System;
- d. Workshops exploring the character of the state and local work forces and how to capitalize on such information--non-traditional work received special emphasis; and
- e. Workshops on job development with practice in job search, interviewing, and resume writing.

A total of \$29,825 financed these activities and their administration at six colleges.

One participating institution has done an exemplary job of tracking students after the end of the workshop series. Preliminary figures show that of 23 participants, 75 percent of them went into the labor force within the first 30 days following the end of the program. Another 25 percent entered the labor force within 90 days. (Two of the 23 participants could not be contacted and hence are not included in the percentages.) The project director observes that job placement was more likely to occur if active efforts by both teacher and student took place during, rather than after, the workshop series.

3. Cooperative efforts with the private sector.

The non-traditional programs in particular use local advisory groups comprising professionals from the fields for which the women are training. In addition, local grant directors have invented a variety of ways to involve local employers in the

program. For example, many of the colleges with nontraditional sex equity programs have co-op programs that enable a student to familiarize herself with the non-traditional work place. One of the non-traditional programs requires a summer internship in the area of training. Another director is in constant touch with executives of the industries she serves in an effort to develop possible sources for child care and transportation scholarships. A statewide sex equity task force is scheduled to begin work this year on making job development and placement in the non-traditional work force more effective in meeting the state's burgeoning need for technical employees.

4. Exemplary programs developed.

All of the programs are exemplary because of their excellence alone. Retention rates of non-traditional women in the program average 75 percent from quarter to quarter. Students uniformly turn in a B average.

Although the ten programs are broadly similar, each offers something unique and exemplary to the others. One college, for example, offers (in conjunction with the occupational curriculum) personal development seminars that foster self-esteem and discovery through a set of visual/spatial exercises; another program can boast of a vigorous and successful recruiting effort that reaches all educational, social services, and industrial sectors of the county. Still another project coordinator excels in assessing a prospective student's suitability for the program.

All non-traditional coordinators work closely in a one-on-one relationship with their students to meet personal, academic, and financial needs. All project coordinators share their insights and strategies with one another. The outcome of these two features strengthens the quality of the program.

I. F. Criminal Offenders in Correctional Institutions

1. Numbers served through programs in correctional institutions.
(See Table 1)
2. Names and addresses of institutions participating.

The following North Carolina community colleges and corresponding North Carolina Department of Corrections institutions cooperated to provide vocational education programs, services and activities funded with Carl D. Perkins Vocational Education Act one percent funds:

Anson Community College
P.O. Box 68
Ansonville, NC 28007

Anson Correctional Center
Rt. 1, Box 160-C
Polkton, NC 28135

Carteret Community College
3505 Arendell Street
Morehead City, NC 28557

Carteret Correctional
Facility
P.O. Box 220
Newport, NC 28570

Central Carolina Community College
1105 Kelly Drive
Sanford, NC 27330

Harnett Youth Center
P.O. Box 1569
Lillington, NC 27546

Central Piedmont Community College
P.O. Box 35009
Charlotte, NC 28235

ECO
P.O. Box 33533
Charlotte, NC 28233

Davidson County Community College
P.O. Box 1287
Lexington, NC 27292

Davidson Correctional Center
1400 Thomason Street
Lexington, NC 27292

Martin Community College
Kehukee Park Road
Williamston, NC 27892

Martin Correctional Center
P.O. Box 626
Williamston, NC 27892

Washington County
Correctional Center
P.O. Box 439
Creswell, NC 27928

Piedmont Technical College
P.O. Drawer T
Yanceyville, NC 27379

Caswell Correctional Center
P.O. Box 217
Yanceyville, NC 27379

Surry Community College
Box 304
Dobson, NC 27017

Yadkin Correctional Center
Rt. 2, Box 523-B
Yadkinville, NC 27055

Western Piedmont Community
College
1001 Burkemont Ave.
Morganton, NC 28655

Western Youth Institution
P.O. Drawer 1439
Morganton, NC 28655

Wilkes Community College
P.O. Box 120
Wilkesboro, NC 28697

Wilkes Correctional Center
404 Statesville Road
Wilkesboro, NC 28659

3. Types of services or programs provided and achievements.

The \$267,035 in Carl D. Perkins money was awarded through a competitive grant process to ten community colleges. The funding enabled them to enhance an already existing, comprehensive program of corrections education coordinated with the North Carolina Department of Corrections. With this funding, 1,524 additional inmates enrolled in one or more of a long list of varied programs, or received one or more of the following services.

The following is a list of the programs that the colleges and correctional institutions offered.

Carpentry	Cabinet Making
ABE (Adult Basic Ed.)	AHSD (Adult High School)
GED (General Equivalency)	Job Readiness Training
Bricklaying	CPR
First Aid	Landscaping and Lawn Care
Small Engine and Equipment	Air Conditioning, Heating
Repair	Refrigeration
Computer Operations	CAD (Computer Aided Drafting)
Horticulture	Electrical Maintenance
Basic Quantity Cooking	Substance Abuse
Business Management	Real Estate
Data Processing	Cosmetology
Nursing Assistant	Typing

The services offered included:

Counseling and Guidance;
 Coordination with HRD, JTPA, and other services offered in the
 Prisons;
 Development courses offered when needed for vocational and
 technical programs;
 Case Management;
 Testing;
 Job placement services for those soon to be paroled;
 Pre-employment training programs; and
 Enrichment activities.

In addition to the programs and services provided, many of the grantees used funds to buy necessary equipment and build or upgrade facilities.

Project directors often referred to the unpredictable length of stay of the inmates participating in their programs. Either because of transfer or release, inmates often were not given the opportunity to complete the educational programs that would help them succeed in the work place. Some of the colleges made concerted efforts in designing their special programs to allow for the fluid nature of their classes. This was done mostly by designing courses in short modules in which a student could benefit from the completion of any one of the modules, even though s/he might not be able to complete an entire program.

4. Additional funds expended for criminal offenders from the Carl D. Perkins Act, such as Title II-A, Disadvantaged, or Title II-B.

No additional Carl D. Perkins Act funds were expended for criminal offenders in vocational education.

5. Exemplary programs developed.

One of our colleges operated a project in cooperation with a halfway house for women, which has a prisoner population of twenty. The house serves as a work release program for women inmates whose remaining periods of incarceration range from about 12 to 30 months. The thrust of the halfway house, which is under sponsorship and direction of the Department of Corrections, is to provide the female residents with an opportunity to live within their home community, help them to maintain close contact with their families, assist them in the development of job seeking skills, aid them in entering into successful job placements which will provide them with permanent employment upon release, and encourage their participation in supplemental activities which will contribute to their success in re-entering society.

The college offered seven vocational and technical programs, in addition to remediation courses in ABE, AHSD, and GED. In addition the college provided enrichment activities on four topics: Dysfunctional Family; 12 Step Program; Assertive Training; and Team Building. Counselors to the female inmates came from college staff and from several community resources, introducing the women to the kinds of resources they may rely on after release.

The project served 51 women instead of the projected 20 because of transfer and release, but they were able to keep 20 women in the project at all times. The project director found that the women benefited greatly from their participation. The project provided the opportunity to enhance the educational level of the inmates; provided insight into how to find and utilize community resources; raised self esteem, self awareness, and motivational levels considerably, as evidenced through the growth of the individual inmates; reinforced the needs and desires of the inmates to become better parents through participation in seminars and workshops; outlined home plans carefully for maximum benefit to the inmates once they are released; and developed skills and attitudes among the inmates which will enable them to become productive citizens.

**Results and Accomplishments of Expending
Title II - Part B Federal Funds
Vocational Educational Program Improvement, Innovation,
and Expansion**

II. Program Improvement Accomplishments

A significant program improvement accomplishment for postsecondary vocational education is the Curriculum Improvement Project program.

The goal of a Curriculum Improvement Project (CIP) is to provide inservice training and curriculum development to update a curriculum or curriculum area. The curricula chosen are those that are being affected by technological, sociological or economic changes. Through a request for proposal process, a college with a quality curriculum program is funded to be a resource college and to provide leadership in organizing the other colleges to address the identified problems in the targeted curriculum area. The strategy for addressing the problems is to use staff development activities to update the instructors' knowledge, particularly in the area of technology, and to update the content of the curriculum and continuing education courses.

Four colleges received funds to implement curriculum improvement projects during 1989-90.

Carteret Community College -- Radiologic Technology;
Sandhills Community College -- Horticulture;
Beaufort County Community College -- Mechanical Drafting; and
Pitt Community College -- Machinist Technology.

These four colleges used a variety of activities to address the particular problems identified for their curriculum areas, and these activities are discussed below.

Radiologic Technology CIP
Carteret Community College

This project completed the second year of a two-year project. The target audience was 13 colleges that offer radiologic technology programs.

During the past year the following activities were conducted:

1. The Project Director attended the Workshop for Instructors in Radiologic Technology at the University of Virginia;
2. Conducted workshops on "Developing Computer-Assisted Instruction" held at Wake Technical Community College, and "Developing Computer-Assisted Instruction II" held at Carteret Community College;
3. Produced seven editions of a newsletter to provide news and information and to improve communication;

4. Established a resource lending library;
5. Purchased instructional materials, including videotapes and slide/tape packages for participating institutions;
6. Conducted on-site consultations with instructors; and
7. Developed materials, including a computer disk on Math Drills for the Apple II series computers, and the Radiologic Technology Series, which comprise computer assisted instruction packages including disks, student guides, and instructor manuals. (Seven total lessons in the present series, with two additional lessons in production.)

The project evaluation was conducted through two avenues: students and faculty evaluated the computer packages, and an advisory committee evaluated the project as a whole. The Project Director believes the project met its goals and even went beyond them. The Director believes that the computer packages they produced represent the future of what we will see in instruction in our colleges and in in-service education for practitioners.

Horticulture CIP
Sandhills Community College

This project completed the second year of a two-year project. The target population was 21 colleges that offer one or more of six horticulture curriculum titles, three vocational and three technical.

The following activities were conducted, some carrying over from the first year:

1. Conducted faculty workshops and seminars, which were attended by 115 people, and consumed a total of 65 hours;
2. Added 22 videos to the video lending library, and during the 1989-90 project year eight schools took advantage of the resource;
3. Served 24 programs during the second year;
4. The Project Director attended four conferences, including two North Carolina Nurserymen Short Courses, a North Carolina Turfgrass Field Day, and a North Carolina Landscape Contractors Field Day;
5. The Project Director and Horticulture Advisor visited the Royal Horticulture School in Canada, which had served as a program model for Sandhills Community College 22 years ago;
6. Distributed 11 editions of the newsletter;
7. Disseminated magazine articles and informative handouts to participating colleges;
8. Purchased reference materials for participating colleges;

9. Completed the revision of the Certified Plantsman Manual, along with the NC Nurseryman Association (NCAN). NCAN gives a test based on the manual which certifies students in three specializations. This interaction keeps industry and instructors working together;
10. Distributed a recruitment video, and produced and distributed recruitment brochures to participating colleges;
11. Compiled and distributed a list of textbooks by subject matters which are used by various programs; and
12. The advisory committee met twice.

The project evaluation was conducted through surveys collected at conferences and workshops, oral evaluations received from participating instructors, and subjective comments from the Director.

The project has produced some long-term effects that the participants believe will be valuable, including:

The instructors have established a horticulture instructors organization which will keep some of the "networking" established by the CIP going after the end of the project;

The recruitment video and brochure will be available for long-term duplication;

The video library will continue in use;

The revised Certified Plantsman Manual, with preliminary work started on specialized instructional areas to be completed by instructors and industry working together;

The North Carolina Landscape Contractors have established a Student Field Day that will be held at various community colleges across the state;

Industry has a better understanding of the various programs offered by community colleges; and

New books, videos, and computer programs are available for instructional purposes at the various schools, valued at approximately \$900.

Mechanical Drafting CIP Beaufort County Community College

This project completed the first year of a two-year project. The target audience is 20 colleges that offer the Mechanical Drafting and Design curriculums.

In the beginning of the project, the State Steering Committee was formed, composed of six members from education and five from industry. In addition, the directors organized the Community College CIP Instructor Steering Committee, which met quarterly after formation.

The Project Activities consisted of:

1. Produced two newsletters;
2. Held three regional workshops on management of the MSDOS system on computers;
3. Instructors attended any of three faculty inservice seminars which were offered, each one for two days;
4. Began work on revising the Competency-Based Curriculum Guide for Mechanical Drafting and Design Technology. To start the process, the project held a DACUM workshop for two days;
5. The Director attended an inservice workshop for metal machinery technology; and
6. The Director made three campus visits, and also met with industry contacts.

The evaluation was conducted by participating colleges through a form distributed by the project. The form had six areas the participants were asked to rate in terms of their agreement or disagreement with levels of accomplishment and progress toward project goals. The six areas were: committee function; value of seminars; value of regional inservice training; value of newsletters; progress toward curriculum revision; and performance of project staff. The overall evaluation was very positive, with many recommendations that some kind of similar activity be continued beyond the conclusion of the formal project.

Machinist Technology CIP
Pitt Community College

This project has completed the first year of a two-year project. The target audience includes those colleges that offer Machinist or Machinist Technology curriculums, including 2 colleges offering the technical curriculum, and 37 offering the vocational curriculum.

Over the past year the project activities have included:

1. Appointed Statewide Project Advisory Committee, which has met at least quarterly;
2. Established contacts at each of the participating colleges, with the assistance of the deans who submitted names to the project;
3. Mailed copies of the Metalworking DACUM and asked for validation from instructors and their industry contacts. This will be used to revise the curriculum manual;
4. Appointed the Curriculum Manual Review Committee to revise the present machinist manual. The Committee has three sections representing the eastern, central, and western areas of the state;

5. Compiled a complete list of advisory committee members in the machinist curriculum programs across the community college system;
6. Held Professional Development Workshops, which were attended by 149 participants, and covered six different topics;
7. Distributed a quarterly newsletter; and
8. The Project Director visited 50 percent of the colleges.

The Project Director believes that the first year of the project has been an excellent one. They were able to meet their first-year goals, and the Advisory Committee served as an excellent guiding light to the project. In addition, all workshops received excellent evaluations, with many of the attendees indicating that they would like to continue having workshops with similar content after the completion of the project.

In May, 1990, the State Board of Community Colleges approved four curriculum projects, only three of which are funded with Carl Perkins funding. These three are listed below.

Two-Year Projects -- Second Year Funding 1990-91

Beaufort County Community College -- Mechanical Drafting; and
Pitt Community College -- Machinist Technology.

New Two-Year Project -- First Year Funding 1990-91

Mayland Community College -- Electrical Installation and Maintenance.

SPECIAL ALLOCATIONS FROM PROGRAM IMPROVEMENT FUNDS

Seven additional projects were funded with Title II-B Program Improvement Funds. Individual Community College representatives submitted proposals to vice presidents in the Department of Community Colleges to fund special projects that were unique or demanded immediate attention. The eight projects and their sponsors are listed below:

Video-Based, Curriculum-Level
Demonstration Math Project

Cape Fear Community College
411 N. Front Street
Wilmington, NC 28401

Hosiery Technology Center

Catawba Valley Community College
Rt. 3, Box 28602
Hickory, NC 28602

Triad Regional Paralegal Technology
Program -- A Consortium of Four
Colleges

Davidson County Community
College
P.O. Box 1287
Lexington, NC 27292

Feasibility Study for Associate Degree Nursing Program	Isothermal Community College P.O. Box 804 Spindale, NC 28160
Swine Management Technology Program	James Sprunt Community College P.O. Box 398 Kenansville, NC 28349-0398
Computer-Assisted Instruction for Nursing Education Options	Nash Community College P.O. Box 7488 Rocky Mount, NC 27804-7488
Aviation Maintenance Technology Program	Wayne Community College Caller Box 8002 Goldsboro, NC 27533-8002
Interactive Laser Video Disk Technology for Teaching Literacy and Micro-Business Entrepreneurial Skills	Training and Development Resources 2634 Chapel Hill Blvd. Durham, NC 27707

The amount of funding for these projects ranged from \$10,133 to \$165,000, and the project funding period varied as well. Each of these projects was directed at innovative programs or services for the community college students, and the results of each project will benefit the community college system as a whole.

Follow-up Study of 1988-1989 Students North Carolina System of Community Colleges

This report summarizes data collected through telephone surveys of students who attended vocational or technical curriculum programs at ten North Carolina community colleges during the 1988-1989 academic year, but who did not register for courses at these institutions in the fall of 1989.

The population included 6,648 students, 34.7 percent of these students had completed their curriculum programs at the time of the survey and 65.3 percent had not completed their programs of study.

Telephone interviews were conducted between December, 1989 and April, 1990. The total completed interview response rate was 53.4 percent (3,500 respondents). Response rates for the individual institutions varied from 42.6 percent to 63.6 percent. Other categories of the final sample disposition included: wrong or out-of-service numbers with no other listings available from telephone directory assistance (25.2%); continual busy signal or answering machine, and repeatedly unavailable or no answer when called back (1.9%); moved and could not be located, serving military duty away from home and deceased individuals (5.1%); refusal to participate in an interview or termination of a partially completed interview (0.9%); institutionalized students from N.C. correctional programs (5.9%); and ineligible students who re-enrolled in the same college and training program (7.6%).

Women made up 54.4 percent of the survey population and 55.9 percent of the respondent pool; minorities were 20.6 percent of the survey population and 14.7 percent of the respondent pool. There were very small differences

between the proportions of the respondents who were day students (66.5% of the survey population compared to 63.0% of the respondents), students under 25 years of age (45.5% of respondents compared to 44.2% of survey population), and 25 years and over (54.5% of respondents compared to 55.8% of survey population). There were also small differences between respondents and the survey population for both graduates (39.6% of respondents compared to 34.7% of the survey population) and early leavers (60.4% of respondents compared to 65.3% of the survey population). Overall, the students in the survey population had been enrolled in 119 different programs--78 technical and 41 vocational.

The survey results indicate a high level of student satisfaction with most programs and courses offered by the ten institutions. The services rated as mostly "excellent" were: instructor interest and availability (60.8%); quality of instruction (54.4%); mix of hands-on experience and classroom work (51.5%); textbook and materials (49.7%); and equipment and facilities (49.2%). The students gave largely adequate ratings when excellent was not given, as follows: course content (50.2%); scheduling of classes (52.3%); variety of classes (51.4%); and support courses (57.2%). Although an unsatisfactory rating was seldom given by students, the following received the most: scheduling of classes (6.9%); variety of classes (5.6%); and mix of hands-on experience and classroom work (5.0%). Respondents working in training-related jobs gave high marks to the training they had received on campus with nearly 90 percent describing the training as "very good" or "good" preparation for their jobs (61.0% and 28.9%, respectively).

Approximately 97 percent of the respondents said they would recommend their curriculum program to a friend (89.3% would recommend with reservations, and 7.2% would recommend, but would point out some shortcomings). Approximately 98 percent of the respondents said they would recommend the institution (90.7% would recommend, and 7.5% would recommend, but would point out some shortcomings). While 60.4 percent of the respondents had not yet completed their programs, the majority of these program leavers said they planned to take more courses at a North Carolina community college in the future (43.7%, probably within a year, and 34.3%, were not sure when). In addition, a majority of the program completers predicted they would return in the future (27.3%, probably within a year, and 38.1%, not sure when).

Those students reporting they had used various support services offered by the institutions were most satisfied with library services and learning resource centers (98.0% and 97.9%, respectively). Among the support services used most often, students were least satisfied with job search assistance. Job search assistance was used by less than a fifth of the respondents with 24.8 percent of these users expressing dissatisfaction with the service. Further, 11.8 percent of all respondents said they were unaware that the service was available.

Of the program leavers (60.4% of respondents), the main reasons for not returning in the fall of 1989 were: because of miscellaneous circumstances, such as academic or financial problems (23.1%), because of job and class schedule conflicts (19.8%); and because they felt they had completed their course requirements (14.1%). The largest percentage of leavers (14.5%) said that help in getting financial aid might have persuaded them to take courses in the fall of 1989. Program leavers also said that providing help in getting jobs (12.7%), expanded course offerings (12.7%), offering weekend

courses (11.4%), offering night courses (11.2%), and offering courses closer to home or job (10.2%) might have persuaded them to return to a community college. Of the reasons for returning to a community college, program leavers indicated three services that would have helped the most: providing help obtaining financial aid (11.3%), providing help in getting jobs (10.5%), and expanding course offerings (9.5%).

The majority of program completers (70.3%) were working in training-related jobs. Of the completers working in other fields, the majority said they were working in other jobs because they could not find a job in their field of training (43.0%); 23.8 percent preferred working in another field; 21.7 percent found a better paying job in another field; 8.7 percent did not feel prepared for jobs in their field; and 2.9 percent were taking general interest courses, not courses to prepare for a job.

Of the eleven largest programs (evaluated by 100 or more respondents), ten programs had approximately a third or less of the completers working out-of-field, and one program, Criminal Justice - Protective Service Technology, had over two-fifths of the completers working in another field. The Associate Degree Nursing (Registered Nursing) program had no completers employed in another field. The remainder of the largest programs and the percent working in a job not related to training were: General Office Technology (34.6%), Electronics Engineering Technology (28.4%), Business Computer Programming (26.5%), Accounting (25.8%), Business Administration (19.2%), Machinist (18.4%), Secretary-Executive (16.7%), Early Childhood Associate (11.8%), and Cosmetology (10.5%).

The percent of program leavers working in training related fields and working in other fields were nearly equal (45.8% and 43.0%, respectively). Two-fifths of the leavers working in other fields said they had not felt prepared for jobs in their field (41.8%); 19.7 percent preferred working in another occupation; 18.5 percent found a better paying job in another field; 12.8 percent could not find a job in their field of training; and 7.2 percent took courses for their own interest.

Of the eleven largest programs (evaluated by 100 or more respondents), three programs had approximately half of the program leavers working out-of-field: Electronics Engineering Technology (55.6%), Business Computer Programming (51.9%), and Criminal Justice-Protective Service Technology (50.0%). Five other programs had over 40 percent of the leavers working in another field: Accounting (48.5%), Associate Degree Nursing (Registered Nursing) (47.1%), Secretarial-Executive (44.6%), General Office Technology (43.5%), and Cosmetology (42.4%). Three programs fell below 40 percent with percent of leavers working out of field: Machinist (34.5%), Business Administration (33.2%), and Early Childhood Associate (25.4%).

IV. POSTSECONDARY - Community-Based Organizations (CBOs)

A. Number of Students served by CBOs.

See Table 1.

B. Name and addresses of CBOs participating with eligible recipients.

Alamance Community College
P.O. Box 623
Haw River, NC 27258

Vocational Trades of Alamance
717 N. Park Avenue
Burlington, NC 27215

Brunswick Community College
P.O. Box 30
Supply, NC 28462

Hope Harbor Home, Inc.
P.O. Box 230
Supply, NC 28462

Carteret Community College
3505 Arendell Street
Morehead City, NC 28557

Carteret Community Action
P.O. Drawer 90
Beaufort, NC 28516

Central Piedmont Community College
P.O. Box 35009
Charlotte, NC 28235

Goodwill Industries of the
Southern Piedmont, Inc.
2122 Freedom Drive
Charlotte, NC 28208

Guilford Technical Community College
P.O. Box 309
Jamestown, NC 27282

Guilford Native American Assoc.
400 Prescott St.
P.O. Box 5623
Greensboro, NC 27403

Wayne Community College
Caller Box 8002
Goldsboro, NC 27533-8002

Wayne Action Group for Economic
Solvency, Inc.
P.O. Box 1638
Goldsboro, NC 27530

C. Types of services provided by CBOs.

The six CBO programs funded this year provided a varied list of services. Two focused on recruitment of high school dropouts to get them involved in the CBO program, and to encourage them to pursue further education. The focuses of the other four programs included:

- counseling and rehabilitation of victims of domestic violence;
- dropout prevention measures for Native Americans;
- training for and development of enclave employment projects for handicapped individuals; and
- special counseling and training for mildly mentally retarded, unemployed individuals.

Each program conducted a host of activities toward meeting their objectives, but several activities were common to more than one or two of the programs. These included:

- cooperative activities with relevant agencies;
- counseling (including retention counseling);

- supportive services (financial support in crucial areas);
- education and job readiness training; and
- active support from advisory councils.

D. Exemplary programs developed.

MIVCET. The MIVCET (Model for Improving Vocational Choice, Education, and Training) project continues to serve Native Americans in an exemplary manner. This year 42 new people were served by the program.

In June, 17 students participating in the project attended the annual North Carolina Native American Youth Conference on the campus of one of the state universities. The MIVCET worker and the Native American Education Worker from the public schools attended the conference as chaperons. The conference not only informed the students about the programs that the various colleges have to offer, but also gave them an opportunity to attend a variety of workshops dealing with preparation for college, traditional dance and culture, environmental issues, and N.C. Native American history. The conference helped students by promoting interaction between Native Americans from different tribes and areas, as well as developing leadership skills through participation in the statewide youth organization as an officer or area representative. The conference also exposed the youth to positive adult role models who participated in the meetings.

The results of the project are a proof of its effectiveness. All of the objectives for the 1989-90 grant year were met or exceeded. Forty-two new students were identified and served during the project year. Of these 42 new students, 17 attended the Native American Youth Conference, 14 began or continued in various programs at GTCC, and 14 were encouraged to begin, continue, or complete Adult Literacy programs. Of the 14 new students enrolled at the coordinating community college, 11 received direct financial assistance and all received encouragement and monitoring. During the 1989-90 project year, a total of 28 new and continuing students were assisted financially by the MIVCET project.

Community College/Goodwill Industries Collaboration. Another exemplary program was a collaborative effort between a community college and Goodwill Industries which served youth ages 18-21 who are mildly mentally retarded, unemployed, and residents of the county.

The program consisted of two major components. The first was a structured classroom program for six hours per day and lasting seven weeks, or 210 hours. The curriculum was organized into three sections. The first section, lasting three weeks, covered understanding how past experience affects one's behavior, knowledge of assertive, passive and aggressive behavior, how self-concept affects behavior, methods for changing one's own behaviors in a positive way, problem solving, and effective methods for dealing with difficult feelings. The basis for the curriculum was an instructional model written by Sherry Browning of

St. Louis, Missouri. The model has had extensive field testing with a mixture of handicapped adults. The program adapted it for use with youth with mild learning handicaps. Training in its use by the author was provided to all staff by Goodwill Industries.

The second section of the class covered job seeking skills, on-site study of potential jobs, development of a job search plan and scheduling interviews. All of the classroom instruction was delivered in an informal, interactive style with extensive use of role play, group dynamics exercises, outside speakers, group discussion, field trips, and hands-on learning experiences,

Following the seven week classroom experience, the staff worked individually and in small groups to assist each person in achieving employment. Students were assisted in all phases of their job search, including completing applications, discovering job leads, securing interviews, getting to interviews, and following up on interviews.

Throughout both the classroom and job search phases of the program, staff were called on frequently to provide personal counseling to participants in order to enable them to solve some of the personal problems that were frequent barriers to success in focusing effectively on the job search. Difficult family situations, unstable living arrangements, and even homelessness were realities for many participants.

The partnership between the college and Goodwill Industries was a successful venture for both institutions. Staff for the project was provided from Goodwill Industries' group of trained job placement specialists. Program identity, the academic course, management, space, and equipment were furnished by the college. Thus, the model took what each institution does best and combined these factors to create a new and effective model for a difficult-to-serve population.

In addition, Goodwill Industries was able to donate the equivalent of a second full-time person to assist in the classroom and with the one-to-one placement services through their JTPA contract. The college provided several job exploration sites where students could get a better picture of the positive and negative sides of various job choices.

Evaluations by referral sources were positive in regard to the scope and intent of the program. Strengths of the program were listed as the development of increased participant self esteem, the one-on-one interaction and intensive group sessions, the development of better job awareness and knowledge, and job placement of 60 percent of the participants. Weaknesses cited were primarily the length of time it took for some students to become employed.

Overall, the program was successful in the development of a new model of community collaboration to serve the needs of a population that has few acceptable resources to which to turn in their quest to become self-sufficient. All parties involved would like to see the program

continued with some recommended changes needed to strengthen it. The most critical factor in program continuation is the securing of adequate funding to provide the number of staff required for a successful program. This population group may have a label of mild handicap, but mild does not apply to the intensity of their needs as they pursue a self-sufficient lifestyle. Adequate resources for staff are absolutely essential to the success of such a project.

