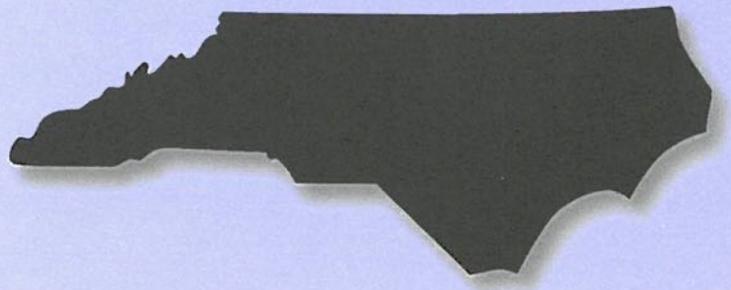


NORTH CAROLINA  
**Annual**

**Performance Report**  
**2000-2001**



PUBLIC SCHOOLS OF NORTH CAROLINA  
State Board of Education  
Department of Public Instruction  
Workforce Development Education

North Carolina Community College System

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Michael E. Ward, State Superintendent

Nancy,  
Best wishes,  
M. Long

## Section A: Cover Sheet

# Consolidated Annual Performance, Accountability, and Financial Status Report For State-Administered Vocational Education Programs

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

1. **RECIPIENT ORGANIZATION**

N. C. Department of Public Instruction  
301 North Wilmington Street  
Raleigh, North Carolina 27601

2. **PR/AWARD NUMBERS:**

Basic Grant to States: VO48A010033

Tech-Prep Education: V243A010033

3. **RECIPIENT IDENTIFYING NUMBER:** 067195610

4. **PERIOD COVERED BY THIS REPORT (mm/dd/yy):** From: July 1, 2000 To: June 30, 2001

5. **REMARKS:** This document contains North Carolina's annual report for the basic grant and tech prep grant programs authorized by Perkins III, P.L. 105-332.

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL: DATE REPORT SUBMITTED:

Phillip J. Kirk, Jr.

December 6, 2001

TYPED OR PRINTED NAME AND TITLE:

Phillip J. Kirk, Chairman  
State Board of Education

TELEPHONE (Including Area Code):

919-807-3815



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## Section B: Secondary Executive Summary

Workforce Development Education in North Carolina\* is organized in grades 6 through 12 in the public school system. The program begins with exploratory courses and leads to specialized classroom instruction.

*Workforce  
Development  
Education*

The mission of workforce development education is to empower students for effective participation in an international economy as world-class workers and citizens.

*Mission*

The purposes of Workforce Development Education are to

- Prepare students for further workforce development education and lifelong learning.
- Prepare students for initial and continued employment.
- Assist students in making educational and career decisions.
- Apply and reinforce related learnings from other disciplines.
- Assist students in developing decision-making, communications, problem-solving, leadership, and citizenship skills.
- Prepare students to make informed consumer decisions and apply practical life skills.
- Make appropriate provisions for students with special needs to succeed in workforce development education programs.

*Purposes*

\* For purposes of this report, Workforce Development Education is also referred to, and is synonymous with the term Vocational and Technical Education.

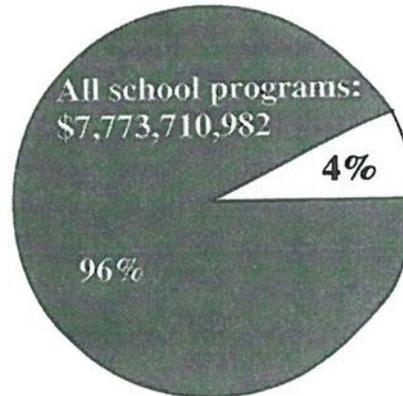
**Served:**

**117** Local Education Agencies (LEAs)

**334** Secondary Schools

**10** Career Centers

**Total  
Educational  
Expenditures:  
(99-2000)**

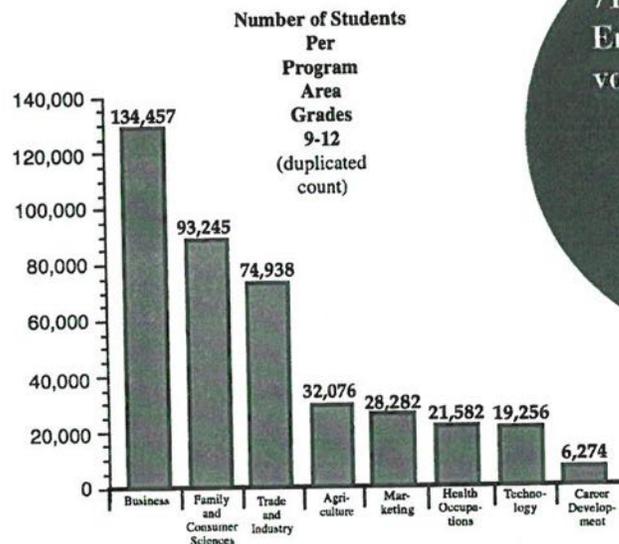


**All vocational  
programs:  
\$301,625,881**

**Workforce  
Development  
Education**

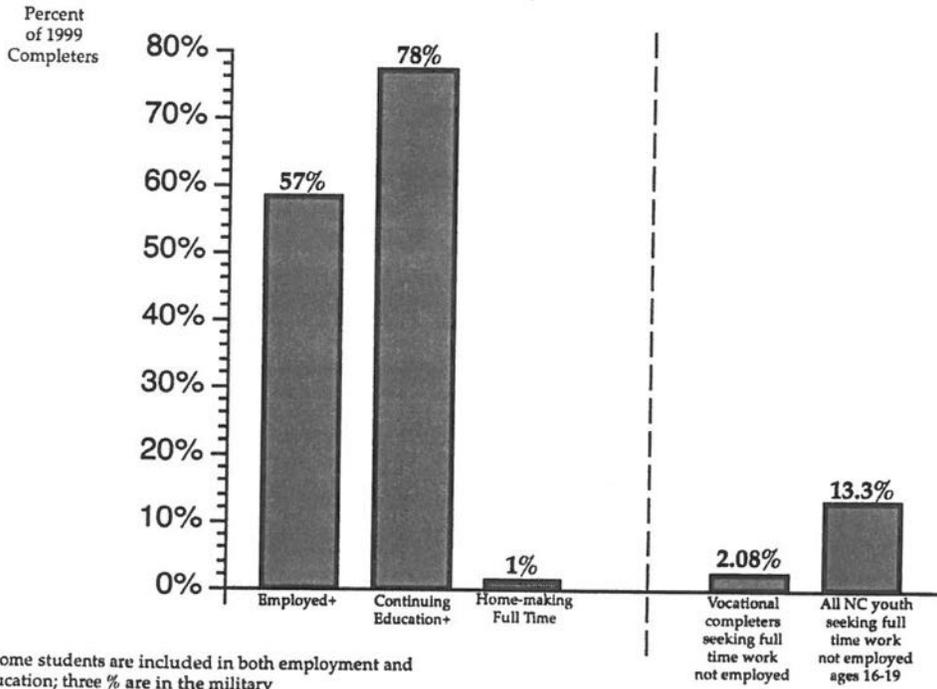
Total statewide enrollment in Grades 9-12: 345,658  
 Total statewide student enrollment in Workforce Development Education, Grades 9-12: 244,421\*  
 (unduplicated count)

- Program  
Areas**
- Agriculture
  - Business
  - Career Development
  - Family and Consumer Sciences
  - Health Occupations
  - Marketing
  - Technology
  - Trade and Industry



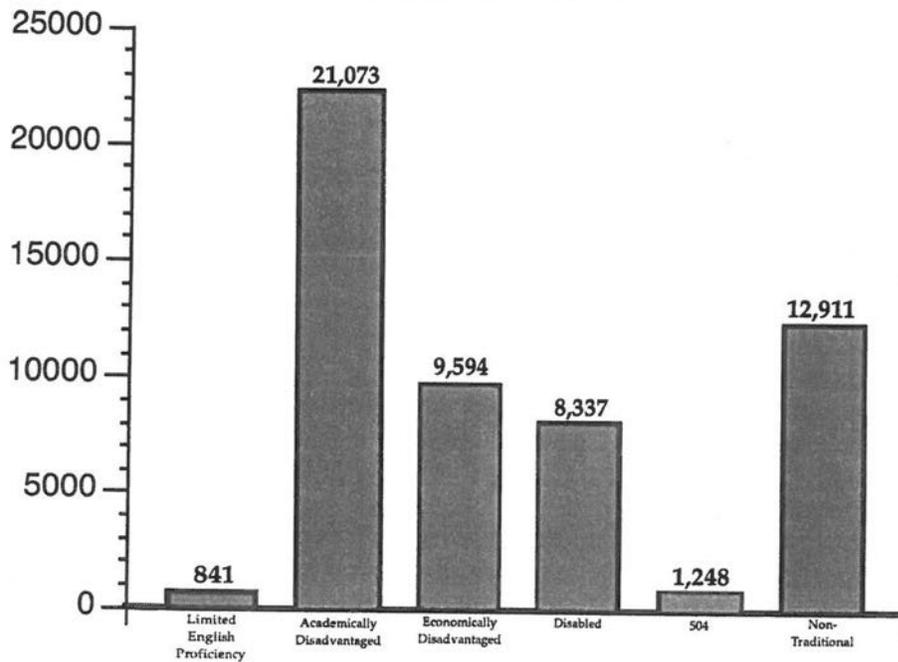
\*Total student enrollment for Workforce Development Education Grades 6-8: 198,234 (unduplicated count)

**Status of the 32,019 Workforce Development Education Completers:**



*Completers of Workforce Development Education*

**Number of Special Populations Students in Grades 9-12**



*Special Populations Education Enrollment*

With funds provided under the Carl D. Perkins III Vocational and Technical Education Act of 1998, the following were a few of the programs, services, and activities conducted:

*Curriculum*

- **Curriculum Development** – 14 curriculum guides were developed and 87 course blueprints were developed/revised for student assessment measurement purposes; 9 courses were aligned with national standards.

*Professional Development*

- **Test Item Bank Development** – 26 new test item banks were developed.
- **Professional Development** with state-of-the-art Technology – 341 staff development workshops/conferences were implemented for 36,527 participants; NC Information Highway, Distance Learning by Satellite, virtual classroom and the Internet were used to provide professional development.

*Assessment*

- **Assessment of Courses** was conducted through the following strategies:
  - Accountability was provided through on-site visits to 23 schools using the High School That Works program;
  - Thirteen course sequences were correlated to national industry standards and national curriculum standards;
  - Career planning programs were developed and implemented in all 117 local education agencies; and
  - Forty-six course blueprints were reviewed to ensure inclusion of career planning, all aspects of the industry, and principle concepts that supported nontraditional employment.
- Twenty-six classroom assessment test item banks were developed.

*Definitions*

The following definitions were used for program year 2000-2001:

**Vocational Concentrator:** A student who completes four vocational (workforce development education) courses in a career major (threshold level of vocational education) *and* who graduate. This definition has not changed from the previous program year.

**Tech Prep Student:** A student who completes four credits of English, three credits of mathematics, three credits of science, three credits of social studies, one credit of health and physical education, four credits of career/technical courses, two electives credits for a total of 20 credits plus any local requirements) *and* who scores proficient on the North Carolina Exit Exam (Exit Exam for 2002-2003 graduates). This definition is the same as for the previous program year (1999-2000).

The remainder of this report (Secondary Narrative) addresses the progress North Carolina made in implementing the State Plan. It emphasizes accountability for performance and fiscal management in contributing to achieve the education goals of local education agencies for all vocational students. All baseline data were obtained from most recent years' databanks. The narrative which follows:

- Incorporates the accountability reporting requirements under Section 113 of the Perkins III Act;
- Includes the reporting requirements under the Education Department General Administrative Regulations (34 CFR Part 80.40 and 80.41);
- Streamlines program administration by eliminating duplication and unnecessary information; and
- Continues to be a "developing" document/instrument as consultation with federal officials and USDE guidelines are provided and plans are implemented.

## Secondary Narrative Report

### Program Administration

#### I. a. State Roles/Responsibilities Summary

As directed by the North Carolina State Board of Education, the FY2001 federal grant and the contents of this report reflect the two-thirds/one-third split by secondary and postsecondary education and the appropriate clientele served at each level. Pursuant to the Perkins III Act, the North Carolina State Board of Education is the state agency for Vocational and Technical Education of which Dr. Mike Ward, State Superintendent, is a member. Dr. Henry Johnson is the Associate Superintendent and Dr. June S. Atkinson then follows in this direct line of supervision as the State Director of Vocational and Technical Education hereto referred to as Workforce Development Education (WDE).

*State  
Administration*

#### I. b. 1. and 2. Required Activities/Permissive Activities

The Workforce Development Education program includes a Programs of Study for secondary education in eight content areas: agricultural education, business education, career development, family and consumer sciences education, health occupations education, marketing education, technology education, and trade and industrial education. Within each content area, cumulative activities were noted:

*State  
Leadership*

- **Curriculum Development:** Validated and determined reliability levels for student assessment measures of 87 course blueprints; aligned nine courses with national curriculum standards; all products supported and guided local school systems to update and to implement/improve programs.
- **Test Item Bank Development:** Developed 26 test item banks.
- **Professional Development:** Implemented/coordinated staff development for 66 events and 10,001 participants; State-of-the-art technology uses included the North Carolina Information Highway, Distance Learning by Satellite, virtual classroom and the Internet.
- **Assessment of Courses** was conducted through the following strategies:
  - Accountability was provided through on-site visits to 23 schools using the High School That Works program;
  - Thirteen course sequences were correlated to national industry standards and national curriculum standards;
  - Career planning curriculum was developed for all 117 local education agencies; and
  - All course blueprints were reviewed to ensure inclusion of career planning, all aspects of the industry, and principle concepts that supported nontraditional employment and training.
  - Twenty-six classroom assessment test item banks were developed.
  - All post assessment test item banks were reviewed to ensure support and inclusion of nontraditional employment and training.
- **Promotion of Business and Industry Partnerships** were continued with the
  - Labor Department,
  - Commerce Department,
  - Health and Human Resources,
  - Employment Security Commission,
  - Community College System, and
  - 4,600 plus business/industry representatives. They were involved in:

*Activities  
and Outcome*

- Curriculum development,
- Staff development, and
- Career and Technical Student Organizations.

Employer ratings of Vocational completers were ranked consistently as meeting and/or exceeding workplace standards.

- **Systems building:** Collaborated with groups and individuals regarding building a systems network for

- Workforce Investment Act,
- High Schools that Work, and
- College Tech Prep;

Provided a variety of types of vocational/workforce development education information for local, state, and federal agencies on

- enrollments,
- completions,
- employer feedback, and
- student and completer performance.

**I. b. 3. Core Indicator Activities**

- **Curriculum:**

- Conducted meetings with a variety of education and business groups to gain input into reaching the core indicator measures as noted in the Perkins III Act;
- Continued refinement and management of the Internet-based Planning and Performance Management System (PPMS) that incorporated a variety of interrelated systems which display and enhance performance of vocational/workforce development education students; the web address of the PPMS is <http://wdeppms.dpi.state.nc.us/wdeppms.nsf>
- Completed Phase I of the PPMS which contained the main architecture and operating components for processing and using data for program planning, management and accountability.

- **Professional Development:**

- Provided over 100 hours of training for each workforce development program administrator on the new Internet-based via PPMS statewide, regional, and on-site training;
- By way of the PPMS, established a viable online learning community so that vocational administrators learn from one another about planning and performance management as related to the established core indicators.

- **Monitoring and Accountability:**

- Collected, processed and returned using electronic format enrollment data, in-school performance data, and out-of-school performance data for
  - over 345,000 enrollees,
  - over 30,000 concentrators, and
  - 9,908 employers;
- Provided performance-based information to all school systems and schools relative to the core indicator measures;
- Utilized e-groups to share information essential for improvement of WDE; e-groups composed of WDE administrators, teacher educators and business/industry representatives;
- Began Phase II of PPMS to improve the quality of data and make the system more efficient and effective at all levels (local, state and federal reporting/usage);

- Approved 117 local plans within federal and state guidelines and requirements;
- Completely implemented the Single Audit Guidelines for vocational program administrator use with Perkins III Act activities; and
- Evaluated the PPMS for purposes of built-in automatic monitoring and accountability mechanisms.

The budget activities related to State Leadership are referenced in section C: Financial Status Report.

### **I. c. Implications**

During the next fiscal year, re-engineering and refinement of the state and local data collection, planning, approval, and monitoring systems will continue. The data collection system will be expanded to

- include data more times per year;
- move the data from localities to the state; and
- continue the online Planning and Performance Management System.
- State-level, regional, and local inservice will occur at key intervals
  - to obtain feedback,
  - to implement changes, and
  - to re-assess PPMS in its entirety.

Additional training will be provided using effective methodologies including the Baldrige system on how to analyze the resulting information and use it systematically to improve programs in

- LEAs,
- schools, and
- classrooms.

Furthermore, timelines and deadlines will be examined and reformulated as needed as they affect and are affected by local and state abilities to

- collect,
- process,
- analyze,
- share, and
- use information for
  - planning,
  - evaluation, and
  - monitoring.

## **II. Program Performance**

### **II. a. State Performance Summary**

During the 2000-2001 year, North Carolina continued negotiations of performance levels with the assistance of the local education agency representatives and federal representatives. Specific performance data/results gathered to date are located on Forms II, III, and IV in the back of this report. All baseline data is from program year 1999-2000 except where noted and are from the most recent years.

Special populations data/results: the enrollment continued to increase. Note that, vocational support personnel actively participated in the registration process. Career development coordinators and special population coordinators assisted guidance counselors, parents and students in choosing the most appropriate WDE program for students. Opportunities for placement offered by WDE programs included work-study, co-op positions, apprenticeships, internships, shadowing experiences and other

*Next Fiscal Year/  
State Plan*

*Special  
Populations*

job-related activities. Special population coordinators also provided outreach activities in special education classes, WDE programs, and on an individual basis. Nontraditional training for students included career development, computer science, technology, and emerging high skill, high wage occupations; also, occupations and fields of work identified in the nontraditional core indicators continued to be emphasized.

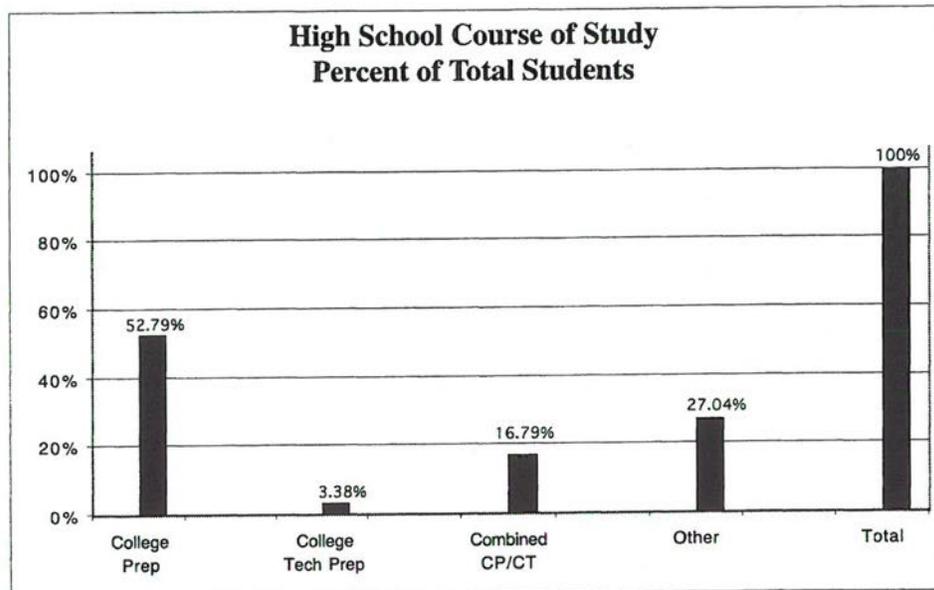
***Next Fiscal Year/  
State Plan***

Tech Prep: The State Board of Education for the Public Schools of North Carolina and the State Board of the North Carolina Community College System adopted a joint policy for College Tech Prep in North Carolina in March, 1993. The policy continued to be consistent with the requirements outlined in The Perkins III Act and was used to govern state and federally funded College Tech Prep initiatives.

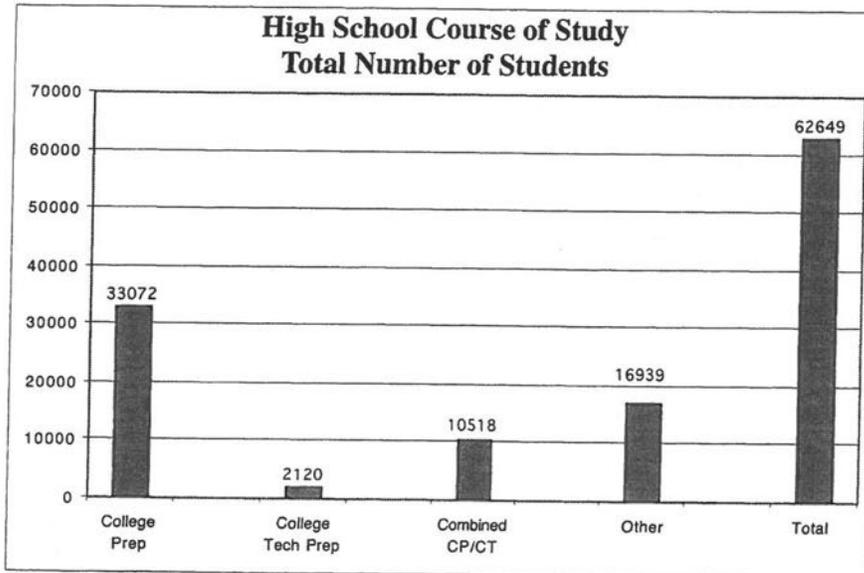
***Special  
Populations***

High schools were held accountable as a part of the high school accountability model for the growth in the percentage of students graduating having completed the College Prep/College Tech Prep course of study. Local education agencies and the State Board, continued to use a statewide computer program and tracked students' progress in the fulfillment of the curriculum requirements. The status of each school was reported. The following graphs indicate data/results.

***Tech  
Prep***



The course of study that has shown an increase over prior years is that reflecting students graduating in a combination College Tech Prep (CTP) and College Prep program. Three years ago the statewide ABC Accountability program included students graduating with a CTP course of study in their ratings of school performance.



*Tech  
Prep  
Continued*

**II. b. Vocational Concentrators and Tech Prep Students**

For definitions please refer to page four.

*Definitions*

**II. c. Measurement Approaches and Data Quality Improvement**

Measurement approaches used per subindicator were used as follows:

Core indicator	Measurement Approach
1S1	Postsecondary placement scores
1S2	Workforce Development Education End-of-Course test scores
2s1a	NA
2s1b	Credentials
3S1	Follow-up data
3S2	NA
2S1	Enrollment data – nontraditional
4S2	Enrollment and concentrator data – nontraditional

*Approaches*

A summary of data quality per subindicator follows:

- **1S1** – Placement test scores (National Assessment System (ASSET)): North Carolina used the ASSET test in all 117 LEAs in its first trial year, in conjunction with the North Carolina community college system. Data were collected statewide in four categories: reading, writing, math, and elementary algebra. Numerous problems were resolved during the year, pointing to a statewide set of valid numbers in 2000-2001. These data were collected through a new statewide Internet-based screening process to assure all numbers, courses, and student identification were valid.

*Data  
Quality*

**Data  
Quality  
Continued**

- **1S2** – The Workforce Development Education End-of-Course Tests (Standards and Assessment System): An Internet-based method was used for moving student data from LEAs to the state level in order to have them in a standardized format, and then for populating each LEA's online Planning and Performance Management System (PPMS). During this process, many irregularities were discovered in local course numbering and collection, which were clarified for further improvements in the statewide data collection system. These data were collected through a new statewide Internet-based screening process to assure all numbers, courses, and student identification were valid. Performance information for each student was inserted into each LEA's PPMS at the LEA and school levels by each special populations category, tech prep, and each WDE program area. Milestones for each of each of these subcategories and categories were created from subtracting this year's end-of-year actual score from next year's benchmark. The milestones indicate each subcategory's distance to go next year to attain its benchmark. LEAs are expected to target Perkins III resources to their greatest milestones and their greatest opportunities for improvement.
- **2S1a** – Not Applicable
- **2S1b** – Credentials: These data were collected statewide. The data were disaggregated for each LEA into relevant special populations categories, tech prep, and program areas. Milestones for each of each of these subcategories and categories were created from subtracting this year's end-of-year actual score from next year's benchmark. The milestones indicate each subcategory's distance to go next year to attain its benchmark. LEAs are expected to target Perkins III resources to their greatest milestones and their greatest opportunities for improvement.
- **3S1** – Follow-Up Data (State Developed and Locally Administered Survey/ Placement Forms): These data were processed as they were the previous year. This methodology is stable and produces reliable information. Performance information for each student, a combination of entering further education and/or work, was inserted into each LEA's PPMS at the LEA and school levels by each special populations category, tech prep, and each WDE program area. Milestones for each of each of these subcategories and categories were created from subtracting this year's end-of-year actual score from next year's benchmark. The milestones indicate each subcategory's distance to go next year to attain its benchmark. LEAs are expected to target Perkins III resources to their greatest milestones and their greatest opportunities for improvement.
- **3S2** Not Required.
- **4S1** – Enrollment data – nontraditional (State/Local Administrative Data): These data were inserted again this year into each LEA's online Planning and Performance Management System for the LEA and for each school by each special populations category, tech prep, and each WDE program area. Milestones for each of each of these subcategories and categories were created from subtracting this year's end-of-year actual score from next year's benchmark. The milestones indicate each subcategory's distance to go next year to attain its benchmark. LEAs are expected to target Perkins III resources to their greatest milestones and their greatest opportunities for improvement.
- **4S2** – Enrollment and concentrator data (State/Local/Administrative Data): These data were inserted again this year into each LEA's online Planning and Performance Management System for the LEA and for each school by each special populations category, tech prep, and each WDE program area. Calculations for milestones were completed. The milestones indicate each subcategory's distance to go next year to attain its benchmark. LEAs are expected to target Perkins III resources to their greatest milestones and their greatest opportunities for improvement.

### Efforts to Improve Quality

Weekly meetings were held with key participants in collecting, processing, sharing, and using the resulting information to improve programs. Two sets of programming projects were outsourced: one to improve the structure and contents of the online Planning and Performance Management System and the other to improve the quality of the data collected and processed. To complement these, ongoing workshops and meetings were conducted by six regional coordinators and select state staff members with the local performance data providers and resulting performance information users.

### II. d. Effectiveness of Improvement Strategies in Previous Program Year

On September 29, 2000, the adjusted levels of performance for each core indicator were accepted by the Office of Vocational and Adult Education. During this year, efforts were concentrated on improving the quality of the data collected and of the quality of the processes for changing the data into information. Hundreds of hours were spent on doing this. For instance, 44 edits were established for collecting all the data to make sure that the correct numbers were provided and collected for each LEA, school, 390K students, course, special populations category, and performance score. The collection of statewide enrollments was changed from one collection with projected enrollments to two collections of enrollments to capture accurate information for both first and second semesters. Data collection timelines were aligned with other collectors of data for special populations. Interfaces were developed for data collection processes to access and use relevant data for each student. Each LEA was provided a report about the quality of its data in all categories. Plans and timelines were set to improve the data collection and processing in the coming year.

*Effectiveness*

A brief summary of usage and improvement strategies for each subindicator follows:

Core Indicator	Usage and improvement strategies
• 1S1	Collected and processed data statewide for most LEAs. Identified data collection problems and solutions both in terms of the roles of community colleges and roles of LEAs and schools.
• 1S2	Collected and processed data for all LEAs and schools. Processed data correctly for nearly all LEAs and schools. Resolve problems to assure data were valid and reliable.
• 2S1a	Not Applicable
• 2S1b	Provided data back to LEAs to compare with local figures to ascertain validity. Developed computer programs that interrelated several databases to provide data by relevant student categories, including special populations, tech prep, and program areas for local users, and in clusters for federal reporting.
• 3S1	Combined follow-up data showing further education outcomes with those showing work outcomes to create scores for each LEA, school, region and statewide, and each student subcategory in each of these levels.
• 3S2	Not Applicable
• 4S1	Provided the percentage scores as well as numbers which generated these percentages to each LEA, school, region, and statewide to determine if these numbers matched those at each scale.
• 4S2	Provided the percentage scores as well as numbers which generated these percentages to each LEA, school, region, and statewide to determine if these numbers matched those at each scale.

Results and effectiveness per core indicator follows:

- **1S1** – Directions were developed and shared in manuals during the year. Workshops were held, and information was collected. Positive results varied by LEA and statewide. For instance, statewide the state collected scores for 66% of the relevant high school graduates. This range of data collection went from 92% of the concentrators accounted for by LEA/community college to 12%. Processes are being developed to account for the 34% of the unaccounted students. Performance levels were adjusted and resubmitted to OVAE for reconsideration.
- **1S2** – End-of-course technical attainment tests were taken by 279,151 of the 387,070 enrollees in WDE courses for which there were end-of-course tests. Processes are being developed for the 28% of the students unaccounted for. The data were processed and put into cells for each relevant subcategory of students. Benchmarks were calculated for each category and subcategory. Milestones were determined for how far each category and subcategory needed to progress to attain their benchmarks for the coming year. Performance levels were adjusted and resubmitted to OVAE for reconsideration.
- **2S1a** – Not applicable
- **2S1b** – Credentials: The methodologies developed the previous year were put into effect for this year. Some problems were corrected in computer programming, and the figures submitted to OVAE for reconsideration. Performance levels were adjusted and resubmitted to OVAE for reconsideration.
- **3S1** – Follow-up data: These data were used again in LEAs. The statewide average exceeded the benchmark for the fiscal year. Performance levels were adjusted and resubmitted to OVAE for reconsideration.
- **4S1** – Enrollment data – nontraditional: The data were used and analyzed locally. Performance levels were adjusted and resubmitted to OVAE for reconsideration.
- **4S2** – Enrollment and concentrator – nontraditional: The data were used and analyzed locally. Performance levels were adjusted and resubmitted to OVAE for reconsideration.

## ***Improvement Strategies***

### **II. e. Improvement Strategies for Next Program Year**

Based on the State Performance summary (IIa) and the Effectiveness of Improvement Strategies, (II d), definitions and methodologies were developed and will continue to be put into effect during the next program year. The following are improvement strategies for the next program year.

- Refinement/revision of curriculum, especially as it addresses reinforcement of academics skills.
- Greater use of business/industry representatives.
- Professional development to continue focus on use of on-line education modules.
- Professional development for new teachers.
- Teacher Internships.
- Professional development to include training regarding
  - effective data collection and
  - use of data/information to improve programs.
- Enhancement of online PPMS via
  - Increase state and local time for actual usage;
  - Continue usage and comparison of results (not just data processing); and
  - Continue LEA implementation of improvement strategies for each core indicator approved in their respective local plan.

## Postsecondary

**Executive Summary** – The North Carolina State Community College System utilized administrative funds to support a staff of three consultants and one support person. The leadership funds were spread over a variety of projects and activities to capitalize on the flexibility offered by the Act. The goal was to positively affect the core indicator activity while fulfilling the required and permissive uses mandated. Numerous projects at a large number of colleges dealing with professional development, academic integration, and technological improvement were funded. As performance results are obtained in the future, comparative analysis will dictate types and direction of succeeding projects.

Negotiations between the U.S. Department of Labor and the Community College System resulted in final agreed-upon baseline and performance levels in September 2001. These levels are indicated in the Core Indicator reports. For reporting purposes, a vocational concentrator is defined as a student who is enrolled in a state-approved curriculum program that leads to an Associate of Applied Science degree, a diploma, or a certificate and who has completed 75% or more of the hours required in the student's major program of study. A post-secondary Tech Prep Student is any student enrolled in a two-year Associate in Applied Science Degree program, a two-year Certificate program, or a registered apprenticeship program at a North Carolina community college who completed a College Tech Prep course-of-study while in high school.

The measurement approaches used for the core indicator data were overall grade point average, state/local administrative data, and record exchange with the Employment Security Commission of North Carolina. The data is considered to be of high quality as it is obtained through the System's Management Information System, which is the consolidating point for all data for all community college activity in North Carolina. There is constant checking for consistency and completeness with feedback to the colleges.

During the local planning process each college was required to indicate its improvement strategies for the next program year. These strategies related directly to the core indicators and the intended direction of the Act. Academic integration, professional development for faculty and counselors, the provision of student support services, improvement in the delivery of vocational training through advanced technology, distance learning, and integrating One-Stop Centers into the recruitment and placement processes were but a few of their approaches.

### **I. Program Administration**

- a. **State Administration** – State administration funds were used to support salaries of three consultant positions and one support position. These positions were responsible for developing the State Plan for Vocational and Technical Education, reviewing local plans, monitoring and evaluating program effectiveness, assuring compliance with all applicable Federal laws, and providing technical assistance to all 58 community colleges.
- b. **State Leadership** – Leadership funds were used in a variety of ways to promote innovative methods of improving core indicator related activity as well as to meet the uses of the funds required by the Act. A number of activities were funded directly from the System Office (A – D below) while others were released to the colleges through a proposal process (1 – 16). Both rural and urban schools were funded and the thrust and cost of the projects varied widely.

## Directly Funded Projects

- A. Community College System Instructors' Conference. The System holds a biannual conference open to all instructors for the purpose of presenting new ideas, methodologies, and techniques. The 2000 Conference was designated "Technology and Learning." General interest workshops provided information on the various aspects of the instructor's role in a community college. Instructional area workshops offered information specific to various subject areas. Association meetings provided time for networking with peers from across the state. There were more than 300 concurrent sessions held during the conference with a special emphasis on technology. State Leadership funds augmented the planned activities by providing funds for nationally known speakers for general sessions and for signers to aid the audially impaired.

More than 3,562 community college instructors and staff attended this conference.

- B. Workshops for financial aid officers and business office personnel – "High Risk Areas in Financial Aid." The majority of the 223,514 curriculum students in the N.C. Community College System are enrolled in vocational and technical programs and utilize federal Title IV programs to finance their education. These workshops provided financial officers with the skills needed to ensure each student receives maximum benefit from federal financial assistance programs. Areas dealt with included Pell Grant reconciliation, inaccurate FISAP reports, incorrect determination of loan eligibility, recertification, and failure to resolve exceptions and conflicts received from the Department of Education. The workshops were delivered on the N.C. Information Highway.

Ninety-one staff members from around the state participated in these sessions and there have been fifteen requests for videotapes of the workshop.

- C. The colleges of North Carolina's Community College System have banded together in an effort called the Virtual Learning Community (VLC). In brief, the VLC is a collaborative effort of all 58 colleges, sharing resources and expertise to expand access to quality online courses and support services. Benefits to colleges include: a library of online credit and non-credit courses that can be offered as-is or adapted to local needs; access to Blackboard (the system chosen for statewide delivery of online courses) for development or delivery of online courses or support materials; online and face-to-face faculty training; tips for effective online course delivery; help materials for online students; online student support services; a web listing of online offerings from each college with links back to local web sites; newsletters, online discussion, and mailing lists to spur communication; and evaluation materials for online courses.

In 2000-2001, an additional 50 courses were added to the library. By the time they are complete, full Associates Degrees in Business Administration and Information Systems will be available.

Perkins also covered a two-day training event for Blackboard server administrators.

- D. Global Education Conference. The N.C. Community College System is committed to developing a globally and multiculturally competent citizenry. In this effort a statewide conference was held to reinforce the idea and to initiate each college's development of an institutional action plan. Perkins provided for two nationally known speakers for this conference. A follow-up conference was planned to stress the relevance of having an action plan for global education and to enhance the awareness of and knowledge about global education through the sharing of best practices.

Three hundred forty-nine Community College personnel attended this kick-off conference.

## College-Proposed Projects

1. Vocational/Technical Curriculum Improvement Project – Asheville-Buncombe Technical Community College. The project had two major objectives that were carried out through faculty participation in online, self-paced professional development courses. They were: creating an awareness of opportunities to improve vocational/technical instruction; and developing skills for improving that instruction by connecting to student learning style preferences and organizing instruction around student outcomes. The online courses taken were entitled “Teaching as Communication: Connecting Through Learning Styles” and “Fundamentals of Instructional Design: Organizing to Get Things Done.” State and local funds are now being made available for faculty members to continue to enroll and complete these courses. The project was shared with the N.C. Community College System’s Distance Learning Alliance in July 2001, and, as a result of that, A-B Tech staff was requested to present at another college’s Professional Development Day in October.

Thirty-three faculty and three administrators participated in the initial, Perkins-funded segment of this project.

2. Development of Short Term Technical Career Certificates - Central Piedmont Community College. The objective of the project was to establish a software- driven (Wisconsin Instructional Developmental Software System) process utilizing curriculum integration to develop short-term curriculum certificates. This approach will allow a student to quickly develop academic and “soft” skills, begin work, and then return to school while working to receive another level of certification resulting in an employment upgrade. Thus, individuals can develop a career ladder in a much more manageable time frame.

Four faculty and three administrators participated in the development of this performance-based course format.

3. Instructional Support and Teaching Resources Utilizing Cutting-edge Technology (Project INSTRUCT) – Coastal Carolina Community College. Four objectives were sought by the project. Providing instructional skill development training of foundation skills in teaching methodology for the adult learner, training in the utilization of cutting-edge classroom equipment technology, training in alternative delivery methods, including online instruction, and distance learning orientation to student services support personnel to provide information to assist in counseling students about programs, technical requirements, and critical factors for online success. A Professional Development Day was officially adopted for the 2000-2001 academic calendar. State and local funds contributed approximately \$10,000 for faculty salaries while this project provided the training modules. The success of this project led to another, similar one for adjunct faculty. With the use of new presentation technology, additional media support was needed and a lab was established in the Learning Resource Center. Online courses at the college have increased from six in 1999-2000 to 35 in the fall 2001 semester.

One hundred fifteen faculty members, eighteen counselors and student support staff, and two administrators participated.

4. Health Sciences Instructor Skills Enhancement Project – Fayetteville Technical Community College. Several segments of training were included in this project: problem-based learning, case-based classroom methodology (leading to an improvement in future student pass rates by 10% on national allied health boards), digital radiography for all dental faculty, and dealing with a diverse student body. All were completed with an attendee assessment of good or excellent. The pass rate increase will be assessed by comparing spring 2002 rates with those of spring 2001.

Seventy-nine faculty, five counselors, seven administrators, and eighteen staff members participated.

5. Fostering Teaching Skills in Health, Business, Engineering, and Other Applied Science Degrees – Forsyth Technical Community College. It was proposed that release time would be provided for eighteen faculty members to participate in a forty-hour workshop on using state-of-the-art teaching techniques utilizing an array of technology. An overwhelming response led to the participation of sixty-one participants. The workshop is continuously being revised and is being set up as part of a Faculty Development Resource Center. It is also being implemented at three other community colleges in the state.

Fifty-six faculty members and five administrators participated.

6. Classroom Presentation Technology – Martin Community College. A computerized classroom instructional system was developed for several vocational and technical programs. Courses and programs using this format are now in the process of development with state and local funding.

Twelve faculty members and one administrator participated.

7. Improved Employment Skills through Cooperative Learning – Mitchell Community College. Faculty members received training on the use of cooperative learning in the technical classroom. They developed and applied strategies for evaluating the cooperative learning process and applied the five basic elements of cooperative learning (positive interdependence, face-to-face promotive interaction, individual accountability, teamwork skills, and group processing). They also identified the workplace competencies students will be building during the lessons.

Eighteen faculty members participated in the project.

8. Implementing Multimedia Technology for Instruction – Pitt Community College. The objectives of this project were to provide basic and advanced electronic presentation training to faculty, to require each participant to make technology an integral methodology of at least one course and to report results, and to collect and compile resources – personnel, sample lessons, strategies for using technology – for statewide dissemination. Following the training some faculty members prepared CDs for sharing with other instructors and colleges, some prepared PowerPoint presentations for the Internet, and resources, tips, and references have been placed on the college's website for other colleges to use. Process and results of the project have been presented at three national conferences.

Two hundred five faculty members from thirteen community colleges participated.

9. Blending Teaching and Technology – Randolph Community College. Training was delivered to expand faculty proficiencies in several instructional technologies. Activities included were training in Go-Live, Macromedia, 3D Studio Viz, Flash 5, and PowerPoint. Faculty knowledge and skills on the Internet were improved through several specific training sessions. A third objective was to improve faculty understanding of today's learner through several presentations of diversity training. State and local funds are being used to expand the projects by upgrading the computers of Interior Design faculty to accommodate 3D Studio Viz software, redesigning and developing the Photographic Technology Department's web site, and providing advanced PowerPoint workshops.

Sixty-eight faculty, two counselors, and ninety-six staff members participated in the training.

10. Sandhills Online Faculty training – Sandhills Community College. Twenty-six workshops were held to train vocational/technical instructors to become part of the Community College System's Virtual Learning Community. Program specific training was then offered to faculty in more than eleven programs. Faculty from six other colleges attended the workshops and a presentation was made at the

System-wide Instructors' Conference. Thirteen new distance courses were developed through this effort and ten more courses added an Internet component.

Fifty-three faculty, two counselors, and six administrators were involved in the project.

11. Teaching Tools and Resources for the 21<sup>st</sup> Century – Southeastern Community College. The project's goals were to build an instructional model for teaching courses in a vocational or technical field, to use that model to meet levels of course competency, and to then adapt the model to individual courses. Thirteen curriculum areas were represented. Five vocational and technical instructors from other colleges along with five instructors and administrators from the host college gathered information from local businesses and industries to assist in the development of the instructional model. Using the theory that learning is achieved through increments and that a student needs to become proficient at one level of difficulty before moving to the next, a basic "map" was created for teaching vocational and technical courses. Following that, each instructor used the model and adapted it to their individual courses.

Nineteen faculty members and two administrators were involved in the project.

12. Web Based Training and Mentoring Skills for Online Instructional Faculty - Stanly Community College. The project dealt with two aspects of online courses – developing the courses and coaching and mentoring online students. A "Train-the-Trainers" team of faculty members underwent formal web-based instructional design and development training and developed a "Handbook For Learning The Fundamentals of Web Based Instructional Design and Development." The manual was placed on the college's website and is in the process of being converted to an online course for all full time and adjunct faculty. The "Train-the-Trainers" team also attended two conferences offering detailed techniques for coaching and mentoring online students. This information is being disseminated to all faculty members through the college's Distance Learning Committee.

Forty faculty members and two administrators participated in this project.

13. A Comprehensive Professional Development Program for Faculty Teaching Vocational/Engineering Programs – Wake Technical Community College. A problem faced by many community colleges is that many of their vocational instructors, while being knowledgeable and competent in their fields, are not accomplished teachers. This project assisted new faculty in developing teaching strategies, provided training in student retention, established a daylong instructors' conference, and published a faculty manual. With this process now institutionalized, state and local funds will continue to present introductory workshops for new faculty, assist them in methods of retaining and/or redirecting students, and hold annual instructors' conferences.

Two hundred faculty, five counselors, and ten administrators participated.

14. Building Instructional Technology Skills – Wayne Community College. Vocational and technical instructors were given formal training in computer applications and instructional technology. Short courses, seminars, and workshops provided the training for faculty teaching in high technology/communications programs. The modules were designed around current books and CDs and courses in the Common Course Library of the N.C. Community College System.

Fifty-one faculty and five administrators participated.

15. Freshman Faculty Mentor and Orientation Project - Wilkes Community College. The college provided an in-depth orientation system for each new vocational and technical education instructor by establishing a direct linkage to a mentor for comprehensive professional development. A comprehensive orientation system, including an updateable CD, was developed, as was a replicable mentoring system.

Eleven faculty and four administrators were involved in the project.

The following table indicates how the above-described projects satisfied the Required and Permissible Uses of the Act.

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

c. **Implications for next fiscal year/State Plan** – State Leadership funds were spread across all of the Core Indicator related activities. Program year 2000 – 2001 results will be analyzed with these projects in mind to determine which may have been especially effective and which less so. Until results are available, the RFP process, which allows colleges the flexibility of approaching indicator activity improvement in ways they think most appropriate, is continuing.

**II. Program Performance**

a. **State Performance Summary** – The community college system exceeded negotiated performance levels in all core sub-indicators. The special populations groups not meeting negotiated levels were consistently those usually the least successful and, therefore, most in need of services. We are extremely cognizant of this need for services and most schools have included them in basic grant activities. Some leadership-funded activities are also tied to this effort. We will continue to stress services to these special populations.

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

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

These definitions have not changed from those used last year.

**c. Measurement Approaches and Data Quality Improvement -**

Core Indicator	Measurement Approach	Quality Assessment
1P1	Overall Grade Point Average	Academic attainment measurement addresses the academic content areas addressed in state-approved program academic standards and is measured concurrent with or after concentrated participation in vocational education.
1P2	Overall Grade Point Average	Attainment measurement addresses state defined and industry validated skills and is measured concurrent with or after concentrated participation in vocational education.
2P1	State/Local Administrative Data	Measurement is based on state approved and program defined requirements for degree, diploma, and certificate completers.
3P1	Administrative Record Exchange	Third quarter UI data is used to determine placement in employment for program completers.
3P2	Administrative Record Exchange	Fourth Quarter UI data is used to determine retention in employment for those included in 3P1.
4P1	State/Local Administrative Data	Non-traditional occupations are defined at the state level and enrollments of the underrepresented gender groups are measured.
4P2	State/Local Administrative Data	Non-traditional occupations are defined at the state level and completion rates of the underrepresented gender groups enrolled in those programs are measured.

Efforts to improve data quality - Plans for 2000 - 2001 are to crosswalk non-traditional programs and non-traditional occupations in order to improve the measurement approach for Core Indicators 4P1 and 4P2.

- d. **Effectiveness of Improvement Strategies in Previous Program Year** – Projects were implemented that increased teacher, especially new teacher, effectiveness, improved career counseling through training, including distance counseling, strengthened academic skills of students through integration of academic and vocational courses. The immediate effectiveness of such projects is questionable, but a general strengthening of the program is unquestionable. All colleges are aware of and are working to improve the core indicator performance levels of special populations. Indications are that some success is being had in that all the overall performance levels of the core sub-indicators were met this program year.
- e. **Improvement Strategies for next Program Year** – Each community college submitted a local plan that included improvement strategies for the 2000 – 2001 program year. The following are samples of the many and varied approaches.

1P1 – Strengthening academic skills of students by utilizing services of Individualized Learning Centers or Pre-Curriculum programs; placing students in need of remediation in appropriate developmental subjects and closely monitoring their progress; requiring all students to perform at the same level on academic as well as vocational examinations.

1P2 – Hiring faculty with appropriate work experience to lead students in class and lab experiences toward industry standards; using information solicited from advisory councils composed of practitioners; offering cooperative education courses and internships.

2P1 – Providing effective academic advising and support services, including financial aid and career counseling; providing a large array of flexible vocational/technical programs representing the major business/industry needs of the region; providing faculty training opportunities that are directly related to teaching their subject and improving their computer usage skills.

3P1 – Devising teaching strategies that integrate employability skills into course content; working with local employers to ensure that students will become employed in their field upon graduation; offering assistance to students in resume preparation, interview skills, and placement referrals.

3P2 – Continuing contact with ex-students and employers, intensive counseling before job placement to ensure proper fit, tailoring of courses so that completers will have the type and quality of skills which will enable employment success.

4P1 – Identifying targeted program areas for non-traditional recruitment based on North Carolina employment data; establishing procedures to encourage students to enter and then remain enrolled in non-traditional programs; maintain staff presence at local One-Stop centers to advance knowledge of and interest in non-traditional training areas.

4P2 – Using existing Pre-Curriculum Programs and the Individualized Learning Centers to enhance the chances of non-traditional students earning a degree and obtaining employment; making available support services such as financial aid, academic counseling, career counseling and developmental instruction to address barriers to success; being committed to the successful placement of students/graduates regardless of gender and race into employment opportunities directly related to their major field of study.

**Section C**  
**The Financial Status Report\***  
**(Form II)**

\* This report will be included once all data is obtained from local agencies.



COVER SHEET

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

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

1. **RECIPIENT ORGANIZATION**

(Name and Complete Address, Including Zip Code)

North Carolina Department of Public Instruction  
301 North Wilmington St.  
Raleigh, N. C. 27601-2825

2. **PR/AWARD NUMBERS:**

Basic Grant to States: V048A990033

Tech-Prep Education: V243A990104

3. **RECIPIENT IDENTIFYING NUMBER:**

4. **PERIOD COVERED BY THIS REPORT (mm/dd/yy):** From:

07/01/99

To:

09/30/01

5. **REMARKS:** (Attach any explanation deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation)

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL:



TYPED OR PRINTED NAME AND TITLE:

Larry McLamb, Director, Division of Financial Services

DATE REPORT SUBMITTED:

12/18/01

TELEPHONE (Including Area Code):

(919) 807-3611

FORM I



COVER SHEET

CONSOLIDATED ANNUAL PERFORMANCE, ACCOUNTABILITY, AND FINANCIAL STATUS  
REPORT FOR STATE-ADMINISTERED VOCATIONAL EDUCATION PROGRAMS  
Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III)

1. **RECIPIENT ORGANIZATION**

(Name and Complete Address, Including Zip Code)  
North Carolina Community College System  
200 West Jones Street  
Caswell Building  
Raleigh, NC 27603

2. **PR/AWARD NUMBERS:**

Basic Grant to States: V048A990033  
Tech-Prep Education: V243A990104

3. **RECIPIENT IDENTIFYING NUMBER:**

4. **PERIOD COVERED BY THIS REPORT (mm/dd/yy):** From: 07-01-99

To: 09-30-01

5. **REMARKS:** (Attach any explanation deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation)

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL:



TYPED OR PRINTED NAME AND TITLE:

Kennon D. Briggs, Vice President of Business and Finance

DATE REPORT SUBMITTED:

12/07/01

919-733-7051 ext. 211

TELEPHONE (Including Area Code):

FORM I



COVER SHEET

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

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

- 1. **RECIPIENT ORGANIZATION**  
(Name and Complete Address, Including Zip Code)  
North Carolina Department of Public Instruction  
301 North Wilmington St.  
Raleigh, N. C. 27601-2825
- 2. **PR/AWARD NUMBERS:**  
Basic Grant to States: V048A000033  
Tech-Prep Education: V243A000104
- 3. **RECIPIENT IDENTIFYING NUMBER:**
- 4. **PERIOD COVERED BY THIS REPORT (mm/dd/yy):** From: 07/01/00 To: 09/30/01

5. **REMARKS:** (Attach any explanation deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation)

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL:

*Larry McLamb*

TYPED OR PRINTED NAME AND TITLE:

Larry McLamb, Director, Division of Financial Services

DATE REPORT SUBMITTED:

12/19/01

TELEPHONE (Including Area Code):

(919) 807-3611



COVER SHEET

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

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

1. **RECIPIENT ORGANIZATION**

(Name and Complete Address, Including Zip Code)

North Carolina Community College System  
200 West Jones Street  
Caswell Building  
Raleigh, NC 27603

2. **PR/AWARD NUMBERS:**

Basic Grant to States: V048A000033A

Tech-Prep Education: V243A000033

3. **RECIPIENT IDENTIFYING NUMBER:**

4. **PERIOD COVERED BY THIS REPORT (mm/dd/yy):** From: 07-01-00

To: 09-30-01

5. **REMARKS:** (Attach any explanation deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation)

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL:



TYPED OR PRINTED NAME AND TITLE:

Kennon D. Briggs, Vice President of Business and Finance

DATE REPORT SUBMITTED:

12/7/01

919-733-7051 ext. 211

TELEPHONE (Including Area Code):



**FINANCIAL STATUS REPORT  
FOR  
STATE BASIC GRANT and TECH-PREP GRANT PROGRAMS**

- 1. **FINAL REPORT:** YES  NO
- 2. **ACCOUNTING BASIS:** CASH  ACCRUAL
- 3. **FEDERAL FUNDING PERIOD (mm/dd/yy):** From: 07/01/99 To: 09/30/01
- 4. **PERIOD COVERED BY THIS REPORT (mm/dd/yy):** From: 07/01/99 To: 09/30/01
- 5. **REMARKS:** (Attach any explanation deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation)



STATUS OF FUNDS

Line	A Net Outlays Previously Reported	B Total outlays this report period	C Program Income	D Net outlays this report period (Column B - C)	E Net Outlays To Date (Column A + D)	F Non-Federal share of outlays this report period	G Total Federal share of outlays (Column E - F)	H Federal share of unliquidated obligations	I Federal share of outlays and unliquidated obligations (Column G + H)	J Federal Funds Authorized in State Plan	K Balance of Unobligated Federal Funds (Column J - I)
1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4	\$ 289,357,827.81	\$ -	\$ -	\$ -	\$ 289,357,827.81	\$ 273,147,403.81	\$ 16,210,034.00	\$ -	\$ 16,210,034.00	\$ 16,210,034.00	\$ -
5	\$ 289,357,827.81	\$ -	\$ -	\$ -	\$ 289,357,827.81	\$ 273,147,403.81	\$ 16,210,034.00	\$ -	\$ 16,210,034.00	\$ 16,210,034.00	\$ -
6	\$ 289,357,827.81	\$ -	\$ -	\$ -	\$ 289,357,827.81	\$ 273,147,403.81	\$ 16,210,034.00	\$ -	\$ 16,210,034.00	\$ 16,210,034.00	\$ -
7	\$ 67,348.71	\$ -	\$ -	\$ -	\$ 67,348.71	\$ -	\$ 67,348.71	\$ -	\$ 67,348.71	\$ 67,348.71	\$ -
8	\$ 60,000.00	\$ -	\$ -	\$ -	\$ 60,000.00	\$ -	\$ 60,000.00	\$ -	\$ 60,000.00	\$ 60,000.00	\$ -
9	\$ 1,000,000.00	\$ -	\$ -	\$ -	\$ 1,000,000.00	\$ -	\$ 1,000,000.00	\$ -	\$ 1,000,000.00	\$ 1,000,000.00	\$ -
10	\$ 1,916,899.82	\$ 167,204.97	\$ -	\$ 167,204.97	\$ 2,084,104.79	\$ -	\$ 2,084,104.79	\$ -	\$ 2,084,104.79	\$ 2,084,104.79	\$ -
11	\$ 2,419,952.34	\$ 167,204.97	\$ -	\$ 167,204.97	\$ 2,587,157.31	\$ -	\$ 2,587,157.31	\$ -	\$ 2,587,157.31	\$ 2,587,157.31	\$ -
12	\$ 4,337,641.87	\$ 278,176.06	\$ -	\$ 278,176.06	\$ 4,615,817.93	\$ 1,638,313.38	\$ 2,977,504.55	\$ -	\$ 2,977,504.55	\$ 2,977,504.55	\$ -
13	\$ 100,235.58	\$ 89,764.41	\$ -	\$ 89,764.41	\$ 189,999.99	\$ -	\$ 189,999.99	\$ -	\$ 189,999.99	\$ 189,999.99	\$ -
14	\$ 1,757,708.23	\$ 82,431.77	\$ -	\$ 82,431.77	\$ 1,840,140.00	\$ -	\$ 1,840,140.00	\$ -	\$ 1,840,140.00	\$ 1,840,140.00	\$ -
15	\$ 1,857,649.82	\$ 152,185.18	\$ -	\$ 152,185.18	\$ 2,009,835.00	\$ -	\$ 2,009,835.00	\$ -	\$ 2,009,835.00	\$ 2,009,835.00	\$ -
16											

Prepared by:  
E. Wayne Smith  
Federal Programs  
11/26/01

STATE: North Carolina  
 Federal Funding Period: FY08 - 020811  
**STATUS OF FUNDS**

	A	B	C	D	E	F	G	H	I	J	K
	Net Agency Previously Reported	Total online for report period	Program Income	Net online for report period Column B, C, D	Net Change To Date Column A, D, E	Net-Federal share of salary for report period	Total Federal share of salary Column E, F, G	Federal share of unobligated balance Column H	Federal share of salary and unobligated balance Column I, J, K	Federal Funds in 2008	Balance of Unobligated Federal Funds Column L, M
<b>Table 1 - Basic Grant to States</b>											
1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Other Expenditures</b>											
4	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5	\$ 304,300,436.00	\$ -	\$ -	\$ -	\$ 304,300,436.00	\$ 296,046,642.00	\$ 8,253,794.00	\$ -	\$ 8,253,794.00	\$ 8,253,794.00	\$ -
6	\$ 304,300,436.00	\$ -	\$ -	\$ -	\$ 304,300,436.00	\$ 296,046,642.00	\$ 8,253,794.00	\$ -	\$ 8,253,794.00	\$ 8,253,794.00	\$ -
7	\$ 304,300,436.00	\$ -	\$ -	\$ -	\$ 304,300,436.00	\$ 296,046,642.00	\$ 8,253,794.00	\$ -	\$ 8,253,794.00	\$ 8,253,794.00	\$ -
<b>State Leadership</b>											
8	\$ 13,729.00	\$ -	\$ -	\$ -	\$ 13,729.00	\$ -	\$ 13,729.00	\$ -	\$ 13,729.00	\$ 13,729.00	\$ -
9	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
10	\$ 220,394.00	\$ 697,010.00	\$ -	\$ 697,010.00	\$ 917,404.00	\$ -	\$ 917,404.00	\$ -	\$ 917,404.00	\$ 917,404.00	\$ -
11	\$ 234,123.00	\$ 697,010.00	\$ -	\$ 697,010.00	\$ 931,133.00	\$ -	\$ 931,133.00	\$ -	\$ 931,133.00	\$ 931,133.00	\$ -
12	\$ 843,878.00	\$ -	\$ -	\$ -	\$ 843,878.00	\$ 602,773.00	\$ 241,105.00	\$ -	\$ 241,105.00	\$ 241,105.00	\$ -
13	\$ 1,078,001.00	\$ 697,010.00	\$ -	\$ 697,010.00	\$ 1,775,011.00	\$ 602,773.00	\$ 1,172,238.00	\$ -	\$ 1,172,238.00	\$ 1,172,238.00	\$ -
<b>Table 2 - Trade-Party Expenditures</b>											
14	\$ 106,398.00	\$ -	\$ -	\$ -	\$ 106,398.00	\$ -	\$ 106,398.00	\$ -	\$ 106,398.00	\$ 106,398.00	\$ -
15	\$ 745,741.00	\$ 152,778.00	\$ -	\$ 152,778.00	\$ 898,519.00	\$ -	\$ 898,519.00	\$ -	\$ 898,519.00	\$ 898,519.00	\$ -
16	\$ 852,139.00	\$ 152,778.00	\$ -	\$ 152,778.00	\$ 1,004,917.00	\$ -	\$ 1,004,917.00	\$ -	\$ 1,004,917.00	\$ 1,004,917.00	\$ -

**FINANCIAL STATUS REPORT  
FOR  
STATE BASIC GRANT and TECH-PREP GRANT PROGRAMS**

1. **FINAL REPORT:** YES  NO
2. **ACCOUNTING BASIS:** CASH  ACCRUAL
3. **FEDERAL FUNDING PERIOD (mm/dd/yy):** From: 07/01/00 To: 09/30/02
4. **PERIOD COVERED BY THIS REPORT (mm/dd/yy):** From: 07/01/00 To: 09/30/01
5. **REMARKS:** (Attach any explanation deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation)

Line	STATUS OF FUNDS										
	A	B	C	D	E	F	G	H	I	J	K
	Net Outlays Previously Reported	Total outlays this report period	Program Income credits	Net outlays this report period (Columns B - C)	Net Outlays To Date (Columns A + D)	Non-Federal share of outlays this report period	Total Federal share of outlays (Columns E - F)	Federal share of unobligated and unliquidated obligations	Federal share of outlays and unliquidated obligations (Columns G + H)	Federal Funds Authorized in State Plan	Balance of Unobligated Federal funds (Column J - I)
1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4	\$ -	\$ 305,541,587.12	\$ -	\$ 305,541,587.12	\$ 305,541,587.12	\$ 288,185,898.12	\$ 16,374,691.00	\$ -	\$ 16,374,691.00	\$ 16,374,691.00	\$ -
5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6	\$ -	\$ 305,541,587.12	\$ -	\$ 305,541,587.12	\$ 305,541,587.12	\$ 288,185,898.12	\$ 16,374,691.00	\$ -	\$ 16,374,691.00	\$ 16,374,691.00	\$ -
7	\$ -	\$ 305,541,587.12	\$ -	\$ 305,541,587.12	\$ 305,541,587.12	\$ 288,185,898.12	\$ 16,374,691.00	\$ -	\$ 16,374,691.00	\$ 16,374,691.00	\$ -
8	\$ -	\$ 69,732.02	\$ -	\$ 69,732.02	\$ 69,732.02	\$ -	\$ 69,732.02	\$ -	\$ 69,732.02	\$ 69,732.02	\$ -
9	\$ -	\$ 50,000.00	\$ -	\$ 50,000.00	\$ 50,000.00	\$ -	\$ 50,000.00	\$ -	\$ 50,000.00	\$ 50,000.00	\$ -
10	\$ -	\$ 1,351,515.89	\$ -	\$ 1,351,515.89	\$ 1,351,515.89	\$ -	\$ 1,351,515.89	\$ -	\$ 1,351,515.89	\$ 1,351,515.89	\$ -
11	\$ -	\$ 1,501,248.59	\$ -	\$ 1,501,248.59	\$ 1,501,248.59	\$ -	\$ 1,501,248.59	\$ -	\$ 1,501,248.59	\$ 1,501,248.59	\$ -
12	\$ -	\$ 1,851,830.09	\$ -	\$ 1,851,830.09	\$ 1,851,830.09	\$ 1,094,508.36	\$ 757,321.73	\$ -	\$ 757,321.73	\$ 1,456,551.03	\$ 392,272.27
13	\$ -	\$ 3,353,078.87	\$ -	\$ 3,353,078.87	\$ 3,353,078.87	\$ 1,094,508.36	\$ 2,258,568.31	\$ -	\$ 2,258,568.31	\$ 3,193,112.00	\$ 650,612.89
14	\$ -	\$ 59,094.18	\$ -	\$ 59,094.18	\$ 59,094.18	\$ -	\$ 59,094.18	\$ -	\$ 59,094.18	\$ 59,094.18	\$ -
15	\$ -	\$ 1,714,402.50	\$ -	\$ 1,714,402.50	\$ 1,714,402.50	\$ -	\$ 1,714,402.50	\$ -	\$ 1,714,402.50	\$ 1,600,057.03	\$ 66,654.83
16	\$ -	\$ 1,770,488.03	\$ -	\$ 1,770,488.03	\$ 1,770,488.03	\$ -	\$ 1,770,488.03	\$ -	\$ 1,770,488.03	\$ 1,959,733.03	\$ 189,203.32

Prepared by:  
E. Wayne Smith  
Federal Programs  
11/26/01

STATE: North Carolina  
 Federal Funding Period: 7/1/09 - 6/30/12

STATUS OF FUNDS

	A	B	C	D	E	G	H	I	J	K
	Net Outlays Previously Reported	Total outlays for report period	Program Income to Date	Net Outlays for report period (Columns D, E)	Net Outlays To Date (Columns A, D, E)	Total outlays of outlays (Columns G, H)	Federal share of outlays (Column H)	Federal share of outlays and outlays (Columns B, I)	Federal Funds Advanced (Column J)	Balance of Unobligated Federal funds (Column K)
1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5	\$ -	\$ 304,200,316.00	\$ -	\$ 304,200,316.00	\$ 304,200,316.00	\$ 8,146,830.00	\$ -	\$ 8,146,830.00	\$ 8,396,972.00	\$ 250,142.00
6	\$ -	\$ 304,200,316.00	\$ -	\$ 304,200,316.00	\$ 304,200,316.00	\$ 8,146,830.00	\$ -	\$ 8,146,830.00	\$ 8,396,972.00	\$ 250,142.00
7	\$ -	\$ 304,200,316.00	\$ -	\$ 304,200,316.00	\$ 304,200,316.00	\$ 8,146,830.00	\$ -	\$ 8,146,830.00	\$ 8,396,972.00	\$ 250,142.00
8	\$ -	\$ 21,543.00	\$ -	\$ 21,543.00	\$ 21,543.00	\$ -	\$ -	\$ 21,543.00	\$ 21,543.00	\$ -
9	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
10	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
11	\$ -	\$ 21,543.00	\$ -	\$ 21,543.00	\$ 21,543.00	\$ -	\$ -	\$ -	\$ 933,126.00	\$ 933,126.00
12	\$ -	\$ 786,260.00	\$ -	\$ 786,260.00	\$ 786,260.00	\$ 21,543.00	\$ -	\$ 21,543.00	\$ 954,699.00	\$ 933,126.00
13	\$ -	\$ 807,803.00	\$ -	\$ 807,803.00	\$ 807,803.00	\$ 164,566.00	\$ -	\$ 164,566.00	\$ 307,601.00	\$ 145,035.00
14	\$ -	\$ 130,062.00	\$ -	\$ 130,062.00	\$ 130,062.00	\$ 186,109.00	\$ -	\$ 186,109.00	\$ 1,262,270.00	\$ 1,076,161.00
15	\$ -	\$ 741,900.00	\$ -	\$ 741,900.00	\$ 741,900.00	\$ 130,062.00	\$ -	\$ 130,062.00	\$ 135,994.00	\$ 5,932.00
16	\$ -	\$ 871,962.00	\$ -	\$ 871,962.00	\$ 871,962.00	\$ 741,900.00	\$ -	\$ 741,900.00	\$ 899,894.00	\$ 157,994.00
17	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,035,888.00	\$ 1,035,888.00

FORM 8, Page 2

**Section D**  
**The Basic Grant and Tech Prep**  
**Student Enrollment Report**  
**(Form III)**





**Section E**  
**The Accountability Report**  
**(Form IV)**

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT  
STATE

PROGRAM YEAR 2000-2001

A B C D E F G

INDICATOR	LEVEL	POPULATION	NUMBER OF STUDENTS IN THE NUMERATOR	NUMBER OF STUDENTS IN THE DENOMINATOR	ADJUSTED LEVEL OF PERFORMANCE	ACTUAL LEVEL OF PERFORMANCE	ACTUAL VS ADJUSTED LEVEL OF PERFORMANCE*
1	SECONDARY	GRAND TOTAL	5,601	10,400	0	113%	
2	SECONDARY	Male	2,887	5,218		85%	
3	SECONDARY	Female	2,974	5,182		67%	
4	SECONDARY	American Indian or Alaska Native	83	185		38%	
5	SECONDARY	Asian	86	141		70%	
6	SECONDARY	Black or African American	1,212	2,083		42%	
7	SECONDARY	Hispanic or Latino	83	164		89%	
8	SECONDARY	Native Hawaiian or Other Pacific Islander	np	np		np	
9	SECONDARY	White	4,387	7,207		69%	
10	SECONDARY	Unknown/Other	29	40		72%	
11	SECONDARY	Individuals With Disabilities	132	468		38%	
12	SECONDARY	Economically Disadvantaged	704	1,334		52%	
13	SECONDARY	Nontraditional Enrollees	287	402		97%	
14	SECONDARY	Single Parents	np	np		np	
15	SECONDARY	Displaced Homemakers	np	np		np	
16	SECONDARY	Other Educational Barriers	827	2,100		39%	
17	SECONDARY	Limited English Proficient	25	53		47%	
18	SECONDARY	TECH PREP	767	1,890		69%	
19	POSTSECONDARY	GRAND TOTAL	19,381	19,381	0	100%	
20	POSTSECONDARY	Male	4,398	7,685		61%	
21	POSTSECONDARY	Female	8,694	12,308		70%	
22	POSTSECONDARY	American Indian or Alaska Native	198	300		66%	
23	POSTSECONDARY	Asian	171	276		62%	
24	POSTSECONDARY	Black or African American	2,179	3,880		56%	
25	POSTSECONDARY	Hispanic or Latino	178	250		71%	
26	POSTSECONDARY	Native Hawaiian or Other Pacific Islander	np	np		np	
27	POSTSECONDARY	White	10,208	14,536		70%	
28	POSTSECONDARY	Unknown/Other	85	137		62%	
29	POSTSECONDARY	Individuals With Disabilities	486	756		64%	
30	POSTSECONDARY	Economically Disadvantaged	2,867	4,178		69%	
31	POSTSECONDARY	Nontraditional Enrollees	1,869	2,922		64%	
32	POSTSECONDARY	Single Parents	1,065	1,564		68%	
33	POSTSECONDARY	Displaced Homemakers	716	971		74%	
34	POSTSECONDARY	Other Educational Barriers	5,655	8,117		69%	
35	POSTSECONDARY	Limited English Proficient	134	208		64%	
36	POSTSECONDARY	TECH PREP	870	1,015		86%	

\* "M" = "MET"; "E" = "EXCEEDED"; "D" = "DID NOT MEET"

CORE INDICATOR #1: STUDENT ATTAINMENT

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE

PROGRAM YEAR 2000-2001

A B C D E F G

LEVEL		POPULATION		NUMBER OF STUDENTS IN THE NUMERATOR	NUMBER OF STUDENTS IN THE DENOMINATOR	ADJUSTED LEVEL OF PERFORMANCE	ACTUAL LEVEL OF PERFORMANCE	ACTUAL VS ADJUSTED LEVEL OF PERFORMANCE*
1	SECONDARY	GRAND TOTAL	192,697		276,047	6	110%	
2	SECONDARY	Male	70,332		139,272		89.5	
3	SECONDARY	Female	82,555		139,775		89.1	
4	SECONDARY	American Indian or Alaska Native	1,724		4,767		36.2	
5	SECONDARY	Asian	2,484		4,772		51.8	
6	SECONDARY	Black or African American	31,203		78,880		39.6	
7	SECONDARY	Hispanic or Latino	2,744		6,291		43.7	
8	SECONDARY	Native Hawaiian or Other Pacific Islander	np		np		np	
9	SECONDARY	White	113,094		182,557		62.3	
10	SECONDARY	Unknown/Other	1,058		1,790		59.1	
11	SECONDARY	Individuals With Disabilities	5,688		21,429		26.5	
12	SECONDARY	Economically Disadvantaged	18,340		35,380		51.8	
13	SECONDARY	Nontraditional Enrollees	13,021		24,870		54.5	
14	SECONDARY	Single Parents	np		np		np	
15	SECONDARY	Displaced Homemakers	np		np		np	
16	SECONDARY	Other Educational Barriers	23,403		65,286		36	
17	SECONDARY	Limited English Proficient	608		1,673		36.3	
18	SECONDARY	TECH PREP	28,324		60,906		46.4	
19	POSTSECONDARY	GRAND TOTAL	14,584		19,361	0	140%	
20	POSTSECONDARY	Male	4,981		7,053		70.62	
21	POSTSECONDARY	Female	9,603		12,308		78.02	
22	POSTSECONDARY	American Indian or Alaska Native	198		300		72	
23	POSTSECONDARY	Asian	177		278		63.3	
24	POSTSECONDARY	Black or African American	2,176		3,890		56.04	
25	POSTSECONDARY	Hispanic or Latino	176		250		70.4	
26	POSTSECONDARY	Native Hawaiian or Other Pacific Islander	np		np		np	
27	POSTSECONDARY	White	10,208		14,538		70.25	
28	POSTSECONDARY	Unknown/Other	95		137		78.82	
29	POSTSECONDARY	Individuals With Disabilities	556		766		72.87	
30	POSTSECONDARY	Economically Disadvantaged	3,252		4,178		77.84	
31	POSTSECONDARY	Nontraditional Enrollees	2,143		2,922		73.34	
32	POSTSECONDARY	Single Parents	1,181		1,584		75.2	
33	POSTSECONDARY	Displaced Homemakers	788		871		90.81	
34	POSTSECONDARY	Other Educational Barriers	6,443		8,117		78.31	
35	POSTSECONDARY	Limited English Proficient	143		208		69.2	
36	POSTSECONDARY	TECH PREP	771		1,015		76.9	

\* "M" = "MET"; "E" = "EXCEEDED"; "D" = "DID NOT MEET"

CORE INDICATOR #2 : CREDENTIAL ATTAINMENT

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE PROGRAM YEAR 2000-2001

A B C D E F G

INDICATOR	CODE	LEVEL	POPULATION	NUMBER OF STUDENTS IN THE NUMERATOR	NUMBER OF STUDENTS IN THE DENOMINATOR	COMPLETION			ACTUAL VS ADJUSTED LEVEL OF PERFORMANCE*
						ADJUSTED LEVEL OF PERFORMANCE	ACTUAL LEVEL OF PERFORMANCE	ACTUAL VS ADJUSTED LEVEL OF PERFORMANCE*	
1	COMPLETION	SECONDARY	GRAND TOTAL	11,918	15,913	0		100%	
2	COMPLETION	SECONDARY	Male	5,811	8,150			71%	
3	COMPLETION	SECONDARY	Female	6,105	7,763			78%	
4	COMPLETION	SECONDARY	American Indian or Alaska Native	224	273			82%	
5	COMPLETION	SECONDARY	Asian	175	208			84%	
6	COMPLETION	SECONDARY	Black or African American	3,148	4,148			76%	
7	COMPLETION	SECONDARY	Hispanic or Latino	188	257			73%	
8	COMPLETION	SECONDARY	Native Hawaiian or Other Pacific Islander	np	np			np	
9	COMPLETION	SECONDARY	White	8,128	10,984			74%	
10	COMPLETION	SECONDARY	Unknown/Other	52	65			80%	
11	COMPLETION	SECONDARY	Individuals With Disabilities	303	765			39%	
12	COMPLETION	SECONDARY	Economically Disadvantaged	1,820	1,974			92%	
13	COMPLETION	SECONDARY	Nontraditional Enrollees	368	465			79%	
14	COMPLETION	SECONDARY	Single Parents	np	np			np	
15	COMPLETION	SECONDARY	Displaced Homemakers	np	np			np	
16	COMPLETION	SECONDARY	Other Educational Barriers	1,837	3,403			54%	
17	COMPLETION	SECONDARY	Limited English Proficient	63	83			76%	
18	COMPLETION	SECONDARY	TECH PREP	1,960	3,162			62%	
19	COMPLETION	POSTSECONDARY	GRAND TOTAL	16,174	24,855	0		131%	
20	COMPLETION	POSTSECONDARY	Male	9,929	9,929			100%	
21	COMPLETION	POSTSECONDARY	Female	9,820	14,726			66%	
22	COMPLETION	POSTSECONDARY	American Indian or Alaska Native	264	300			88%	
23	COMPLETION	POSTSECONDARY	Asian	228	338			67%	
24	COMPLETION	POSTSECONDARY	Black or African American	3,204	5,118			63%	
25	COMPLETION	POSTSECONDARY	Hispanic or Latino	223	384			58%	
26	COMPLETION	POSTSECONDARY	Native Hawaiian or Other Pacific Islander	NP	NP			NP	
27	COMPLETION	POSTSECONDARY	White	12,136	18,268			66%	
28	COMPLETION	POSTSECONDARY	Unknown/Other	118	178			66%	
29	COMPLETION	POSTSECONDARY	Individuals With Disabilities	549	902			61%	
30	COMPLETION	POSTSECONDARY	Economically Disadvantaged	3,298	4,830			68%	
31	COMPLETION	POSTSECONDARY	Nontraditional Enrollees	2,221	3,568			62%	
32	COMPLETION	POSTSECONDARY	Single Parents	1,271	1,832			69%	
33	COMPLETION	POSTSECONDARY	Displaced Homemakers	788	1,132			69%	
34	COMPLETION	POSTSECONDARY	Other Educational Barriers	6,128	9,468			65%	
35	COMPLETION	POSTSECONDARY	Limited English Proficient	170	281			61%	
36	COMPLETION	POSTSECONDARY	TECH PREP	730	1,168			63%	

\* "N" = "MET"; "E" = "EXCEEDED"; "D" = "DID NOT MEET"

17(g)

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE  
PROGRAM YEAR 2000-2001

INDICATOR	LEVEL	POPULATION	DIPLOMA				ACTUAL VS ADJUSTED LEVEL OF PERFORMANCE*
			NUMBER OF STUDENTS IN THE NUMERATOR	NUMBER OF STUDENTS IN THE DENOMINATOR	ADJUSTED LEVEL OF PERFORMANCE	ACTUAL LEVEL OF PERFORMANCE	
1	SECONDARY	GRAND TOTAL	0	0	D	D	0.0
2	SECONDARY	Male	np	np	np	np	
3	SECONDARY	Female	np	np	np	np	
4	SECONDARY	American Indian or Alaska Native	np	np	np	np	
5	SECONDARY	Asian	np	np	np	np	
6	SECONDARY	Black or African American	np	np	np	np	
7	SECONDARY	Hispanic or Latino	np	np	np	np	
8	SECONDARY	Native Hawaiian or Other Pacific Islander	np	np	np	np	
9	SECONDARY	White	np	np	np	np	
10	SECONDARY	Unknown/Other	np	np	np	np	
11	SECONDARY	Individuals With Disabilities	np	np	np	np	
12	SECONDARY	Economically Disadvantaged	np	np	np	np	
13	SECONDARY	Nontraditional Enrollees	np	np	np	np	
14	SECONDARY	Single Parents	np	np	np	np	
15	SECONDARY	Deployed Homebodies	np	np	np	np	
16	SECONDARY	Other Educational Barriers	np	np	np	np	
17	SECONDARY	Limited English Proficient	np	np	np	np	
18	SECONDARY	TECH PREP	np	np	np	np	

\* "M" = "MET"; "E" = "EXCEEDED"; "D" = "DID NOT MEET"

CORE INDICATOR #3 : PLACEMENT AND RETENTION

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE PROGRAM YEAR 2000-2001

A B C D E F G

INDICATOR	CODE	LEVEL	POPULATION	TOTAL PLACEMENT				ACTUAL VS ADJUSTED LEVEL OF PERFORMANCE*
				NUMBER OF STUDENTS IN THE NUMERATOR	NUMBER OF STUDENTS IN THE DENOMINATOR	ADJUSTED LEVEL OF PERFORMANCE	ACTUAL LEVEL OF PERFORMANCE	
1	TOTAL PLACEMENT	381	GRAND TOTAL	26,819	27,895	0	162.4	
2	TOTAL PLACEMENT	381	Male	14,444	14,982		95.4	
3	TOTAL PLACEMENT	381	Female	12,375	12,913		95.4	
4	TOTAL PLACEMENT	381	American Indian or Alaska Native	425	453		93.8	
5	TOTAL PLACEMENT	381	Asian	488	494		98.6	
6	TOTAL PLACEMENT	381	Black or African American	6,348	6,790		93.5	
7	TOTAL PLACEMENT	381	Hispanic or Latino	333	352		94.6	
8	TOTAL PLACEMENT	381	Native Hawaiian or Other Pacific Islander	np	np		np	
9	TOTAL PLACEMENT	381	White	18,128	19,703		91.7	
10	TOTAL PLACEMENT	381	Unknown/Other	89	101		88	
11	TOTAL PLACEMENT	381	Individuals With Disabilities	25,358	26,313		96.4	
12	TOTAL PLACEMENT	381	Economically Disadvantaged	2,704	2,853		94.8	
13	TOTAL PLACEMENT	381	Nontraditional Enrollees	11,829	12,375		95.6	
14	TOTAL PLACEMENT	381	Single Parents	np	np		np	
15	TOTAL PLACEMENT	381	Displaced Homesteaders	np	np		np	
16	TOTAL PLACEMENT	381	Other Educational Barriers	5,903	6,257		94.3	
17	TOTAL PLACEMENT	381	Limited English Proficient	109	116		94	
18	TOTAL PLACEMENT	381	TECH PREP	6,178	6,514		93.5	
19	TOTAL PLACEMENT	381	GRAND TOTAL	10,566	13,325	0	162.4	
20	TOTAL PLACEMENT	381	Male	3,639	4,515		80.6	
21	TOTAL PLACEMENT	381	Female	6,927	8,810		78.6	
22	TOTAL PLACEMENT	381	American Indian or Alaska Native	156	196		79	
23	TOTAL PLACEMENT	381	Asian	108	156		69.2	
24	TOTAL PLACEMENT	381	Black or African American	1,994	2,590		77.2	
25	TOTAL PLACEMENT	381	Hispanic or Latino	89	141		63.1	
26	TOTAL PLACEMENT	381	Native Hawaiian or Other Pacific Islander	np	np		np	
27	TOTAL PLACEMENT	381	White	8,215	10,222		80.3	
28	TOTAL PLACEMENT	381	Unknown/Other	34	51		66.7	
29	TOTAL PLACEMENT	381	Individuals With Disabilities	366	523		69.8	
30	TOTAL PLACEMENT	381	Economically Disadvantaged	2,694	3,587		75.1	
31	TOTAL PLACEMENT	381	Nontraditional Enrollees	1,282	1,672		77.2	
32	TOTAL PLACEMENT	381	Single Parents	979	1,230		79.5	
33	TOTAL PLACEMENT	381	Displaced Homesteaders	556	810		68.6	
34	TOTAL PLACEMENT	381	Other Educational Barriers	4,122	5,185		79.3	
35	TOTAL PLACEMENT	381	Limited English Proficient	86	125		68.8	
36	TOTAL PLACEMENT	381	TECH PREP	290	343		84.5	

\* "M" = "MET"; "E" = "EXCEEDED"; "D" = "DID NOT MEET"

CORE INDICATOR #3 : PLACEMENT AND RETENTION

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT  
STATE

PROGRAM YEAR 2000-2001

A B C D E F G

CODE	LEVEL	POPULATION	EDUCATION / TRAINING				ACTUAL VS ADJUSTED LEVEL OF PERFORMANCE*
			NUMBER OF STUDENTS IN THE NUMERATOR	NUMBER OF STUDENTS IN THE DENOMINATOR	ADJUSTED LEVEL OF PERFORMANCE	ACTUAL LEVEL OF PERFORMANCE	
381	SECONDARY	GRAND TOTAL	0	0	0	0	
381	SECONDARY	Male	np	np	np	np	
381	SECONDARY	Female	np	np	np	np	
381	SECONDARY	American Indian or Alaska Native	np	np	np	np	
381	SECONDARY	Asian	np	np	np	np	
381	SECONDARY	Black or African American	np	np	np	np	
381	SECONDARY	Hispanic or Latino	np	np	np	np	
381	SECONDARY	Native Hawaiian or Other Pacific Islander	np	np	np	np	
381	SECONDARY	White	np	np	np	np	
381	SECONDARY	Unknown/Other	np	np	np	np	
381	SECONDARY	Individuals With Disabilities	np	np	np	np	
381	SECONDARY	Economically Disadvantaged	np	np	np	np	
381	SECONDARY	Nontraditional Enrollees	np	np	np	np	
381	SECONDARY	Single Parents	np	np	np	np	
381	SECONDARY	Displaced Homemakers	np	np	np	np	
381	SECONDARY	Other Educational Enrichers	np	np	np	np	
381	SECONDARY	Limited English Proficient	np	np	np	np	
381	SECONDARY	TECH PREP	np	np	np	np	
381	POSTSECONDARY	GRAND TOTAL	0	0	0	0	
381	POSTSECONDARY	Male	np	np	np	np	
381	POSTSECONDARY	Female	np	np	np	np	
381	POSTSECONDARY	American Indian or Alaska Native	np	np	np	np	
381	POSTSECONDARY	Asian	np	np	np	np	
381	POSTSECONDARY	Black or African American	np	np	np	np	
381	POSTSECONDARY	Hispanic or Latino	np	np	np	np	
381	POSTSECONDARY	Native Hawaiian or Other Pacific Islander	np	np	np	np	
381	POSTSECONDARY	White	np	np	np	np	
381	POSTSECONDARY	Unknown/Other	np	np	np	np	
381	POSTSECONDARY	Individuals With Disabilities	np	np	np	np	
381	POSTSECONDARY	Economically Disadvantaged	np	np	np	np	
381	POSTSECONDARY	Nontraditional Enrollees	np	np	np	np	
381	POSTSECONDARY	Single Parents	np	np	np	np	
381	POSTSECONDARY	Displaced Homemakers	np	np	np	np	
381	POSTSECONDARY	Other Educational Enrichers	np	np	np	np	
381	POSTSECONDARY	Limited English Proficient	np	np	np	np	
381	POSTSECONDARY	TECH PREP	np	np	np	np	

\* "M" = "MET"; "E" = "EXCEEDED"; "D" = "DID NOT MEET"

CORE INDICATOR #3 : PLACEMENT AND RETENTION

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT  
STATE

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A B C D E F G

INDICATOR	CODE	LEVEL	POPULATION	NUMBER OF STUDENTS IN THE NUMERATOR	NUMBER OF STUDENTS IN THE DENOMINATOR	MILITARY			ACTUAL VS ADJUSTED LEVEL OF PERFORMANCE*	
						ADJUSTED LEVEL OF PERFORMANCE	ACTUAL LEVEL OF PERFORMANCE	ACTUAL VS ADJUSTED LEVEL OF PERFORMANCE*		
1	MILITARY	301	SECONDARY	GRAND TOTAL	0	0	0	0	0	0
2	MILITARY	301	SECONDARY	Male	np	np	np	np	np	np
3	MILITARY	301	SECONDARY	Female	np	np	np	np	np	np
4	MILITARY	301	SECONDARY	American Indian or Alaska Native	np	np	np	np	np	np
5	MILITARY	301	SECONDARY	Asian	np	np	np	np	np	np
6	MILITARY	301	SECONDARY	Black or African American	np	np	np	np	np	np
7	MILITARY	301	SECONDARY	Hispanic or Latino	np	np	np	np	np	np
8	MILITARY	301	SECONDARY	Native Hawaiian or Other Pacific Islander	np	np	np	np	np	np
9	MILITARY	301	SECONDARY	White	np	np	np	np	np	np
10	MILITARY	301	SECONDARY	Unknown/Other	np	np	np	np	np	np
11	MILITARY	301	SECONDARY	Individuals With Disabilities	np	np	np	np	np	np
12	MILITARY	301	SECONDARY	Economically Disadvantaged	np	np	np	np	np	np
13	MILITARY	301	SECONDARY	Homeless/Unemployed	np	np	np	np	np	np
14	MILITARY	301	SECONDARY	Single Parents	np	np	np	np	np	np
15	MILITARY	301	SECONDARY	Deployed Homeless	np	np	np	np	np	np
16	MILITARY	301	SECONDARY	Other Educational Barriers	np	np	np	np	np	np
17	MILITARY	301	SECONDARY	Limited English Proficient	np	np	np	np	np	np
18	MILITARY	301	SECONDARY	TECH PREP	np	np	np	np	np	np
19	MILITARY	301	POSTSECONDARY	GRAND TOTAL	0	0	0	0	0	0
20	MILITARY	301	POSTSECONDARY	Male	np	np	np	np	np	np
21	MILITARY	301	POSTSECONDARY	Female	np	np	np	np	np	np
22	MILITARY	301	POSTSECONDARY	American Indian or Alaska Native	np	np	np	np	np	np
23	MILITARY	301	POSTSECONDARY	Asian	np	np	np	np	np	np
24	MILITARY	301	POSTSECONDARY	Black or African American	np	np	np	np	np	np
25	MILITARY	301	POSTSECONDARY	Hispanic or Latino	np	np	np	np	np	np
26	MILITARY	301	POSTSECONDARY	Native Hawaiian or Other Pacific Islander	np	np	np	np	np	np
27	MILITARY	301	POSTSECONDARY	White	np	np	np	np	np	np
28	MILITARY	301	POSTSECONDARY	Unknown/Other	np	np	np	np	np	np
29	MILITARY	301	POSTSECONDARY	Individuals With Disabilities	np	np	np	np	np	np
30	MILITARY	301	POSTSECONDARY	Economically Disadvantaged	np	np	np	np	np	np
31	MILITARY	301	POSTSECONDARY	Homeless/Unemployed	np	np	np	np	np	np
32	MILITARY	301	POSTSECONDARY	Single Parents	np	np	np	np	np	np
33	MILITARY	301	POSTSECONDARY	Deployed Homeless	np	np	np	np	np	np
34	MILITARY	301	POSTSECONDARY	Other Educational Barriers	np	np	np	np	np	np
35	MILITARY	301	POSTSECONDARY	Limited English Proficient	np	np	np	np	np	np
36	MILITARY	301	POSTSECONDARY	TECH PREP	np	np	np	np	np	np

\* "M" = "MET"; "E" = "EXCEEDED"; "D" = "DID NOT MEET"

CORE INDICATOR #3 : PLACEMENT AND RETENTION

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INDICATOR	CODE	LEVEL	POPULATION	EMPLOYMENT			ACTUAL VS ADJUSTED LEVEL OF PERFORMANCE*
				NUMBER OF STUDENTS IN THE NUMERATOR	NUMBER OF STUDENTS IN THE DENOMINATOR	ADJUSTED LEVEL OF PERFORMANCE	
1	EMPLOYMENT	SECONDARY	GRAND TOTAL	0	0	0	
2	EMPLOYMENT	SECONDARY	Male	np	np	np	
3	EMPLOYMENT	SECONDARY	Female	np	np	np	
4	EMPLOYMENT	SECONDARY	American Indian or Alaska Native	np	np	np	
5	EMPLOYMENT	SECONDARY	Asian	np	np	np	
6	EMPLOYMENT	SECONDARY	Black or African American	np	np	np	
7	EMPLOYMENT	SECONDARY	Hispanic or Latino	np	np	np	
8	EMPLOYMENT	SECONDARY	Native Hawaiian or Other Pacific Islander	np	np	np	
9	EMPLOYMENT	SECONDARY	White	np	np	np	
10	EMPLOYMENT	SECONDARY	Unknown/Other	np	np	np	
11	EMPLOYMENT	SECONDARY	Individuals With Disabilities	np	np	np	
12	EMPLOYMENT	SECONDARY	Economically Disadvantaged	np	np	np	
13	EMPLOYMENT	SECONDARY	Nontraditional Enrollees	np	np	np	
14	EMPLOYMENT	SECONDARY	Single Parents	np	np	np	
15	EMPLOYMENT	SECONDARY	Displaced Homemakers	np	np	np	
16	EMPLOYMENT	SECONDARY	Other Educational Barriers	np	np	np	
17	EMPLOYMENT	SECONDARY	Limited English Proficient	np	np	np	
18	EMPLOYMENT	SECONDARY	TECH PREP	np	np	np	
19	EMPLOYMENT	POSTSECONDARY	GRAND TOTAL	10,656	13,389	0	100%
20	EMPLOYMENT	POSTSECONDARY	Male	3,639	4,515		80%
21	EMPLOYMENT	POSTSECONDARY	Female	6,957	8,810		78.9%
22	EMPLOYMENT	POSTSECONDARY	American Indian or Alaska Native	150	195		77%
23	EMPLOYMENT	POSTSECONDARY	Asian	100	150		66.7%
24	EMPLOYMENT	POSTSECONDARY	Black or African American	1,894	2,590		73.1%
25	EMPLOYMENT	POSTSECONDARY	Hispanic or Latino	89	141		63.1%
26	EMPLOYMENT	POSTSECONDARY	Native Hawaiian or Other Pacific Islander	np	np		np
27	EMPLOYMENT	POSTSECONDARY	White	6,215	10,222		60.8%
28	EMPLOYMENT	POSTSECONDARY	Unknown/Other	34	51		66.7%
29	EMPLOYMENT	POSTSECONDARY	Individuals With Disabilities	366	523		69.8%
30	EMPLOYMENT	POSTSECONDARY	Economically Disadvantaged	2,094	3,587		58.4%
31	EMPLOYMENT	POSTSECONDARY	Nontraditional Enrollees	1,292	1,972		65.5%
32	EMPLOYMENT	POSTSECONDARY	Single Parents	979	1,200		81.5%
33	EMPLOYMENT	POSTSECONDARY	Displaced Homemakers	566	810		69.9%
34	EMPLOYMENT	POSTSECONDARY	Displaced Homemakers	4,122	5,186		79.3%
35	EMPLOYMENT	POSTSECONDARY	Limited English Proficient	86	125		68.8%
36	EMPLOYMENT	POSTSECONDARY	TECH PREP	290	343		84.5%

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CORE INDICATOR #3 : PLACEMENT AND RETENTION

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INDICATOR	CODE	LEVEL	POPULATION	NUMBER OF STUDENTS IN THE NUMERATOR	NUMBER OF STUDENTS IN THE DENOMINATOR	RETENTION			ACTUAL VS ADJUSTED LEVEL OF PERFORMANCE
						ADJUSTED LEVEL OF PERFORMANCE	ACTUAL LEVEL OF PERFORMANCE	ACTUAL VS ADJUSTED LEVEL OF PERFORMANCE	
18	RETENTION	POSTSECONDARY	GRAND TOTAL	9,774	10,596				91.67
19	RETENTION	POSTSECONDARY	Male	3,308	3,636				91.25
20	RETENTION	POSTSECONDARY	Female	6,466	6,960				92.76
21	RETENTION	POSTSECONDARY	American Indian or Alaska Native	143	156				91.67
22	RETENTION	POSTSECONDARY	Asian	90	108				83.33
23	RETENTION	POSTSECONDARY	Black or African American	1,818	1,994				91.17
24	RETENTION	POSTSECONDARY	Hispanic or Latino	74	86				86.16
25	RETENTION	POSTSECONDARY	Native Hawaiian or Other Pacific Islander	NP	NP				91.67
26	RETENTION	POSTSECONDARY	White	7,621	8,216				92.77
27	RETENTION	POSTSECONDARY	Unknown/Other	28	34				82.35
28	RETENTION	POSTSECONDARY	Individuals With Disabilities	331	366				90.44
29	RETENTION	POSTSECONDARY	Economically Disadvantaged	2,455	2,694				91.13
30	RETENTION	POSTSECONDARY	Nontraditional Enrollers	1,165	1,292				90.90
31	RETENTION	POSTSECONDARY	Single Parents	899	979				91.83
32	RETENTION	POSTSECONDARY	Deployed Homeless	507	556				91.19
33	RETENTION	POSTSECONDARY	Other Educational Barriers	3,770	4,122				91.68
34	RETENTION	POSTSECONDARY	Limited English Proficient	73	86				84.89
35	RETENTION	POSTSECONDARY	TECH PREP	283	290				97.59

\* "M" = "MET"; "E" = "EXCEEDED"; "D" = "DID NOT MEET"

CORE INDICATOR #4 : PARTICIPATION IN NONTRADITIONAL OCCUPATIONS

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

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INDICATOR	CODE	LEVEL	POPULATION	PARTICIPATION				ACTUAL VS ADJUSTED LEVEL OF PERFORMANCE*
				NUMBER OF STUDENTS IN THE NUMERATOR	NUMBER OF STUDENTS IN THE DENOMINATOR	ADJUSTED LEVEL OF PERFORMANCE	ACTUAL LEVEL OF PERFORMANCE	
1	PARTICIPATION	481	GRAND TOTAL	33,615	130,058	0	51.6	
2	PARTICIPATION	481	Male	22,771	83,982		34.6	
3	PARTICIPATION	481	Female	10,844	72,367		15	
4	PARTICIPATION	481	American Indian or Alaska Native	502	2,448		20.5	
5	PARTICIPATION	481	Asian	760	2,374		32.1	
6	PARTICIPATION	481	Black or African American	9,228	38,360		24.1	
7	PARTICIPATION	481	Hispanic or Latino	802	2,981		27.1	
8	PARTICIPATION	481	Native Hawaiian or Other Pacific Islander	np	np		np	
9	PARTICIPATION	481	White	22,073	81,181		27.2	
10	PARTICIPATION	481	Unknown/Other	220	747		29.5	
11	PARTICIPATION	481	Individuals With Disabilities	2,377	13,434		17.7	
12	PARTICIPATION	481	Economically Disadvantaged	3,752	14,868		25.2	
13	PARTICIPATION	481	Nontraditional Enrollees	np	np		np	
14	PARTICIPATION	481	Single Parents	np	np		np	
15	PARTICIPATION	481	Displaced Homemakers	np	np		np	
16	PARTICIPATION	481	Other Educational Barriers	8,284	35,009		23.7	
17	PARTICIPATION	481	Limited English Proficient	265	867		30.6	
18	PARTICIPATION	481	TECH PREP	6,452	30,851		20.9	
19	PARTICIPATION	481	GRAND TOTAL	30,418	84,163	0	52.4	
20	PARTICIPATION	481	Male	15,480	36,238		42.8	
21	PARTICIPATION	481	Female	4,959	51,925		9.6	
22	PARTICIPATION	481	American Indian or Alaska Native	248	1,254		19.8	
23	PARTICIPATION	481	Asian	400	1,343		29.7	
24	PARTICIPATION	481	Black or African American	5,409	25,294		21.3	
25	PARTICIPATION	481	Hispanic or Latino	388	1,457		26.6	
26	PARTICIPATION	481	Native Hawaiian or Other Pacific Islander	np	np		np	
27	PARTICIPATION	481	White	13,884	57,817		23.8	
28	PARTICIPATION	481	Unknown/Other	317	998		31.7	
29	PARTICIPATION	481	Individuals With Disabilities	859	20,419		4.2	
30	PARTICIPATION	481	Economically Disadvantaged	2,827	20,419		13.8	
31	PARTICIPATION	481	Nontraditional Enrollees	20,419	20,419		100	
32	PARTICIPATION	481	Single Parents	935	20,419		4.6	
33	PARTICIPATION	481	Displaced Homemakers	447	20,419		2.1	
34	PARTICIPATION	481	Other Educational Barriers	8,321	20,419		40.7	
35	PARTICIPATION	481	Limited English Proficient	280	20,419		1.3	
36	PARTICIPATION	481	TECH PREP	1,058	20,419		5.1	

\* "M" = "MET"; "E" = "EXCEEDED"; "D" = "DID NOT MEET"

CORE INDICATOR #4 : COMPLETION IN NONTRADITIONAL OCCUPATIONS

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INDICATOR	CODE	LEVEL	POPULATION	COMPLETION			ACTUAL VS ADJUSTED LEVEL OF PERFORMANCE*
				NUMBER OF STUDENTS IN THE NUMERATOR	NUMBER OF STUDENTS IN THE DENOMINATOR	ADJUSTED LEVEL OF PERFORMANCE	
1	422	SECONDARY	GRAND TOTAL	1,808	13,914	0	27.6
2	422	SECONDARY	Male	814	5,065		14.3
3	422	SECONDARY	Female	1,075	8,219		13.1
4	422	SECONDARY	American Indian or Alaska Native	22	281		8.4
5	422	SECONDARY	Asian	29	149		19.5
6	422	SECONDARY	Black or African American	538	3,570		15.1
7	422	SECONDARY	Hispanic or Latino	200	200		100
8	422	SECONDARY	Native Hawaiian or Other Pacific Islander	NP	NP		NP
9	422	SECONDARY	White	1,281	9,685		13.3
10	422	SECONDARY	Unknown/Other	9	46		19.6
11	422	SECONDARY	Individuals With Disabilities	118	1,283		9.3
12	422	SECONDARY	Economically Disadvantaged	11	50		22
13	422	SECONDARY	Nontraditional Enrollees	NP	NP		NP
14	422	SECONDARY	Single Parents	NP	NP		NP
15	422	SECONDARY	Displaced Homemakers	NP	NP		NP
16	422	SECONDARY	Other Educational Barriers	411	3,373		12.2
17	422	SECONDARY	Limited English Proficient	11	50		22
18	422	SECONDARY	TECH PREP	330	3,062		10.8
19	422	POSTSECONDARY	GRAND TOTAL	2,221	12,038	0	35.8
20	422	POSTSECONDARY	Male	1,381	5,811		24.0
21	422	POSTSECONDARY	Female	840	7,328		11.5
22	422	POSTSECONDARY	American Indian or Alaska Native	31	178		17.4
23	422	POSTSECONDARY	Asian	31	182		16.5
24	422	POSTSECONDARY	Black or African American	435	2,711		16.0
25	422	POSTSECONDARY	Hispanic or Latino	38	187		20.3
26	422	POSTSECONDARY	Native Hawaiian or Other Pacific Islander	NP	NP		NP
27	422	POSTSECONDARY	White	1,680	9,574		17.4
28	422	POSTSECONDARY	Unknown/Other	28	97		28.8
29	422	POSTSECONDARY	Individuals With Disabilities	112	2,221		5.0
30	422	POSTSECONDARY	Economically Disadvantaged	373	2,221		16.8
31	422	POSTSECONDARY	Nontraditional Enrollees	2,221	2,221		100
32	422	POSTSECONDARY	Single Parents	128	2,221		5.8
33	422	POSTSECONDARY	Displaced Homemakers	78	2,221		3.5
34	422	POSTSECONDARY	Other Educational Barriers	790	2,221		35.6
35	422	POSTSECONDARY	Limited English Proficient	23	2,221		1.0
36	422	POSTSECONDARY	TECH PREP	73	2,221		3.3

\* "M" = "MET"; "E" = "EXCEEDED"; "D" = "DID NOT MEET"

ADDITIONAL MEASURES

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INDICATOR	MEASURE	LEVEL	POPULATION	MEASURE:				ACTUAL VS ADJUSTED LEVEL OF PERFORMANCE*
				NUMBER OF STUDENTS IN THE NUMERATOR	NUMBER OF STUDENTS IN THE DENOMINATOR	ADJUSTED LEVEL OF PERFORMANCE	ACTUAL LEVEL OF PERFORMANCE	
1	MEASURE	SECONDARY	GRAND TOTAL	0	0	0	0	
2	MEASURE	SECONDARY	Male	np	np	np	np	
3	MEASURE	SECONDARY	Female	np	np	np	np	
4	MEASURE	SECONDARY	American Indian or Alaska Native	np	np	np	np	
5	MEASURE	SECONDARY	Asian	np	np	np	np	
6	MEASURE	SECONDARY	Black or African American	np	np	np	np	
7	MEASURE	SECONDARY	Hispanic or Latino	np	np	np	np	
8	MEASURE	SECONDARY	Native Hawaiian or Other Pacific Islander	np	np	np	np	
9	MEASURE	SECONDARY	White	np	np	np	np	
10	MEASURE	SECONDARY	Unknown/Other	np	np	np	np	
11	MEASURE	SECONDARY	Individuals With Disabilities	np	np	np	np	
12	MEASURE	SECONDARY	Economically Disadvantaged	np	np	np	np	
13	MEASURE	SECONDARY	Nonmilitary Enrollees	np	np	np	np	
14	MEASURE	SECONDARY	Single Parents	np	np	np	np	
15	MEASURE	SECONDARY	Displaced Homemakers	np	np	np	np	
16	MEASURE	SECONDARY	Other Educational Barriers	np	np	np	np	
17	MEASURE	SECONDARY	Limited English Proficient	np	np	np	np	
18	MEASURE	SECONDARY	TECH PREP	np	np	np	np	
19	MEASURE	POSTSECONDARY	GRAND TOTAL	0	0	0	0	
20	MEASURE	POSTSECONDARY	Male	np	np	np	np	
21	MEASURE	POSTSECONDARY	Female	np	np	np	np	
22	MEASURE	POSTSECONDARY	American Indian or Alaska Native	np	np	np	np	
23	MEASURE	POSTSECONDARY	Asian	np	np	np	np	
24	MEASURE	POSTSECONDARY	Black or African American	np	np	np	np	
25	MEASURE	POSTSECONDARY	Hispanic or Latino	np	np	np	np	
26	MEASURE	POSTSECONDARY	Native Hawaiian or Other Pacific Islander	np	np	np	np	
27	MEASURE	POSTSECONDARY	White	np	np	np	np	
28	MEASURE	POSTSECONDARY	Unknown/Other	np	np	np	np	
29	MEASURE	POSTSECONDARY	Individuals With Disabilities	np	np	np	np	
30	MEASURE	POSTSECONDARY	Economically Disadvantaged	np	np	np	np	
31	MEASURE	POSTSECONDARY	Nontraditional Enrollees	np	np	np	np	
32	MEASURE	POSTSECONDARY	Single Parents	np	np	np	np	
33	MEASURE	POSTSECONDARY	Displaced Homemakers	np	np	np	np	
34	MEASURE	POSTSECONDARY	Other Educational Barriers	np	np	np	np	
35	MEASURE	POSTSECONDARY	Limited English Proficient	np	np	np	np	
36	MEASURE	POSTSECONDARY	TECH PREP	np	np	np	np	

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