

**North Carolina Annual
PERFORMANCE REPORT
2004 - 2005**

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, 2004 To: June 30, 2005

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 1, 2005

TYPED OR PRINTED NAME AND TITLE:

Howard N. Lee, Chairman
State Board of Education

TELEPHONE (Including Area Code):

919-807-3815

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Section B:

Secondary Executive Summary

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.

*Career-
Technical
Education*

The mission of Career-Technical Education is to empower students for effective participation in an international economy as world-class workers and citizens.

Mission

The purposes of Career-Technical Education are to

Purposes

- 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, communication, 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.

Served:

115

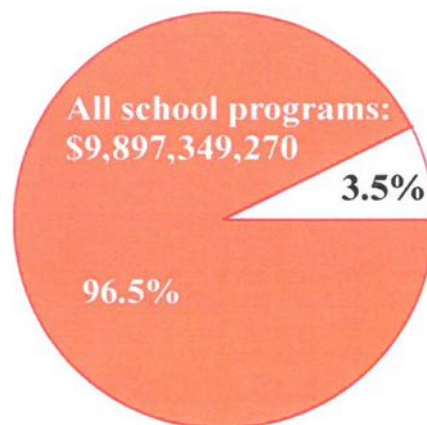
Local Education Agencies (LEAs)

359

Secondary Schools

9 Career Centers

**Total
Educational
Expenditures:
(2003-2004)**



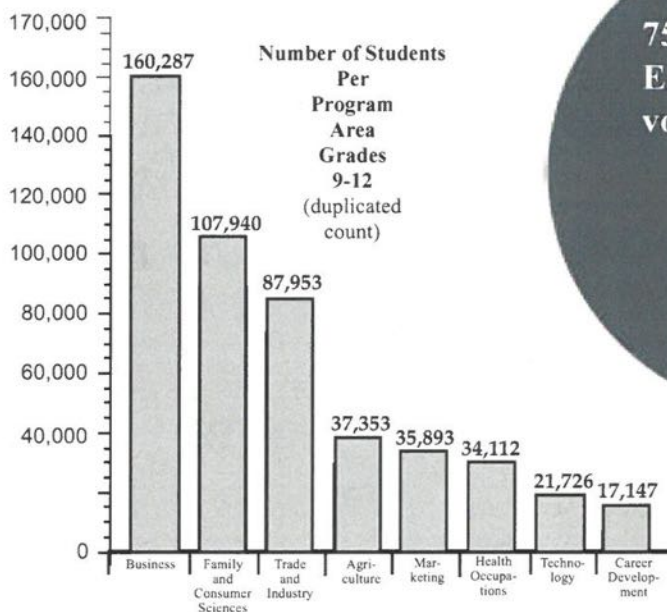
**All vocational
programs:
\$347,291,281**

**Career-
Technical
Education**

Total statewide enrollment in Grades 9-12:
Total statewide student enrollment in
Career-Technical Education, Grades 9-12:
(unduplicated count)

381,853

288,556*

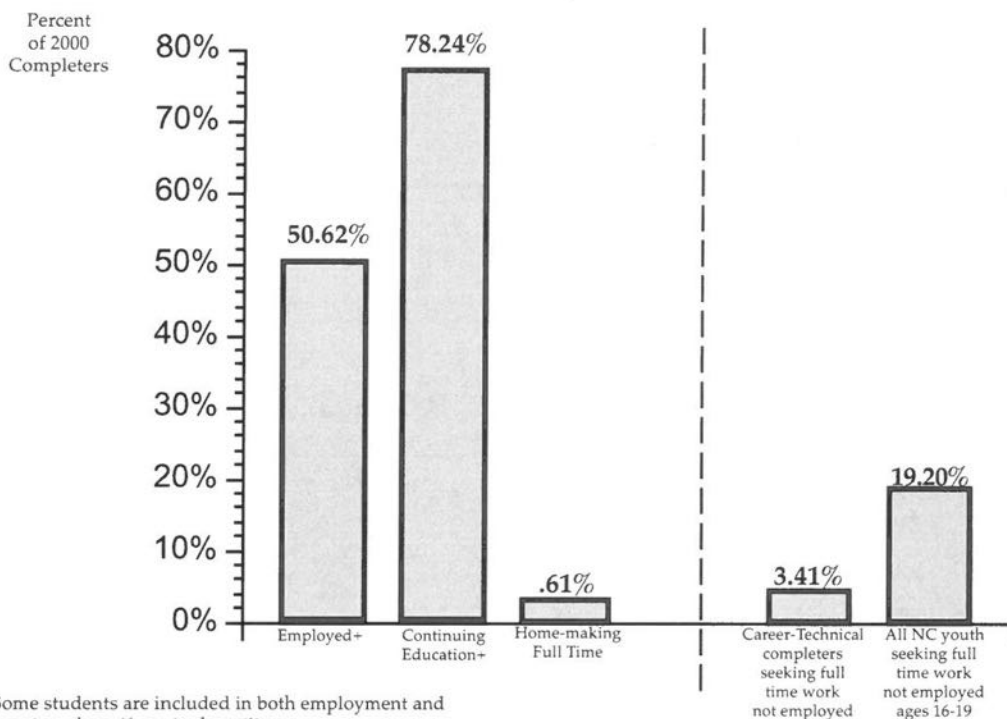


*Total student enrollment for
Career-Technical Education
Grades 6-8: 248,799 (unduplicated
count)

**Program
Areas**

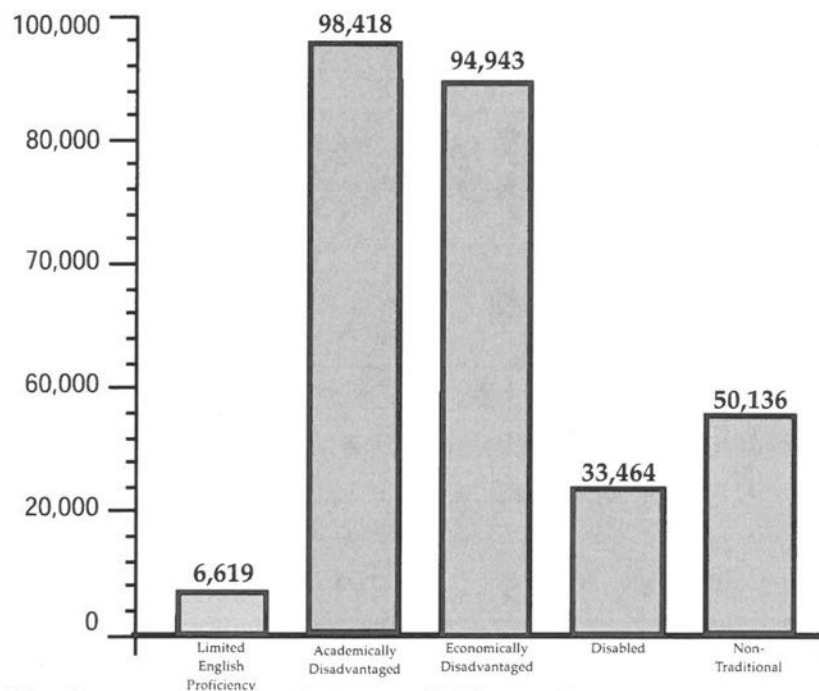
Agriculture
Business and
Information
Technology
Career Development
Family and
Consumer Sciences
Health Occupations
Marketing
Technology
Trade and Industrial

Status of the 31,476 Career-Technical Education Completers:



Completers of Career-Technical Education

Number of Special Populations Students in Grades 9-12*



Special Populations in Career-Technical Education Enrollment

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

Curriculum

Professional Development

Assessment

Definitions

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 Development** – 28 curriculum guides and 54 course blueprints were developed/revised for student assessment measurement purposes.
- **Test Item Bank Development** – 54 new test item banks were developed.
- **Professional Development** with state-of-the-art technology – 330 staff development workshops/conferences were implemented for 12,384 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 of Courses** was conducted through the following strategies:
 - Accountability was provided through on-site visits to 20 schools using the *High Schools That Work* program;
 - Fifty-four course sequences were correlated to national industry standards and national curriculum standards;
 - Career planning programs were developed and implemented in all 115 local education agencies;
 - Fifty-four course blueprints were reviewed to ensure inclusion of career planning, all aspects of the industry, and principle concepts that supported nontraditional employment;
 - Fifty-four 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 50 courses;
 - Validation was conducted for 54 courses with 400+ participants;
 - Eighteen focus groups gave input on the curriculum development; and
 - Ninety-eight nurse aide program audits were conducted.

The following definitions were used for program year 2004-2005:

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 (2003-2004).

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

I. State Administration

I. a. State Roles/Responsibilities Summary

As directed by the North Carolina State Board of Education, the FY2005 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. June S. Atkinson, State Superintendent, was a member. Dr. Elsie C. Leak is the Associate State Superintendent and Dr. Wandra Polk 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

The Career-Technical Education program includes a Standard Course of Study for secondary education in eight content areas: agricultural education, business and information technology 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 54 course blueprints; aligned 54 courses with national curriculum standards; and guided local school systems to update and to implement/improve programs.
- **Test Item Bank Development:** Developed 54 test item banks.
- **Professional Development:** Implemented/coordinated staff development for 330 events and 12,394 participants; State-of-the-art technology uses included the North Carolina Information Highway, Distance Learning by Satellite, virtual classroom, the Internet to include on-line instruction, voice recognition software and digital communication systems.
- **Assessment of Courses** was conducted through the following strategies:
 - Accountability was provided through over 20 on-site visits to schools using the *High Schools That Work* program;
 - Fifty-four course sequences were correlated to national industry standards and national curriculum standards;
 - Career planning programs were developed and implemented in all 115 local education agencies, with career plans plus for students identified as special populations.
 - 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.
 - One hundred and twenty-nine classroom assessment test item banks were developed or improved.
 - All post assessment test item banks were reviewed to ensure support and inclusion of nontraditional employment and training.
 - Reliability study was conducted for over 54 courses.
 - Validation was conducted for 54 courses, using over 400+ participants.
 - Eighteen focus groups gave input on curriculum development issues.
 - Ninety-eight nurse aide program audits were conducted.
- **Promotion of Business and Industry Partnerships** were continued with the
 - Labor Department
 - Commerce Department

*State
Leadership*

- Employment Security Commission
- Community College System
- 1,800 plus business/industry representatives
- North Carolina Hospital Association
- North Carolina Association for Biomedical Technology
- NC Restaurant Association
- NC Association of CPA's
- NC Council on Economic Education

These groups were involved in:

- Local School Systems Partnerships
- College Tech Strategic Planning
- Curriculum Development
- Staff Development
- Career-Technical Student Organizations
- Test Validations Assessment and Reliability (including business/industry focus groups)
- Career-Technical student organization judging

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
 - Health Care Industry
 - Oracle Corporation

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:

The secondary education system put into effect the revised CTE Standard Course of Study for the next five years. This included deleted courses, new courses, and updated courses. This required updating respective performance tests, course numbers, course guides and course outlines.

Conducted meetings with a variety of education and business groups to gain input into reaching the core indicator measures in the Perkins III Act.

Validated classroom and secure item banks.

Focused on increasing the quantity and quality of performance assessments in classroom banks.

Disseminated five training PowerPoints for local administrators to use with professional development for teachers.

Emphasized improving quality of secure post-assessments.

Improved consistency of training for curriculum team members.

Professional Development:

Conducted the fourth annual statewide effort to collect and train CTE Directors in proven practices for high performance. To do so, began the CTE Performance Acceleration Academy. Field-tested and trained 71 of the 115 LEAs in basics of how to accelerate performance in CTE.

Conducted three statewide workshops on varying aspects of CTE nationally, including the latest information on Perkins IV, implementing the new CTE Standard Course of Study, working with special populations, and changes in trend data in CTE.

Compiled all performance information and shared it via a series of venues, including the online Planning and Performance Management System, and via 135 megs in a CD not only to show performance in each LEA and school, but also to allow them to find similar but high performing LEAs, schools, and courses with which to compare performance and from which to learn proven strategies.

Held monthly regional training sessions on a number of topics relative to managing CTE for results.

Focused on-going Regional Coordinator "one on one" technical assistance on the greatest opportunities for improvement strategy development for performance indicators in each LEA and school.

Provided regional staff development information on improving data collection processes.

Analyzed each LEA's PPMS and approved PPMS 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 two days were focused 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 using electronic format enrollment data, in-school performance data, graduate performance feedback for over 270,000 CTE enrollees, over one million scores, and over 30,000 concentrators who graduated.

Provided performance-based information to all school systems and schools relative to the core indicator measures.

Updated the local Single Audit Guidelines for use by local auditors' and CTE program administrators with Perkins III Act activities; and

Next Fiscal Year/ State Plan

Updated the PPMS with built-in automatic monitoring and accountability mechanisms.

Made sure that both the budget and program strategies for all local CTE plans were tied to each LEA's greatest opportunities for improvement.

I. c. Implications

During the next fiscal year, we will try to regroup the state and local data collection, planning, approval, and monitoring systems.

We also will continue to examine the needs of the PPMS to get ready for the next federal law for CTE.

The data collection system will be improved to better:

- Collect data more times per year;
- Move the data from localities to the state; and
- Support the online Planning and Performance Management System

State-level, regional, and local training will occur at key intervals to:

- Improve local performance
- Obtain feedback,
- Implement changes, and
- Re-assess PPMS in its entirety

Additional training will be provided in statewide and regional workshops and in the Performance Acceleration Academy on effective methodologies including the Baldrige system.

An online monthly statewide and regional planner will be updated with timelines and deadlines to make sure of both timeliness and accuracy in 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

The following indicate progress or regression in performance:

Academic attainment: N.C. overall did not attain its performance benchmark. It also fell further behind. Only one of the 16 subcategories met the benchmark. That was Tech Prep, which met its individually calculated benchmark based on its initial baseline. Tech Prep has been the only one to meet its benchmark for two years.

Technical attainment: The state attained its benchmark. It also exceeded next year's benchmark. Two of the seventeen groups did not attain theirs. Both were special populations students (economically disadvantaged and limited English proficient).

Credential attainment: North Carolina exceeded its benchmark. Only one category of enrollees (limited English proficient) did not.

Placement: The state exceeded the performance benchmark in all areas.

Nontraditional enrollments: While the state attained its benchmark, and 7 of the 17 subcategories did not. They were the categories of special populations overall,

economically disadvantaged, limited English proficient, agriculture, health occupations, trades and industrial, and technology education.

Nontraditional completions: The state did not attain its performance benchmark. Only 1 of its 17 subcategories did. That was business education.

Special Populations

On two performance standards, special populations students overall met their agreed-to benchmarks for the year. These were technical attainment and credential attainment.

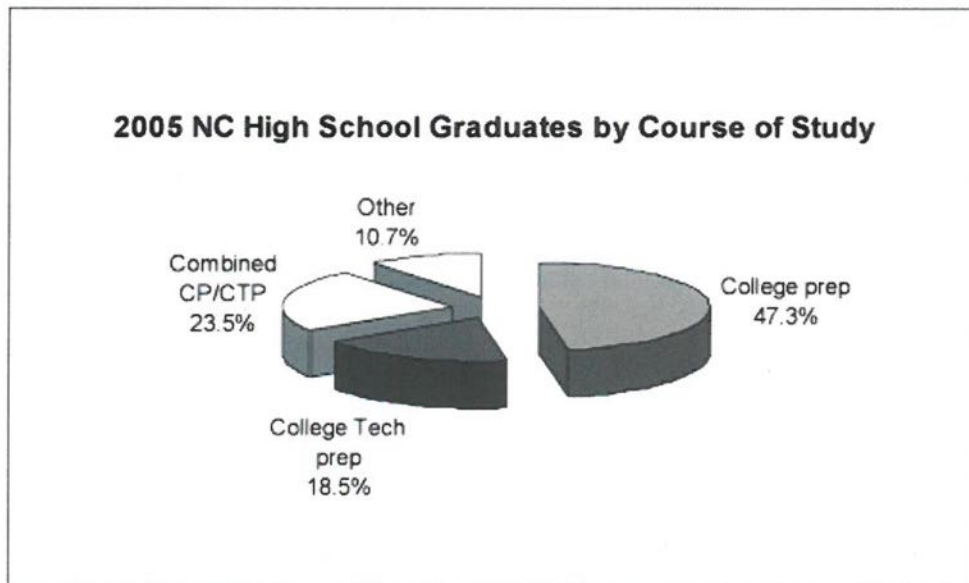
Typically, the highest scoring grouping of all groups, including Tech Prep, is nontraditional students.

In most of the performance indicators, economically disadvantaged and disabled students typically are the lowest performers.

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

The number and percentage of students who meet the requirements for College University Prep (CUP) and College Tech Prep (CTP) courses of study in North Carolina continue to grow. According to NC ABCs Accountability Data, in 2004-2005, 42 percent of North Carolina's 73,893 high school graduates met the requirements either for CTP or for both CTP and CUP courses of study. Another 47.3 percent of the students met the requirements for CUP alone and only 10.7 percent achieved some other course of study. The percentage of North Carolina graduates who have met the requirements for either CUP, CTP, or both is 89.3 percent.

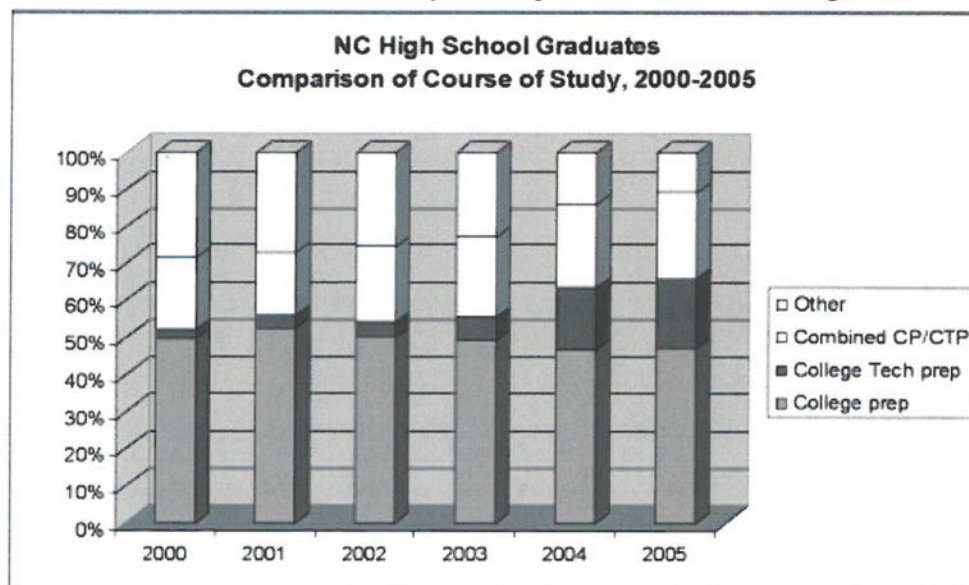
Figure 1 shows an analysis of 2005 NC High School graduates by course of study.



Since 1999-2000, the first year for which these data are available, the percentage of graduates who met the requirements for either CUP, CTP, or both has grown from 71.5 percent. The percentage of students who met the CUP requirements has remained relatively constant at just under 50 percent, but the percentage of students who met the CTP requirements has increased from only 2.3 percent and those who met the requirements of both CTP and CUP is up from 19.3 percent.

Tech Prep

Figure 2 shows how the relative percentages of students meeting the requirements for each course of study have changed since 1999-2000, when students graduating without a CUP or CTP course of study made up almost one-third of NC graduates.



Since 1999-2000, NC's statewide ABCs Accountability Model has included a measure of the percentage of students who met the requirements of either the CTP or CUP courses of study.

Approaches

II. c. Measurement Approaches and Data Quality Improvement

Measurement approaches used per subindicator were used as follows:

Core indicator	Measurement Approach
1S1	Postsecondary eligibility test scores
1S2	Career Technical Education End-of-Course test scores
2s1a	NA
2s1b	Credentials
3S1	Concentrator follow-up feedback data
3S2	NA
2S1	Enrollment data * nontraditional
4S2	Enrollment and concentrator data * nontraditional
2S1	Enrollment data * nontraditional
4S2	Enrollment and concentrator data * nontraditional

Data Quality

A summary of data quality per subindicator follows:

1S1 * Postsecondary Placement test scores (National Assessment System (ASSET)):

North Carolina used the ASSET test in all 115 LEAs in conjunction with the North Carolina community college system. All CTE concentrators were tested statewide in four academic attainment categories: reading, writing, math, and elementary algebra. These data were collected through a statewide checking/editing process to assure all numbers, courses, and student identifiers were valid.

All 2003-2004 end-of-year scores were subtracted from all 2004-2005 agreed-to benchmarks for each of 17 subgroups. These gaps became the annual yearly progress benchmarks (AYPs) for the following year. The AYPs indicate each subcategory's distance to go next year to attain its benchmark. LEAs were ranked from the largest to smallest to show improvement priorities in each LEA and school. This process was followed in all performance indicators.

LEAs are required to target Perkins III resources to their greatest AYPs, especially those for special populations, as well as to their greatest opportunities for improvement overall. Perkins III resources were aligned with LEAs' greatest AYPs in order to have the expenditures of funds approved.

1S2 * Career Technical Education End-of-Course Tests: These technical attainment data were collected through a statewide Internet-based screening process to assure all numbers, courses, and student identification were valid. Performance information for all students were placed in each LEA's Planning and Performance Management System at the LEA and school levels, including for each special populations category, tech prep, and each CTE program area. The AYPs for each of these subcategories and categories were identified and ranked from the largest to smallest for each LEA and school.

New: Performance measures were developed and implemented for both the timeliness and accuracy of the enrollment data upon which all scores are based. All LEAs were provided their uploading performance scores weekly during each process and then at the end of each process.

2S1a * Not Applicable

2S1b * Credentials: These data were collected statewide and disaggregated for each LEA and school into relevant special populations categories, tech prep, and CTE program areas. Ranked AYPs for each of each of these subcategories and categories were identified. The top three were identified for each LEA and school. Each LEA had to target resources to at least the top three.

3S1 * Feedback 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, combining data about entering further education and/or work, was inserted into each LEA's Planning and Performance Management System at the LEA and school levels by each special populations category, tech prep, and each CTE program area. AYPs for each of each of these subcategories and categories were identified.

3S2 Not Required.

4S1 * Enrollment data – nontraditional (State/Local Administrative Data): These data were inserted 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. AYPs for each of these subcategories and categories were created by subtracting this year's end-of-year actual score from next year's 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 placed into each LEA's online Planning and Performance Management System for each LEA and school by each special populations category, tech prep, and each CTE program area. Calculations for AYPs were made for each of these. The AYPs 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 and special meetings are held with key interagency team participants in collecting, processing, sharing, and using the resulting information to improve programs.

Performance measures were developed and put into practice to measure each LEA's timeliness and accuracy in its data. These measures were provided weekly and then at the end of the process.

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

Our focus was on improving the quality of (a) the data collected, (b) the processes for changing the data into information and (c) reporting. 44 fatal (critical) and warning (needed by the LEA but not critical to the state) edits make sure that the correct numbers are provided and collected for each LEA, school, 600k students and special populations categories.

The collection of statewide enrollments is based on two enrollment collections. In the spring and fall respectively, to capture accurate information for both first and second semesters. Data collection timelines are aligned with other collections of data for special populations.

Online calendars were implemented both statewide and in each region to show when information is due and when reports are provided. Via hypertext the actual reports are attached to each date, thereby creating an online chronological filing and retrieval system for each LEA.

Interfaces enable our data collection processes to access and use other relevant data for each student. Each LEA was provided immediate reports 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.

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

Core Indicator	Usage and improvement strategies
1S1	Note: Developed performance measures for collecting all enrollment data. All performance scores are tied to these. Therefore, improving these improves all other data. Collected and processed data statewide for all LEAs. Identified data collection problems and solutions for the test providers, the community colleges, the LEAs and schools, and the state-level programmers.
1S2	Collected and processed data for all LEAs and schools. Processed data correctly for nearly all LEAs and schools. Fixed 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. Used computer programs to interrelate 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.

Effectiveness

Results and effectiveness per core indicator follow:

1S1 * Directions were refined and shared online during the year. Training was conducted. Data were collected. Results varied by LEA and statewide. Processes are being developed to account for the percentages of the students unaccounted for. Performance levels were adjusted and resubmitted to OVAE for reconsideration.

1S2 * End-of-course technical attainment tests were taken by 289,906 of the 356,137 enrollees in CTE courses for which there were end-of-course tests. Processes are being developed to account for the 19% of the students enrolled but who did not receive scores. The data were processed and put into cells for each relevant subcategory of students. Benchmarks were compared for each category and subcategory, to actual scores. Annual yearly progress was calculated to determine how far each group and subgroup of students needed to progress to attain their yearly progress agreed to with OVAE for the coming year.

2S1a * Not applicable

2S1b * *Credentials*: Calculations were revisited for all performance areas. Improvement methods developed in previous years were put into effect for this year. Some problems were corrected in computer programming.

3S1 * *Follow-up feedback data*: These data were used again in LEAs. This process is stable.

4S1 * *Enrollment data – nontraditional*: The data were analyzed for each locality and for the state. Approved activities were aligned with the greatest opportunities for improvement.

4S2 * *Enrollment and concentrator – nontraditional*: The data were used and analyzed locally and reported at the state level.

**Data
Quality
Continued**

Effectiveness

II. e. Improvement Strategies for Next Program Year

Based on the State Performance Summary (IIa) and the Effectiveness of Improvement Strategies (IIId), improvement strategies will be developed and implemented for both local and state levels. We will address the local level first.

Local Improvements:

At the local level, there are three major sets of opportunities for improvement.

1. Performance in all the programs for all the performance categories will be examined in each LEA. Errors will be found and corrected. Applicable strategies will be developed and approved.
2. Steps will be taken to improve the quality of the data collected for performance measures. The most significant one will be the development and implementation of performance measures for the accuracy and timeliness of uploading performance data.
3. Steps will be taken to provide more relevant, timely, and accurate information for local use in improving local programs based on the required third-party annual evaluation. The online management system used is the Planning and Performance Management System (PPMS). Unfortunately, for over a year, the PPMS has been frozen by the state government Information Technology Department, with no improvements allowed other than ones that will be mandated by a new federal law. A major step will be to allow it to be upgraded again.

State Improvements:

Multiple and varied activities again will be provided relative to improving programs locally. These include the following strategies:

- The CTE Performance Acceleration Academy will be conducted for roughly one-third of LEAs with the greatest opportunities for improving technical attainment.
- Performance measures for LEA CTE managers will be developed and implemented for uploading accurate and timely performance data.
- The five highest performing (benchmark) schools in technical attainment will be identified for each CTE course, and shared with LEAs so that they can be visited. A visitation program will be developed for roughly one-third of the LEAs with the greatest opportunities for improvement.
- Professional development on using trend data to improve the quality of curriculum will be provided both through the Performance Acceleration Academy and in each region.
- Greater use of business/industry representatives will focus on key strategies.
- New CTE director internships will train participants in high performance management.
- New CTE teacher workshops will show new teachers how to survive and thrive.
- Three statewide and monthly regional workshops will be conducted for local CTE administrators.

Postsecondary

I. State Administration

A. Sole State Agency and Governance Structure

The state of North Carolina administers its Perkins III vocational funding through a partnership between the North Carolina Department of Public Instruction (NCDPI) and the North Carolina Community College System (NCCCS), with NCDPI serving as the sole state agency. Two-thirds of the allocation is administered by NCDPI and one-third is administered by NCCCS. The responsibility of NCCCS is to act as the state-level agency that distributes Perkins III funds to and monitors the use of these funds at each of North Carolina's 58 community colleges

Please see attachment CC-1 for the NCCCS organizational chart and placement of Perkins staff.

B. Organization of Vocational and Technical Education

The educational system in North Carolina is structured to provide smooth transition from K-12 to the workforce, community college, and/or four-year university. To encourage this transition, a statewide articulation agreement between high schools and community colleges is in place. Many of the community colleges have further enhanced service to vocational/technical (V/T) students by developing local agreements. Additionally, over 21,000 high school students took advantage of dual/concurrent enrollment opportunities.

II. State Leadership Activities

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 - E below).

A. Expansion of the Virtual Learning Community (VLC) - a repository of online courses available for download by individual colleges.

In 2004-2005, an additional 8 vocational education courses were added to the VLC online course library and 21 existing vocational courses were updated. Available courses in the VLC library enable colleges to build programs of study to offer nine complete AAS degrees online.

B. Expansion of the North Carolina Network for Excellence in Teaching (NC-NET) - online access to quality professional development for V/T faculty. NC-NET offers, based on identified faculty need, online courses and tutorials, planning tools, databases, resource exchange, and a discussion room. Resources are organized into five areas: Teaching and Learning, Discipline-Specific, Career and Personal Development, Technology in the Classroom, and Online Teaching.

C. Support of NC-NET Regional Centers - develop and edit faculty resources to avoid duplication and maximize resources. Each Center is responsible for leading the development of resources in their assigned programmatic areas. Centers conduct workshops, develop modules, and host seminars.

D. Support of Strategic Planning - a web-based tool that enables colleges to identify growth and development opportunities within their service areas in order to plan future courses that support industry change.

E. **Professional Development Activities** - opportunities for V/T faculty, staff, and counselors to improve teaching skills and remain current with the needs, expectations, and methods of industry. Projects included:

- *Training Programs for Americans with Disabilities Act (ADA)/Assistive Technology Awareness and ADA Compliant Distance Learning*-training on issues related to the ADA as they pertain to students in traditional seat courses as well as courses delivered through a distance education medium; incorporate assistive technologies into the design of courses that will allow students with different learning styles and special needs to successfully complete their courses; and acquire skills for effective student engagement techniques in a distance education environment.
- *Assessing for Learning* -- focused on student assessment and creating practical and concrete tools that foster student learning.
- *Teaching and Learning Initiative*- statewide conference that brought together professionals in the areas of business, computer technology, and criminal justice.
- *Keeping Pace with Emerging Technologies* -seminars delivered on bioinformatics/grid computing, geospatial technology, and information assurance.
- *Electronic Career Portfolio* -provided training for faculty with tools to supplement V/T education by training faculty in the management of electronic career portfolios and other workplace skills.
- *Voc-Ed Professional Development Activities* -created or updated 22 discipline resource areas to reflect sources of teaching materials in specific V/T disciplines.
- *Vocational/Technical Education Faculty: Making the Technology Connection* -provided industrial technology faculty with updated skills through exposure to the "real world" scenarios, field professionals, and site visits in the biotechnology sector.
- *Increasing Institutional Effectiveness for Diverse Populations* -produced a manual and a series of workshops designed to improve the service offered by community colleges for Latino students.
- *Entering the Third Generation* - provided extensive training for vocational educators to prepare them to teach online or hybrid courses and to create video learning objects.
- *Enhancing Instructional Skills & Web-based Technology Training* -provided web-based instructional technology training for online instructors that will lead to the offering of three online degrees.

F. **Required Uses of Funds** - The following chart illustrates how the postsecondary portion of State Leadership funds were used for the activities required under Section 124 (b)(1-8) of the Act.

Project	Required Uses							
	1	2	3	4	5	6	7*	8
A		X		X			X	X
B	X	X	X	X	X			X
C		X	X	X	X			X
D		X						X
E	X	X	X	X	X	X		X

* North Carolina meets Required Use #7 through a direct allocation to the North Carolina Department of Juvenile Justice and Delinquency Prevention.

- G. **Permissible Uses of Funds-** The following chart illustrates how the postsecondary portion of State Leadership funds were used for the activities required under Section 124 (c)(1-12) of the Act.

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

III. Distribution of Funds and Local Plan for Vocational and Technical Education Programs

In North Carolina, the only entities receiving funding from the postsecondary portion of Perkins III funding are the 58 community colleges. Each of the community colleges applies for funding on an annual basis through a local application process. In 2000, the colleges submitted a four-year plan that addresses the requirements of Section 135 of the Act. Unless an amendment to the four-year plan is needed, colleges annually submit a budget and assurance that Section 135 (b) is met. Each college receives funding based on the prescribed formula with two colleges receiving a waiver.

Please see attachment CC-2 for the latest version of the local application used to fund eligible recipients.

IV. Accountability

A. State's Overall Performance Results and Program Improvement Strategies

1P1 - Attainment of Academic Skills

Result-Exceeded

Factors Contributing to Result: Strengthened academic skills of students by utilizing services of Individualized Learning Centers or Pre-Curriculum programs; placed students in need of remediation in appropriate developmental subjects and closely monitored their progress; required all students to perform at the same level on academic as well as vocational examinations.

1P2 - Attainment of Vocational Skills

Result-Exceeded

Factors Contributing to Result: Hired faculty with appropriate work experience to lead students in class and lab experiences toward industry standards; used information solicited from advisory councils composed of practitioners; offered cooperative education courses and internships.

2P1 - Diploma/Credential (Completion)

Result - Exceeded

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

3P1 - Placement and Retention in Employment (Total Placement) Result - Did Not Meet

Factors Contributing to Result: This result is directly related to the unexpected job losses experienced across North Carolina. These job losses were addressed by the federal government through the funneling of funds to North Carolina for additional emergency assistance for dislocated workers. The workforce was affected by plant closings and outsourcing.

Strategies to Improve Result: 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 - Placement and Retention in Employment (Retention)

Result-Exceeded

Factors Contributing to Result: Continued contact with ex-students and employers; provided intensive counseling before job placement to ensure proper fit; tailored courses so that completers will possess the type and quality of skills which will enable employment success; assisted victims of plant closings through enrollment in training and retraining programs.

4P1 - Participation in Nontraditional Programs (Participation)

Result - Did Not Meet

Factors Contributing to Result: Statewide, efforts are being made to increase nontraditional participation in vocational/technical programs; however, a rural agrarian culture remains across the vast majority of North Carolina. Within this culture there is still the belief that "certain jobs are for women and others are appropriate to men." Efforts are underway to change this attitude.

In addition, the colleges have experienced significant growth in V/T programs; however, enrollment by nontraditional students in these courses was disproportionate.

Strategies to Improve Result: At the campus level, efforts will include a distinct focus on marketing that exemplifies nontraditional enrollees in vocational/technical fields and identification and analysis of barriers that hinder nontraditional enrollment. Several colleges are implementing specific activities involving high school girls to increase their involvement in V/T programs. Statewide, there is an increased emphasis on ensuring that all community colleges are eliminating barriers for nontraditional enrollees. Additionally, when individual colleges excel in accommodating nontraditional enrollees, NCCCS provides the opportunity for disseminating successful strategies through the NC-NET, a professional development repository where successful projects from North Carolina's community colleges are housed for easy access for anyone with access to the Internet.

4P2 - Participation in Nontraditional Programs (Completion)

Result - Did Not Meet

Factors Contributing to Result: North Carolina has experienced significant job losses in recent years which have led to displaced workers enrolling in community colleges. Because dislocated worker programs often require educational enrollment, dislocated workers have entered programs resulting in record enrollment. In the case of students entering as nontraditional enrollees, the issues that have caused unbalanced enrollments are magnified with students already emotionally vulnerable from job loss. Furthermore, in many programs dislocated workers and other students are leaving programs as soon as they gain skills necessary for employment without completing the program of study.

Strategies to Improve Result: Utilizing existing resources to enhance opportunities for non-traditional students to earn degrees and obtain employment; increasing 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; remaining committed to the successful placement of students/graduates regardless of gender and race into employment opportunities directly related to their major field of study. Counselors and instructors are also addressing these issues with employers and are stressing the importance and benefits of completion to students.

B. State's Performance Results for Special Populations and Program Improvement Strategies

Each of North Carolina's community colleges responds to the needs of special populations at its college. Many of the colleges spend a significant portion of their annual Perkins III allotment on equipment, supplies and services specifically for the special populations at their institutions. One issue that complicates service for special populations is that federal regulations greatly limit the identification of these students. Currently, special populations students are discovered only through self-identification or by report from faculty.

Through State Leadership funds, two different methods have evolved for addressing the needs of Special Populations: 1.) Colleges have identified the best practices for dealing with a particular barrier for special populations students and are disseminating those practices within their own college through face-to-face workshops for other colleges, through NC-NET, and at conferences; and 2.) Colleges have identified barriers to special populations and are enlisting the service of reputable consultants who determine the best means for addressing these challenges and provide instruction to campus faculty and staff and to other colleges through NC-NET and another statewide online resource known as NC-VITAL. Additionally, in 2005-2006, NC-NET will add a Student Services category to NC-NET.

C. Definitions

Vocational participant -- A student enrolled in a state-approved curriculum program that leads to an Associate of Applied Science degree, a diploma, or a certificate.

Vocational concentrator -- A student 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.

Vocational completer -- A student 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 100% of the hours required in the student's major program of study.

Tech-Prep student-- A postsecondary 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.

D. Measurement Approaches

Core Indicator	Measurement Approach	Numerator and Denominator
1	Overall Grade Point Average	Numerator: Number of students reaching the threshold level of vocational education to complete a postsecondary program who have met program-defined academic standards with a GPA of 2.5 or higher and have stopped program participation in the reporting year. Denominator: Number of students reaching the threshold level of vocational education to complete a postsecondary program and have stopped program participation in the reporting year.
1P2	Overall Grade Point Average	Numerator: Number of students reaching the threshold level of vocational education to complete a postsecondary program who have met program-defined vocational standards with a GPA of 2.5 or higher and have stopped program participation in the reporting year. Denominator: Number of students reaching the threshold level of vocational education to complete a postsecondary program and have stopped program participation in the reporting year.
2P1	State/ Local Administrative Data	Numerator: Number of students reaching the threshold level of vocational education who received or were eligible to receive a postsecondary degree, diploma, or certificate and who left the postsecondary program in the reporting year. Denominator: Number of students reaching the threshold level of vocational education who are not yet eligible to complete plus those students who received or were eligible to receive a postsecondary degree, diploma, or certificate.
3P1	Administrative Record Exchange	Numerator: number of students reaching the threshold level of vocational education to complete a postsecondary program who completed the program in the reporting year, stopped program participation, and were employed during the calendar year third quarter. Denominator: Number of students reaching the threshold level of vocational education to complete a postsecondary program who have stopped participation in the postsecondary program in the reporting year.
3P2	Administrative Record Exchange	Numerator: Number of students reaching the threshold level of vocational education to complete a postsecondary program who completed in the reporting year, stopped program participation, were employed during the third quarter of the calendar year and were retained in employment during the fourth quarter. Denominator: Number of students reaching the threshold level of vocational education to complete a postsecondary program who completed the program in the reporting year, stopped program participation, and were employed during the calendar year third quarter.
4P1	State/ Local Administrative Data	Numerator: Number of students in under-represented gender groups who participated in a vocational and technical education program that leads to nontraditional training and employment in the reporting year. Denominator: Number of students who participated in a vocational and technical education program that leads to nontraditional training and employment in the reporting year.
4P2	State/ Local Administrative Data	Numerator: Number of students in under-represented gender groups who completed a vocational and technical education program that leads to nontraditional training and employment in the reporting year. Denominator: Number of students who completed a vocational and technical education program that leads to nontraditional training and employment in the reporting year.

E. Improvement Strategies

Data quality improvement is a statewide focus. Several workshops were held in 2004-2005 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. Sixty percent of the Data Analyst's work responsibility is devoted to data collection for Carl D. Perkins Vocational and Technical Education Act of 1998 activities.

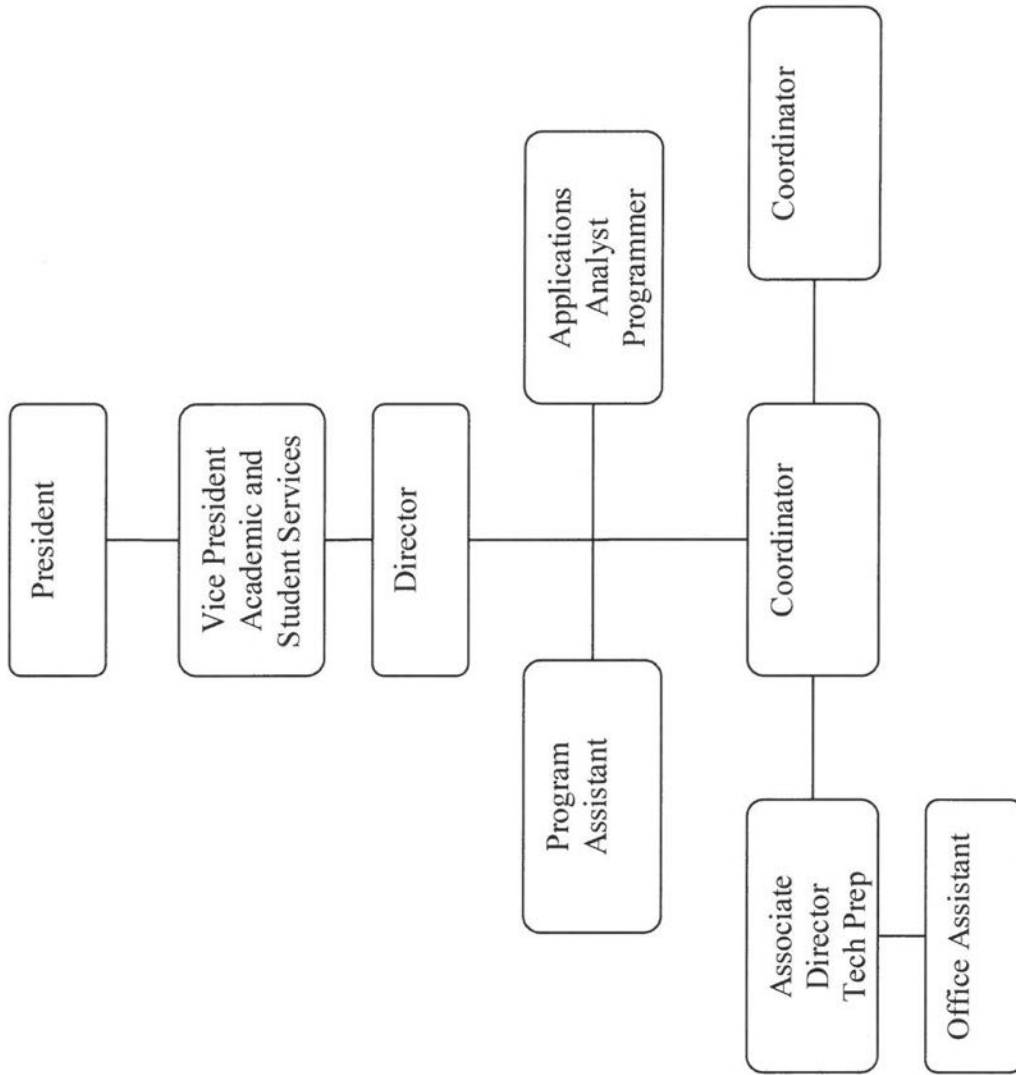
V. Monitoring Follow-up

Not Applicable.

I. Workforce Investment Act (WIA) Incentive Grant Award Results

Not Applicable.

North Carolina Community College System
Federal Vocational Education
Organizational Chart
Attachment CC1



Attachment CC-2

**LOCAL PLAN
FOR
FEDERAL VOCATIONAL AND TECHNICAL
EDUCATION FUNDING**

FISCAL YEAR 2006



DUE DATE:
Wednesday, August 31, 2005

INSTITUTION: _____

PREPARED BY: _____

TITLE: _____

PHONE: _____ **Ext.** _____

FAX: _____

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

**200 W. JONES STREET
RALEIGH, NC 27603-1379**

**5016 MAIL SERVICE CENTER
RALEIGH, NC 27699-5016**

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

**LOCAL PLAN FOR FUNDING THROUGH
THE CARL D. PERKINS VOCATIONAL AND TECHNICAL
EDUCATION ACT OF 1998**

INTRODUCTION

This plan package is being transmitted by the North Carolina Community College System office to each eligible college in the System as a means of making funds provided by the Carl D. Perkins Vocational and Technical Education Act of 1998 available to the member institutions.

The purpose of this Act is to develop more fully the academic, vocational, and technical skills of secondary and postsecondary students who elect to enroll in vocational and technical education programs, by:

- (1) developing challenging academic standards;
- (2) promoting the development of services and activities that integrate academic, vocational, and technical instruction, and that link secondary and postsecondary education for participating vocational and technical education students;
- (3) providing services and activities designed to develop, implement, and improve vocational and technical education, including tech-prep education; and
- (4) providing professional development and technical assistance that will improve vocational and technical education programs, services, and activities.

The plan includes **five** parts:

- Part I - General Information
- Part II - Allotment and Options
- Part III - Local Plan (FY 2006 Budget)
- Part IV - Accountability/Evaluation
- Part V - Appendices

PART I - GENERAL INFORMATION

In FY 2001 you submitted a full plan for your Perkins activities through FY 2006. The attached budget must be used to access funds for fiscal year (FY) 2005 (for use July 1, 2005 through June 30, 2006.) Any college desiring such financial assistance should submit a plan **postmarked no later than August 31, 2005.**

The allotment available to each college is calculated by using the formula specified in the Act; i.e., the total number of Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in eligible programs in each college during the preceding year as a percentage of the total number of those recipients enrolled in eligible programs in the entire system.

Your college's estimated allotment for FY 2006 is shown under Part II, page **six** of this plan package. This amount is subject to change pending final allocation from the U.S. Department of Education. You have two options regarding the allocation:

- 1) agree to accept the allotment and submit a completed plan; or
- 2) decline the allocation and submit only Part II of the local plan.

If you choose to decline your allotment, you may still elect to submit a plan in future years.

Note that all expenditures must be consistent with the federal requirements for uses of funds and with federal allowable activities. If a college accepts, but does not use, all of its Perkins allotment in the fiscal year for which the allotment was made, those funds not expended must be returned to the North Carolina Community College System.

The U.S. Department of Education is appropriating approximately 34 percent of the State's total allotment for July 1, 2004 through September 30, 2004. The balance will be appropriated for the period October 1, 2004 through June 30, 2005. Carry over funds are not being allotted at this time. **When the carry over dollars are allotted, you will then budget them in the carry over column.**

USES OF FUNDS

Each college that receives funds under Perkins III shall use the funds to improve vocational education programs with the full participation of individuals who are members of special populations.

Important aspects of your plan are listed below. Please read them carefully.

Funds do not have to be targeted to programs having the highest concentration of special populations. Dollars may be spent in any vocational/technical program. **However**, there are requirements for meeting the needs of special population students, such as eliminating barriers to access and success and enabling special populations to meet levels of performance.

Local use of funds is divided into two sections: Required and Permissible. The eight required factors listed on the next page describe the elements that a program must contain to be eligible for funding under Perkins III. Before committing money to the permissible uses, you must be able to show that all the required uses are being met either with Perkins dollars or through other sources.

Perkins III funds may be used to provide direct assistance to individuals, including dependent care, tuition, transportation, books and supplies **if all** of the following conditions are met:

- Recipients of the assistance must be individuals who are members of special populations who are participating in vocational and technical education activities that are consistent with the goals and purposes of Perkins III.
- Assistance may only be provided to an individual to the extent that it is needed to address barriers to the individual's successful participation in vocational and technical education.
- Direct financial assistance to individuals must be part of a broader, more generally focused effort to address the needs of individuals who are members of special populations. Direct assistance to individuals who are members of special populations is not, by itself, a "program for special populations." It should be one element of a larger set of strategies designed to address the needs of special populations.
- Funds must be used to supplement, and not supplant, assistance that is otherwise available from non-Federal sources.
- Direct assistance is limited to no more than ten percent of a college's initial allotment.

USES OF FUNDS (continued)

Perkins III requires that allotted funds first be used to meet the eight required uses before spending under permissible uses.

Required uses of funds:

- 1 - Strengthen the academic and vocational and technical skills of students through the integration of academics with vocational and technical programs.
- 2 - Provide students with strong experience in and understanding of all aspects of an industry.
- 3 - Develop, improve, or expand the use of technology including training of vocational personnel to use state-of-the-art technology, providing students with the academic and technical skills to enter high technology and telecommunications careers, and working with high technology industries to offer voluntary internships and mentoring programs.
- 4 - Provide professional development for teachers, counselors and administrators, including inservice and preservice training, effective teaching skills and effective practices to improve community involvement, teacher internships, and use of technology.
- 5 - Evaluate programs and assess how special populations are being served.
- 6 - Initiate, improve, expand, and modernize vocational and technical education programs.
- 7 - Provide services and activities of sufficient size, scope, and quality to be effective.
- 8 - Link secondary and postsecondary vocational and technical education.

Permissible uses of funds (pertaining to postsecondary education):

- 1 - Involve business and labor organizations in planning, implementing, and evaluating vocational and technical education programs.
- 2 - Provide career guidance and academic counseling.
- 3 - Provide work-related experiences, such as internships, cooperative education, etc.
- 4 - Provide programs for special populations.
- 5 - Support local business and education partnerships.
- 6 - Provide mentoring and support services.
- 7 - Lease, purchase, upgrade, or adapt equipment.
- 8 - Improve or develop new courses.
- 9 - Provide services for placement in employment and further education.
- 10 - Support nontraditional training and employment activities.
- 11 - Support other vocational and technical education activities consistent with purposes of this Act.

LOCAL PLAN REVIEW

The receipt of funds through Perkins III should not be considered an entitlement. The FY 2006 allotment shown in Part II will be transmitted only after your budget has been approved by the North Carolina Community College System. All budgets will undergo extensive review in accordance with the criteria contained in the North Carolina State Plan for Vocational and Technical Education. All funding is contingent on the receipt of funds from the U.S. Department of Education.

LOCAL PLAN COMPLETION PROCEDURES

The Parts of the Local Plan that a college will return depends on the option that the college elects. If a college:

- a) Accepts its allotment, **Part II and Part III** must be completed and returned.
- b) Declines its allotment, only **Part II** must be returned.

Please submit an original and two copies of the appropriate Parts to:

Elizabeth Brown, Director, Federal Vocational Education
North Carolina Community College System

U. S. Postal Address: 5016 Mail Service Center
Raleigh, NC 27699-5016

FedEx, UPS, RPS, et al. Address: 200 West Jones Street
Raleigh, North Carolina 27603-1379

Questions regarding the Local Plan should be addressed to the Federal Vocational Education staff: Elizabeth Brown (919) 807-7128, Douglas Long (919) 807-7130 or Bernice Heller (919) 807-7129.

COMPLETED LOCAL PLANS MUST BE POSTMARKED BY AUGUST 31, 2005

PART II: ALLOTMENT AND OPTIONS

Section A - FY 2006 Allotment

college~ Community College's allotment for FY 2006 as determined by the formula under the Act is \$\$amount~.

Section B - Community College Option

A college must select one of the following options regarding its FY 2006 allocation under the Act. Please place a check beside your selected option.

____ (1) Accept the federal allotment for FY 2006. (Go to Section C.)

____ (2) Decline the federal allotment for FY 2006. (Go to Section D.)

Section C - Acceptance of Allotment

As an authorized representative of **College~ Community College**, I **accept** the FY 2006 federal vocational allotment under the Carl D. Perkins Vocational and Technical Education Act of 1998.

President

Date

As the authorized representative of the Board of Trustees of **College~ Community College**, I acknowledge this action to **accept** the FY 2006 federal vocational education basic grant in the amount of \$\$amount~.

Chair, Board of Trustees

Date

Section D - Decline of Allotment

As an authorized representative of **College~ Community College**, I **decline** the FY 2006 federal vocational allotment under the Carl D. Perkins Vocational and Technical Education Act of 1998.

President

Date

As the authorized representative of the Board of Trustees of **College~ Community College**, I acknowledge this action to **decline** the FY 2006 federal vocational education basic grant in the amount of **\$\$amount~.**

Chair, Board of Trustees

Date

IF YOU DECLINE THE ALLOTMENT, STOP HERE AND ONLY RETURN PART II TO ELIZABETH C. BROWN, NORTH CAROLINA COMMUNITY COLLEGE SYSTEM OFFICE.

PART III - LOCAL PLAN

Any college eligible for funds under Section 132 of Perkins III must submit a Local Plan that includes program descriptors, a budget, and program evaluation criteria. In FY 2001 you submitted a full plan for your Perkins activities through FY 2004. If no major deviation from that plan is anticipated for FY 2006, only the budget and a required uses of funds checklist (Sections A and B) will be needed. If significant changes are being made to your plan, please submit the revisions with your budget.

Section A - Use of Funds - BUDGET

Each community college that receives a federal allotment must support vocational and technical education programs that:

- are of such size, scope, and quality to be effective;
- integrate academic and vocational education;
- provide students with strong experience in and understanding of all aspects of an industry;
- develop, improve, or expand the use of technology;
- provide professional development for teachers, counselors, and administrators;
- evaluate programs and assess how the needs of special populations are being met;
- initiate, improve, expand, and modernize vocational and technical education programs;
- link secondary and postsecondary vocational and technical education.

Funds no longer have to be targeted to those programs with the highest concentrations of special populations students. However, it is still important to note that colleges are responsible for the various special populations groups meeting the measures of performance. The Special Populations report is included for your information only in Part V, Section E.

None of the funds made available under this Act may be used to provide funding under the School-To-Work Opportunities Act of 1994 or to carry out, through programs funded under this Act, activities that were funded under the School-To-Work Opportunities Act of 1994, unless the programs funded under this Act serve only those participants eligible to participate in the programs under this Act. [P.L. 105-332, Section 6]

Title I, Section 135 of Perkins III lists the allowable uses of the Basic Grant funds. Eight of these are **required**. As you develop your budget for FY 2006, you must, at the same time, complete Section B. This will ensure you have met the obligation of Required Uses of Funds before spending on the permissible activities. You do not have to spend dollars in all eight required areas if they are being met from other resources; i.e., state and/or local money, or other federal resources.

Note: With lean state and local budgets, extreme caution must be used to ensure that Perkins funds are not being used to supplant expenditures covered by other funds in previous years. Further discussion of supplanting is available in Part V, Section D.

The procurement of goods and services (including contracts), valued at \$25,000 and above requires checking that vendors are not suspended or debarred. This may be determined by checking the Excluded Parties List System (EPLS) at <http://epls.gov/> or obtaining a certification.

To expedite the approval process, it is important that you provide as much detail as possible when completing Column I of the Proposed Budget.

Column I: Description of Expenditures

Column I lists the broad categories in which all expenditures must be made to meet the requirements of Section 135 of the Act. Examples of allowable activities are listed in detail in Part V, Section B of this plan.

For each allowable activity for which any part of your federal allotment will be used, list the vocational education program in which the activity will be conducted and a description of the activity. **Please be as specific as possible.** For example: if you are prorating salaries, include how many people, what percentage of their time will be spent on Perkins activities, and what job they will perform; for equipment provide not only the program name but the equipment to be purchased (computer, lathe, etc.). **The more detail you provide, the quicker your plan can be approved.** Use attachments as needed.

Column II: Purpose Codes

Column II lists the allowable expenditure codes. Appropriate pages of The NCCCS Chart of Accounts pertaining to Perkins funds have been included for your information in Part V, Section C. If you wish to view the entire Chart of Accounts, it is available on the NCCCS web page. **DO NOT add or change purpose codes.** This process should be coordinated with your business manager.

Column III: Carry over funds

Carry over funds are not available at this time. However, they will be available at a later date. Upon notification of carry over allotment, you will then complete the "Carry Over" column of the budget and resubmit.

Column IV: First Quarter Allocation

The U.S. Department of Education releases the basic grant in two parts. The initial amount is available July 1 through September 30. This column **must equal** the amount shown in the Grand Total line of the budget. Any of these funds which are not spent during the first quarter will continue to be available through June 30, 2006.

Column V: Last Three Quarters Allocation

The remainder of this year's basic grant is to be budgeted in this column. This column **must equal** the amount shown in the Grand Total line of the budget.

* All totals **must** agree with the Finance Form 104.

1) Academic Integration/Postsecondary Links:	210					
	220					
	230					
	421					
	Total					
2) All Aspects of an Industry:	210					
	220					
	230					
	510					
	Total					
3) Use of Technology/Professional Development	210					
	220					
	230					
	510					
	Total					

4) Administration (5% of expenditures, maximum):	120					
	130					
	421					
	510					
	Total					
5) Modernization and Expansion:	210					
	220					
	230					
	Total					
6) Services and Activities:	210					
	220					
	230					
	410					
	510-3971					
	Total					

7) Equipment: Please provide a list of equipment to be purchased and program area.	920					
	Total					
8) Guidance and Counseling:	510					
	Total					
9) Nontraditional Training and Employment	210					
	220					
	230					
	510					
	Total					

10) Other: A. Supportive Personnel:	510					
B. Instructional Supplies, or aids and devices:	210					
	220					
	230					
	Total					
GRAND TOTAL						

Section B - Required Uses of Funds Checklist

To ensure compliance with Title I, Section 135(b) of Perkins III, check the appropriate block to indicate whether Perkins dollars or other dollars are used to support the activities. If other sources are used, indicate if they are local, state, or other federal dollars. If other federal, list the grant source. Tech Prep funds should be so identified, even though they are Title II of Perkins.

Required Uses	Source of Funds	
	Perkins	Other (list)
1. Strengthen the academic, and vocational and technical, skills of students participating in vocational and technical education programs by strengthening the academic, and vocational technical, components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical, subjects.		
2. Provide students with strong experience in and understanding of all aspects of an industry.		
3. Develop, improve, or expand the use of technology in vocational and technical education, which may include: A) training of vocational and technical education personnel to use state-of-the-art technology, which may include distance learning; B) providing vocational and technical education students with the academic, and vocational and technical, skills that lead to entry into the high technology and telecommunications fields; or C) encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs.		
4. Provide professional development programs to teachers, counselors, and administrators, including: A) inservice and preservice training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve community involvement; B) internship programs that provide business experience to teachers; and C) programs designed to train teachers specifically in the use and plan of technology.		
5. Develop and implement evaluations of the vocational and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met.		
6. Initiate, improve, expand, and modernize quality vocational and technical education programs.		
7. Provide services and activities that are of sufficient size, scope, and quality to be effective.		
8. Link secondary vocational and technical education and postsecondary vocational and technical education, including implementing tech-prep programs.		

PART IV: ACCOUNTABILITY/EVALUATION

Perkins III strongly emphasizes programmatic and fiscal accountability at both the state and local level. Each community college receiving federal vocational education funds will be required to annually evaluate the effectiveness of the funds.

Information on each college's performance in the core indicators for last year is not yet available. When this information has been compiled, we will send it to you to assist in identifying areas in which you are excelling and areas that need attention.

Statewide Core Indicators of Performance

The Carl D. Perkins Act of 1998 requires States to establish Core Indicators of Performance to measure:

- Student attainment of challenging State established academic and vocational/technical skill proficiencies;
- Student attainment of a postsecondary degree or credential;
- Placement in, retention in, and completion of postsecondary education, placement in military service, or placement or retention in employment; and
- Student participation and completion of vocational/technical education programs that lead to nontraditional training and employment.

The following are the measures of performance North Carolina uses to report progress to the U. S. Department of Education:

- 1P1: The percent of vocational/technical students who have met program defined academic standards with a GPA of 2.5 or higher.
- 1P2: The percent of vocational/technical students who have met program defined vocational/technical standards with a GPA of 2.5 or higher.
- 2P1: The percent of vocational/technical education students who receive a postsecondary degree, diploma, or certificate.
- 3P1: The percent of vocational/technical education who successfully transition to employment.
- 3P2: The percent of vocational/technical education students who have been retained in employment.
- 4P1: The percent of the under-represented gender who participate in a program that leads to non-traditional training and employment.
- 4P2: The percent of the under-represented gender who complete a program that leads to non-traditional training and employment.

Part V: Appendices

Section A. Definitions

(1) **ADMINISTRATION** --- activities necessary for the proper and efficient performance of the eligible agency or eligible recipient's duties under this Act, including supervision, but does not include curriculum development activities, personnel development, or research activities.

(2) **ALL ASPECTS OF AN INDUSTRY** --- means strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter.

(3) **CAREER GUIDANCE AND ACADEMIC COUNSELING** --- means providing access to information regarding career awareness and planning with respect to an individual's occupational and academic future that shall involve guidance and counseling with respect to career options, financial aid, and postsecondary options.

(4) **DISPLACED HOMEMAKER** --- an individual who --

(A)(i) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;

(ii) has been dependent on the income of another family member but is no longer supported by that income; or

(iii) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under this title; and

(B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

(5) **INDIVIDUAL WITH LIMITED ENGLISH PROFICIENCY** --- a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and ---

(A) whose native language is a language other than English; or

(B) who lives in a family or community environment in which a language other than English is the dominant language.

(6) **INDIVIDUAL WITH A DISABILITY** ---

(A) **IN GENERAL** --- an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).

(B) **INDIVIDUALS WITH DISABILITIES** --- more than one individual with a disability.

(7) **NONTRADITIONAL TRAINING AND EMPLOYMENT** --- occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

(8) POSTSECONDARY EDUCATIONAL INSTITUTION ---

- (A) an institution of higher education that provides not less than a two-year program of instruction that is acceptable for credit toward a bachelor's degree;
- (B) a tribally controlled college or university; or
- (C) a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.

(9) SPECIAL POPULATIONS ---

- (A) individuals with disabilities;
- (B) individuals from economically disadvantaged families, including foster children;
- (C) individuals preparing for nontraditional training and employment;
- (D) single parents, including single pregnant women;
- (E) displaced homemakers; and
- (F) individuals with other barriers to educational achievement, including individuals with limited English proficiency. This also includes academically disadvantaged individuals and inmates.

(10) SUPPORT SERVICES --- services related to curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.

(11) TECH-PREP PROGRAM --- a program of study that ---

- (A) combines at least two years of secondary education and two years of postsecondary education in a nonduplicative sequential course of study;
- (B) strengthens the applied academic component of vocational and technical education through the integration of academic, and vocational and technical, instruction;
- (C) provides technical preparation in an area such as engineering technology, applied science, a mechanical, industrial, or practical art or trade, agriculture, a health occupation, business, or applied economics;
- (D) builds student competence in mathematics, science, and communications (including through applied academics) in a coherent sequence of courses; and
- (E) leads to an associate degree or a certificate in a specific career field, and to high skill, high wage employment, or further education.

(12) VOCATIONAL AND TECHNICAL EDUCATION --- organized educational activities that ---

- (A) offer a sequence of courses that provide individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers (other than careers requiring a baccalaureate, master's, or doctoral degree) in current or emerging employment sectors; and
- (B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, of an individual.

Section B. Allowable Activities That Meet the Requirements for Uses of Funds (Part III of Local Plan)

1. Academic Integration/Secondary-Postsecondary Links

To support vocational and technical education programs that strengthen the academic and vocational/technical skills of students participating in vocational education programs by strengthening the academic and vocational/technical components of such programs through the integration of academics with vocational education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical subjects.

To link secondary vocational and technical education and postsecondary vocational and technical education, including implementing tech prep programs.

Funds **may** be used for:

- Costs associated with developing curriculum articulation agreements (staff costs may not be associated with classroom instruction).
- Release time for academic and vocational faculty to develop integrated curriculum.
- Other activities supporting the integration of academic and vocational curriculum.

Funds **may not** be used for:

- Equipment.
- Secondary Tech-Prep education programs.
- Classroom supplies.

2. All Aspects of an Industry

Provides students with strong experience in and understanding of all aspects of an industry.

Funds **may** be used for:

- Career Development/Placement Positions (salary and fringes). **If position is prorated, provide percentage (%) of salary.**
- Industry/Job Fairs.
- Apprenticeship Activities.
(An eligible apprenticeship program is one that is registered with the N.C. Department of Labor. Costs associated with recruitment, selection, employment and training of apprentices are allowable.)

Funds **may not** be used for:

- Support Services for students.

3. Use of Technology/Professional Development

To support vocational and technical education programs that develop, improve, or expand the use of technology.

To provide professional development to faculty, counselors, and administrators.

Funds **may** be used for:

- Training of vocational education personnel to use state-of-the-art technology, including distance learning.
- Offering faculty internships and mentoring programs in high technology industries.
- Inservice training activities for instructors who currently teach in funded program areas.
- Inservice training of academic instructors who teach related academic subjects in funded vocational areas (the costs of inservice training of academic instructors may require the proration of costs).
- Salaries of instructors who are participating in inservice "return to industry" training opportunities that are above or outside their contractual teaching requirements.
- The costs of tuition, books and fees for individuals who are completing the SACS requirements, working on a BS/BA degree or increasing their knowledge in a teaching or skill-related subject area.
- Offering a variety of learning experiences for instructors in technical skills and retraining programs including: attendance at special schools that provide credit and certification; workshops and studies leading to certification and SACS re-certification; studies in specialized areas or in specialized subject matters; contracting for outside presenters for faculty/staff development programs; and faculty retraining leading to expanding teaching roles.

Funds **may not** be used for:

- Equipment.
- Curriculum development planning activities.
- Competency Based Education (CBE).
- DACUM programs.
- Writing across curriculum activities.
- Program review activities.
- General conferences in which the training offered is not related to subject content or does not provide upgrading of skills.
- Trade shows, exhibitions or exhibits.
- Unstructured or informal visits to observe programs.

4. Administration – administrative costs (not to exceed 5% of expenditures) – all administrative costs charged to a basic grant must be used in the direct support of the programs and activities that are authorized elsewhere in the local application. Administrative costs may include: salaries, fringe benefits, travel.

5. Modernization and Expansion

Initiate, improve, expand, and modernize quality vocational and technical education programs.

Funds **may** be used for:

- Staff release time from instruction to re-design or modify curriculum (this person may not participate in classroom or other instruction while working on project paid from these funds).
- The hiring of additional faculty for a period not to exceed three years to improve the program by lowering the student/teacher ratio. Attendant costs such as fringe benefits, travel, and materials are allowable. Provide period of time position(s) has (have) been funded. **If position is prorated, provide percentage (%) of time.**

6. Services and Activities

To provide services and activities that are of sufficient size, scope, and quality to be effective.

Funds **may** be used for:

- Remediation.
- Collaborative Learning.

7. Equipment – leasing, purchasing, upgrading, or adapting equipment for vocational/technical education programs. Equipment is defined as a non-consumable with a usable life of over one year.

Each item of equipment purchased must remain assigned to that program for its usable life and continue to be used for its original and intended purpose.

Funds **may not** be used for:

- Office equipment.
- Vehicles, storage buildings, ramps, or other physical additions to buildings.

8. Guidance and Counseling

To support guidance and counseling services to students enrolled in vocational and technical education programs. The term guidance and counseling means programs which assist individuals in making and implementing informed educational and occupational choices. A Special Populations Coordinator may be paid from these funds.

Funds **may** be used for:

- Salaries. **Provide number of positions and percentage (%).**
- Fringe benefits.
- Travel.
- Supplies and materials.

9. Nontraditional Training and Employment

The term “nontraditional training and employment” means occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

- Workshops/seminars for students.
- Classroom training.

10. Other

- A. Supportive Personnel – supportive personnel such as tutors, signers, note takers for students enrolled in vocational/technical education programs.
- B. Instructional Supplies or Aids & Devices – instructional supplies, instructional aids and devices, application software.

Funds **may not** be used for office equipment.

The following are excerpts from the NCCCS Accounting Procedures Manual and only contain information for Purpose Codes allowable under the Carl D. Perkins Vocational and Technical Education Act of 1998. *Statements in italics have been added for purposes of this Plan.*

2XX CURRICULUM INSTRUCTION

This category includes the cost of all activities that directly involve the delivery of instruction to students. These costs shall include the salaries paid to instructors and teaching assistants whose efforts directly involve the instruction of students. These costs shall also include all fringe benefits associated with these individuals as well as "other costs" including: travel, supplies, service and maintenance contracts on educational equipment and any other current expenses incurred in the course of instruction. The curriculum purposes are as follows:

210 **Certificate** programs are designed to lead to employment or to provide skills upgrading or retraining for individuals already in the workforce. A certificate program may be a stand-alone curriculum program title, or a college may award a certificate under an approved degree or diploma curriculum program for a series of courses taken from the approved program of study. *Perkins funds may only be used for an approved curriculum program.*

220 **Associate Degree** programs are planned programs of study culminating in an Associate in Applied Science, Associate in Arts, Associate in Fine Arts, Associate in Science, or Associate in General Education degree. *Perkins funds may only be used in an Associate in Applied Science Degree program.*

Associate in Applied Science Degree programs are designed to prepare individuals for employment. These programs involve the application of scientific principles in research, design, development, production, distribution, or service.

230 **Diploma** programs are designed to provide entry-level employment training. A diploma program may be a stand-alone curriculum program title, or a college may award a diploma under an approved Associate in Applied Science Degree curriculum program for a series of courses taken from the approved program of study and structured so that a student may complete additional nonduplicative course work to receive an Associate in Applied Science Degree. *Perkins funds may only be used for an approved curriculum program.*

41X ACADEMIC SUPPORT

Academic Support includes those activities that provide support for the institution's primary purpose of instruction. This category includes the following purpose:

410 **Library/Learning Center** includes expenditures for organized activities that directly support the operation of a catalogued or classified collection of resource material. It also includes learning resource and educational media support services that aid in the transmission and collection of information in support of the institution's educational mission.

42X – ACADEMIC ADMINISTRATION

Academic Administration includes expenditures for activities that provide administrative support to the academic programs, but excludes executive academic officers who are included under Executive Management (purpose 110). *The following academic administration purpose is allowable under Perkins.*

- 421 **Curriculum** is the administration of curriculum instruction as a whole and includes related expenditures for all directors, deans, support personnel, etc. who support and/or supervise curriculum programs. The chief academic officer shall not be coded to this purpose. Department chairs in which instruction is still an important role, should have their expenditures charged under their specific curriculum purpose.

5XX – STUDENT SUPPORT

- 510 **Student Services** include the costs associated with the admissions office and registrar. (*Perkins funds exclude registrar.*) Also included in this purpose are counseling, career guidance, placement officers and placement testing, and financial aid administration. Do not include the chief student affairs officer.

510-

- 3971 **Voc. Ed. Direct Assistance to Students.** Record the cost of tuition, required fees, required books, required supplies, and childcare expenses that have been approved by the System Office's Federal Vocational Education Director for Activity 6. Costs must be directly associated with the vocational education program. Receipts or written documentation must be provided before reimbursements can be processed. Childcare expenses should be paid directly to the provider and form 1099 filed. In rare instances, a reimbursement may be made to the student for expenses substantiated by a receipt from a licensed and legal child care provider. Expenditures must be coded to purpose 510 and vocational code 15. *Amount of Perkins funds available is limited to not more than 10% of a college's allotment.*

9XX – OPERATION & MAINTENANCE OF PLANT

- 920 **Equipment** includes the cost of acquiring administrative or instructional equipment or furniture, motor vehicles, data processing equipment, audio-visual materials of a durable nature, and any other tangible items of substantial cost that may reasonably be expected to have a useful life exceeding one year. *Perkins funds may only be used for items in this category which are utilized for instructional purposes.*

Section D. Supplement, Not Supplant

Federal grant funds must supplement and not supplant state or local funds. Federal funds may not result in a decrease in state or local funding that would have been available to conduct the activity had federal funds not been received. In other words, federal funds may not free up state or local

dollars for other purposes, but should create or augment programs to an extent not possible without federal dollars. You must be able to demonstrate that federal funds are added to the amount of state and local funds that would, in the absence of federal funds, be made available for uses specified in your plan.

For example, if Perkins funds were used to provide a vocational education service the college is required to provide under state or local law, supplanting would occur. In this circumstance, all federal funds used to carry out that service could be questioned by auditors. As a rule, Perkins funds should not be used for a college's general responsibilities.

Determining Supplanting

The critical question in determining whether there has been a supplanting violation is whether federal funds were used instead of funds from non-federal sources. It will have to be shown that the federally funded activity would not have been funded by state or non-federal sources.

When auditors review compliance with non-supplant rules, they often use the following test: What would the recipient have done in the absence of federal funds? If the project would have been carried out anyway with non-federal funds, there will be the presumption of supplanting. During the audit appeal process evidence would be required to disprove that presumption.

On the other hand, if the auditor were to find evidence that in the absence of those federal funds, the specific activity or program would not have been carried out, there would be no presumption of supplanting.

Section E. Equipment Disposal

Equipment shall be used by the grantee or subgrantee in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by Federal funds. When no longer needed for the original program or project, the equipment may be used in other activities currently or previously supported by a Federal agency.

When acquiring replacement equipment, the grantee or subgrantee may use the equipment to be replaced as a trade-in or sell the property and use the proceeds to offset the cost of the replacement property, subject to the approval of the awarding agency.

Management Requirements: Procedures for managing equipment until disposition takes place will, as a minimum, meet the following requirements:

- 1) Property records must be maintained that include a description of the property, serial number or other identification number, the source of property, who holds title, acquisition date, cost, percentage of Federal participation in the cost, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.
- 2) A physical inventory must be taken at least once every two years.
- 3) A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property.
- 4) Adequate maintenance procedures must be developed to keep the property in good condition.
- 5) If the property is sold, proper sales procedures must be established and followed to ensure the highest possible return.

Disposition: When equipment is no longer needed for the original project or program or for other activities currently or previously supported by a Federal agency, disposition will be made as follows: Items of equipment with a current per-unit fair market value of less than \$5,000 may be retained, sold or otherwise disposed of with no further obligation to the awarding agency.

- Education Department General Administrative Regulations (EDGAR), 34 CFR Part 80.32

COVER SHEET

STATE: NC

CONSOLIDATED ANNUAL PERFORMANCE, ACCOUNTING STATUS REPORT FOR STATE-ADMINISTERED VOCATIONAL PROGRAMS

Carl D. Perkins Vocational and Technical Education Act
OMB NO: 1830-0503

1. RECIPIENT ORGANIZATION

Organization: North Carolina Department of Public Instruction
Address 1: 301 North Wilmington Street
Address 2:
City: Raleigh
State: NC
Zip Code: 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: 2004-07-01 00:00:00

To: 2005-06-30 00:00:00

5. REMARKS: (Attach any explanation deemed necessary or information not in compliance with governing legislation)

6. CERTIFICATION: I certify to the best of my knowledge and belief that the
and Narrative Performance Report, is correct and complete and that all outlay
purposes set forth

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL:

(Please go to the CAR web site to certify by PIN electronically after
uploading the report.)

DATE RE

2005-12-15

TYPED OR PRINTED NAME AND TITLE:

Howard N. Lee, Chairman

TELEPHONE

919-807-38

T

YEAR: 2004-2005

**STABILITY, AND FINANCIAL
EDUCATIONAL EDUCATION**

t of 1998 (Perkins III)

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equired by Federal sponsoring agency in

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's report, including all attached FORMS
and unliquidated obligations are for the

PORT SUBMITTED:

13:13:48

ONE (Including Area Code):

16

STATUS OF FUNDS

STATE: NC
INTERIM
Federal Funding Period: 7/1/2004-9/30/2006

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 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								
Postsecondary Eligible Recipients	N/P	N/P								
Total Reserve										
Other Expenditures										
Secondary Eligible Recipients	N/P	\$334,451,075.28								
Postsecondary Eligible Recipients	N/P	\$377,121,451.00								
Total Other Expenditures										
Total Local Uses of Funds										
State Leadership										
Nontraditional Training and Employment	N/P	\$64,717.88								
State Institutions	N/P	\$50,000.00								
Other	N/P	\$1,856,206.96								
Total State Leadership										
State Administration	N/P	\$2,396,898.05								
TOTAL BASIC GRANT TO STATES										
Title II - Tech-Prep Education										
State Administration	N/P	\$239,854.74								
Local Consortia	N/P	\$2,655,288.00								
TOTAL TECH-PREP EDUCATION										

STATUS OF FUNDS

STATE: NC
 FINAL
 Federal Funding Period: 7/1/2003-9/30/2005

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 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	\$0.00	N/P	N/P	N/P	N/P	N/P	N/P
Postsecondary Eligible Recipients	N/P	N/P	N/P	\$0.00	N/P	N/P	N/P	N/P	N/P	N/P
Total Reserve	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Other Expenditures										
Secondary Eligible Recipients	\$315,292,997.18	N/P	N/P	\$0.00	\$295,991,663.18	N/P	N/P	N/P	\$19,361,334.00	N/P
Postsecondary Eligible Recipients	\$345,136,113.00	N/P	N/P	\$709,560.00	\$335,378,907.00	N/P	N/P	N/P	\$10,468,766.00	N/P
Total Other Expenditures	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Local Uses of Funds	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
State Leadership										
Nontraditional Training and Employment	\$64,481.45	N/P	N/P	\$0.00	N/P	N/P	N/P	N/P	\$64,481.45	N/P
State Institutions	\$50,000.00	N/P	N/P	\$0.00	N/P	N/P	N/P	N/P	\$50,000.00	N/P
Other	\$1,479,690.68	N/P	N/P	\$1,034,432.87	N/P	N/P	N/P	N/P	\$2,514,123.55	N/P
Total State Leadership	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
State Administration	\$2,533,468.04	N/P	N/P	\$1,075,401.41	\$2,300,516.45	N/P	N/P	N/P	\$1,708,353.00	N/P
TOTAL BASIC GRANT TO STATES	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Title II - Tech-Prep Education										
State Administration	\$137,762.00	N/P	N/P	\$144,163.00	N/P	N/P	N/P	N/P	\$281,925.00	N/P
Local Consortia	\$2,624,608.85	N/P	N/P	\$225,480.00	N/P	N/P	N/P	N/P	\$2,850,517.00	N/P
TOTAL TECH-PREP EDUCATION	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

VOCATIONAL-TECHNICAL ED

LEVEL	STUDENT POPULATION	Grand Total (Unduplicate. count)	Agri., Food, & Nat. Resources
		A	B
ALL (Sec+Psec+Adult)	Male	#NAME?	#NAME?
	Female	#NAME?	#NAME?
	Gender Unkown	#NAME?	#NAME?
	Grand Total	#NAME?	#NAME?
S E C O N D A R Y	Male	149,158	N/P
	Female	139,398	N/P
	Gender Unkown	0	0
	Total	288,556	0
	American Indian or Alaska Native	4,110	0
	Asian or Pacific Islander	5,262	0
	Black, non-Hispanic	91,199	0
	Hispanic	14,479	0
	White, non-Hispanic	169,284	0
	Unknown/Other	4,222	0
	Individuals With Disabilities	33,466	0
	Economically Disadvantaged	94,943	0
	Nontraditional Enrollees	46,864	0
	Single Parents	0	0
	Displaced Homemakers	0	0
	Other Educational Barriers	98,414	0
	Limited English Proficient	6,619	0
P O S T S E C O N D A R Y	Male	45,659	1,260
	Female	76,448	573
	Gender Unkown	0	0
	Total	122,107	1,833
	American Indian or Alaska Native	2,059	18
	Asian or Pacific Islander	1,958	4
	Black, non-Hispanic	37,001	106
	Hispanic	2,708	11
	White, non-Hispanic	76,592	1,660
	Unknown/Other	1,789	34
	Individuals With Disabilities	3,730	72
	Economically Disadvantaged	20,545	145
	Nontraditional Enrollees	21,540	476
	Single Parents	9,644	47
	Displaced Homemakers	4,770	20
	Other Educational Barriers	56,484	773
	Limited English Proficient	1,027	2

Row 37	A D U L T	Male	N/P	N/P
Row 38		Female	N/P	0
Row 39		Gender Unkown	N/P	0
Row 40		Total	0	0
Row 41		American Indian or Alaska Native	N/P	0
Row 42		Asian or Pacific Islander	N/P	0
Row 43		Black, non-Hispanic	N/P	0
Row 44		Hispanic	N/P	0
Row 45		White, non-Hispanic	N/P	0
Row 46		Unknown/Other	N/P	0
Row 47		Individuals With Disabilities	N/P	0
Row 48		Economically Disadvantaged	N/P	0
Row 49		Nontraditional Enrollees	N/P	0
Row 50		Single Parents	N/P	0
Row 51		Displaced Homemakers	N/P	0
Row 52		Other Educational Barriers	N/P	0
Row 53		Limited English Proficient	N/P	0
Row 54	Additional Information	SECONDARY		
Row 55		POSTSECONDARY		
Row 56		ADULT		

OMB NO: 1830-0503□

CATION BASIC GRANT STUDENT ENROLLMENT REPORT

STATE: NC

PROGRAM YEAR: 2004-2005

Archit., & Const.	Arts, A/V Tech., & Comm.	Bus., Manag'nt., & Admin.	Education, & Training	Finance	Gov't., & Public Admin.
C	D	E	F	G	H
#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
N/P	N/P	N/P	N/P	N/P	N/P
N/P	N/P	N/P	N/P	N/P	N/P
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
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0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
4,696	1,410	14,220	N/P	N/P	N/P
198	1,647	29,688	N/P	N/P	N/P
0	0	0	N/P	N/P	N/P
4,894	3,057	43,908	N/P	N/P	N/P
145	30	616	N/P	N/P	N/P
67	69	937	N/P	N/P	N/P
1,320	489	14,216	N/P	N/P	N/P
102	82	1,066	N/P	N/P	N/P
3,186	2,323	26,404	N/P	N/P	N/P
74	64	669	N/P	N/P	N/P
151	117	1,488	N/P	N/P	N/P
581	243	8,066	N/P	N/P	N/P
191	137	12,378	N/P	N/P	N/P
125	84	3,932	N/P	N/P	N/P
100	61	1,900	N/P	N/P	N/P
1,808	1,151	22,066	N/P	N/P	N/P
35	18	459	N/P	N/P	N/P

[illegible]

Health Science	Hospitality & Tourism	Human Services	Info. Tech.	Law, Public Safety, & Security	Manufact.
I	J	K	L	M	N
#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
N/P	N/P	N/P	N/P	N/P	N/P
N/P	N/P	N/P	N/P	N/P	N/P
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
2,582	N/P	6,563	N/P	N/P	4,582
18,040	N/P	24,359	N/P	N/P	419
0	N/P	0	N/P	N/P	0
20,622	N/P	30,922	N/P	N/P	5,001
376	N/P	673	N/P	N/P	78
293	N/P	195	N/P	N/P	74
5,626	N/P	11,635	N/P	N/P	1,134
307	N/P	645	N/P	N/P	110
13,734	N/P	17,384	N/P	N/P	3,548
286	N/P	390	N/P	N/P	57
496	N/P	900	N/P	N/P	156
3,985	N/P	5,908	N/P	N/P	535
1,723	N/P	5,439	N/P	N/P	414
1,995	N/P	3,069	N/P	N/P	126
1,029	N/P	1,435	N/P	N/P	52
9,150	N/P	14,989	N/P	N/P	1,878
135	N/P	190	N/P	N/P	65

[illegible]

Marketing, Sales, & Services	Science, Tech., Engineering, & Math	Transp., Distrib., & Logistics
O	P	Q
#NAME?	#NAME?	#NAME?
#NAME?	#NAME?	#NAME?
#NAME?	#NAME?	#NAME?
#NAME?	#NAME?	#NAME?
N/P	N/P	N/P
N/P	N/P	N/P
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
N/P	5,402	4,944
N/P	1,133	391
N/P	0	0
N/P	6,535	5,335
N/P	72	51
N/P	198	121
N/P	1,371	1,104
N/P	219	166
N/P	4,550	3,803
N/P	125	90
N/P	193	157
N/P	623	459
N/P	403	379
N/P	161	105
N/P	106	67
N/P	2,744	1,925
N/P	78	45

[illegible]

VOCATIONAL-TECHNICAL EI

LEVEL	STUDENT POPULATION	Grand Total (Unduplicate. count)	Agri., Food, & Nat. Resources
		A	B
ALL (Sec+Psec+Adult)	Male	#NAME?	#NAME?
	Female	#NAME?	#NAME?
	Gender Unkown	#NAME?	#NAME?
	Grand Total	#NAME?	#NAME?
S E C O N D A R Y	Male	54,384	N/P
	Female	48,472	0
	Gender Unkown	0	0
	Total	102,856	0
	American Indian or Alaska Native	1,888	0
	Asian or Pacific Islander	1,608	0
	Black, non-Hispanic	32,876	0
	Hispanic	5,411	0
	White, non-Hispanic	59,688	0
	Unknown/Other	1,385	0
	Individuals With Disabilities	11,308	0
	Economically Disadvantaged	37,274	0
	Nontraditional Enrollees	16,561	0
	Single Parents	0	0
	Displaced Homemakers	0	0
	Other Educational Barriers	41,939	0
	Limited English Proficient	2,414	0
P O S T S E C O N D A R Y	Male	2,972	128
	Female	3,885	29
	Gender Unkown	0	0
	Total	6,857	157
	American Indian or Alaska Native	102	1
	Asian or Pacific Islander	77	0
	Black, non-Hispanic	1,651	4
	Hispanic	93	0
	White, non-Hispanic	4,857	152
	Unknown/Other	77	0
	Individuals With Disabilities	139	2
	Economically Disadvantaged	950	10
	Nontraditional Enrollees	1,219	27
	Single Parents	383	3
	Displaced Homemakers	159	1
	Other Educational Barriers	3,487	73
	Limited English Proficient	40	0

Row 37	A D U L T	Male	N/P	N/P
Row 38		Female	N/P	N/P
Row 39		Gender Unkown	N/P	N/P
Row 40		Total	0	N/P
Row 41		American Indian or Alaska Native	N/P	N/P
Row 42		Asian or Pacific Islander	N/P	N/P
Row 43		Black, non-Hispanic	N/P	N/P
Row 44		Hispanic	N/P	N/P
Row 45		White, non-Hispanic	N/P	N/P
Row 46		Unknown/Other	N/P	N/P
Row 47		Individuals With Disabilities	N/P	N/P
Row 48		Economically Disadvantaged	N/P	N/P
Row 49		Nontraditional Enrollees	N/P	N/P
Row 50		Single Parents	N/P	N/P
Row 51		Displaced Homemakers	N/P	N/P
Row 52		Other Educational Barriers	N/P	N/P
Row 53		Limited English Proficient	N/P	N/P
Row 54	Additional Information	SECONDARY		
Row 55		POSTSECONDARY		
Row 56		ADULT		

OMB NO: 1830-0503□

EDUCATION TECH PREP STUDENT ENROLLMENT REPORT

STATE: NC

PROGRAM YEAR: 2004-2005

Archit., & Const.	Arts, A/V Tech., & Comm.	Bus., Manag'nt., & Admin.	Education, & Training	Finance	Gov't., & Public Admin.
C	D	E	F	G	H
#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
N/P	N/P	N/P	N/P	N/P	N/P
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
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0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
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0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
257	81	898	N/P	N/P	N/P
6	78	1,382	N/P	N/P	N/P
0	0	0	N/P	N/P	N/P
263	159	2,280	0	0	0
9	0	25	N/P	N/P	N/P
1	3	35	N/P	N/P	N/P
39	21	669	N/P	N/P	N/P
1	2	46	N/P	N/P	N/P
212	130	1,481	N/P	N/P	N/P
1	3	24	N/P	N/P	N/P
6	5	43	N/P	N/P	N/P
17	12	375	N/P	N/P	N/P
6	7	823	N/P	N/P	N/P
4	3	166	N/P	N/P	N/P
2	3	50	N/P	N/P	N/P
110	69	1,252	N/P	N/P	N/P
0	1	16	N/P	N/P	N/P

[illegible]

Health Science	Hospitality & Tourism	Human Services	Info. Tech.	Law, Public Safety, & Security	Manufact.
I	J	K	L	M	N
#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
N/P	N/P	N/P	N/P	N/P	N/P
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
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0	0	0	0	0	0
0	0	0	0	0	0
94	N/P	391	N/P	N/P	318
1,188	N/P	1,135	N/P	N/P	8
0	N/P	N/P	N/P	N/P	0
1,282	0	1,526	0	0	326
29	N/P	27	N/P	N/P	4
17	N/P	5	N/P	N/P	0
255	N/P	514	N/P	N/P	43
16	N/P	13	N/P	N/P	1
946	N/P	954	N/P	N/P	273
19	N/P	13	N/P	N/P	5
23	N/P	32	N/P	N/P	10
205	N/P	241	N/P	N/P	23
63	N/P	249	N/P	N/P	10
90	N/P	107	N/P	N/P	4
44	N/P	52	N/P	N/P	3
595	N/P	857	N/P	N/P	137
7	N/P	10	N/P	N/P	0

[illegible]

Marketing, Sales, & Services	Science, Tech., Engineering, & Math	Transp., Distrib., & Logistics
O	P	Q
#NAME?	#NAME?	#NAME?
#NAME?	#NAME?	#NAME?
#NAME?	#NAME?	#NAME?
#NAME?	#NAME?	#NAME?
N/P	N/P	N/P
0	0	0
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0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
N/P	484	321
N/P	49	10
N/P	0	0
0	533	331
N/P	4	3
N/P	11	5
N/P	75	31
N/P	8	6
N/P	427	282
N/P	8	4
N/P	14	4
N/P	51	16
N/P	25	9
N/P	5	1
N/P	4	0
N/P	254	140
N/P	4	2

N/P	N/P	N/P
N/P	N/P	N/P
N/P	N/P	N/P
N/P	N/P	N/P
N/P	N/P	N/P
N/P	N/P	N/P
N/P	N/P	N/P
N/P	N/P	N/P
N/P	N/P	N/P
N/P	N/P	N/P
N/P	N/P	N/P
N/P	N/P	N/P
N/P	N/P	N/P
N/P	N/P	N/P
N/P	N/P	N/P
N/P	N/P	N/P
N/P	N/P	N/P
N/P	N/P	N/P

CORE INDICATOR #1: ATTAINMENT OF ACADEMIC SKILLS
VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: NC

PROGRAM YEAR: 2004-2005

A	B	C	D	E	F	G
Level	Population	ACADEMIC ATTAINMENT - SECONDARY (1S1)				
		CORE #1 VS ATT Number Of Students In the Numerator	CORE #1 AS ATT Number Of Students In The Denominator	Adjusted Level Of Performance	Actual Level Of Performance	Adjusted Vs. Actual Level Of Performance*
		#NAME?	#NAME?	55.59%	#NAME?	#NAME?
S E C O N D A R Y	GRAND TOTAL					
	Male	38,552	70,496		54.69%	
	Female	35,530	66,652		53.31%	
	Gender Unknown	0	0		0.00%	
	American Indian or Alaska Native	1,340	2,716		49.34%	
	Asian or Pacific Islander	1,335	2,328		57.35%	
	Black, non-Hispanic	16,134	41,004		39.35%	
	Hispanic	2,191	4,876		44.93%	
	White, non Hispanic	52,276	84,760		61.68%	
	Unknown/Other	806	1,464		55.05%	
	Individuals With Disabilities	2,803	10,664		26.28%	
	Economically Disadvantaged	17,193	40,128		42.85%	
	Single Parents	0	0		0.00%	
	Displaced Homemakers	0	0		0.00%	
	Other Educational Barriers	16,405	47,860		34.28%	
	Limited English Proficient	732	2,224		32.91%	
	Nontraditional Enrollees	3,089	5,240		58.95%	
	TECH PREP	70,636	124,260		56.85%	

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

Additional Information:

FORM IV, Page 1

CORE INDICATOR #1: ATTAINMENT OF ACADEMIC SKILLS
VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: NC
PROGRAM YEAR: 2004-2005

A Level	B Population	C ACADEMIC ATTAINMENT - POSTSECONDARY (1P1)					
		D CORE #1 VS ATT		E CORE #1 AS ATT		F Adjusted Level Of Performance	
		Number Of Students In The Numerator	#NAME?	Number Of Students In The Denominator	#NAME?	Adjusted Level Of Performance	Adjusted Vs. Actual Level Of Performance*
P O S T S E C O N D A R Y	GRAND TOTAL						
	Male	4,234		5,999		70.58%	
	Female	7,462		11,238		66.40%	
	Gender Unknown	0		0		0.00%	
	American Indian or Alaska Native	249		289		86.16%	
	Asian or Pacific Islander	186		306		60.78%	
	Black, non-Hispanic	3,295		4,242		77.68%	
	Hispanic	306		315		97.14%	
	White, non Hispanic	7,508		11,879		63.20%	
	Unknown/Other	152		206		73.79%	
	Individuals With Disabilities	0		669		0.00%	
	Economically Disadvantaged	2,319		3,389		68.43%	
	Single Parents	997		1,583		62.98%	
	Displaced Homemakers	428		777		55.08%	
	Other Educational Barriers	5,870		8,300		70.72%	
	Limited English Proficient	77		163		47.24%	
	Nontraditional Enrollees	77		163		47.24%	
	TECH PREP	828		928		89.22%	

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

Additional Information:

FORM IV, Page 2

CORE INDICATOR #1: ATTAINMENT OF ACADEMIC SKILLS
VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: NC

PROGRAM YEAR: 2004-2005

A Level	B Population	C ACADEMIC ATTAINMENT - ADULT (1A1)				F Adjusted Vs. Actual Level Of Performance*
		CORE #1 VS ATT Number Of Students In The Numerator	CORE #1 AS ATT Number Of Students In The Denominator	E Adjusted Level Of Performance	F Actual Level Of Performance	
A D U L T	GRAND TOTAL	#NAME?	#NAME?	0.00%	#NAME?	#NAME?
	Male	N/P	N/P		100.00%	
	Female	N/P	N/P		100.00%	
	Gender Unknown	N/P	N/P		100.00%	
	American Indian or Alaska Native	N/P	N/P		100.00%	
	Asian or Pacific Islander	N/P	N/P		100.00%	
	Black, non-Hispanic	N/P	N/P		100.00%	
	Hispanic	N/P	N/P		100.00%	
	White, non Hispanic	N/P	N/P		100.00%	
	Unknown/Other	N/P	N/P		100.00%	
	Individuals With Disabilities	N/P	N/P		100.00%	
	Economically Disadvantaged	N/P	N/P		100.00%	
	Single Parents	N/P	N/P		100.00%	
	Displaced Homemakers	N/P	N/P		100.00%	
	Other Educational Barriers	N/P	N/P		100.00%	
	Limited English Proficient	N/P	N/P		100.00%	
	Nontraditional Enrollees	N/P	N/P		100.00%	
	TECH PREP	N/P	N/P		100.00%	

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

Additional Information:

FORM IV, Page 3

CORE INDICATOR #1: ATTAINMENT OF VOCATIONAL SKILLS
VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: NC

PROGRAM YEAR: 2004-2005

A Level	B Population	C SKILL ATTAINMENT - SECONDARY (1S2)						D F		E G	
		CORE #1 VS ATT	CORE #1 AS ATT	Number Of Students In The Denominator	Adjusted Level Of Performance	Actual Level Of Performance	Adjusted Vs. Actual Level Of Performance*				
	GRAND TOTAL	#NAME?	#NAME?	#NAME?	58.46%	#NAME?	#NAME?				
	Male	88,869	142,687			62.28%					
	Female	95,516	138,795			68.82%					
	Gender Unknown	0	0			0.00%					
	American Indian or Alaska Native	2,234	4,154			53.78%					
	Asian or Pacific Islander	3,130	4,809			65.09%					
	Black, non-Hispanic	43,350	86,228			50.27%					
	Hispanic	6,287	12,564			50.04%					
	White, non Hispanic	126,787	169,866			74.64%					
	Unknown/Other	2,597	3,861			67.26%					
	Individuals With Disabilities	9,300	24,300			38.27%					
	Economically Disadvantaged	48,716	91,255			53.38%					
	Single Parents	0	0			0.00%					
	Displaced Homemakers	0	0			0.00%					
	Other Educational Barriers	43,637	95,603			45.64%					
	Limited English Proficient	1,802	5,260			34.26%					
	Nontraditional Enrollees	25,328	36,763			68.90%					
	TECH PREP	67,372	110,613			60.91%					

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

FORM IV, Page 4

Additional Information:

CORE INDICATOR #1: ATTAINMENT OF VOCATIONAL SKILLS
VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: NC

PROGRAM YEAR: 2004-2005

A Level	B Population	C SKILL ATTAINMENT - POSTSECONDARY (1P2)					
		D CORE #1 VS ATT		E CORE #1 AS ATT		F Adjusted Level Of Performance	
		Number Of Students In The Numerator	#NAME?	Number Of Students In The Denominator	#NAME?	Adjusted Level Of Performance	Adjusted Vs. Actual Level Of Performance*
P O S T S E C O N D A R Y	GRAND TOTAL						
	Male	4,287		5,999		71.46%	
	Female	9,410		11,238		83.73%	
	Gender Unknown	0		0		0.00%	
	American Indian or Alaska Native	283		289		97.92%	
	Asian or Pacific Islander	196		306		64.05%	
	Black, non-Hispanic	2,917		4,242		68.76%	
	Hispanic	225		315		71.43%	
	White, non Hispanic	9,915		11,879		83.47%	
	Unknown/Other	161		206		78.16%	
	Individuals With Disabilities	515		669		76.98%	
	Economically Disadvantaged	2,657		3,389		78.40%	
	Single Parents	1,094		1,583		69.11%	
	Displaced Homemakers	649		777		83.53%	
	Other Educational Barriers	6,970		8,300		83.98%	
	Limited English Proficient	103		163		63.19%	
	Nontraditional Enrollees	1,894		2,790		67.89%	
	TECH PREP	928		997		93.08%	

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

FORM IV, Page 5

Additional Information:

CORE INDICATOR #1: ATTAINMENT OF VOCATIONAL SKILLS
VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: NC

PROGRAM YEAR: 2004-2005

A	B	C	D	E	F	G
Level	Population	SKILL ATTAINMENT - ADULT (1A2)				
		CORE #1 VS ATT	CORE #1 AS ATT	Adjusted Level Of Performance	Actual Level Of Performance	Adjusted Vs. Actual Level Of Performance* #NAME?
		Number Of Students In the Numerator	Number Of Students In The Denominator			
P O S T S E C O N D A R Y	GRAND TOTAL	#NAME?	#NAME?	0.00%	#NAME?	
	Male	N/P	N/P		100.00%	
	Female	N/P	N/P		100.00%	
	Gender Unknown	N/P	N/P		100.00%	
	American Indian or Alaska Native	N/P	N/P		100.00%	
	Asian or Pacific Islander	N/P	N/P		100.00%	
	Black, non-Hispanic	N/P	N/P		100.00%	
	Hispanic	N/P	N/P		100.00%	
	White, non Hispanic	N/P	N/P		100.00%	
	Unknown/Other	N/P	N/P		100.00%	
	Individuals With Disabilities	N/P	N/P		100.00%	
	Economically Disadvantaged	N/P	N/P		100.00%	
	Single Parents	N/P	N/P		100.00%	
	Displaced Homemakers	N/P	N/P		100.00%	
	Other Educational Barriers	N/P	N/P		100.00%	
	Limited English Proficient	N/P	N/P		100.00%	
	Nontraditional Enrollees	N/P	N/P		100.00%	
	TECH PREP	N/P	N/P		100.00%	

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

Additional Information:

n/p

FORM IV, Page 5

CORE INDICATOR #2: COMPLETION
VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT
 STATE: NC
 PROGRAM YEAR: 2004-2005

A Level	B Population	C COMPLETION - SECONDARY (2S1)					
		D CORE #1 VS ATT		E CORE #1 AS ATT		F ADJUSTED VS. ACTUAL	
		Number Of Students In the Numerator	#NAME?	Number Of Students In The Denominator	#NAME?	Actual Level Of Performance	Adjusted Vs. Actual Level Of Performance*
S E C O N D A R Y	GRAND TOTAL						
	Male	13,870		16,077		86.27%	
	Female	13,881		15,399		90.14%	
	Gender Unknown	0		0		0.00%	
	American Indian or Alaska Native	498		549		90.71%	
	Asian or Pacific Islander	526		566		92.93%	
	Black, non-Hispanic	8,248		9,684		85.17%	
	Hispanic	1,029		1,249		82.39%	
	White, non Hispanic	17,136		19,073		89.84%	
	Unknown/Other	314		355		88.45%	
	Individuals With Disabilities	1,905		2,772		68.72%	
	Economically Disadvantaged	8,020		9,428		85.07%	
	Single Parents	0		0		0.00%	
	Displaced Homemakers	0		0		0.00%	
	Other Educational Barriers	9,007		11,463		78.57%	
	Limited English Proficient	462		605		76.36%	
	Nontraditional Enrollees	1,075		1,191		90.26%	
	TECH PREP	27,751		27,751		100.00%	

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

Additional Information:

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CORE INDICATOR #2: COMPLETION
VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: NC

PROGRAM YEAR: 2004-2005

A	B	C	D	E	F	G
Level	Population	COMPLETION - POSTSECONDARY (2P1)				
		CORE #1 VS ATT Number Of Students In The Numerator	CORE #1 AS ATT Number Of Students In The Denominator	Adjusted Level Of Performance	Actual Level Of Performance	Adjusted Vs. Actual Level Of Performance*
		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
P O S T S E C O N D A R Y	GRAND TOTAL			65.28%		
	Male	6,825	9,144		74.64%	
	Female	12,536	16,078		77.97%	
	Gender Unknown	0	0		0.00%	
	American Indian or Alaska Native	380	412		92.23%	
	Asian or Pacific Islander	280	438		63.93%	
	Black, non-Hispanic	4,440	6,313		70.33%	
	Hispanic	365	484		75.41%	
	White, non Hispanic	13,668	17,262		79.18%	
	Unknown/Other	228	313		72.84%	
	Individuals With Disabilities	709	894		79.31%	
	Economically Disadvantaged	3,583	4,553		78.70%	
	Single Parents	1,481	2,174		68.12%	
	Displaced Homemakers	891	1,094		81.44%	
	Other Educational Barriers	9,092	11,280		80.60%	
	Limited English Proficient	133	235		56.60%	
	Nontraditional Enrollees	2,586	3,917		66.02%	
	TECH PREP	1,317	1,327		99.25%	

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

FORM IV, Page 8

Additional Information:

CORE INDICATOR #2: COMPLETION
VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT
 STATE: NC
 PROGRAM YEAR: 2004-2005

A Level	B Population	C COMPLETION - ADULT (2A1)				F Actual Level Of Performance #NAME?	G Adjusted Vs. Actual Level Of Performance*
		CORE #1 VS ATT Number Of Students In the Numerator #NAME?	CORE #1 AS ATT Number Of Students In The Denominator #NAME?	Adjusted Level Of Performance 0.00%	Actual Level Of Performance #NAME?		
A D U L T	GRAND TOTAL						
	Male	N/P	N/P		100.00%		
	Female	N/P	N/P		100.00%		
	Gender Unknown	N/P	N/P		100.00%		
	American Indian or Alaska Native	N/P	N/P		100.00%		
	Asian or Pacific Islander	N/P	N/P		100.00%		
	Black, non-Hispanic	N/P	N/P		100.00%		
	Hispanic	N/P	N/P		100.00%		
	White, non Hispanic	N/P	N/P		100.00%		
	Unknown/Other	N/P	N/P		100.00%		
	Individuals With Disabilities	N/P	N/P		100.00%		
	Economically Disadvantaged	N/P	N/P		100.00%		
	Single Parents	N/P	N/P		100.00%		
	Displaced Homemakers	N/P	N/P		100.00%		
	Other Educational Barriers	N/P	N/P		100.00%		
	Limited English Proficient	N/P	N/P		100.00%		
	Nontraditional Enrollees	N/P	N/P		100.00%		
	TECH PREP	N/P	N/P		100.00%		

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

Additional Information:

CORE INDICATOR #3: PLACEMENT
VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: NC

PROGRAM YEAR: 2004-2005

A Level	B Population	C TOTAL PLACEMENT - SECONDARY (3S1)					
		D CORE #1 VS ATT		E CORE #1 AS ATT		F (3S1)	
		Number Of Students In the Numerator	#NAME?	Number Of Students In The Denominator	Adjusted Level Of Performance	Actual Level Of Performance	Adjusted Vs. Actual Level Of Performance*
S E C O N D A R Y	GRAND TOTAL				94.80%		
	Male	16,298		17,102		95.30%	
	Female	13,712		14,544		94.28%	
	Gender Unknown	0		0		0.00%	
	American Indian or Alaska Native	580		648		89.51%	
	Asian or Pacific Islander	485		502		96.61%	
	Black, non-Hispanic	7,466		8,088		92.31%	
	Hispanic	763		834		91.49%	
	White, non Hispanic	20,519		21,369		96.02%	
	Unknown/Other	197		205		96.10%	
	Individuals With Disabilities	2,208		2,414		91.47%	
	Economically Disadvantaged	6,919		7,600		91.04%	
	Single Parents	0		0		0.00%	
	Displaced Homemakers	0		0		0.00%	
	Other Educational Barriers	9,448		10,338		91.39%	
	Limited English Proficient	431		483		89.23%	
	Nontraditional Enrollees	1,441		1,509		95.49%	
	TECH PREP	26,891		28,177		95.44%	

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

Additional Information:

FORM IV, Page 11

CORE INDICATOR #3: PLACEMENT
VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: NC
PROGRAM YEAR: 2004-2005

A Level	B Population	C PLACEMENT: Advanced Training - SECONDARY (3S1)				F Actual Level Of Performance	G Adjusted Vs. Actual Level Of Performance*
		Number Of Students In The Numerator	Number Of Students In The Denominator	Adjusted Level Of Performance	Adjusted Vs. Actual Level Of Performance		
S E C O N D A R Y	GRAND TOTAL	#NAME?	#NAME?	94.80%	#NAME?		
	Male	N/P	N/P		100.00%		
	Female	N/P	N/P		100.00%		
	Gender Unknown	N/P	N/P		100.00%		
	American Indian or Alaska Native	N/P	N/P		100.00%		
	Asian or Pacific Islander	N/P	N/P		100.00%		
	Black, non-Hispanic	N/P	N/P		100.00%		
	Hispanic	N/P	N/P		100.00%		
	White, non Hispanic	N/P	N/P		100.00%		
	Unknown/Other	N/P	N/P		100.00%		
	Individuals With Disabilities	N/P	N/P		100.00%		
	Economically Disadvantaged	N/P	N/P		100.00%		
	Single Parents	N/P	N/P		100.00%		
	Displaced Homemakers	N/P	N/P		100.00%		
	Other Educational Barriers	N/P	N/P		100.00%		
	Limited English Proficient	N/P	N/P		100.00%		
	Nontraditional Enrollees	N/P	N/P		100.00%		
	TECH PREP	N/P	N/P		100.00%		

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

Additional Information:

FORM IV, Page 12

CORE INDICATOR #3: PLACEMENT
VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT
STATE: NC
PROGRAM YEAR: 2004-2005

A	B	C	D	E	F	G
Level	Population	PLACEMENT:EMPLOYMENT & MILITARY - SECONDARY (3S1)				
		CORE #1 VS ATT Number Of Students In the Numerator	CORE #1 AS ATT Number Of Students In The Denominator	Adjusted Level Of Performance	Actual Level Of Performance	Adjusted Vs. Actual Level Of Performance*
		#NAME?	#NAME?	94.80%	#NAME?	
S E C O N D A R Y	GRAND TOTAL					
	Male	N/P	N/P		100.00%	
	Female	N/P	N/P		100.00%	
	Gender Unknown	N/P	N/P		100.00%	
	American Indian or Alaska Native	N/P	N/P		100.00%	
	Asian or Pacific Islander	N/P	N/P		100.00%	
	Black, non-Hispanic	N/P	N/P		100.00%	
	Hispanic	N/P	N/P		100.00%	
	White, non Hispanic	N/P	N/P		100.00%	
	Unknown/Other	N/P	N/P		100.00%	
	Individuals With Disabilities	N/P	N/P		100.00%	
	Economically Disadvantaged	N/P	N/P		100.00%	
	Single Parents	N/P	N/P		100.00%	
	Displaced Homemakers	N/P	N/P		100.00%	
	Other Educational Barriers	N/P	N/P		100.00%	
	Limited English Proficient	N/P	N/P		100.00%	
	Nontraditional Enrollees	N/P	N/P		100.00%	
TECH PREP	N/P	N/P		100.00%		

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

Additional Information:

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CORE INDICATOR #3: PLACEMENT
VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT
STATE: NC
PROGRAM YEAR: 2004-2005

A	B	C	D	E	F	G
Level	Population	TOTAL PLACEMENT - POSTSECONDARY (3P1)				
		CORE #1 VS ATT Number Of Students In The Numerator	CORE #1 AS ATT Number Of Students In The Denominator	Adjusted Level Of Performance	Actual Level Of Performance	Actual Vs. Actual Level Of Performance*
		#NAME?	#NAME?	80.80%	#NAME?	#NAME?
P O S T S E C O N D A R Y	GRAND TOTAL					
	Male	4,367	5,999		72.80%	
	Female	8,640	11,238		76.88%	
	Gender Unknown	0	0		0.00%	
	American Indian or Alaska Native	225	289		77.85%	
	Asian or Pacific Islander	195	306		63.73%	
	Black, non-Hispanic	3,266	4,242		76.99%	
	Hispanic	188	315		59.68%	
	White, non Hispanic	9,003	11,879		75.79%	
	Unknown/Other	130	206		63.11%	
	Individuals With Disabilities	513	669		76.68%	
	Economically Disadvantaged	2,768	3,389		81.68%	
	Single Parents	1,360	1,583		85.91%	
	Displaced Homemakers	560	777		72.07%	
	Other Educational Barriers	6,543	8,300		78.83%	
	Limited English Proficient	123	163		75.46%	
	Nontraditional Enrollees	2,094	2,790		75.05%	
	TECH PREP	758	928		81.68%	

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

Additional Information:

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CORE INDICATOR #3: PLACEMENT
VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT
STATE: NC
PROGRAM YEAR: 2004-2005

A	B	C	D	E	F	G
Level	Population	PLACEMENT:Advanced Training - POSTSECONDARY				(3P1)
		CORE #1 VS ATT	CORE #1 AS ATT	Adjusted Level Of Performance	Actual Level Of Performance	
		Number Of Students In the Numerator	Number Of Students In The Denominator			
	GRAND TOTAL	#NAME?	#NAME?	80.80%	#NAME?	Adjusted Vs. Actual Level Of Performance*
P O S T S E C O N D A R Y	Male	N/P	N/P		100.00%	
	Female	N/P	N/P		100.00%	
	Gender Unknown	N/P	N/P		100.00%	
	American Indian or Alaska Native	N/P	N/P		100.00%	
	Asian or Pacific Islander	N/P	N/P		100.00%	
	Black, non-Hispanic	N/P	N/P		100.00%	
	Hispanic	N/P	N/P		100.00%	
	White, non Hispanic	N/P	N/P		100.00%	
	Unknown/Other	N/P	N/P		100.00%	
	Individuals With Disabilities	N/P	N/P		100.00%	
	Economically Disadvantaged	N/P	N/P		100.00%	
	Single Parents	N/P	N/P		100.00%	
	Displaced Homemakers	N/P	N/P		100.00%	
	Other Educational Barriers	N/P	N/P		100.00%	
	Limited English Proficient	N/P	N/P		100.00%	
	Nontraditional Enrollees	N/P	N/P		100.00%	
	TECH PREP	N/P	N/P		100.00%	

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

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Additional Information:

CORE INDICATOR #3: PLACEMENT
VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT
 STATE: NC
 PROGRAM YEAR: 2004-2005

A	B	C					D	E	F	G
Level	Population	PLACEMENT:EMPLOYMENT & MILITARY - POSTSECONDARY					(3P1)			
		CORE #1 VS ATT	CORE #1 AS ATT		Adjusted Level Of Performance	Actual Level Of Performance	Adjusted Vs. Actual Level Of Performance*			
		Number Of Students In the Numerator	Number Of Students In The Denominator							
	GRAND TOTAL	#NAME?	#NAME?	#NAME?	80.80%	#NAME?				
P O S T S E C O N D A R Y	Male	N/P	N/P	N/P		100.00%				
	Female	N/P	N/P	N/P		100.00%				
	Gender Unknown	N/P	N/P	N/P		100.00%				
	American Indian or Alaska Native	N/P	N/P	N/P		100.00%				
	Asian or Pacific Islander	N/P	N/P	N/P		100.00%				
	Black, non-Hispanic	N/P	N/P	N/P		100.00%				
	Hispanic	N/P	N/P	N/P		100.00%				
	White, non Hispanic	N/P	N/P	N/P		100.00%				
	Unknown/Other	N/P	N/P	N/P		100.00%				
	Individuals With Disabilities	N/P	N/P	N/P		100.00%				
	Economically Disadvantaged	N/P	N/P	N/P		100.00%				
	Single Parents	N/P	N/P	N/P		100.00%				
	Displaced Homemakers	N/P	N/P	N/P		100.00%				
	Other Educational Barriers	N/P	N/P	N/P		100.00%				
Limited English Proficient	N/P	N/P	N/P		100.00%					
Nontraditional Enrollees	N/P	N/P	N/P		100.00%					
	TECH PREP	N/P	N/P	N/P		100.00%				
* "M" = "MET"; "E" = "EXCEEDED"; "D" = "DID NOT MEET"										
FORM IV, Page 18										

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

FORM IV, Page 18

Additional Information:

CORE INDICATOR #3: PLACEMENT
VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: NC

PROGRAM YEAR: 2004-2005

A Level	B Population	C TOTAL PLACEMENT - ADULT (3A1)				F Adjusted Vs. Actual Level Of Performance*
		CORE #1 VS ATT Number Of Students In The Numerator	CORE #1 AS ATT Number Of Students In The Denominator	E Adjusted Level Of Performance	F Actual Level Of Performance	
A D U L T	GRAND TOTAL	#NAME?	#NAME?	0.00%	#NAME?	#NAME?
	Male	N/P	N/P		100.00%	
	Female	N/P	N/P		100.00%	
	Gender Unknown	N/P	N/P		100.00%	
	American Indian or Alaska Native	N/P	N/P		100.00%	
	Asian or Pacific Islander	N/P	N/P		100.00%	
	Black, non-Hispanic	N/P	N/P		100.00%	
	Hispanic	N/P	N/P		100.00%	
	White, non Hispanic	N/P	N/P		100.00%	
	Unknown/Other	N/P	N/P		100.00%	
	Individuals With Disabilities	N/P	N/P		100.00%	
	Economically Disadvantaged	N/P	N/P		100.00%	
	Single Parents	N/P	N/P		100.00%	
	Displaced Homemakers	N/P	N/P		100.00%	
	Other Educational Barriers	N/P	N/P		100.00%	
	Limited English Proficient	N/P	N/P		100.00%	
	Nontraditional Enrollees	N/P	N/P		100.00%	
	TECH PREP	N/P	N/P		100.00%	

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

Additional Information:

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CORE INDICATOR #3: PLACEMENT
VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: NC

PROGRAM YEAR: 2004-2005

A Level	B Population	C PLACEMENT: EDUCATION - ADULT (3A1)				F Actual Level Of Performance	G Adjusted Vs. Actual Level Of Performance*
		CORE #1 VS ATT Number Of Students In The Numerator	CORE #1 AS ATT Number Of Students In The Denominator	E Adjusted Level Of Performance	D #NAME?		
A D U L T	GRAND TOTAL	#NAME?	#NAME?	0.00%	#NAME?		
	Male	N/P	N/P		100.00%		
	Female	N/P	N/P		100.00%		
	Gender Unknown	N/P	N/P		100.00%		
	American Indian or Alaska Native	N/P	N/P		100.00%		
	Asian or Pacific Islander	N/P	N/P		100.00%		
	Black, non-Hispanic	N/P	N/P		100.00%		
	Hispanic	N/P	N/P		100.00%		
	White, non Hispanic	N/P	N/P		100.00%		
	Unknown/Other	N/P	N/P		100.00%		
	Individuals With Disabilities	N/P	N/P		100.00%		
	Economically Disadvantaged	N/P	N/P		100.00%		
	Single Parents	N/P	N/P		100.00%		
	Displaced Homemakers	N/P	N/P		100.00%		
	Other Educational Barriers	N/P	N/P		100.00%		
	Limited English Proficient	N/P	N/P		100.00%		
	Nontraditional Enrollees	N/P	N/P		100.00%		
	TECH PREP	N/P	N/P		100.00%		

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

Additional Information:

FORM IV, Page 20

CORE INDICATOR #3: PLACEMENT
VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT
 STATE: NC
 PROGRAM YEAR: 2004-2005

A	B	C	D	E	F	G
Level	Population	PLACEMENT:EMPLOYMENT & MILITARY - ADULT (3A1)				
		CORE #1 VS ATT Number Of Students In the Numerator	CORE #1 AS ATT Number Of Students In The Denominator	Adjusted Level Of Performance	Actual Level Of Performance	Adjusted Vs. Actual Level Of Performance*
		#NAME?	#NAME?	0.00%	#NAME?	
A D U L T	GRAND TOTAL					
	Male	N/P	N/P		100.00%	
	Female	N/P	N/P		100.00%	
	Gender Unknown	N/P	N/P		100.00%	
	American Indian or Alaska Native	N/P	N/P		100.00%	
	Asian or Pacific Islander	N/P	N/P		100.00%	
	Black, non-Hispanic	N/P	N/P		100.00%	
	Hispanic	N/P	N/P		100.00%	
	White, non Hispanic	N/P	N/P		100.00%	
	Unknown/Other	N/P	N/P		100.00%	
	Individuals With Disabilities	N/P	N/P		100.00%	
	Economically Disadvantaged	N/P	N/P		100.00%	
	Single Parents	N/P	N/P		100.00%	
	Displaced Homemakers	N/P	N/P		100.00%	
	Other Educational Barriers	N/P	N/P		100.00%	
Limited English Proficient	N/P	N/P		100.00%		
Nontraditional Enrollees	N/P	N/P		100.00%		
TECH PREP		N/P	N/P		100.00%	

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

Additional Information:

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CORE INDICATOR #3: RETENTION
VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT
STATE: NC
PROGRAM YEAR: 2004-2005

A Level	B Population	RETENTION - POSTSECONDARY (3P2)					
		CORE #1 VS ATT		CORE #1 AS ATT		Adjusted Level Of Performance	Actual Level Of Performance
		Number Of Students In The Numerator	#NAME?	Number Of Students In The Denominator	#NAME?		
P O S T S E C O N D A R Y	GRAND TOTAL					92.09%	
	Male	4,084		4,367		93.52%	
	Female	8,136		8,640		94.17%	
	Gender Unknown	0		0		0.00%	
	American Indian or Alaska Native	201		225		89.33%	
	Asian or Pacific Islander	181		195		92.82%	
	Black, non-Hispanic	3,094		3,266		94.73%	
	Hispanic	177		188		94.15%	
	White, non Hispanic	8,445		9,003		93.80%	
	Unknown/Other	122		130		93.85%	
	Individuals With Disabilities	477		513		92.98%	
	Economically Disadvantaged	2,576		2,768		93.06%	
	Single Parents	1,290		1,360		94.85%	
	Displaced Homemakers	508		560		90.71%	
	Other Educational Barriers	6,128		6,543		93.66%	
	Limited English Proficient	119		123		96.75%	
	Nontraditional Enrollees	1,957		2,094		93.46%	
	TECH PREP	704		758		92.88%	

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

Additional Information:

CORE INDICATOR #3: RETENTION
VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT
 STATE: NC
 PROGRAM YEAR: 2004-2005

A Level	B Population	C RETENTION - ADULT (3A2)				F Adjusted Vs. Actual Level Of Performance*
		D CORE #1 VS ATT Number Of Students In The Numerator	E CORE #1 AS ATT Number Of Students In The Denominator	F Adjusted Level Of Performance	G Actual Level Of Performance	
	GRAND TOTAL	#NAME?	#NAME?	0.00%	#NAME?	#NAME?
	Male	N/P	N/P		100.00%	
	Female	N/P	N/P		100.00%	
	Gender Unknown	N/P	N/P		100.00%	
	American Indian or Alaska Native	N/P	N/P		100.00%	
	Asian or Pacific Islander	N/P	N/P		100.00%	
	Black, non-Hispanic	N/P	N/P		100.00%	
	Hispanic	N/P	N/P		100.00%	
	White, non Hispanic	N/P	N/P		100.00%	
	Unknown/Other	N/P	N/P		100.00%	
	Individuals With Disabilities	N/P	N/P		100.00%	
	Economically Disadvantaged	N/P	N/P		100.00%	
	Single Parents	N/P	N/P		100.00%	
	Displaced Homemakers	N/P	N/P		100.00%	
	Other Educational Barriers	N/P	N/P		100.00%	
	Limited English Proficient	N/P	N/P		100.00%	
	Nontraditional Enrollees	N/P	N/P		100.00%	
	TECH PREP	N/P	N/P		100.00%	

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

Additional Information:

FORM IV, Page 24

CORE INDICATOR #4: PARTICIPATION IN NONTRADITIONAL PROGRAMS
VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: NC

PROGRAM YEAR: 2004-2005

A	B	C					D	E	F	G
Level	Population	NONTRADITIONAL PARTICIPATION - SECONDARY (4S1)								
		CORE #1 VS ATT Number Of Students In the Numerator	CORE #1 AS ATT Number Of Students In The Denominator	Adjusted Level Of Performance	Actual Level Of Performance	Adjusted Vs. Actual Level Of Performance*				
S E C O N D A R Y	GRAND TOTAL	#NAME?	#NAME?	24.86%	#NAME?	#NAME?				
	Male	40,214	109,403		36.76%					
	Female	9,922	71,867		13.81%					
	Gender Unknown	0	0		0.00%					
	American Indian or Alaska Native	653	2,846		22.94%					
	Asian or Pacific Islander	1,027	3,034		33.85%					
	Black, non-Hispanic	15,573	52,965		29.40%					
	Hispanic	2,647	8,844		29.93%					
	White, non Hispanic	29,508	111,240		26.53%					
	Unknown/Other	728	2,341		31.10%					
	Individuals With Disabilities	6,113	22,241		27.49%					
	Economically Disadvantaged	19,109	71,132		26.86%					
	Single Parents	0	0		0.00%					
	Displaced Homemakers	0	0		0.00%					
	Other Educational Barriers	18,418	68,612		26.84%					
	Limited English Proficient	1,285	4,184		30.71%					
	Nontraditional Enrollees	50,136	50,136		100.00%					
	TECH PREP	18,056	73,336		24.62%					
* "M" = "MET"; "E" = "EXCEEDED"; "D" = "DID NOT MEET"							FORM IV, Page 25			

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

Additional Information:

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CORE INDICATOR #4: PARTICIPATION IN NONTRADITIONAL PROGRAMS
VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: NC

PROGRAM YEAR: 2004-2005

A	B	C	D	E	F	G
Level	Population	NONTRADITIONAL PARTICIPATION - POSTSECONDARY (4P1)				
		CORE #1 VS ATT Number Of Students In the Numerator	CORE #1 AS ATT Number Of Students In The Denominator	Adjusted Level Of Performance	Actual Level Of Performance	Adjusted Vs. Actual Level Of Performance*
P O S T S E C O N D A R Y	GRAND TOTAL	#NAME?	#NAME?	23.14%	#NAME?	#NAME?
	Male	15,603	38,068		40.99%	
	Female	5,951	62,781		9.48%	
	Gender Unknown	0	0		0.00%	
	American Indian or Alaska Native	306	1,746		17.53%	
	Asian or Pacific Islander	446	1,555		28.68%	
	Black, non-Hispanic	6,227	32,137		19.38%	
	Hispanic	568	2,235		25.41%	
	White, non Hispanic	13,592	61,739		22.02%	
	Unknown/Other	415	1,437		28.88%	
	Individuals With Disabilities	804	3,117		25.79%	
	Economically Disadvantaged	2,956	17,405		16.98%	
	Single Parents	1,027	8,208		12.51%	
	Displaced Homemakers	479	3,928		12.19%	
	Other Educational Barriers	9,943	47,921		20.75%	
	Limited English Proficient	213	841		25.33%	
	Nontraditional Enrollees	21,554	21,554		100.00%	
	TECH PREP	1,217	5,642		21.57%	

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Additional Information:

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CORE INDICATOR #4: PARTICIPATION IN NONTRADITIONAL PROGRAMS
VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: NC

PROGRAM YEAR: 2004-2005

A	B	C	D	E	F	G
Level	Population	NONTRADITIONAL PARTICIPATION - ADULT (4A1)				Adjusted Vs. Actual Level Of Performance*
		CORE #1 VS ATT Number Of Students In The Numerator	CORE #1 AS ATT Number Of Students In The Denominator	Adjusted Level Of Performance	Actual Level Of Performance	
		#NAME?	#NAME?	0.00%	#NAME?	
A D U L T	GRAND TOTAL					
	Male	N/P	N/P		100.00%	
	Female	N/P	N/P		100.00%	
	Gender Unknown	N/P	N/P		100.00%	
	American Indian or Alaska Native	N/P	N/P		100.00%	
	Asian or Pacific Islander	N/P	N/P		100.00%	
	Black, non-Hispanic	N/P	N/P		100.00%	
	Hispanic	N/P	N/P		100.00%	
	White, non Hispanic	N/P	N/P		100.00%	
	Unknown/Other	N/P	N/P		100.00%	
	Individuals With Disabilities	N/P	N/P		100.00%	
	Economically Disadvantaged	N/P	N/P		100.00%	
	Single Parents	N/P	N/P		100.00%	
	Displaced Homemakers	N/P	N/P		100.00%	
	Other Educational Barriers	N/P	N/P		100.00%	
	Limited English Proficient	N/P	N/P		100.00%	
	Nontraditional Enrollees	N/P	N/P		100.00%	
	TECH PREP	N/P	N/P		100.00%	

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Additional Information:

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CORE INDICATOR #4: COMPLETION IN NONTRADITIONAL PROGRAMS
VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: NC

PROGRAM YEAR: 2004-2005

A Level	B Population	C NONTRADITIONAL COMPLETION - SECONDARY (4S2)				F Actual Level Of Performance	G Adjusted Vs. Actual Level Of Performance*
		CORE #1 VS ATT Number Of Students In The Numerator	CORE #1 AS ATT Number Of Students In The Denominator	Adjusted Level Of Performance	Actual Level Of Performance		
S E C O N D A R Y	GRAND TOTAL	#NAME?	#NAME?	12.81%	#NAME?		#NAME?
	Male	1,160	7,875		14.73%		
	Female	899	9,286		9.68%		
	Gender Unknown	0	0		0.00%		
	American Indian or Alaska Native	32	340		9.41%		
	Asian or Pacific Islander	43	221		19.46%		
	Black, non-Hispanic	581	4,979		11.67%		
	Hispanic	59	616		9.58%		
	White, non Hispanic	1,316	10,805		12.18%		
	Unknown/Other	28	200		14.00%		
	Individuals With Disabilities	181	1,780		10.17%		
	Economically Disadvantaged	606	5,881		10.30%		
	Single Parents	0	0		0.00%		
	Displaced Homemakers	0	0		0.00%		
	Other Educational Barriers	645	5,998		10.75%		
	Limited English Proficient	23	272		8.46%		
	Nontraditional Enrollees	2,059	2,059		100.00%		
	TECH PREP	1,009	9,187		10.98%		

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Additional Information:

CORE INDICATOR #4: COMPLETION IN NONTRADITIONAL PROGRAMS
VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: NC

PROGRAM YEAR: 2004-2005

A Level	B Population	C NONTRADITIONAL COMPLETION - POSTSECONDARY (4P2)				F Actual Level Of Performance #NAME?	G Adjusted Vs. Actual Level Of Performance* #NAME?
		Number Of Students In The Numerator	Number Of Students In The Denominator	Adjusted Level Of Performance	Adjusted Level Of Performance		
P O S T S E C O N D A R Y	GRAND TOTAL	#NAME?	#NAME?	16.98%			
	Male	1,592	5,494			28.98%	
	Female	801	8,832			9.07%	
	Gender Unknown	0	0			0.00%	
	American Indian or Alaska Native	43	277			15.52%	
	Asian or Pacific Islander	54	216			25.00%	
	Black, non-Hispanic	500	3,483			14.36%	
	Hispanic	53	289			18.34%	
	White, non Hispanic	1,701	9,888			17.20%	
	Unknown/Other	42	173			24.28%	
	Individuals With Disabilities	126	522			24.14%	
	Economically Disadvantaged	400	2,587			15.46%	
	Single Parents	116	1,031			11.25%	
	Displaced Homemakers	67	605			11.07%	
	Other Educational Barriers	1,060	6,680			15.87%	
	Limited English Proficient	23	100			23.00%	
	Nontraditional Enrollees	2,393	2,393			100.00%	
	TECH PREP	154	939			16.40%	

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Additional Information:

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CORE INDICATOR #4: COMPLETION IN NONTRADITIONAL PROGRAMS
VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE: NC

PROGRAM YEAR: 2004-2005

A	B	C	D	E	F	G
Level	Population	NONTRADITIONAL COMPLETION - ADULT (4A2)				
		CORE #1 VS ATT Number Of Students In the Numerator	CORE #1 AS ATT Number Of Students In The Denominator	Adjusted Level Of Performance	Actual Level Of Performance	Adjusted Vs. Actual Level Of Performance*
A D U L T	GRAND TOTAL	#NAME?	#NAME?	0.00%	#NAME?	#NAME?
	Male	N/P	N/P		100.00%	
	Female	N/P	N/P		100.00%	
	Gender Unknown	N/P	N/P		100.00%	
	American Indian or Alaska Native	N/P	N/P		100.00%	
	Asian or Pacific Islander	N/P	N/P		100.00%	
	Black, non-Hispanic	N/P	N/P		100.00%	
	Hispanic	N/P	N/P		100.00%	
	White, non Hispanic	N/P	N/P		100.00%	
	Unknown/Other	N/P	N/P		100.00%	
	Individuals With Disabilities	N/P	N/P		100.00%	
	Economically Disadvantaged	N/P	N/P		100.00%	
	Single Parents	N/P	N/P		100.00%	
	Displaced Homemakers	N/P	N/P		100.00%	
	Other Educational Barriers	N/P	N/P		100.00%	
	Limited English Proficient	N/P	N/P		100.00%	
	Nontraditional Enrollees	N/P	N/P		100.00%	
	TECH PREP	N/P	N/P		100.00%	

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Additional Information:

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