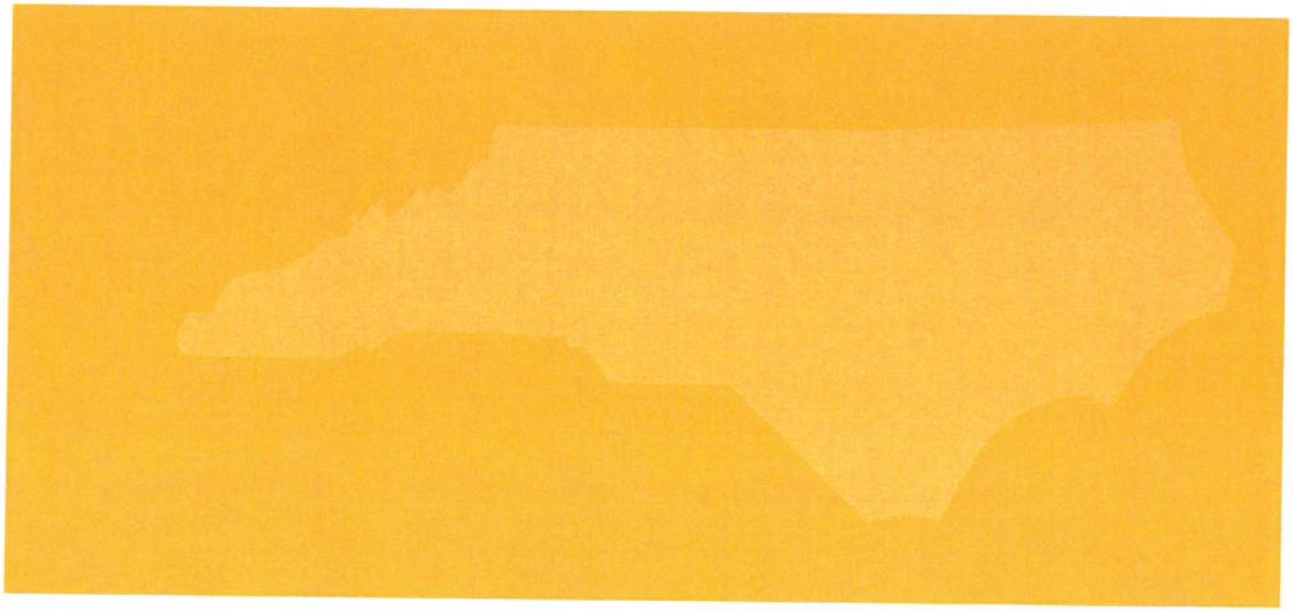
North Carolina Annual
PERFORMANCE REPORT
2002 - 2003



PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction
Career-Technical Education

NORTH CAROLINA
COMMUNITY COLLEGE SYSTEM

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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

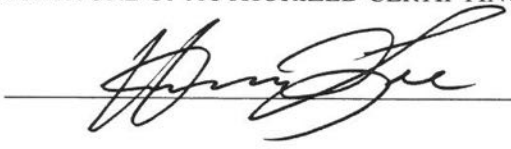
3. ***RECIPIENT IDENTIFYING NUMBER:*** 067195610

4. ***PERIOD COVERED BY THIS REPORT (mm/dd/yy):*** From: July 1, 2002 To: June 30, 2003

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:

December 4, 2003

TYPED OR PRINTED NAME AND TITLE:

Howard N. Lee, Chairman
State Board of Education

TELEPHONE (Including Area Code):

919-807-3815

Table of Contents

Section B:

Secondary Executive Summary

Career-Technical Education

Career-Technical 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.

Mission

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

Purposes

The purposes of Career-Technical Education are to

- Prepare students for further career-technical 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 career-technical education programs.

* For purposes of this report, Career-Technical Education (CTE) is also referred to, and is synonymous with the term Vocational and Technical Education.

Department of Public Instruction

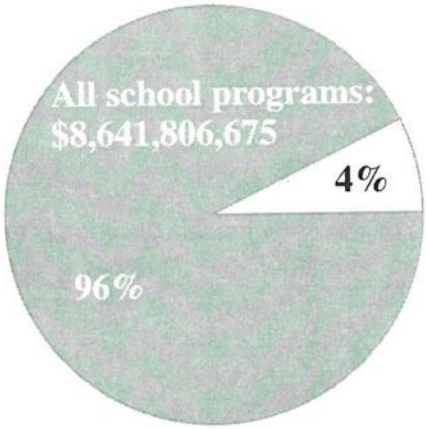
Served:

117 Local Education Agencies (LEAs)

338 Secondary Schools

9 Career Centers

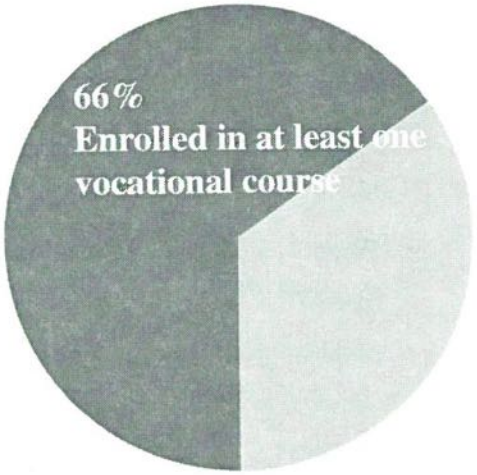
Total Educational Expenditures: (2002-2003)



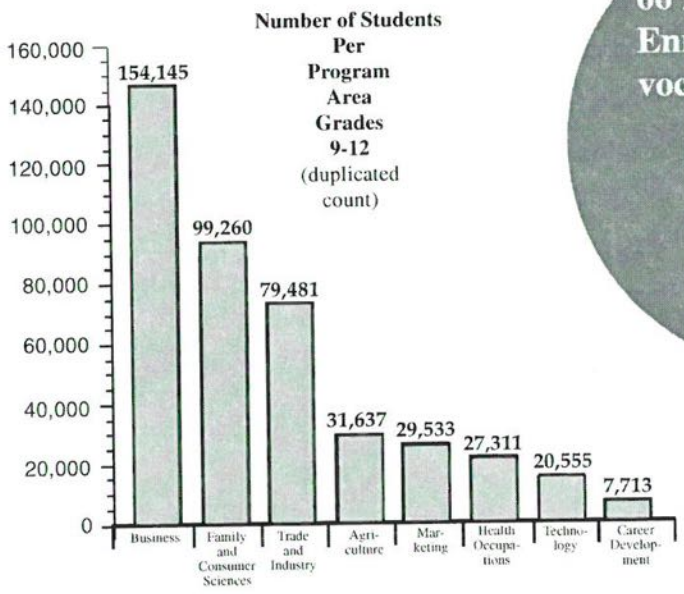
All vocational programs: $314,215,055

Career-Technical Education

Total statewide enrollment in Grades 9-12:	368,589
Total statewide student enrollment in Career-Technical Education, Grades 9-12: (unduplicated count)	270,418*



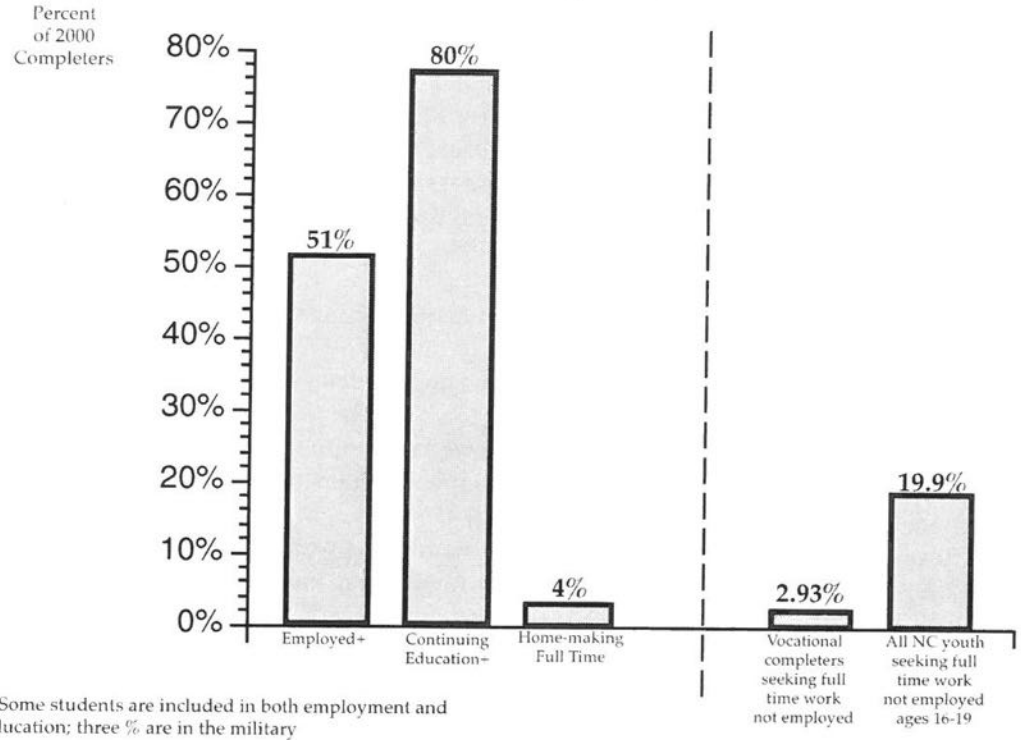
Program Areas
Agriculture
Business
Career Development
Family and Consumer Sciences
Health Occupations
Marketing
Technology
Trade and Industrial



*Total student enrollment for Career-Technical Education Grades 6-8: 198,234 (unduplicated count)

Completers of Career-Technical Education

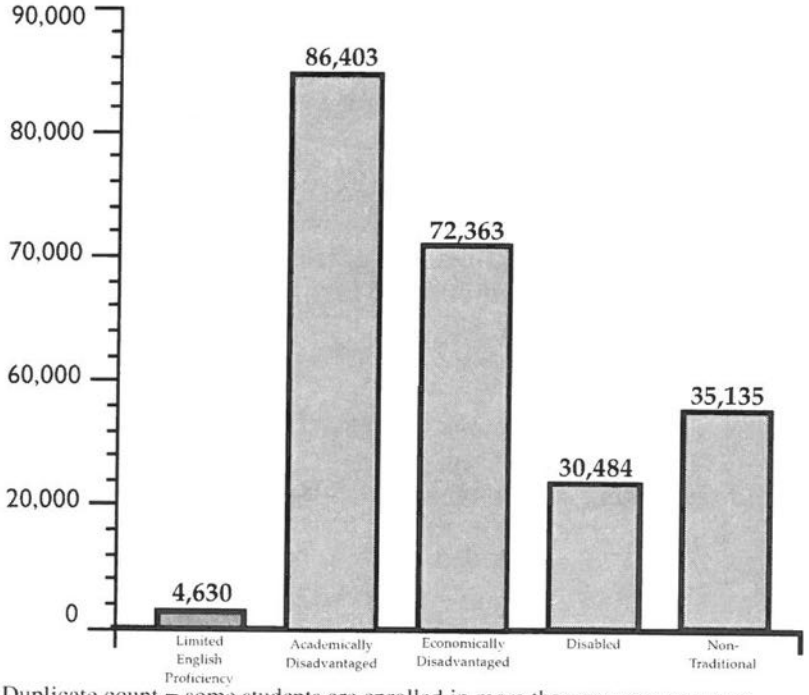
Status of the 32,019 Career-Technical Education Completers:



+ Some students are included in both employment and education; three % are in the military

Special Populations in Career-Technical Education Enrollment

Number of Special Populations Students in Grades 9-12*



* Duplicate count = some students are enrolled in more than one program area.

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

Curriculum

- **Curriculum Development** – 36 curriculum guides and 34 course blueprints were developed/revised for student assessment measurement purposes.
- **Test Item Bank Development** – 78 new test item banks were developed.

Professional Development

- **Professional Development** with state-of-the-art technology – 126 staff development workshops/conferences were implemented for 8,253 participants; NC Information Highway, Distance Learning by Satellite, virtual classroom and the Internet, to include on-line instruction, were used to provide professional development.

Assessment

- **Assessment of Courses** was conducted through the following strategies:
  - Accountability was provided through on-site visits to 21 schools using the *High Schools That Work* program;
  - Five 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;
  - Twenty-five course blueprints were reviewed to ensure inclusion of career planning, all aspects of the industry, and principle concepts that supported nontraditional employment;
  - Seventy-eight 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.
  - Reliability study was conducted for over 10,000 test items;
  - Validation was conducted for over 6,000 test items;
  - Eleven focus groups gave input on the College Tech Prep strategic plan; and
  - Ninety nurse aide program audits were conducted.

Definitions

The following definitions were used for program year 2002-2003:

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

Tech Prep Student: A concentrator 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 elective credits for a total of 20 credits (plus any local requirements) *and* who scores proficient on the North Carolina Exit Exam (ASSET). This definition is the same as for the previous program year (2001-2002).

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 the education goals of local education agencies for all career-technical 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

State Administration

As directed by the North Carolina State Board of Education, the FY2003 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. Elsie Leak is the Assistant State 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 Career-Technical Education (CTE).

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

State Leadership

The Career-Technical Education program includes a Standard Course of Study for secondary education in eight content areas: agricultural education, business education, career development education, 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:

- **Curriculum Development:** Validated and determined reliability levels for student assessment measures for 34 course blueprints; aligned five courses with national curriculum standards; and guided local school systems to update and to implement/improve programs.
- **Test Item Bank Development:** Developed 78 test item banks.
- **Professional Development:** Implemented/coordinated staff development for 126 events and 8,253 participants; State-of-the-art technology uses included the North Carolina Information Highway, Distance Learning by Satellite, virtual classroom and the Internet to include on-line instructions.
- **Assessment of Courses** was conducted through the following strategies:
  - Accountability was provided through on-site visits to 21 schools using the *High Schools That Work* program;
  - Five 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;
  - 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.
  - Seventy-eight 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.
  - Reliability study was conducted for over 10,000 test items.
  - Validation was conducted for over 6,000 test items.
  - Eleven focus groups gave input on the College Tech Prep strategic plan; and
  - Ninety nurse aide program audits were conducted.
- **Promotion of Business and Industry Partnerships** were continued with the
  - Labor Department
  - Commerce Department
  - Health and Human Resources
  - Employment Security Commission
  - Community College System
  - 3,300 plus business/industry representatives

- Correction Department
- North Carolina Hospital Association
- North Carolina Association for Biomedical Technology

These groups were involved in:

- Local School Systems Partnerships
- College Tech Prep Strategic Plan
- Curriculum development
- Staff development
- Career-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*
  - College Tech Prep
  - Business and Industry Symposiums

  Provided a variety of types of vocational/Career-Technical Education information for local, state, and federal agencies on
  - Enrollments
  - Completions
  - Employer feedback
  - Student and completer performance

Activities and Outcome

I. b. 3. Core Indicator Activities

- **Curriculum:**
  - 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/career-technical education students; the web address of the PPMS is http://wdeppms.dpi.state.nc.us/wdeppms.nsf. Login and password are **guest**.
  - 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
  - Updated the test item banks for the CTE courses to be tested for skill development competence.
  - Developed new courses and updated course content for the next five-year cycle of courses which begins in 2004-2005.
  - Updated the procedures for testing for academic attainment in CTE.

- **Professional Development**
  - Brought together the top-ten LEAs who significantly exceeded their benchmarks in skill attainment. Identified their top ten reasons for high performance. Shared these findings with other LEAs through regional staff development sessions.
  - Developed a local self assessment document to help LEAs better use the identified proven practices.
  - Conducted a statewide workshop for LEAs by affinity groups, sharing with them the top 200+ reasons for high performance.
  - Compiled all performance information and shared it via a series of venues, including the online Planning and Performance Management System. Pro-

vided it on a CD to show not only each LEA and school their respective performance, but also to allow them to find similar benchmark LEAs and schools so they could compare performance.
- Held regional training sessions on the Planning and Performance Management System. This is the online performance system used by all LEAs.
- Presented information about the performance standard(s) of most interest to Special Populations Coordinators (SPCs), Career Development Coordinators (CDCs), and VoCATS Coordinators at each group's regional meeting.
- Developed strategies at Regional Exceptional Childrens/Career-Technical Education Directors meeting relative to meeting the performance needs of special populations students.
- Focused on the technical and academic attainment of students enrolled in CTE courses, during *High Schools That Work* technical assistance visits.
- Focused on-going Regional Coordinator technical assistance on the greatest opportunities for improvement strategy development for performance indicators in each LEA and school.
- Provided information on improving data collection processes, in regional staff development.
- Analyzed each LEA's PPMS and approved amendments based both on their alignment with and the quality of strategy development aimed at improving student performance in areas with low performance scores.
- Conducted the statewide Administrative Internship Program during which we focused two days on PPMS training.
- Conducted three new teacher workshops which included instruction on the VoCATS Instructional Management System for technical attainment.

- **Monitoring and Accountability:**
  - Collected, processed and returned by electronic format enrollment data, in-school performance data, graduate performance feedback and employer-based feedback for:
    - over 270,000 enrollees,
    - over 22,000 concentrators, and
    - 9,000 employers;
  - Provided performance-based information to all school systems and schools relative to the core indicator measures;
  - Utilized e-groups composed of CTE administrators, teacher educators and business/industry representatives to share information essential for improvement of CTE
- Began Phase III 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)
- Updated the Single Audit Guidelines (for CTE program administrator) used with Perkins III Act activities;
- Updated the PPMS to include automatic monitoring and accountability mechanisms
- Assured that local plans were tied to each LEA's greatest opportunities for improvement.

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 better data more times per year
- Move the data from localities to the state
- Continue the online Planning and Performance Management System

- Provide state-level, regional, and local inservice at key intervals
- Obtain feedback from clients
- Implement changes where possible
- Re-assess PPMS in its entirety

Next Fiscal Year/ State Plan

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

- LEAs
- Schools
- Classrooms

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
- Use information for
  - Planning
  - Evaluation
  - Monitoring

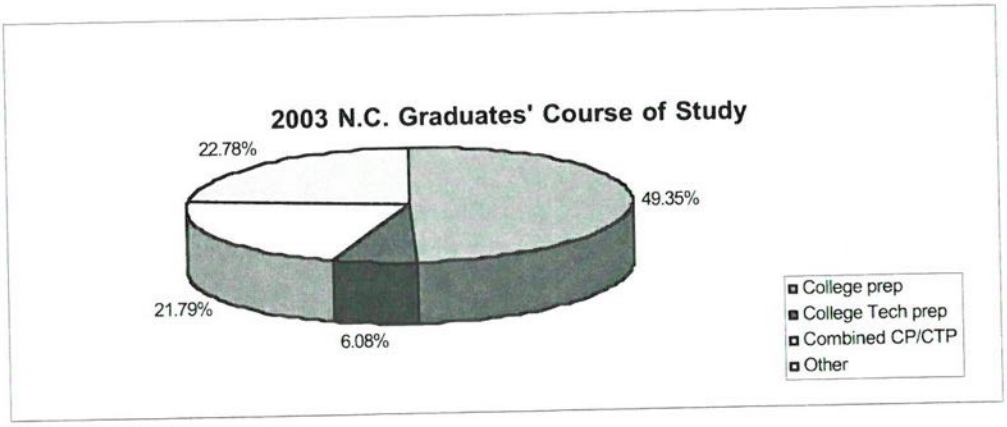
II. a. State Performance Summary

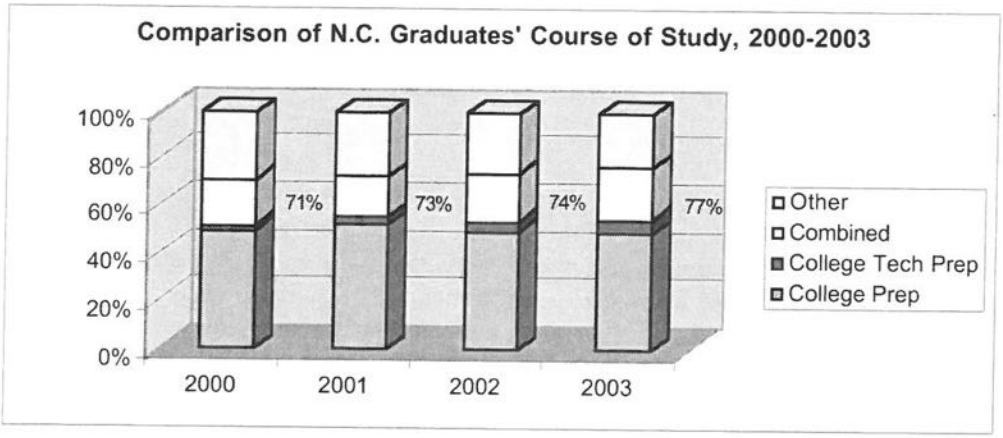
The following indicate progress in performance.

Tech Prep

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.

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.





The course of study that has shown an increase over prior years is 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.

II. b. Career-Technical Concentrators and Tech Prep Students

Definitions

For definitions please refer to page four.

II. c. Measurement Approaches and Data Quality Improvement

Approaches

Measurement approaches used per subindicator were used as follows:

Core indicator	Measurement Approach
1S1	Postsecondary placement scores
1S2	Career-Technical Education Post Assessment
2s1a	NA
2s1b	Credentials
3S1	Follow-up data
3S2	NA
2S1	Enrollment data – nontraditional
4S2	Enrollment and concentrator data – nontraditional

Data Quality

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. Identified problems were resolved during the year, pointing to a statewide set of valid numbers in 2001-2002. These data were collected through a new statewide Internet-based screening process to assure all numbers, courses, and student identification were valid.

• **1S2** – The Career-Technical Education Post Assessment (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 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. These 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 CTE program area. Milestones for each of these subcategories and categories were created by subtracting this year's end-of-year actual

Data Quality Continued

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 these subcategories and categories were created by 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 it's 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 CTE program area. Milestones for each of these subcategories and categories were created by 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 CTE program area. Milestones for each of these subcategories and categories were created by 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 CTE program area. Calculations for milestones were completed. The milestones indicate each subcategory's distance to go next year to attain it's 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

Our previous program year's focus was on the quality of the data collected and of the quality of the processes for changing the data into information. Forty-four edits were

established for collecting the data to make sure that the correct numbers were provided and collected for each LEA, school, course, students, special populations category, and performance score. The collection of statewide enrollments was changed from one collection to two enrollment collections to capture accurate enrollment 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 repeat the above to improve the data collection and processing in the coming year.

Effectiveness

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 74% of the graduating concentrators of the relevant high school graduates, up from 66% the previous year. Processes are being developed to account for the 26% of the students unaccounted for. Performance levels were adjusted and resubmitted to OVAE for reconsideration.
- **1S2** – Post Assessment for technical attainment were taken by 168,414 of the 282,713 enrollees in CTE courses for which there were post assessment. Processes are being developed for the 12% 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: Improvment method developed the previous year were put into effect for this year. Some problems were corrected in computer programming.
- **3S1** – Follow-up data:These data were used again in LEAs. The statewide average exceeded the benchmark for the fiscal year.
- **4S1** – Enrollment data – nontraditional:The data were analyzed locally. Performance levels were adjusted and resubmitted to OVAE for reconsideration.
- **4S2** – Enrollment and concentrator – nontraditional:The data were used and analyzed locally.

II. e. Improvement Strategies for Next Program Year

Improvement Strategies

Based on the State Performance summary (IIa) and the effectiveness of improvement strategies, (IId), definitions and methodologies were developed. These apply to the local and state levels. We will address the local level first.

At the local level, there are four sets of greatest opportunities for improvement.

- First is the online operating system called the Planning and Performance Management System (PPMS). In it, the application of all aspects of Perkins III has been improved, including the requirements and permissibles.
- Significant steps have been taken to improve the quality of the data collected for performance measures.
- Significant steps have been taken to provide more relevant, timely, and accurate information for local use in improving local programs based on the annual evaluation.
- Multiple training activities have occurred to provide LEAs information to improve programs locally.

At the state level, the following are improvement strategies for the coming program year.

- The highest performing (benchmark) LEAs were identified for six groupings of LEAs based on size. These LEAs conducted training for their counterparts on their recipes for high performance.

- The continued development of a plan to revise the CTE curriculum across the state.
- Professional development on using online education modules for courses.
- Professional development on using trends to improve the quality of curriculum.
- Greater use of business/industry representatives.
- Establishment of a Leadership Academy for CTE teachers and administrators.
- New Director Internships
- New teacher workshops

Postsecondary

Executive Summary - The North Carolina 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 Education and the Community College System resulted in final agreed-upon baseline and performance levels in September 2001. The baseline data is from program year 1999–2000, except for participants who were placed in employment, for which 1998–1999 data is to be used. 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.

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 refining 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 – 19). Both rural and urban schools were funded and the thrust and cost of the projects varied with several addressing distance learning and technology issues. A total of 1,232 faculty, 37 counselors, 118 administrators, and four support staff directly participated in these projects.

Directly Funded Projects

A. The world is rapidly becoming smaller through diversity on campuses, technology in classrooms, and inward emigration of foreign-based companies serving as workplaces. Seeking to ensure that North Carolina's community college students truly are prepared to succeed in the global workplace, a Global Education "Boot Camp" for faculty was presented by Community Colleges for International Development. This videoconference was held at five community college sites across North Carolina.

B. An increased focus on accountability regarding the use of Perkins funds served as a catalyst for close examination of the activities performed through Tech Prep. Tech Prep data were compiled to review the success of the College Tech Prep Program statewide. The study provided vital information necessary to make programmatic adjustments to better serve students.

C. Recognizing the changing workplace and the important role that biotechnology holds in North Carolina, three online courses in the area of Bioprocess Manufacturing Technology were successfully developed by Central Carolina Community College. Biomanufacturing Practice (BPM 110), Workplace Safety (ISC 110), and Industrial Environment (PTC 110) are the first step toward an A.A.S. degree in Bioprocess Manufacturing.

D. The colleges of North Carolina's Community College System banded together in an effort called the Virtual Learning Community (VLC). It 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 2002-2003, an additional 33 courses were added to the library and 23 existing courses were edited. There efforts led to completion of the courses required for four vocational AAS degrees as well as many courses that will contribute to other vocational programs.

College-Proposed Projects

1. ***Equipping Vocational/Technical Instructors: Pedagogy Fundamentals*** **— Caldwell Community College & Technical Institute**. To enhance the teaching skills of all vocational/technical instructors the college provided substantial instructional skill development training of fundamental skills in teaching methodology. The training focused on teaching a broad range of vocational students, including special populations and workers who are upgrading skills or changing careers due to job displacement. The activities were completed through a series of workshops that led to the production of a video for others unable to attend the training.

   Twelve faculty, one counselor, and one administrator participated in this project.

2. ***Training the Work Force of the 21st Century*** **— Davidson County Community College.** The college has identified four core competencies that all graduates should possess: communicating effectively through speaking, listening, and writing; using critical thinking to analyze and solve problems; demonstrating knowledge and competence in academic and technical fields of study; and dealing effectively and appropriately with others. After a series of professional development workshops each of the stated competencies were integrated into the curriculum. A website detailing the project was developed and will be maintained as a post grant activity.

   One hundred eighty-four faculty, eleven counselors, and twenty-four administrators participated in this project.

3. ***Workplace Ready Classrooms*** **— Durham Technical Community College**. The project focused on equipping a designated team of instructional and support services staff with the knowledge, information, and training necessary to teach a professional development program for faculty on integrating work skills and development competencies with technical and academic competencies. These skills were implemented in courses during the 2002-2003 academic year and will be expanded during the 2003-2004 academic year. A DVD was developed and distributed to all colleges.

   Eighty faculty, eight counselors, and ten administrators participated in this project.

4. ***Integrating Technology Into Classroom Instruction*** **— Forsyth Technical Community College.** Through a comprehensive, forty-hour workshop, faculty and staff were trained to integrate technology into the courses they teach. The training involved design of PowerPoint presentations, embedding live images, accessing Internet sites, video streaming, digital projectors, Personal Data Assistants, and accessing Blackboard.

   Ninety-seven faculty and six administrators participated in this project.

5. ***Technology Upgrade for Electrical, Electronics, and Telecommunications Faculty*** **— Guilford Technical Community College.** Rotating equipment consumes an estimated 50% of America's energy. In light of this, faculty were trained in current methodologies and technologies in the fields of AC/DC variable speed drives and fiber optic cabling. Faculty reviewed and were trained to use new instructional software. Skills learned through this project are already fully implemented in the program. Statewide, all electronics faculty were invited to participate.

   Nine faculty participated in this project.

6. ***Professional Development*** **— Halifax Community College**. As open-door institutions, enrollment management is a paramount issue in North Carolina's Community Colleges. With this in mind, a series of professional development workshops were held specifically to address strategies on increasing enrollment, retention, and graduation rates for vocational students. The result of these workshops was a preliminary enrollment management plan for the entire college.

   Sixty faculty, two counselors, and nine administrators participated in this project.

7. ***Distance Education and Instructional Technologies Enhancement*** **— Lenoir Community College.** In order to improve the quality of the presentation and delivery of distance education, participants in this project were exposed to state-of-the-art instructional technologies and were trained to implement these technologies in the courses that they teach. Additionally, this project produced a procedures manual for distance education course development, delivery, implementation, and evaluation.

   Sixty faculty and three administrators participated in this project.

8. ***Bridging Faculty Development and Emerging Technologies for Web-enhanced Teaching and Learning Opportunities*** **— Martin Community College.** Attempting to bridge faculty development and emerging and web-enhanced teaching and learning opportunities 25 workshops were held and attended by community college faculty from 20 different institutions. Resulting from these workshops was a 255% increase in distance learning courses at Martin Community College alone.

   Two hundred and seventy-four faculty participated in this project.

9. ***On-Line Instructional Training*** **— McDowell Technical Community College**. This intensive 3-day training workshop included the development of on-line courses for faculty members who had little or no exposure to the Internet. There has been a substantial increase in the number of on-line or hybrid course offerings as a result of this training. In addition, the number of students enrolled in distance learning courses has also shown a dramatic increase since the training was completed. Future plans are to continue adding other courses in Spring Semester 2004 to the distance learning program at MTCC.

   Eight faculty and two administrators participated in this project.

10. ***Strengthening Vocational/Technical Programs Through Program Coordinator Training*** **— Mitchell Community College.** Turnover in community colleges is a perennial challenge. As administrations and program coordinators rise at the community colleges, a targeted effort must be made to educate new leaders on issues including goal setting, continuous improvement, and program competencies in order to meet the needs of students. This project produced a series of workshops that helped vocational coordinators to understand their role and responsibility in regard to assessment and evaluation, management principles, and competencies and indicators of student success.

    Nineteen faculty, one counselor, and four administrators participated in this project.

11. *A Comprehensive Plan for Professional Growth and Technology Integration* — **Montgomery Community College**. Many of North Carolina's colleges have made significant investments in their information technologies infrastructures and with this investment comes the need to provide adequate training for the faculty implementing these technologies into their courses. To address this, the college held a series of workshops designed to teach faculty to incorporate technology in the classroom. The seminars focused on the use of multimedia classrooms, Internet technologies, and understanding the needs of diverse learners.

    Twenty-seven faculty, one counselor, and three administrators participated in this project.

12. *Navigating Instructional Technology* — **Nash Community College.** This project served as a means to familiarize college personnel with instructional technologies; i.e., presentation software, the Internet, and course management software. Introductory workshops served as a catalyst for faculty to begin the use of technology in the instructional setting. For dissemination to faculty who could not participate, new faculty, and other colleges, a CD ROM was created, which contains the lessons taught in workshops.

    Twenty-six faculty, four counselors, and ten administrators participated in the project

13. *Enhancing Teaching Effectiveness To Maximize Student Learning* — **Pitt Community College.** The purpose of this project was to provide an instructional development program to enhance teaching and learning by identifying and disseminating effective teaching tools and strategies to improve student learning. Through workshops intended to hone instructor skills the faculty also worked to analyze their own stereotypes and assumptions to identify opportunities to better serve students in the classroom.

    Seventeen faculty participated in this project.

14. *Enhancing Instruction: Bringing Technology Into the Classroom* — **Randolph Community College**. The College found itself in the same position as so many other institutions of higher education, where as, campus technology progressed faster than the skills of faculty. This project focused on enhancing the skills of instructors through technology, industry specific software training, and hybrid course development. Seven workshops were well-attended by participants from six community colleges. Instructional materials were placed on the Internet for access by all colleges.

    Seventy-nine faculty, one counselor, and eleven administrators participated in the project.

15. *Blackboard Workshop* — **Robeson Community College.** This project was designed to ease and make seamless the transition to Internet based courses for faculty who had never before taught Internet courses. Blackboard is the vendor software that the North Carolina Community College System chose as the medium through which Internet courses would be developed. The College offered both a fall and spring workshop.

    Thirty-five faculty participated in the project.

16. *Improving Writing Skills of Community College Students* — **Sampson Community College.** This staff development program provided in-service training for faculty in writing across the curriculum. A series of four writing workshops and three weeks of grammar workshops helped to reinforce the writing "foundation" skills for faculty that are instilling them in their students. As a result of this project, writing is a part of every course requirement and is included on every course syllabus.

    Eighty faculty, four counselors, five administrators, and four support staff participated in this project.

17. *Effective Learning Technologies* — **South Piedmont Community College**. Ensuring that vocational and technical faculty are technologically proficient was the main objective for this project. Primarily, the project focused on increasing skill levels for computer programs already in use at the college, such as, GroupWise, Microsoft Word, Microsoft Excel, Microsoft PowerPoint, and Blackboard. Although many of the participants were already familiar with these programs, the participants responded that they were pleased to have the opportunity to learn the true capabilities of the programs.

    Eighty-four faculty, one counselor, and fifteen administrators participated in this project.

18. ***Professional Development for Information Delivery Instruction*** **— Stanly Community College.** Technical/Vocational faculty received orientation and training in the application of distance delivery skills for use on the North Carolina Information Highway, a medium used for videoconferencing. Training was provided in curriculum adaptation, presentation skills, student interaction, logistics, troubleshooting techniques, and security issues. As a result of the project, the college is now able to, without hiring additional faculty, teach courses on its main campus and while students receive instruction at two satellites.

    Twelve faculty and five administrators participated in this project.

19. ***Distance Education Testing and Tutoring Professional Development*** **— Surry Community College.** A dramatic increase in the number of courses that are being taught outside of the eye of the instructor have prompted a distinct need to update the ways in which students are assessed. A series of three workshops focused on "Testing to Ensure Validity," "Cheating and Plagiarism Using the Internet," and "Assessment and Evaluation Training." The materials and techniques presented in the workshops increased the quality of courses offered by telecourse, teleweb, Internet, and the North Carolina Information Highway. Videotapes of the workshops are available to other colleges.

    Sixty-nine faculty, three counselors, and ten administrators participated in this 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		
B	X			X		X												X		
C					X			X							X			X		
D		X	X		X		X	X							X			X		
1	X	X	X		X	X		X		X		X			X			X		
2			X	X											X			X		
3		X	X												X			X		
4		X	X		X										X			X		
5		X	X												X			X		
6	X		X		X			X		X			X		X			X		
7		X	X		X										X			X		
8		X	X		X										X			X		
9		X	X		X										X			X		
10			X	X	X										X			X		
11	X	X	X		X			X							X			X		
12		X	X		X										X			X		
13		X	X		X										X			X		
14		X	X		X										X			X		
15		X	X		X										X			X		
16			X	X	X										X			X		
17		X	X		X										X			X		
18		X	X		X										X			X		
19		X	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 2002– 2003 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 met or exceeded negotiated performance levels in all core sub-indicators with the exception of "3P1". This sub-indicator was missed by less than three tenths of one percent. Considering the national unemployment crisis and the particularly devastating effects that the crisis has had on North Carolina's economy, this sub-indicator result is certainly justifiable.

We will continue to stress services for all special population groups and are extremely cognizant of this need for services. As a result, most schools have included them in basic grant activities. Some leadership-funded activities are also tied to this effort. At the State level, the System Office continues to focus on Non-traditional students and ADA compliance.

Our focus on special populations is apparent. In each of the sub-core indicators, Special population groups' Actual Level of Performance exceeded the Adjusted Level of Performance.

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 underre presented gender groups enrolled in those programs are measured.

Data quality improvement is a statewide focus. Several workshops were held in 2002-2003 to specifically address data input and quality. Additionally, the System Office has employed a full-time Data Analyst with the sole function of gathering and interpreting data for federal grant programs.

d. Effectiveness of Improvement Strategies in Previous Program Year – Projects were implemented to increase teacher effectiveness, improve career counseling through training, including "e-counseling", and strengthen 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. Close attention is given to identify students with special needs and diverse backgrounds. To foster this increased concentration, the System Office has implemented a Hispanic/Latino Initiative funded through a private foundation. Indications are that some success is being achieved in that all but one of 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 future program years. 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 – Existing resources are in place to enhance opportunities for non-traditional students to earn degrees and obtain employment. Access to developmental programs and Individualized Learning Centers; providing 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 are all examples of the measures in place to increase success in this sub-core indicator.

Section C
The Financial Status Report
(Form II)

STATUS OF FUNDS

STATE: NC | INTERIM Federal Funding Period: | 7/1/2002-9/30/2004

	A	B	C	D	E	F	G	H	I	J	K
	Net Outlays Previously Reported	Total Outlays this Report Period	Program Income Credit	Net outlays this report period (Columns B - C)	Net outlays To Date (Columns A+D)	Non-Federal share of outlays	Total Federal share of outlays (Columns E - F)	Federal share of unliquidated obligations	Federal share of outlays and unliquidated obligations (Columns G+H)	Federal Funds Authorized In State Plan	Balance of Unobligated Federal funds (Columns J-I)
Title I - Basic Grant to States											
Local Uses of Funds											
Reserve											
Secondary Eligible Recipients	N/P	N/P	N/P	$99.00	$99.00	N/P	$198.00	N/P	$198.00	N/P	-$198.00
Postsecondary Eligible Recipients	N/P	N/P	N/P	$99.00	$99.00	N/P	$198.00	N/P	$198.00	N/P	-$198.00
Total Reserve	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**
Other Expenditures											
Secondary Eligible Recipients	N/P	$317,761,510.62	N/P	$317,761,609.62	$317,761,609.62	$299,720,135.62	$18,041,474.00	N/P	$18,041,474.00	$18,041,375.00	N/P
Postsecondary Eligible Recipients	N/P	$316,577,815.00	N/P	$316,577,914.00	$316,577,914.00	$307,932,589.00	$8,645,325.00	N/P	$8,645,325.00	$9,877,582.00	$1,232,257.00
Total Other Expenditures	**$0.00**	**$634,339,325.62**	**$0.00**	**$634,339,325.62**	**$634,339,325.62**	**$607,652,724.62**	**$26,686,601.00**	**$0.00**	**$26,686,601.00**	**$27,918,957.00**	**$1,232,356.00**
Total Local Uses of Funds	**$0.00**	**$634,339,325.62**	**$0.00**	**$634,339,325.62**	**$634,339,325.62**	**$607,652,724.62**	**$26,686,601.00**	**$0.00**	**$26,686,601.00**	**$27,918,957.00**	**$1,232,356.00**
State Leadership											
Nontraditional Training and Employment	N/P	$61,236.96	N/P	$61,335.96	$61,335.96	N/P	$61,434.96	N/P	$61,434.96	$113,666.00	$52,231.04
State Institutions	N/P	$50,000.00	N/P	$50,099.00	$50,099.00	N/P	$50,198.00	N/P	$50,198.00	$50,000.00	-$198.00
Other	N/P	$1,436,053.93	N/P	$1,436,152.93	$1,436,152.93	N/P	$1,436,251.93	N/P	$1,436,251.93	$2,527,208.00	$1,090,956.07
Total State Leadership	**$0.00**	**$1,547,290.89**	**$0.00**	**$1,547,290.89**	**$1,547,290.89**	**$0.00**	**$1,547,290.89**	**$0.00**	**$1,547,290.89**	**$2,690,874.00**	**$1,143,583.11**
State Administration	N/P	$2,503,971.70	N/P	$2,504,070.70	$2,504,070.70	$2,089,198.67	$414,872.03	N/P	$414,872.03	$1,611,044.00	$1,196,171.97
TOTAL BASIC GRANT TO STATES	**$0.00**	**$638,390,588.21**	**$0.00**	**$638,390,687.21**	**$638,390,687.21**	**$638,390,687.21**	**$28,648,763.92**	**$0.00**	**$28,648,763.92**	**$32,220,875.00**	**$3,572,111.08**
Title II - Tech-Prep Education											
State Administration	N/P	$82,975.26	N/P	$83,074.26	$83,074.26	N/P	$83,173.26	N/P	$83,173.26	$272,082.00	$188,908.74
Local Consortia	N/P	$2,384,500.18	N/P	$2,384,599.18	$2,384,599.18	N/P	$2,384,698.18	N/P	$2,384,698.18	$2,751,056.00	$366,357.82
TOTAL TECH-PREP EDUCATION	**$0.00**	**$2,467,475.44**	**$0.00**	**$2,467,475.44**	**$2,467,475.44**	**$0.00**	**$2,467,475.44**	**$0.00**	**$2,467,475.44**	**$3,023,138.00**	**$555,662.56**

STATUS OF FUNDS

STATE: NC | FINAL Federal Funding Period: | 7/1/2001-9/30/2003

	A Net Outlays Previously Reported	B Total Outlays this Report Period	C Program Income Credit	D Net outlays this report period (Columns B - C)	E Net outlays To Date (Columns A+D)	F Non-Federal share of outlays	G Total Federal share of outlays (Columns E - F)	H Federal share of unliquidated obligations	I Federal share of outlays and unliquidated obligations (Columns G+H)	J Federal Funds Authorized in State Plan	K Balance of Unobligated Federal funds (Columns J-I)
Title I - Basic Grant to States											
Local Uses of Funds											
Reserve											
Secondary Eligible Recipients	N/P	N/P	N/P	$99.00	$99.00	N/P	$198.00	N/P	$198.00	N/P	-$198.00
Postsecondary Eligible Recipients	N/P	N/P	N/P	$99.00	$99.00	N/P	$198.00	N/P	$198.00	N/P	-$198.00
Total Reserve	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**
Other Expenditures											
Secondary Eligible Recipients	$309,369,495.95	N/P	N/P	$99.00	$309,369,594.95	$292,994,904.95	$16,374,690.00	N/P	$16,374,690.00	$16,374,591.00	N/P
Postsecondary Eligible Recipients	$301,374,865.00	$4,324,409.00	N/P	$4,324,508.00	$305,699,373.00	$296,053,487.00	$9,645,886.00	N/P	$9,645,886.00	$9,645,787.00	N/P
Total Other Expenditures	**$610,744,360.95**	**$4,324,409.00**	**$0.00**	**$4,324,409.00**	**$615,068,769.95**	**$589,048,391.95**	**$26,020,378.00**	**$0.00**	**$26,020,378.00**	**$26,020,378.00**	**$0.00**
Total Local Uses of Funds	**$610,744,360.95**	**$4,324,409.00**	**$0.00**	**$4,324,409.00**	**$615,068,769.95**	**$589,048,391.95**	**$26,020,378.00**	**$0.00**	**$26,020,378.00**	**$26,020,378.00**	**$0.00**
State Leadership											
Nontraditional Training and Employment	$61,192.00	N/P	N/P	$99.00	$61,291.00	N/P	$61,390.00	N/P	$61,390.00	$61,192.00	-$198.00
State Institutions	$50,000.00	N/P	N/P	$99.00	$50,099.00	N/P	$50,198.00	N/P	$50,198.00	$50,000.00	-$198.00
Other	$1,198,398.61	$1,149,646.39	N/P	$1,149,745.39	$2,348,144.00	N/P	$2,348,243.00	N/P	$2,348,243.00	$2,348,045.00	-$198.00
Total State Leadership	**$1,309,590.61**	**$1,149,646.39**	**$0.00**	**$1,149,646.39**	**$2,459,237.00**	**$0.00**	**$2,459,237.00**	**$0.00**	**$2,459,237.00**	**$2,459,237.00**	**$0.00**
State Administration	$2,655,860.67	$714,169.76	N/P	$714,268.76	$3,370,129.43	$1,874,120.43	$1,496,009.00	N/P	$1,496,009.00	$1,495,910.00	-$99.00
TOTAL BASIC GRANT TO STATES	**$614,709,812.23**	**$6,188,225.15**	**$0.00**	**$6,188,324.15**	**$620,898,136.38**	**$590,922,512.38**	**$29,975,624.00**	**$0.00**	**$29,975,624.00**	**$29,975,525.00**	**-$99.00**
Title II - Tech-Prep Education											
State Administration	$88,711.39	$211,288.61	N/P	$211,387.61	$300,099.00	N/P	$300,198.00	N/P	$300,198.00	$300,000.00	-$198.00
Local Consortia	$2,236,706.70	$458,884.30	N/P	$458,983.30	$2,695,690.00	N/P	$2,695,789.00	N/P	$2,695,789.00	$2,695,591.00	-$198.00
TOTAL TECH-PREP EDUCATION	**$2,325,418.09**	**$670,172.91**	**$0.00**	**$670,172.91**	**$2,995,591.00**	**$0.00**	**$2,995,591.00**	**$0.00**	**$2,995,591.00**	**$2,995,591.00**	**$0.00**

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

VOCATIONAL-TECHNICAL EDUCATION ***BASIC GRANT*** *STUDENT ENROLLMENT* REPORT

STATE: NC

PROGRAM YEAR 2002-2003

	LEVEL	STUDENT POPULATION	Male	Female	Gender Unknown	GRAND TOTAL
			A	B	C	D
Row 1	BOTH POPULATIONS	**UNDUPLICATED GRAND TOTAL**	**182,370**	**197,792**	**0**	**380,162**
Row 2	SECONDARY	**UNDUPLICATED TOTAL**	138849	131569	0	**270,418**
Row 3		American Indian or Alaska Native	2100	2117	0	4,217
Row 4		Asian or Pacific Islander	2636	2221	0	4,857
Row 5		Black, non-Hispanic	40595	43795	0	84,390
Row 6		Hispanic	5593	5151	0	10,744
Row 7		White, non-Hispanic	86534	76771	0	163,305
Row 8		Unknown/Other	1391	1514	0	2,905
Row 9		**TOTAL RACE/ETHNICITY**	138849	131569	0	270,418
Row 10		Individuals With Disabilities	20777	9707	0	30,484
Row 11		Economically Disadvantaged	34844	37519	0	72,363
Row 12		Nontraditional Enrollees	25997	9138	0	35,135
Row 13		Single Parents	0	0	0	0
Row 14		Displaced Homemakers	0	0	0	0
Row 15		Other Educational Barriers	46870	34533	0	81,403
Row 16		Limited English Proficient	2432	2198	0	4,630
Row 18	POSTSECONDARY	**UNDUPLICATED TOTAL**	43521	66223	0	**109,744**
Row 19		American Indian or Alaska Native	593	1322	0	1,915
Row 20		Asian or Pacific Islander	831	929	0	1,760
Row 21		Black, non-Hispanic	9554	22061	0	31,615
Row 22		Hispanic	997	1098	0	2,095
Row 23		White, non-Hispanic	30945	40167	0	71,112
Row 24		Unknown/Other	620	670	0	1,290
Row 25		**TOTAL RACE/ETHNICITY**	43540	66247	0	109,787
Row 26		Individuals With Disabilities	1735	2303	0	4,038
Row 27		Economically Disadvantaged	4311	14993	0	19,304
Row 28		Nontraditional Enrollees	16274	5051	0	21,325
Row 29		Single Parents	766	8089	0	8,855
Row 30		Displaced Homemakers	451	4117	0	4,568
Row 31		Other Educational Barriers	18470	34523	0	52,993
Row 32		Limited English Proficient	357	507	0	864
Row 34	ADULT	**UNDUPLICATED TOTAL**				**0**
Row 35		American Indian or Alaska Native				0
Row 36		Asian or Pacific Islander				0
Row 37		Black, non-Hispanic				0
Row 38		Hispanic				0
Row 39		White, non-Hispanic				0
Row 40		Unknown/Other				0
Row 41		**TOTAL RACE/ETHNICITY**				0
Row 42		Individuals With Disabilities				0
Row 43		Economically Disadvantaged				0
Row 44		Nontraditional Enrollees				0
Row 45		Single Parents				0
Row 46		Displaced Homemakers				0
Row 47		Other Educational Barriers				0
Row 48		Limited English Proficient				0
Row 49	ADDITIONAL INFORMATION	**SECONDARY**				
Row 50		**POSTSECONDARY**				
Row 51		**ADULT**				

VOCATIONAL-TECHNICAL EDUCATION ***TECH PREP*** *STUDENT ENROLLMENT* REPORT

STATE: NC

PROGRAM YEAR 2002-2003

	LEVEL	STUDENT POPULATION	Male	Female	Gender Unknown	GRAND TOTAL
			A	B	C	D
Row 1	BOTH POPULATIONS	**UNDUPLICATED GRAND TOTAL**	**52,752**	**48,086**	**0**	**100,838**
Row 2	SECONDARY	**UNDUPLICATED TOTAL**	49930	44381	0	**94,311**
Row 3		American Indian or Alaska Native	1041	1082	0	2,123
Row 4		Asian or Pacific Islander	841	699	0	1,540
Row 5		Black, non-Hispanic	13675	15159	0	28,834
Row 6		Hispanic	2097	1871	0	3,968
Row 7		White, non-Hispanic	31807	25097	0	56,904
Row 8		Unknown/Other	469	473	0	942
Row 9		**TOTAL RACE/ETHNICITY**	49930	44381	0	94,311
Row 10		Individuals With Disabilities	7133	3141	0	10,274
Row 11		Economically Disadvantaged	12993	13876	0	26,869
Row 12		Nontraditional Enrollees	8990	3127	0	12,117
Row 13		Single Parents	0	0	0	0
Row 14		Displaced Homemakers	0	0	0	0
Row 15		Other Educational Barriers	19726	14489	0	34,215
Row 16		Limited English Proficient	978	879	0	1,857
Row 18	POSTSECONDARY	**UNDUPLICATED TOTAL**	2822	3705	0	**6,527**
Row 19		American Indian or Alaska Native	41	80	0	121
Row 20		Asian or Pacific Islander	43	46	0	89
Row 21		Black, non-Hispanic	449	1128	0	1,577
Row 22		Hispanic	40	46	0	86
Row 23		White, non-Hispanic	2231	2375	0	4,606
Row 24		Unknown/Other	18	30	0	48
Row 25		**TOTAL RACE/ETHNICITY**	2822	3705	0	6,527
Row 26		Individuals With Disabilities	93	99	0	192
Row 27		Economically Disadvantaged	242	675	0	917
Row 28		Nontraditional Enrollees	990	221	0	1,211
Row 29		Single Parents	36	345	0	381
Row 30		Displaced Homemakers	23	159	0	182
Row 31		Other Educational Barriers	1489	2191	0	3,680
Row 32		Limited English Proficient	14	18	0	32
Row 34	ADULT	**UNDUPLICATED TOTAL**				**0**
Row 35		American Indian or Alaska Native				0
Row 36		Asian or Pacific Islander				0
Row 37		Black, non-Hispanic				0
Row 38		Hispanic				0
Row 39		White, non-Hispanic				0
Row 40		Unknown/Other				0
Row 41		**TOTAL RACE/ETHNICITY**				0
Row 42		Individuals With Disabilities				0
Row 43		Economically Disadvantaged				0
Row 44		Nontraditional Enrollees				0
Row 45		Single Parents				0
Row 46		Displaced Homemakers				0
Row 47		Other Educational Barriers				0
Row 48		Limited English Proficient				0
Row 49	ADDITIONAL INFORMATION	**SECONDARY**				
Row 50		**POSTSECONDARY**				
Row 51		**ADULT**				

Section E
The Accountability Report
(Form IV)

CORE INDICATOR #1: ATTAINMENT OF ACADEMIC SKILLS

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: NC

PROGRAM YEAR 2002-2003

	A	B	C	D	E	F	G
			ACADEMIC ATTAINMENT - SECONDARY (1S1)				
	Level	**Population**	**Number Of Students In the Numerator**	**Number Of Students In The Denominator**	**Adjusted Level Of Performance**	**Actual Level Of Performance**	**Adjusted Vs. Actual Level Of Performance***
1	SECONDARY	**GRAND TOTAL**	**55,806**	**99,024**	**50.00%**	**56.36%**	E
2		Male	30194	53776		56.15%	
3		Female	25612	45248		56.60%	
4		Gender Unknown	0	0		0.00%	
5		American Indian or Alaska Native	915	1976		46.31%	
6		Asian or Pacific Islander	1063	1856		57.27%	
7		Black, non-Hispanic	10314	23564		43.77%	
8		Hispanic	916	1828		50.11%	
9		White, non Hispanic	42155	69168		60.95%	
10		Unknown/Other	443	632		70.09%	
11		Individuals With Disabilities	1519	5580		27.22%	
12		Economically Disadvantaged	9353	19936		46.92%	
13		Single Parents	0	0		0.00%	
14		Displaced Homemakers	0	0		0.00%	
15		Other Educational Barriers	9517	26976		35.28%	
16		Limited English Proficient	333	760		43.82%	
17		Nontraditional Enrollees	2821	4660		60.54%	
18		**TECH PREP**	51092	82452		61.97%	

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

Additional Information:

CORE INDICATOR #1: ATTAINMENT OF ACADEMIC SKILLS

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: NC

PROGRAM YEAR 2002-2003

	A	B	C	D	E	F	G
	Level	Population	ACADEMIC ATTAINMENT - POSTSECONDARY (1P1)				
			Number Of Students In the Numerator	Number Of Students In The Denominator	Adjusted Level Of Performance	Actual Level Of Performance	Adjusted Vs. Actual Level Of Performance*
1	POSTSECONDARY	**GRAND TOTAL**	**9,652**	**14,684**	**65.33%**	**65.73%**	E
2		Male	3101	5827		53.22%	
3		Female	6551	8857		73.96%	
4		Gender Unknown	0	0		0.00%	
5		American Indian or Alaska Native	152	255		59.61%	
6		Asian or Pacific Islander	109	235		46.38%	
7		Black, non-Hispanic	2145	4246		50.52%	
8		Hispanic	177	280		63.21%	
9		White, non Hispanic	6945	9495		73.14%	
10		Unknown/Other	124	173		71.68%	
11		Individuals With Disabilities	358	538		66.54%	
12		Economically Disadvantaged	1907	2582		73.86%	
13		Single Parents	887	1183		74.98%	
14		Displaced Homemakers	501	608		82.40%	
15		Other Educational Barriers	5795	7049		82.21%	
16		Limited English Proficient	74	115		64.35%	
17		Nontraditional Enrollees	1800	2589		69.52%	
18		**TECH PREP**	722	869		83.08%	

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

Additional Information:

comment

CORE INDICATOR #1: ATTAINMENT OF VOCATIONAL SKILLS

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: NC

PROGRAM YEAR 2002-2003

	A	B	C	D	E	F	G
	Level	Population	SKILL ATTAINMENT - SECONDARY (1S2)				
			Number Of Students In the Numerator	Number Of Students In The Denominator	Adjusted Level Of Performance	Actual Level Of Performance	Adjusted Vs. Actual Level Of Performance*
1	SECONDARY	**GRAND TOTAL**	**180,668**	**296,171**	**57.12%**	**61.00%**	E
2		Male	81640	138540		58.93%	
3		Female	99028	157631		62.82%	
4		Gender Unknown	0	0		0.00%	
5		American Indian or Alaska Native	2294	4953		46.32%	
6		Asian or Pacific Islander	3039	5094		59.66%	
7		Black, non-Hispanic	40922	89263		45.84%	
8		Hispanic	4965	10106		49.13%	
9		White, non Hispanic	127557	183851		69.38%	
10		Unknown/Other	1891	2904		65.12%	
11		Individuals With Disabilities	8241	23909		34.47%	
12		Economically Disadvantaged	40487	81600		49.62%	
13		Single Parents	0	0		0.00%	
14		Displaced Homemakers	0	0		0.00%	
15		Other Educational Barriers	34811	86143		40.41%	
16		Limited English Proficient	1559	4146		37.60%	
17		Nontraditional Enrollees	16767	25912		64.71%	
18		**TECH PREP**	61822	110642		55.88%	

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

Additional Information:

CORE INDICATOR #1: ATTAINMENT OF VOCATIONAL SKILLS

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: NC

PROGRAM YEAR 2002-2003

	A	B	C	D	E	F	G
	Level	Population	SKILL ATTAINMENT - POSTSECONDARY (1P2)				
			Number Of Students In the Numerator	Number Of Students In The Denominator	Adjusted Level Of Performance	Actual Level Of Performance	Adjusted Vs. Actual Level Of Performance*
1	POSTSECONDARY	**GRAND TOTAL**	**10,687**	**14,684**	**72.78%**	**72.78%**	M
2		Male	4205	5827		72.16%	
3		Female	6482	8857		73.19%	
4		Gender Unknown	0	0		0.00%	
5		American Indian or Alaska Native	184	255		72.16%	
6		Asian or Pacific Islander	132	235		56.17%	
7		Black, non-Hispanic	2714	4246		63.92%	
8		Hispanic	186	280		66.43%	
9		White, non Hispanic	7336	9495		77.26%	
10		Unknown/Other	135	173		78.03%	
11		Individuals With Disabilities	288	438		65.75%	
12		Economically Disadvantaged	2347	3121		75.20%	
13		Single Parents	901	1183		76.16%	
14		Displaced Homemakers	374	608		61.51%	
15		Other Educational Barriers	5741	7049		81.44%	
16		Limited English Proficient	69	115		60.00%	
17		Nontraditional Enrollees	1744	2583		67.52%	
18		**TECH PREP**	709	869		81.59%	

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

Additional Information:

CORE INDICATOR #2: COMPLETION

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: NC

PROGRAM YEAR 2002-2003

	A	B	C	D	E	F	G
	Level	Population	COMPLETION - SECONDARY (2S1)				
			Number Of Students In the Numerator	Number Of Students In The Denominator	Adjusted Level Of Performance	Actual Level Of Performance	Adjusted Vs. Actual Level Of Performance*
1	SECONDARY	**GRAND TOTAL**	**17,934**	**21,799**	**76.20%**	**82.27%**	E
2		Male	9059	11464		79.02%	
3		Female	8875	10335		85.87%	
4		Gender Unknown	0	0		0.00%	
5		American Indian or Alaska Native	359	406		88.42%	
6		Asian or Pacific Islander	363	405		89.63%	
7		Black, non-Hispanic	4507	5464		82.49%	
8		Hispanic	368	446		82.51%	
9		White, non Hispanic	12213	14939		81.75%	
10		Unknown/Other	124	139		89.21%	
11		Individuals With Disabilities	704	1289		54.62%	
12		Economically Disadvantaged	3485	4480		77.79%	
13		Single Parents	0	0		0.00%	
14		Displaced Homemakers	0	0		0.00%	
15		Other Educational Barriers	3942	5938		66.39%	
16		Limited English Proficient	137	184		74.46%	
17		Nontraditional Enrollees	875	1042		83.97%	
18		**TECH PREP**	17934	17934		100.00%	

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

Additional Information:

CORE INDICATOR #2: COMPLETION

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: NC

PROGRAM YEAR 2002-2003

	A	B	C	D	E	F	G
	Level	Population	COMPLETION - POSTSECONDARY (2P1)				
			Number Of Students In the Numerator	Number Of Students In The Denominator	Adjusted Level Of Performance	Actual Level Of Performance	Adjusted Vs. Actual Level Of Performance*
1	POSTSECONDARY	**GRAND TOTAL**	**16,803**	**26,089**	**64.28%**	**64.41%**	E
2		Male	6497	10354		62.75%	
3		Female	10306	15735		65.50%	
4		Gender Unknown	0	0		0.00%	
5		American Indian or Alaska Native	334	454		73.57%	
6		Asian or Pacific Islander	241	417		57.79%	
7		Black, non-Hispanic	4957	7544		65.71%	
8		Hispanic	336	498		67.47%	
9		White, non Hispanic	10725	16869		63.58%	
10		Unknown/Other	210	307		68.40%	
11		Individuals With Disabilities	529	955		55.39%	
12		Economically Disadvantaged	3054	4587		66.58%	
13		Single Parents	1395	2103		66.33%	
14		Displaced Homemakers	768	1080		71.11%	
15		Other Educational Barriers	8966	12524		71.59%	
16		Limited English Proficient	100	205		48.78%	
17		Nontraditional Enrollees	2789	5013		55.64%	
18		**TECH PREP**	1104	1543		71.55%	

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

Additional Information:

CORE INDICATOR #3: PLACEMENT

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: NC

PROGRAM YEAR 2002-2003

	A	B	C	D	E	F	G
	Level	Population	TOTAL PLACEMENT - SECONDARY (3S1)				
			Number Of Students In the Numerator	Number Of Students In The Denominator	Adjusted Level Of Performance	Actual Level Of Performance	Adjusted Vs. Actual Level Of Performance*
1	SECONDARY	**GRAND TOTAL**	**19,684**	**20,663**	**94.80%**	**95.26%**	E
2		Male	10697	11182		95.66%	
3		Female	8987	9481		94.79%	
4		Gender Unknown	0	0		0.00%	
5		American Indian or Alaska Native	414	457		90.59%	
6		Asian or Pacific Islander	311	327		95.11%	
7		Black, non-Hispanic	4543	4838		93.90%	
8		Hispanic	315	343		91.84%	
9		White, non Hispanic	14013	14606		95.94%	
10		Unknown/Other	88	92		95.65%	
11		Individuals With Disabilities	979	1061		92.27%	
12		Economically Disadvantaged	3168	3447		91.91%	
13		Single Parents	0	0		0.00%	
14		Displaced Homemakers	0	0		0.00%	
15		Other Educational Barriers	4553	4943		92.11%	
16		Limited English Proficient	108	119		90.76%	
17		Nontraditional Enrollees	1062	1113		95.42%	
18		**TECH PREP**	15383	15966		96.35%	

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

Additional Information:

CORE INDICATOR #3: PLACEMENT

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: NC

PROGRAM YEAR 2002-2003

	A	B	C	D	E	F	G
	Level	Population	TOTAL PLACEMENT - POSTSECONDARY (3P1)				
			Number Of Students In the Numerator	Number Of Students In The Denominator	Adjusted Level Of Performance	Actual Level Of Performance	Actual Vs. Actual Level Of Performance*
1	POSTSECONDARY	**GRAND TOTAL**	**10,531**	**13,162**	**80.30%**	**80.01%**	D
2		Male	3925	5223		75.15%	
3		Female	6606	7939		83.21%	
4		Gender Unknown	0	0		0.00%	
5		American Indian or Alaska Native	201	229		87.77%	
6		Asian or Pacific Islander	129	210		61.43%	
7		Black, non-Hispanic	2942	3806		77.30%	
8		Hispanic	201	251		80.08%	
9		White, non Hispanic	6983	8511		82.05%	
10		Unknown/Other	75	155		48.39%	
11		Individuals With Disabilites	357	482		74.07%	
12		Economically Disadvantaged	1938	2314		83.75%	
13		Single Parents	906	1061		85.39%	
14		Displaced Homemakers	453	545		83.12%	
15		Other Educational Barriers	5236	6318		82.87%	
16		Limited English Proficient	69	103		66.99%	
17		Nontraditional Enrollees	2000	2529		79.08%	
18		**TECH PREP**	670	779		86.01%	

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

Additional Information:

CORE INDICATOR #3: RETENTION

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: NC

PROGRAM YEAR 2002-2003

	A	B	C	D	E	F	G
			RETENTION - POSTSECONDARY (3P2)				
	Level	**Population**	**Number Of Students In the Numerator**	**Number Of Students In The Denominator**	**Adjusted Level Of Performance**	**Actual Level Of Performance**	**Adjusted Vs. Actual Level Of Performance***
1	POSTSECONDARY	**GRAND TOTAL**	**9,806**	**10,531**	**92.09%**	**93.12%**	E
2		Male	3364	3925		85.71%	
3		Female	6442	6606		97.52%	
4		Gender Unknown	0	0		0.00%	
5		American Indian or Alaska Native	182	201		90.55%	
6		Asian or Pacific Islander	120	129		93.02%	
7		Black, non-Hispanic	2838	2942		96.46%	
8		Hispanic	193	201		96.02%	
9		White, non Hispanic	6412	6983		91.82%	
10		Unknown/Other	61	75		81.33%	
11		Individuals With Disabilities	346	357		96.92%	
12		Economically Disadvantaged	1893	1938		97.68%	
13		Single Parents	904	906		99.78%	
14		Displaced Homemakers	448	453		98.90%	
15		Other Educational Barriers	5074	5236		96.91%	
16		Limited English Proficient	69	70		98.57%	
17		Nontraditional Enrollees	1890	2000		94.50%	
18		**TECH PREP**	667	670		99.55%	

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

Additional Information:

CORE INDICATOR #4: PARTICIPATION IN NONTRADITIONAL PROGRAMS

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: NC

PROGRAM YEAR 2002-2003

	A	B	C	D	E	F	G
	Level	Population	NONTRADITIONAL PARTICIPATION - SECONDARY (4S1)				
			Number Of Students In the Numerator	Number Of Students In The Denominator	Adjusted Level Of Performance	Actual Level Of Performance	Adjusted Vs. Actual Level Of Performance*
1	SECONDARY	**GRAND TOTAL**	**37,043**	**147,249**	**25.97%**	**25.16%**	D
2		Male	26910	89948		29.92%	
3		Female	10133	57301		17.68%	
4		Gender Unknown	0	0		0.00%	
5		American Indian or Alaska Native	586	2743		21.36%	
6		Asian or Pacific Islander	884	2502		35.33%	
7		Black, non-Hispanic	10921	41355		26.41%	
8		Hispanic	1359	5095		26.67%	
9		White, non Hispanic	22923	94263		24.32%	
10		Unknown/Other	370	1291		28.66%	
11		Individuals With Disabilities	3322	16217		20.48%	
12		Economically Disadvantaged	10988	45957		23.91%	
13		Single Parents	0	0		0.00%	
14		Displaced Homemakers	0	0		0.00%	
15		Other Educational Barriers	11848	50417		23.50%	
16		Limited English Proficient	576	2138		26.94%	
17		Nontraditional Enrollees	37043	37043		100.00%	
18		**TECH PREP**	12925	57718		22.39%	

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

Additional Information:

CORE INDICATOR #4: PARTICIPATION IN NONTRADITIONAL PROGRAMS

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: NC

PROGRAM YEAR 2002-2003

	A	B	C	D	E	F	G
			NONTRADITIONAL PARTICIPATION - POSTSECONDARY (4P1)				
	Level	**Population**	**Number Of Students In the Numerator**	**Number Of Students In The Denominator**	**Adjusted Level Of Performance**	**Actual Level Of Performance**	**Adjusted Vs. Actual Level Of Performance***
1	POSTSECONDARY	**GRAND TOTAL**	**22,269**	**93,020**	**22.64%**	**23.94%**	E
2		Male	17719	36917		48.00%	
3		Female	4550	56103		8.11%	
4		Gender Unknown	0	0		0.00%	
5		American Indian or Alaska Native	301	1618		18.60%	
6		Asian or Pacific Islander	435	1487		29.25%	
7		Black, non-Hispanic	5825	26897		21.66%	
8		Hispanic	524	1776		29.50%	
9		White, non Hispanic	14798	60148		24.60%	
10		Unknown/Other	386	1094		35.28%	
11		Individuals With Disabilities	830	3405		24.38%	
12		Economically Disadvantaged	3719	16354		22.74%	
13		Single Parents	1522	7497		20.30%	
14		Displaced Homemakers	784	3852		20.35%	
15		Other Educational Barriers	1424	44653		3.19%	
16		Limited English Proficient	204	731		27.91%	
17		Nontraditional Enrollees	22269	22269		100.00%	
18		**TECH PREP**	2164	5503		39.32%	

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

Additional Information:

CORE INDICATOR #4: COMPLETION IN NONTRADITIONAL PROGRAMS

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: NC

PROGRAM YEAR 2002-2003

	A	B	C	D	E	F	G
	Level	Population	NONTRADITIONAL COMPLETION - SECONDARY (4S2)				
			Number Of Students In the Numerator	Number Of Students In The Denominator	Adjusted Level Of Performance	Actual Level Of Performance	Adjusted Vs. Actual Level Of Performance*
1	SECONDARY	**GRAND TOTAL**	**1,704**	**13,192**	**15.40%**	**12.92%**	D
2		Male	798	6492		12.29%	
3		Female	906	6700		13.52%	
4		Gender Unknown	0	0		0.00%	
5		American Indian or Alaska Native	33	346		9.54%	
6		Asian or Pacific Islander	39	172		22.67%	
7		Black, non-Hispanic	475	3569		13.31%	
8		Hispanic	46	295		15.59%	
9		White, non Hispanic	1096	8725		12.56%	
10		Unknown/Other	15	85		17.65%	
11		Individuals With Disabilities	125	1109		11.27%	
12		Economically Disadvantaged	396	3451		11.47%	
13		Single Parents	0	0		0.00%	
14		Displaced Homemakers	0	0		0.00%	
15		Other Educational Barriers	475	3879		12.25%	
16		Limited English Proficient	14	116		12.07%	
17		Nontraditional Enrollees	1704	1704		100.00%	
18		**TECH PREP**	673	6286		10.71%	

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Additional Information:

CORE INDICATOR #4: COMPLETION IN NONTRADITIONAL PROGRAMS

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: NC

PROGRAM YEAR 2002-2003

	A	B	C	D	E	F	G
			NONTRADITIONAL COMPLETION - POSTSECONDARY (4P2)				
	Level	**Population**	**Number Of Students In the Numerator**	**Number Of Students In The Denominator**	**Adjusted Level Of Performance**	**Actual Level Of Performance**	**Adjusted Vs. Actual Level Of Performance***
1	POSTSECONDARY	**GRAND TOTAL**	**2,225**	**13,476**	**16.48%**	**16.51%**	E
2		Male	1653	5348		30.91%	
3		Female	572	8128		7.04%	
4		Gender Unknown	0	0		0.00%	
5		American Indian or Alaska Native	25	234		10.68%	
6		Asian or Pacific Islander	46	215		21.40%	
7		Black, non-Hispanic	569	3897		14.60%	
8		Hispanic	57	257		22.18%	
9		White, non Hispanic	1476	8715		16.94%	
10		Unknown/Other	52	158		32.91%	
11		Individuals With Disabilities	101	493		20.49%	
12		Economically Disadvantaged	286	2248		12.72%	
13		Single Parents	174	1086		16.02%	
14		Displaced Homemakers	84	658		12.77%	
15		Other Educational Barriers	965	6769		14.26%	
16		Limited English Proficient	22	106		20.75%	
17		Nontraditional Enrollees	2225	2225		100.00%	
18		**TECH PREP**	191	797		23.96%	

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Additional Information: