

**COVER PAGE FOR THE CONSOLIDATED ANNUAL REPORT UNDER THE CARL D. PERKINS CAREER AND
TECHNICAL EDUCATION ACT OF 2006 (PERKINS IV)**

1. Recipient Organization (Name and Complete Address, Including Zip Code)

Organization Name: NC Department of Public Instruction
Address 1: Career and Technical Education
Address 2: 6361 Mail Service Center
City: Raleigh
State: NC
Zip Code: 27699-6361

2. Period Covered By This Report

From: 07/01/2009

To: 06/30/2010

3. PR/Award Numbers:

Basic Grant to States: V048A090033

Tech-Prep Education: V243A090033

4. Title II Consolidation:

The State has not consolidated any of its Title II grant with its Title I grant during the program year covered by this report.

5. State Career and Technical Education (CTE) Director Information:

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6. Remarks:

Certification: I certify to the best of my knowledge and belief that this report, consisting of narrative performance information, financial status reports (FSRs)*, and performance data, is accurate and complete. I understand that the U.S. Department of Education will use only the performance data that it receives by the December 31 submission deadline each year to determine whether my State has met at least 90 percent of its agreed upon State adjusted performance levels for each of the core indicators of performance under section 113 of Title I of the Act or whether the State must submit a program improvement plan as required in section 123(a)(1) of Perkins IV. I further understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit

State CTE Director Signature or PIN:

Date: 12/30/2010

8. Lead Individuals Completing This Report:

Narrative Performance Information	Name	Rhonda Welfare
	Title	Senior Analyst, CTE State and Federal Accountability
	Agency	NC Department of Public Instruction
Financial Status Reports	Name	Sarah Harris
	Title	Assistant Director of Financial Services
	Agency	NC Department of Public Instruction
Performance Report	Name	Rhonda Welfare
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9. Lead individual who may be contacted to answer questions about this report:

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CONSOLIDATED ANNUAL REPORT (CAR)
for the CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006

North Carolina
2009-2010

Combined Submission: Secondary and Postsecondary

1. State Leadership

North Carolina has performed multiple activities utilizing State Leadership Funds and addressing each of the nine Required Uses of Funds and many of the 17 Permissible Uses of Funds as specified in Section 124(b) and (c) of Perkins IV. The following are the major activities undertaken during 2009-2010. Please note **North Carolina meets Required Use of Funds #7 through a direct allocation to the North Carolina Department of Juvenile Justice and Delinquency Prevention.**

SA Development of Secondary Career and Technical Education (CTE) Curriculum

Curriculum efforts for 2009-2010 centered on three areas:

1. **Development of the CTE Standard Course of Study.** Work continued on the Standard Course of Study, which is scheduled for release in 2011 and implementation in 2012-2013. The existing Course of Study was released in 2002 and went into effect in 2004. A draft Standard Course of Study was developed during Fall 2009 and feedback from teachers, education administrators and support personnel, community college and university faculty, representatives of business and industry, and other stakeholders was collected. Changes were made in the document based on this feedback. The Department of Public Instruction will continue to gather input from stakeholders during Fall 2010 and revise the document as indicated. The document is scheduled to be presented to the State Board of Education in March 2011.
2. **Improving curriculum.** During 2009-2010, secondary CTE continued its focus on improving curriculum through the following efforts:
 - a. **Development of curriculum.** Working with Dr. Lorin W. Anderson, principal author and editor of *A Taxonomy for Learning, Teaching, and Assessing*, state staff used Revised Bloom's Taxonomy (RBT) to work with teachers, community college and university faculty, and working professionals to develop essential standards, related curriculum products, and aligned assessments for four courses released in Summer 2010. Work was done on five additional courses that are scheduled for future release.

Curriculum developed using this process is designed to meet the needs of new teachers, particularly teachers coming directly to the profession from business and industry. A professional development plan guides the training that accompanies release of each new curriculum product. Extensive training for teachers and other users was conducted at the annual North Carolina Career and Technical Education Summer Conference. This training included instruction on how to use the RBT curriculum, technical updating of content, and information on best instructional practices. Additional training also was provided to CTE Administrators and eligible agency personnel who work with teachers to improve the use of curriculum and instructional practices.

- b. **Essential standards for “adapted” curriculum.** During 2009-2010, commercially available curriculum and assessments were adapted for use with four courses. Adapting commercially available curriculum follows a standard procedure that ensures that all curricula approved for use in North Carolina are linked directly to essential standards as defined by representatives of the industry and provides for accountability in these adapted areas.
3. **Partnerships.** In addition, North Carolina began development of two partnerships that will provide enhanced curriculum and opportunities for student and teacher credentialing in high-wage, high-skill, high-demand areas:
 - a. **Project Management:** NCDPI is working with the Southern Regional Education Board to develop a four-course sequence in Project Management. This sequence is designed to integrate essential skills from language arts and mathematics and to prepare students for initial Project Manager certification. This project, which is being directed by Dr. Lorin W. Anderson, will be disseminated through the SREB and will serve as a national model for curriculum development. A curriculum team has begun to lay the framework for the course sequence and development will continue in 2010-2011.
 - b. **Microsoft Information Technology (IT) Academy:** Negotiations are underway to make create a Microsoft IT Academy and make it available to students in North Carolina. The IT Academy would offer instruction for students in Microsoft applications including Word, Publisher, PowerPoint, Excel and Access and provide a mechanism for students to earn specific entry-level certifications that they could take directly to the workplace or on to further education. Microsoft Office programs are widely used in business and industry and individuals who have earned certifications are in high demand. The IT Academy also has a strong professional development component that will help teachers improve their own computer skills as they work with students. IT Academy courses will be piloted in Fall 2010.

Required Uses of Funds: 1, 2, 3, 4, 5, 6, 8, and 9

Permissible Uses of Funds: 1, 2, 3, 6, 7, 9, 14, and 16

SB Professional Development

Professional development offered in 2010-2011 included a wide range of activities for CTE teachers and administrators and other educators as appropriate using both traditional face-to-face and online formats. Face-to-face workshops included the annual Career and Technical Education Summer Conference, which provided technical updates and introduction to new curriculum for about 2,000 participants. In addition, state staff led a number of sessions across the state for participants who need training best provided in a hands-on, face-to-face environment.

The move to more online training was driven by the need to reach as many participants as possible in an efficient and cost-effective manner. Staff used a variety of formats during instruction, including sessions that allowed participants to take part from their own workstations or in regional meetings as well as pre-recorded presentations and training that users could take advantage of as needed. This effort was driven in part by economic necessity, which will become even more important in 2010-2011. Evaluations suggest that having different formats available has made the training more accessible without hurting its effectiveness.

Professional development focused on topics including:

1. Development of the new Standard Course of Study
2. Implementation of Career Clusters
3. Technical updates for credentials
4. Introduction to use of new curriculum products
5. Integration of language arts and mathematics into CTE
6. Use of accountability data to improve instruction
7. Working with special populations and nontraditional students

Required Uses of Funds: 1, 2, 3, 4, 5, 6, 8, and 9

Permissible Uses of Funds: 1, 5, 7, 9, 11, 14, 15, and 17

SC Services to Nontraditional Students

To address the two Perkins nontraditional Performance Indicators, North Carolina CTE continued implementation of the National Alliance for Partnerships in Equity's (NAPE) "Guide for Program Improvement for Perkins IV: Nontraditional CTE Program Participation and Completion." Presentations were made to Special Population Coordinators and CTE Administrators throughout North Carolina to identify possible root causes of the lack of nontraditional students participating in one or more courses that lead to nontraditional occupations and how to improve.

In 2009-2010, CTE began a collaborative initiative with the NC State Engineering Department to develop relations and generate ideas on future projects. As an immediate result, a presentation on "Where are the Women in STEM?" by the director of the Women in Engineering Program at NC State was featured at the 2010 CTE Summer Conference and focused on all under-represented demographics. Additionally, the group is working on projects that will use Project

Lead the Way or another engineering curriculum for linkage so that all students have the opportunity for K-12 exposure to an engineering-focused curriculum.

North Carolina CTE continues to evaluate local education agency (LEA) student demographic data to assist school systems to improve their nontraditional enrollment and completion percentages. CTE staff presented at several statewide conferences on "Perkins IV and Five-Year Plan for Special Populations," and "Understanding Equity and Diversity." CTE also developed booklets and brochures as well as PowerPoint presentations for Training on Harassment and Bullying Prevention, believing that harassment and bullying contribute to nontraditional students not enrolling or declining to continue in nontraditional courses.

Required Uses of Funds: 2, 3, 5, 6, 8, and 9

Permissible Uses of Funds: 1, 4, 15, and 17

SD Focus on 21st Century Technologies

North Carolina is working continuously to utilize 21st Century technologies in instruction and administration to take advantage of improvements in functionality and operational efficiencies. In 2009-2010, these efforts focused in three areas:

- 1. Computerized Instructional Management System.** Efforts continued to move North Carolina's CTE Instructional Management System, formerly known as VoCATS, to a web-based platform. After considerable study, Elements™, a computerized instructional management system produced by Thinkgate, LLC, was selected for further study. Fifteen local school systems (and 34 schools) were involved in a pilot study conducted in Spring 2010 that examined how the application could be used for planning, instruction, and assessment. At the conclusion of the pilot, participants strongly recommended the project be expanded statewide. The web-based application will fully integrate the instructional management system with NC WISE, the state's student information management system. Use of the system will allow the state to push information directly to teachers and to collect data directly, eliminating significant amounts of time and resources spent in transfer of information to paper forms and manual electronic transmittal of files and improving data quality.
- 2. CTE Analysis and Reporting System.** Development of the CTE Analysis and Reporting System continued in 2009-2010. The Analysis and Reporting System is a web-based application that will analyze CTE data, create reports for local and state use, and generate reports required under federal accountability guidelines. When complete, the system will be able to collect CTE enrollment data, match it to performance data from CTE and the Division of Accountability, and link that to information about students' classification in special populations from authoritative sources. Reports, available via the Internet, will allow stakeholders to access information needed for strategic planning and planning for instructional improvements. Version 1.0 was released in Fall 2008. Version 2.0, which should make the application available to users statewide, is scheduled for release in Fall 2010.

3. Other state initiatives. CTE worked with other NCDPI areas on the following initiatives:

- a. **NC Common Education Data Analysis and Reporting System (CEDARS).** CTE staff members also were involved in development of CEDARS, a longitudinal K-12 data system that integrates information from authoritative sources throughout the agency, including CTE. CEDARS will provide transparent and easy access to current and historical data to generate reports required for federal accountability under the Elementary and Secondary Education Act, the Carl D. Perkins Career and Technical Education Act, and other legislation. It will provide for efficient collection and analysis of data throughout the system.
- b. **Local Planning System update.** NCDPI began study of a grants management system that could replace outdated software and paper-and-pencil applications being used throughout the agency. CTE staff were involved in a gap analysis to determine which CTE needs would remain unmet in the proposed package. The grants management system, working in conjunction with the Analysis and Reporting System and supplemental software, may be part of an update to the Local Planning System, the tool used by local education agencies for strategic planning for CTE.

Required Uses of Funds: 1, 2, 3, 6, and 9

Permissible Uses of Funds: 14, 15, and 17

SE Assistance to Districts and Schools

North Carolina CTE worked closely with statewide school improvement initiatives during 2009-2010. This involvement focused on District and School Transformation, a state-directed project to focus attention and resources on schools with the greatest opportunity for growth, based primarily on Elementary and Secondary Education Act (No Child Left Behind [NCLB]) standards. Regional-based CTE staff worked with targeted organizations to integrate CTE data into the planning process and CTE resources into the solutions. Consultant staff provided focused professional development to targeted school systems.

CTE also worked with other statewide initiatives that focus on improvement of students' competency in mathematics and language and in increasing the graduation rate, including ongoing development of resource materials aligned to the Future Ready Core graduation standards, development of a new statewide accountability model, and strengthening of mathematics and language content and instruction in CTE classes.

Required Uses of Funds: 1, 2, 3, 4, 5, 6, 8, and 9

Permissible Uses of Funds: 1, 3, 8, 9, 15, and 16

Postsecondary

- PA North Carolina Career Clusters Guide**—a guide to career planning and career opportunities, based on the 16 career clusters, was developed in 2008-2009. In 2009-2010, copies were distributed to community colleges as a resource and training and presentations occurred to

assist student services/counseling staff in the best practices for utilizing the publication for students and displaced workers.

Required Uses of Funds: 4, 5, 6, and 8

Permissible Uses of Funds: 1, 9, 13, and 17

- PB North Carolina Automotive Dealers Association (NCADA)**—a partnership between NCADA, the North Carolina Department of Public Instruction (NCDPI), and the North Carolina Community College System (NCCCS) that assists students to progress seamlessly into the automotive fields trained to industry standard with up-to-date equipment. The partnership also assists automotive programs by assisting faculty with industry supported professional development opportunities.

Required Uses of Funds: 2, 4, and 6

Permissible Uses of Funds: 6, 8, and 16

- PC Today's Class- Online Automotive Instruction**—provides interactive online automotive training aligned with standardized outcome assessment tools and provides a verifiable time-tracking component which is a requirement for automotive instructors in National Automotive Teachers Educational Foundation (NATEF) certified educational programs. The current professional development requirement for auto instructors is 20 hours of training per year. Instructors also use it as a course management tool that can be used to track student progress using assessment tools that align with standardized automotive curriculum competencies.

Required Uses of Funds: 1, 2, and 3

Permissible Uses of Funds: 14 and 16

- PD Support and Expansion of the North Carolina Network for Excellence in Teaching (NC-NET)**—online access to quality professional development for NCCCS CTE faculty. Now in its sixth year of existence, NC-NET offers online courses and tutorials, planning tools, databases, resource exchange, and a discussion room. Resources are organized into five areas: Teaching and Learning, Discipline-Specific, Career and Personal Development, Technology in the Classroom, and Online Teaching. In 2008-2009 three regional centers were supported and numerous modules were added.

Required Uses of Funds: 1, 3, 4, 5, and 8

Permissible Uses of Funds: 1, 8, 9, 14, and 16

- PE Centers for Teaching Excellence**—three centers continued to assist in marketing encouraging faculty and staff to participate in NC-NET activities, host workshops in their regions, and mentor other colleges in the area of professional development for CTE instructors. The three centers are strategically located across the state with each center specializing in Technology Resources, Discipline Specific Resources, or Teaching and Learning, and Career and Personal Development. In 2009-2010 targeted CTE activities included *Second Life* training for CTE faculty to use

immersive virtual learning experiences, National Association for the Education of Young Children accreditation and classroom assessment techniques workshops, and best practices dissemination in teaching and learning techniques, and career and personal development.

Required Uses of Funds: 1, 3, 4, and 9

Permissible Uses of Funds: 9, 14, and 16

- PF Career Counseling Information (Nontraditional)**—a *North Carolina Community College Special Edition* of a Parent Resource Guide focusing on nontraditional careers was written specifically for North Carolina, to assist in guiding student careers choices. The document was designed to be a resource for students and their parents to show that success in careers typically stereotyped for one gender can be achieved by any student who follows the appropriate course of study. Each of the careers highlighted is CTE and specifically encouraged nontraditional participation.

Required Uses of Funds: 3 and 5

Permissible Uses of Funds: 1, 13, and 17

- PG Professional Development Activities**—opportunities for NCCCS CTE faculty, staff, and counselors to improve teaching skills and remain current with the needs, expectations, and methods of industry. Projects included the following.

- ***Enhancing Instructional Effectiveness through Technology for Science and Marine Technology Faculties***—designed and implemented an online, no-impact estuarine nature trail to provide faculty and students with virtual access to a sensitive coastal habitat.
- ***Assessment and Documentation of Core Competencies***—designed, developed and implemented training to incorporate the use of ePortfolios for CTE programs.
- ***Use of High Fidelity Simulation in Teaching Concepts of Safety to Health Professionals***—designed training and educational modules for healthcare simulators intended to expand utilization of the simulators to multiple healthcare programs.
- ***Let Everything Go Green—Project LEGG***—developed training for CTE faculty to incorporate environmentally responsible practices into their courses and created a cadre of faculty to serve as leaders in training other faculty to similarly adapt their courses.
- ***The Contextual Teaching and Learning Plan: Preparing Today's Students for Tomorrow's Workforce***—developed and implemented contextual teaching workshops and learning objects for CTE faculty.
- ***Green Technology Integration for Career and Technical Education Programs***—provided workshops and return to industry experiences for CTE faculty to improve their courses by including green concepts that are changing industry.
- ***Distance Learning Instructor Readiness Assessment and Training***—developed and implemented workshops, two self-paced courses, and an assessment that determines whether instructors have the requisite skills needed to offer CTE distance learning courses.
- ***Building Sustainable Content for the Eco-friendly Laboratory***—developed a course for CTE faculty to learn the benefits and methods of developing laboratory content that reduces or eliminates the use of environmentally hazardous products.

- **Professional Development for Technical Faculty Utilizing Formative Assessment in Learning to Increase Student Retention**—provided training in the development of student comprehension assessment designed to offer instant feedback as the student completes the assessment.

Required Uses of Funds: 1, 2, 3, 4, 8, and 9

Permissible Uses of Funds: 8, 9, 14, and 16

2. Progress in Developing and Implementing Technical Skill Assessments

Secondary

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

During 2009-2010, CTE piloted a process for collection of results of students on industry-recognized certifications, third-party assessments or, where appropriate based on students' Individualized Education Plans, on alternate assessments. Although data were successfully collected, the process was found to be too cumbersome for full, statewide use. Efforts to develop a means of collecting the data directly from accrediting agencies where possible and indirectly from students are continuing.

Postsecondary

The number of programs with Technical Skill Assessments has not changed since the approval of the North Carolina State Plan for Career and Technical Education. As was listed in the approved State Plan, licensing and certification exam results are provided to the State by individual licensing agencies in 11 program areas. Those program areas are: Aviation Maintenance, Basic Law Enforcement Training, Cosmetic Arts, Dental Hygiene, Emergency Medical Technician, Nursing, Opticianry, Physical Therapy Assistant, Radiologic Technology, Real Estate, and Veterinary Medical Technology. Duplicated counts and non-curriculum students are reported within these percentages. Only first-time test takers are tracked and at colleges with less than 10 students participating in a particular Technical Skill Assessment passing rates are not reported to ensure student privacy.

Progress regarding the plan and timeframe to increase the number of Technical Skill Assessments is dependent on external credentialing services making usable data available to the State. Because of the inability to unduplicate or receive additional information, GPA continues to be used as the measure of technical skill attainment. By using this method, all relevant CTE students are included in this indicator with an accurate and nearly universally accepted measure.

With the national emphasis on certification, NCCCS is exploring ways to collect this data in the "data warehouse." Because most certifications are awarded after the completion of coursework, many students have left their college before being gaining their certification. This remains a persistent issue in collecting accurate information regarding certifications.

3. Implementation of State Program Improvement Plans

Secondary

In 2009-2010 North Carolina failed to meet at least 90 percent of the agreed upon State adjusted level of performance for one Performance Indicator, 1S2 Academic Attainment - Mathematics. This indicator reports the performance of CTE concentrators on the examination used by North Carolina to report high school mathematics proficiency. The exam is usually taken at the ninth or tenth grade, which makes it an imperfect measure of the impact on CTE on academic attainment. The following information provides details about this indicator, including performance of subgroups highlighting those with significant gaps between expected and actual performance, action steps, responsible staff for implementing action steps, and the timeline for their implementation.

1S2 Academic Attainment - Mathematics		
Subgroup Performance		
Population	Actual Level of Performance	Difference between Actual Performance and Target*
Overall	60.86%	-13.64%
Male	62.57%	-11.93%
Female	58.98%	-15.52%
American Indian or Alaskan Native	51.25%	-23.25%
Asian	73.69%	-0.81%
Black (not Hispanic)	44.08%	-30.42%
Hispanic	57.83%	-16.67%
White	70.89%	-3.61%
Unknown	64.34%	-10.16%
Students with Disabilities	33.55%	-40.95%
Economically Disadvantaged	52.09%	-22.41%
Single Parents	45.57%	-28.93%
Limited English Proficient	40.80%	-33.70%
Migrant	60.00%	-14.50%
Nontraditional enrollees	64.17%	-10.33%
Tech Prep	47.04%	-27.46%

*Subgroups highlighted in yellow failed to meet at least 90 percent of the performance target.

1S2 Academic Attainment - Mathematics			
Action Plan			
Action Steps		Staff Responsible	Timeline
1	Design targeted training for CTE teachers and deliver at the 2011 CTE Summer Conference.	Felicia Gray-Watson	By July 31, 2011
2	Work with Southern Regional Education Board and other stakeholders to develop a model for integration of mathematics into CTE courses and create one or more courses using this model.	Mary Jo Nason	By June 30, 2011
3	Provide training for CTE Administrators in analyzing local data and developing strategies for improvement on this measure.	Wendy Edney	By April 30, 2011
4	Collaborate with Division of Accountability staff and others within NCDPI to implement an assessment program designed to provide diagnostic information and intervention strategies on student mathematics achievement.	Rhonda Welfare	By June 30, 2011

Because there are no displaced homemakers reported in NC secondary CTE, no files have been uploaded to EDEN for this subgroup.

Postsecondary

In 2009-2010 North Carolina met at least 90 percent of the agreed upon State adjusted level of performance for all Core Indicators of Performance.

Core Indicator 5P2- Nontraditional Completion significantly improved in 2009-2010, primarily due to the progress achieved through implementing the Action Plan submitted in the 2008-2009 Consolidated Annual Report; however, additional gains were made as a result of the Accountability Committee's analysis of data collection and reporting procedures. Until the 2009-2010 reporting year, completion had been determined by reporting "graduates." Analysis revealed that students were reported as graduates only when all institutional requirements had been fulfilled, including the payment of "graduation fees" required for participation in commencement exercises, rather than the successful completion of courses. These additional criteria used to determine graduates vary among the participating colleges and do not accurately reflect the number of students who meet the definition of "completer." Use of data that more accurately reflect the true number of students who meet the approved definition of completer and implementation of the Action Plan provided a significant increase in the reported percentage of Nontraditional Completers.

4. Implementation of Local Program Improvement Plans

Secondary

As part of the grant process, North Carolina's 115 local education agencies (LEAs) must prepare a plan to develop strategies for improving performance on the eight secondary performance indicators. This requirement applies to all LEAs, no matter what their current level of performance. In addition, local education agencies that failed to meet at least 90 percent of their targets are required to provide additional documentation of efforts to close the gap.

At the state level, information about which local education agencies failed to meet at least 90 percent of their performance targets will be used to direct additional technical assistance and professional development where it is most needed.

Secondary Performance Indicators*								
	1S1	1S2	2S1	3S1	4S1	5S1	6S1	6S2
State performance	MET	NOT MET	MET	MET	MET	MET	MET	MET
LEAs meeting 90% or more of performance target	110	110	99	115	115	109	92	78
LEAs not meeting at least 90% of performance target	5	5	16	0	0	6	23	37
Percentage of LEAs that met 90% or more of performance target	95.7%	95.7%	86.1%	100.0%	100.0%	94.8%	80.0%	67.8%

*Calculated on data prior to EDEN submission.

Trends by Indicator

In 2009-2010 North Carolina met at least 90 percent of the agreed upon State adjusted level of performance for all Performance Indicators except 1S2.

- 1S1** Five LEAs failed to reach at least 90 percent of the target. Students with disabilities and Limited English Proficient students were the subgroups that fell farthest below the performance target. Black, Hispanic, and American Indian students scored significantly lower than White and Asian students. The number of migrant students included in this measure is too small to draw conclusions about their performance.
- 1S2** Only 15.7 percent of the LEAs reached at least 90 percent of the target for this measure. Asian and White students were the only subgroup to reach at least 90 percent of the target, and no subgroup performance exceeded the actual target. The subgroups with the greatest gap between the target and their actual performance were Black students, students with disabilities, and Limited English Proficient students.
- 2S1** Significant performance gaps exist between the target and actual performance for a number of subgroups, most notably Limited English Proficient students, students with disabilities, single parents, migrant students, and American Indian, Black and Hispanic students.

- 3S1** All LEAs met 90 percent or more of the target for this performance indicator and only five LEAs failed to meet the actual target. In addition, all subgroups statewide met or exceeded the actual target. Among the lowest performing LEAs, the lowest subgroup performance was with multi-racial students and those students who were economically disadvantaged.
- 4S1** All LEAs met 90 percent or more of the target for this performance indicator and only three LEAs failed to meet the actual target. All subgroups met at least 90 percent of the target and only single parents failed to meet the actual target. Among the lowest performing LEAs, the lowest subgroup performance was among students with disabilities and single parents.
- 5S1** Only six LEAs failed to meet at least 90 percent of the target for this performance indicator. The subgroup with the largest gap between the target and actual performance was single parents, but American Indians and students with disabilities also scored significantly below the total group performance.
- 6S1** Twenty-three LEAs failed to meet at least 90 percent of the target for this performance indicator. Of the reported subgroups, only males failed to meet at least 90 percent of the target. Black and Asian students were most likely to be non-traditional and American Indian students least likely.
- 6S2** One-third of the LEAs failed to meet at least 90 percent of the target for this performance indicator. Fourteen LEAs had 5 or fewer non-traditional concentrators and four had none at all! The result on this performance indicator appears to be impacted strongly by the performance of nontraditional males, who made up less than 5 percent of the population of male students who were concentrators in nontraditional programs. Most male students were enrolled in courses that are traditional for males. The number of migrant students included in this measure is too small to draw conclusions about their performance.

Postsecondary

Each of North Carolina's 58 community colleges utilizes Perkins funding, with two colleges having formed a consortium. Although two colleges have formed a consortium the total number of recipients is still referenced as "57 colleges."

Each college that failed to meet 90 percent of an agreed upon Local Adjusted Level of Performance is required implement a State-approved Action Plan that will be designed to improve results. Upon approval of the Action Plan the college will be required to regularly report the changes being made to improve results, the resources dedicated to making these improvements, staff responsible for activities within the action plan, and milestones to be achieved as the plan is implemented.

Through data analysis, the State will work to identify reasons that contributed to deficiencies in individual core indicators at multiple colleges. When applicable and determined to be the best course of action, the State will work to establish training and identify best practices for the relevant Core Indicators.

Postsecondary Performance Indicators						
	1P1	2P1	3P1	4P1	5P1	5P2
State performance	MET	MET	MET	MET	MET	MET
Colleges meeting 90% or More of Core Indicator	57	49	55	39	44	27
Colleges not meeting at least 90% of Core Indicator	0	8	2	18	13	30
Percentage of colleges that met 90% or more of Core Indicator	100%	85.9%	96.5%	68.4%	77.2%	47.4%

Trends by Core Indicator

In 2009-2010 North Carolina met at least 90 percent of the agreed upon State adjusted level of performance for all Core Indicators of Performance.

- 1P1** All colleges achieved at least 90 percent of their negotiated Level of Performance.
- 2P1** Data indicate that American Indian or Alaskan Native, Asian and Pacific Islander, Black (not Hispanic), Nontraditional, and Tech Prep students at local colleges often achieved less than 90 percent of the negotiated Level of Performance.
- 3P1** No trends could be determined because only two colleges failed to meet at least 90 percent of the negotiated Level of Performance.
- 4P1** Data indicate that Asian and Pacific Islander, Black (not Hispanic), Economically Disadvantaged, Single Parents, Displaced Homemakers, Limited English Proficient, and Nontraditional Enrollees at local colleges often achieved less than 90 percent of the negotiated Level of Performance.
- 5P1** Data indicate that Male and Tech Prep students at local colleges often achieved less than 90 percent of the negotiated Level of Performance.
- 5P2** Data indicate that Male, White, and Tech Prep students at local colleges often achieved less than 90 percent of the negotiated Level of Performance.

5. Tech Prep Grant Award Information

Effectiveness of Tech Prep Programs

During the 2009-2010, North Carolina completed the second year in a two-year cycle of Tech Prep funding to a total of 32 consortia consisting of at least one local education agency and one community college.

The effectiveness of Tech Prep programs assisted through these funds is significant. The relevant findings from the annual review of Tech Prep funded programs are as follows:

1. An emphasis on high school students graduating with 21st century skills taught in a traditional classroom setting has provided students with the option to concentrate in Tech Prep by taking four credits in a career pathway.
2. Increased numbers of career academies are providing students with career pathway cohort groups as they move through high school and transition to community college.
3. Secondary students earning postsecondary credit continues to increase.
4. Secondary students earning articulated credit continues to rise.
5. The need for remediation in mathematics, reading, and writing skills persists but greater emphasis on efforts to reduce the number of students requiring remediation classes after high school graduation are occurring.
6. Tracking of industry certifications remains is challenging as most certifying groups do not share information with the education agencies.
7. Marketing Tech Prep continues through various media including a state website at www.ctpnc.org.
8. Online videos are being used to disseminate Tech Prep information and promising practices.

Award Process

In the spring of 2008, consortia were invited to submit proposals to the state for competitive Tech Prep funding. The guidelines for the competition were clearly outlined in a formal request for proposals, which was made available to every eligible consortia member within the State. Upon receipt by the state, the proposals were evaluated competitively by panels of reviewers, all of whom were familiar with CTE and Tech Prep. The following represents the responses received during this grant cycle:

	<u>Applied</u>	<u>Recommended</u>
Total number of consortia:	42	32
Total number of community colleges:	38	28
Total number of Local education agencies	62	46

Tech Prep Consortia Funded in 2009-2010

LEA	Community College	Allocation to LEA	Allocation to Community College	Total Allocation
Buncombe County Schools, Madison County Schools, and Asheville City Schools	Asheville-Buncombe Technical Community College	\$80,000	\$40,000	\$120,000
Beaufort County Schools	Beaufort County Community College	\$40,667	\$20,333	\$61,000
Hyde County Schools	Beaufort County Community College	\$38,000	\$19,000	\$57,000
Henderson County Schools and Transylvania County Schools	Blue Ridge Community College	\$66,000	\$33,000	\$99,000
Brunswick County Schools	Brunswick Community College	\$47,333	\$23,667	\$71,000
Caldwell County Schools	Caldwell Community College and Technical Institute	\$52,000	\$26,000	\$78,000
Carteret County Schools	Carteret Community College	\$42,667	\$21,333	\$64,000
Catawba County Schools, Alexander County Schools, Hickory Public Schools, and Newton-Conover City Schools	Catawba Valley Community College	\$70,667	\$35,333	\$106,000
Onslow County Schools	Coastal Carolina Community College	\$61,333	\$30,667	\$92,000
Perquimans County Schools and Edenton-Chowan Schools	College of The Albemarle	\$38,000	\$19,000	\$57,000
Dare County Schools	College of The Albemarle	\$47,333	\$23,667	\$71,000
Craven County Schools	Craven Community College	\$42,667	\$21,333	\$64,000
Davidson County Schools	Davidson County Community College	\$61,333	\$30,667	\$92,000
Durham Public Schools, Orange County Schools, and Chapel Hill/Carrboro City Schools	Durham Technical Community College	\$45,600	\$22,800	\$68,400
Edgecombe County Schools	Edgecombe Community College	\$42,667	\$21,333	\$64,000
Cumberland County Schools	Fayetteville Technical Community College	\$89,333	\$44,667	\$134,000
Winston-Salem/Forsyth County Schools	Forsyth Technical Community College	\$89,333	\$44,667	\$134,000
Lincoln County Schools	Gaston College	\$56,667	\$28,333	\$85,000
Guilford County Schools	Guilford Technical Community College	\$98,667	\$49,333	\$148,000
Duplin County Schools	James Sprunt Community College	\$47,333	\$23,667	\$71,000
Johnston County Schools	Johnston Community College	\$61,333	\$30,667	\$92,000
Person County Schools	Piedmont Community College	\$33,333	\$16,667	\$50,000
Pitt County Schools	Pitt Community College	\$56,667	\$28,333	\$85,000
Richmond County Schools and Scotland County Schools	Richmond Community College	\$38,000	\$19,000	\$57,000
Robeson County Schools	Robeson Community College	\$61,333	\$30,667	\$92,000
Sampson County and Clinton City Schools	Sampson Community College	\$52,000	\$26,000	\$78,000
Anson County Schools	South Piedmont Community College	\$42,667	\$21,333	\$64,000
Columbus County Schools and Whiteville City Schools	Southeastern Community College	\$47,333	\$23,667	\$71,000
Surry County Schools, Yadkin County Schools, Mt. Airy Schools, and Elkin City Schools	Surry Community College	\$61,333	\$30,667	\$92,000
Wake County Schools	Wake Technical Community College	\$131,333	\$65,667	\$197,000
Wayne County Public Schools	Wayne Community College	\$56,667	\$28,333	\$85,000
*Iredell-Statesville Schools and Mooresville Graded Schools	*Mitchell Community College	\$66,000	\$33,000	\$99,000
Total		\$1,865,600	\$932,800	\$2,798,400

*2008-2009 Carryover Dollars

APPENDICES

Financial Status Reports

- Financial Status Report (FSR) Form
- Interim Financial Status Report (FSR) Form

Student Enrollment Forms

- Student Enrollment Form of CTE Participants
- Student Enrollment Form of CTE Concentrators

Student Accountability Forms for the Core Indicators of Performance

Secondary

- 1S1 Academic Attainment – Reading/Language Arts
- 1S2 Academic Attainment – Mathematics
- 2S1 Technical Attainment
- 3S1 Completion
- 4S1 Student Graduation Rate
- 5S1 Placement
- 6S1 Nontraditional Participation
- 6S2 Nontraditional Completion

Postsecondary

- 1P1 Technical Skills Attainment
- 2P1 Credential, Certificate, or Degree
- 3P1 Student Retention or Transfer
- 4P1 Student Placement
- 5P1 Nontraditional Participation
- 5P2 Nontraditional Completion

Tech Prep Reports

- Secondary
- Postsecondary

Final Financial Status Report (FSR) Form

I. State Name:	North Carolina	VI. Title I Grant Award Amount:	\$35,070,414.00
II. Federal Funding Period:	07/01/08-09/30/10	VII. Title II Grant Award Amount:	\$2,993,351.00
III. Reporting Period:	10/01/09-09/30/10	VIII. Title II Funds Consolidated with Title I Funds:	0.00
IV. Accounting Basis:	Cash	IX. Total Title I Funds (Title I Award + Title II Consolidated Funds):	\$35,070,414.00
V. Grant Award Numbers: State Basic Grant (Title I):	V048A080033	X. Total Title II Funds Remaining (Title II - title II Consolidated Funds):	\$2,993,351.00
Tech Prep Grant (Title II):	V243A080033		

Row	Population	1 Net Outlays Previously Reported	2 Total Outlay: this report period	3 Program Income Credits	4 Net Outlays this report period (Column 2-3)	5 Net Outlays to Date (Column 1+4)	6 Non-Federal share of outlays	7 Total Federal share of outlays (Column 5-6)	8 Federal share of unliquidated obligations	9 Fed. share of outlays & unliquidated obligations (Column 7 + 8)	10 Federal Funds Authorized in State Plan	11 Balance of Unobligated Federal funds (Column 10-9)
A	*TOTAL TITLE I FUNDS*											
B	LOCAL USES OF FUNDS											
C	RESERVE											
D	Funds for Secondary Recipients	0.00	0.00	0.00	0	0	0.00	0	0.00	0	0.00	0.00
E	Funds for Postsecondary Recipients	0.00	0.00	0.00	0	0	0.00	0	0.00	0	0.00	0.00
F	Total (Row D + E)	0.00	0.00	0.00	0	0	0.00	0	0.00	0	0.00	0.00
G	FORMULA DISTRIBUTION											
H	Funds for Secondary Recipients	402189716.3	0.00	0.00	0	402189716.34	382316481.3	19873235	0.00	19873235	19873235.00	0.00
I	Funds for Postsecondary Recipients	453784629.0	379281.00	0.00	1379281	455163910	444815550.0	10348360	0.00	10348360	10348360.00	0.00
J	Total (Row H + I)	855974345.3	379281.00	0.00	1379281	857353626.34	827132031.3	30221595	0.00	30221595	30221595.00	0.00
K	TOTAL LOCAL USE OF FUNDS (Row F + J)	855974345.3	379281.00	0.00	1379281	857353626.34	827132031.3	30221595	0.00	30221595	30221595.00	0.00
L	STATE LEADERSHIP											
M	Non-Traditional Training and Employment	72731.00	0.00	0.00	0	72731	0.00	72731	0.00	72731	72731.00	0.00
N	State Institutions	50000.00	0.00	0.00	0	50000	0.00	50000	0.00	50000	50000.00	0.00
O	Other Leadership Activities	2958420.36	14146.64	0.00	14146.64	2972567	0.00	2972567	0.00	2972567	2972567.00	0.00
P	TOTAL STATE LEADERSHIP (Row M + N + O)	3081151.36	14146.64	0.00	14146.64	3095298	0.00	3095298	0.00	3095298	3095298.00	0.00
Q	STATE ADMINISTRATION											
R	TOTAL STATE ADMINISTRATION	2709897.95	1323705.05	0.00	1323705.05	4033603	2280082.00	1753521	0.00	1753521	1753521.00	0.00
S	TOTAL TITLE I FUNDS (Row K + 861765394.6717132.69 P + R)	861765394.67	17132.69	0.00	2717132.69	864482527.34	829412113.3	35070414	0.00	35070414	35070414.00	0.00
T	*TOTAL TITLE II FUNDS*											
U	Funds for State Administration	148698.06	120703.94	0.00	120703.94	269402	0.00	269402	0.00	269402	269402.00	0.00
V	Funds for Local Consortia	2319881.11	404067.89	0.00	404067.89	2723949	0.00	2723949	0.00	2723949	2723949.00	0.00
W	TOTAL TITLE II FUNDS (Row U + 2468579.17524771.83 V)	2468579.17	524771.83	0.00	524771.83	2993351	0.00	2993351	0.00	2993351	2993351.00	0.00

Comment:

Interim Financial Status Report (FSR) Form

I. State Name.		North Carolina		VI. Title I Grant Award Amount: \$35,752,471.00								
II. Federal Funding Period:		07/01/09-09/30/11		VII. Title II Grant Award Amount: \$2,993,352.00								
III. Reporting Period:		07/01/09-09/30/10		VIII. Title II Funds Consolidated with Title I Funds: 0.00								
IV. Accounting Basis:		Cash		IX. Total Title I Funds (Title I Award + Title II Consolidated Funds): \$35,752,471.00								
V. Grant Award Numbers: State Basic Grant (Title I):		V048A090033		X. Total Title II Funds Remaining (Title II - title II Consolidated Funds): \$2,993,352.00								
Tech Prep Grant (Title II):		V243A090033										
Row	Population	1	2	3	4	5	6	7	8	9	10	11
		Net Outlays Previously Reported	Total Outlay: this report period	Program Income Credits	Net Outlays this report period (Column 2-3)	Net Outlays to Date (Column 1+4)	Non-Federal share of outlays	Total Federal share of outlays (Column 5-6)	Federal share of unliquidated obligations	Fed. share of outlays & unliquidated obligations (Column 7 + 8)	Federal Funds Authorized in State Plan	Balance of Unobligated Federal funds (Column 10-9)
A	*TOTAL TITLE I FUNDS*											
B	LOCAL USES OF FUNDS											
C	RESERVE											
D	Funds for Secondary Recipients	0.00	0.00	0.00	0	0	0.00	0	0.00	0	0.00	0.00
E	Funds for Postsecondary Recipients	0.00	0.00	0.00	0	0	0.00	0	0.00	0	0.00	0.00
F	Total (Row D + E)	0.00	0.00	0.00	0	0	0.00	0	0.00	0	0.00	0.00
G	FORMULA DISTRIBUTION											
H	Funds for Secondary Recipients	0.00	402648687.8	0.00	402648687.8	402648687.8	382388953.8	20259734	0.00	20259734	20259734.00	0.00
I	Funds for Postsecondary Recipients	0.00	460497961.0	0.00	460497961	460497961	450524835.0	9973126	0.00	9973126	10563787.00	590661.00
J	Total (Row H + I)	0.00	863146648.8	0.00	863146648.8	863146648.8	832913788.8	30232860	0.00	30232860	30823521.00	590661.00
K	TOTAL LOCAL USE OF FUNDS (Row F + J)	0.00	863146648.8	0.00	863146648.8	863146648.8	832913788.8	30232860	0.00	30232860	30823521.00	590661.00
L	STATE LEADERSHIP											
M	Non-Traditional Training and Employment	0.00	72825.00	0.00	72825	72825	0.00	72825	0.00	72825	72825.00	0.00
N	State Institutions	0.00	50000.00	0.00	50000	50000	0.00	50000	0.00	50000	50000.00	0.00
O	Other Leadership Activities	0.00	3018502.00	0.00	3018502	3018502	0.00	3018502	0.00	3018502	3018502.00	0.00
P	TOTAL STATE LEADERSHIP (Row M + N + O)	0.00	3141327.00	0.00	3141327	3141327	0.00	3141327	0.00	3141327	3141327.00	0.00
Q	STATE ADMINISTRATION											
R	TOTAL STATE ADMINISTRATION	0.00	3166401.60	0.00	3166401.6	3166401.6	2081348.00	1085053.6	0.00	1085053.6	1787623.00	702569.40
S	TOTAL TITLE I FUNDS (Row K + P + R)	0.00	869454377.4	0.00	869454377.4	869454377.4	834995136.8	34459240.6	0.00	34459240.6	35752471.00	1293230.40
T	*TOTAL TITLE II FUNDS*											
U	Funds for State Administration	0.00	155924.84	0.00	155924.84	155924.84	0.00	155924.84	0.00	155924.84	269402.00	113477.16
V	Funds for Local Consortia	0.00	2215915.52	0.00	2215915.52	2215915.52	0.00	2215915.52	0.00	2215915.52	2723950.00	508034.48
W	TOTAL TITLE II FUNDS (Row U + V)	0.00	2371840.36	0.00	2371840.36	2371840.36	0.00	2371840.36	0.00	2371840.36	2993352.00	621511.64

Comment:

Student Enrollment Form of CTE Participants

State: North Carolina
Program Year: 2009-2010

Line	Population	Number of Secondary Students	Number of Postsecondary Students	Number of Adult Students	Number of Secondary Tech Prep Students	Number of Postsecondary Tech Prep Students
1	Grand Total	550061	150866	N/P	50426	23563
2	GENDER					
3	Male	288061	63866	PNO	28565	11177
4	Female	262000	87000	PNO	21861	12386
5	RACE/ETHNICITY * (1977 Standards)					
6	American Indian or Alaskan Native	7913	2452	PNO	915	436
7	Asian or Pacific Islander	12239	2478	PNO	739	360
8	Black (not Hispanic)	165214	46198	PNO	17450	6948
9	Hispanic	51391	5030	PNO	4397	870
10	White	295728	87633	PNO	25773	13990
11	Unknown	17576	7075	PNO	1152	959
12	RACE/ETHNICITY* (1997 Revised Standards)					
13	American Indian or Alaska Native	N/P	N/P	N/P	N/P	N/P
14	Asian	N/P	N/P	N/P	N/P	N/P
15	Black or African American	N/P	N/P	N/P	N/P	N/P
16	Hispanic/Latino	N/P	N/P	N/P	N/P	N/P
17	Native Hawaiian or Other Pacific Islander	N/P	N/P	N/P	N/P	N/P
18	White	N/P	N/P	N/P	N/P	N/P
19	Two or More Races	N/P	N/P	N/P	N/P	N/P
20	Unknown (Postsecondary Only)		N/P	N/P		N/P
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES					
22	Individuals With Disabilities (ADA)		3278	PNO		444
23	Disability Status (ESEA/IDEA) (Secondary Only)	68276			6537	
24	Economically Disadvantaged	266431	16191	PNO	28767	1958
25	Single Parents	2107	9250	PNO	691	827
26	Displaced Homemakers	0	3631	PNO	0	245
27	Limited English Proficient	24512	1662	PNO	2368	103
28	Migrant Status	249			25	
29	Nontraditional Enrollees	13996	23660	PNO	27422	3266

Student Enrollment Form of CTE Concentrators

State: North Carolina

Program Year: 2009-2010

Row	Population	Agri., Food, & Nat. Resources	Archit. & Const.	Arts, AV Tech., & Comm.	Bus., Manag't., & Admin.	Education & Training	Finance	Gov't., & Public Admin.	Health Science	Hospitality & Tourism	Human Services	Info. Tech.	Law, Public Safety, & Security	Manufact. Services	Marketing, Sales, & Services	Science, Tech., Engineering, & Logistics	Total
1	SECONDARY																
2	Female	5149	370	1137	5292	842	124	N/P	3320	586	689	98	20	113	1834	281	19912
3	Male	3927	3584	166	5915	18	99	N/P	449	1067	79	566	28	435	2307	1904	21894
4	Total	9076	3954	1303	11207	860	223	N/P	3769	1653	768	664	48	548	4141	2185	41806
5	POSTSECONDARY																
6	Female	515	483	1602	11976	13203	151	463	27688	1551	3629	2537	5724	672	444	34	70896
7	Male	1398	6451	2149	5601	480	45	95	3844	1346	463	6106	5319	8338	354	150	47025
8	Total	1913	6934	3751	17577	13683	196	558	31532	2897	4092	8643	11043	9010	798	184	117921
9	ADULT																
10	Female	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	0
11	Male	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	0
12	Total	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	0
13	GRAND TOTAL (Lines 4+8+12)	10989	10888	5054	28784	14543	419	558	35301	4550	4860	9307	11091	9558	4939	2369	159727

Comment:

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Secondary Level
Core Indicator 1S1: Attainment of Academic Skills - Reading/Language Arts**

State: North Carolina
Program Year: 2009-2010

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	24692	41809	41.50%	59.06%	E	Y
2	GENDER						
3	Male	12073	21907		55.11%		
4	Female	12619	19902		63.41%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native	352	773		45.54%		
7	Asian or Pacific Islander	407	650		62.62%		
8	Black (not Hispanic)	6237	13532		46.09%		
9	Hispanic	1358	2839		47.83%		
10	White				XXX%		
11	Unknown				XXX%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native				XXX%		
14	Asian				XXX%		
	Black or African American				XXX%		
16	Hispanic/Latino				XXX%		
17	Native Hawaiian or Other Pacific Islander				XXX%		
18	White	15855	23228		68.26%		
19	Two or More Races				XXX%		
20	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	734	3168		23.17%		
23	Economically Disadvantaged	8894	18048		49.28%		
24	Single Parents	290	574		50.52%		
25	Displaced Homemakers				XXX%		
26	Limited English Proficient	192	989		19.41%		
27	Migrant Status	1	5		20.00%		
28	Nontraditional Enrollees				XXX%		
29	Tech Prep	8202	17671		46.42%		

Comment:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Secondary Level
Core Indicator 1S2: Attainment of Academic Skills - Mathematics

State: North Carolina
Program Year: 2009-2010

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	24770	40702	74.50%	60.86%	D	N
2	GENDER						
3	Male	13314	21279		62.57%		
4	Female	11456	19423		58.98%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native	388	757		51.25%		
7	Asian or Pacific Islander	451	612		73.69%		
8	Black (not Hispanic)	5826	13218		44.08%		
9	Hispanic	1585	2741		57.83%		
10	White				XXX%		
11	Unknown				XXX%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native				XXX%		
14	Asian				XXX%		
	Black or African American				XXX%		
16	Hispanic/Latino				XXX%		
17	Native Hawaiian or Other Pacific Islander				XXX%		
18	White	16031	22614		70.89%		
19	Two or More Races				XXX%		
20	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	1039	3097		33.55%		
23	Economically Disadvantaged	9192	17648		52.09%		
24	Single Parents	257	564		45.57%		
25	Displaced Homemakers				XXX%		
26	Limited English Proficient	388	951		40.80%		
27	Migrant Status	3	5		60.00%		
28	Nontraditional Enrollees				XXX%		
29	Tech Prep	8139	17302		47.04%		

Comment:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Secondary Level
Core Indicator 2S1: Technical Skill Attainment

State: North Carolina
Program Year: 2009-2010

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	269145	342773	73.00%	78.52%	E	Y
2	GENDER						
3	Male	131862	173536		75.99%		
4	Female	137283	169237		81.12%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native	3231	4944		65.35%		
7	Asian or Pacific Islander	5448	6701		81.30%		
8	Black (not Hispanic)	68143	103034		66.14%		
9	Hispanic	18197	27040		67.30%		
10	White				XXX%		
11	Unknown				XXX%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native				XXX%		
14	Asian				XXX%		
	Black or African American				XXX%		
16	Hispanic/Latino				XXX%		
17	Native Hawaiian or Other Pacific Islander				XXX%		
18	White	166974	192090		86.92%		
19	Two or More Races				XXX%		
20	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	13784	27389		50.33%		
23	Economically Disadvantaged	110017	159139		69.13%		
24	Single Parents	1524	2405		63.37%		
25	Displaced Homemakers				XXX%		
26	Limited English Proficient	4971	11168		44.51%		
27	Migrant Status	46	72		63.89%		
28	Nontraditional Enrollees	13834	16451		84.09%		
29	Tech Prep	45027	65543		68.70%		

Comment:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Secondary Level
Core Indicator 3S1: School Completion

State: North Carolina
Program Year: 2009-2010

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total			87.60%	XXX%		
2	GENDER						
3	Male	22027	23461		93.89%		
4	Female	20391	21213		96.13%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native	784	807		97.15%		
7	Asian or Pacific Islander	696	716		97.21%		
8	Black (not Hispanic)	13870	14725		94.19%		
9	Hispanic	3035	3195		94.99%		
10	White				XXX%		
11	Unknown				XXX%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native				XXX%		
14	Asian				XXX%		
	Black or African American				XXX%		
16	Hispanic/Latino				XXX%		
17	Native Hawaiian or Other Pacific Islander				XXX%		
18	White	23216	24368		95.27%		
19	Two or More Races				XXX%		
20	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	3186	3390		93.98%		
23	Economically Disadvantaged	18156	19517		93.03%		
24	Single Parents	557	629		88.55%		
25	Displaced Homemakers				XXX%		
26	Limited English Proficient	1127	1193		94.47%		
27	Migrant Status	9	9		100.00%		
28	Nontraditional Enrollees	4528	4711		96.12%		
29	Tech Prep	18144	19183		94.58%		
30	DISAGGREGATE INDICATORS						
31	General Education Development (GED)				XXX%		
32	Diploma				XXX%		
33	Certificate				XXX%		

Comment:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Secondary Level
Core Indicator 4S1: Student Graduation Rates

State: North Carolina
Program Year: 2009-2010

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	50599	56417	81.50%	89.69%	E	Y
2	GENDER						
3	Male	25707	29455		87.28%		
4	Female	24892	26962		92.32%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native	846	905		93.48%		
7	Asian or Pacific Islander	939	1004		93.53%		
8	Black (not Hispanic)	15723	18224		86.28%		
9	Hispanic	3245	3691		87.92%		
10	White				XXX%		
11	Unknown				XXX%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native				XXX%		
14	Asian				XXX%		
	Black or African American				XXX%		
16	Hispanic/Latino				XXX%		
17	Native Hawaiian or Other Pacific Islander				XXX%		
18	White	28854	31466		91.70%		
19	Two or More Races				XXX%		
20	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	4059	4955		81.92%		
23	Economically Disadvantaged				XXX%		
24	Single Parents	570	714		79.83%		
25	Displaced Homemakers				XXX%		
26	Limited English Proficient	1124	1306		86.06%		
27	Migrant Status	9	9		100.00%		
28	Nontraditional Enrollees	1619	2067		78.33%		
29	Tech Prep	17772	20363		87.28%		

Comment:

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Secondary Level
Core Indicator 5S1: Placement**

State: North Carolina
Program Year: 2009-2010

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance	Met 90% of Adjusted Level of Performance
1	Grand Total	32359	35474	91.25%	91.22%	D	Y
2	GENDER						
3	Male	16555	18107		91.43%		
4	Female	15804	17367		91.00%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native	569	689		82.58%		
7	Asian or Pacific Islander	586	624		93.91%		
8	Black (not Hispanic)	9777	11011		88.79%		
9	Hispanic	1931	2197		87.89%		
10	White	18922	20324		93.10%		
11	Unknown	583	641		90.95%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native				XXX%		
14	Asian				XXX%		
	Black or African American				XXX%		
16	Hispanic/Latino				XXX%		
17	Native Hawaiian or Other Pacific Islander				XXX%		
18	White				XXX%		
19	Two or More Races				XXX%		
20	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	2425	2803		86.51%		
23	Economically Disadvantaged	11621	13245		87.74%		
24	Single Parents	286	370		77.30%		
25	Displaced Homemakers	0	0		XXX%		
26	Limited English Proficient	849	963		88.16%		
27	Migrant Status	6	6		100.00%		
28	Nontraditional Enrollees	3190	3461		92.17%		
29	Tech Prep	11169	12747		87.62%		
30	DISAGGREGATE INDICATORS						
31	Advanced Training & Postsecondary Education	25606			XXX%		
32	Employment	16652			XXX%		
33	Military	532			XXX%		

Comment:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
 Secondary Level
 Core Indicator 6S1: Nontraditional Participation

State: North Carolina
 Program Year: 2009-2010

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance	Met 90% of Adjusted Level of Performance
1	Grand Total	43591	140004	26.00%	31.14%	E	Y
2	GENDER						
3	Male	17836	80264		22.22%		
4	Female	25755	59740		43.11%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native	500	1841		27.16%		
7	Asian or Pacific Islander	1007	2907		34.64%		
8	Black (not Hispanic)	13227	39474		33.51%		
9	Hispanic	3243	11026		29.41%		
10	White				XXX%		
11	Unknown				XXX%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native				XXX%		
14	Asian				XXX%		
	Black or African American				XXX%		
16	Hispanic/Latino				XXX%		
17	Native Hawaiian or Other Pacific Islander				XXX%		
18	White	24463	81266		30.10%		
19	Two or More Races				XXX%		
20	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	4010	14112		28.42%		
23	Economically Disadvantaged	19329	62603		30.88%		
24	Single Parents	316	945		33.44%		
25	Displaced Homemakers				XXX%		
26	Limited English Proficient	1184	4416		26.81%		
27	Migrant Status	8	28		28.57%		
28	Tech Prep	8060	27425		29.39%		

Comment:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Secondary Level
Core Indicator 6S2: Nontraditional Completion

State: North Carolina
Program Year: 2009-2010

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance	Met 90% of Adjusted Level of Performance
1	Grand Total	4711	19274	20.00%	24.44%	E	Y
2	GENDER						
3	Male	524	11412		4.59%		
4	Female	4187	7862		53.26%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native	64	281		22.78%		
7	Asian or Pacific Islander	80	278		28.78%		
8	Black (not Hispanic)	1392	5196		26.79%		
9	Hispanic	288	1257		22.91%		
10	White				XXX%		
11	Unknown				XXX%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native				XXX%		
14	Asian				XXX%		
	Black or African American				XXX%		
16	Hispanic/Latino				XXX%		
17	Native Hawaiian or Other Pacific Islander				XXX%		
18	White	2798	11912		23.49%		
19	Two or More Races				XXX%		
20	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	255	1462		17.44%		
23	Economically Disadvantaged	1883	7662		24.58%		
24	Single Parents	96	210		45.71%		
25	Displaced Homemakers				XXX%		
26	Limited English Proficient	95	408		23.28%		
27	Migrant Status		2		XXX%		
28	Tech Prep	1744	8032		21.71%		

Comment:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Postsecondary Level
Core Indicator 1P1: Technical Skill Attainment

State: North Carolina
Program Year: 2009-2010

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance	Met 90% of Adjusted Level of Performance
1	Grand Total	89529	117921	76.50%	75.92%	D	Y
2	GENDER						
3	Male	35432	47025		75.35%		
4	Female	54097	70896		76.30%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native	1299	1855		70.03%		
7	Asian or Pacific Islander	1563	2015		77.57%		
8	Black (not Hispanic)	22060	33434		65.98%		
9	Hispanic	2864	3949		72.52%		
10	White	57540	71071		80.96%		
11	Unknown	4203	5597		75.09%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native				XXX%		
14	Asian				XXX%		
	Black or African American				XXX%		
16	Hispanic/Latino				XXX%		
17	Native Hawaiian or Other Pacific Islander				XXX%		
18	White				XXX%		
19	Two or More Races				XXX%		
20	Unknown				XXX%		
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	1695	2437		69.55%		
23	Economically Disadvantaged	9217	12474		73.89%		
24	Single Parents	5103	7047		72.41%		
25	Displaced Homemakers	2175	2789		77.98%		
26	Limited English Proficient	981	1279		76.70%		
27	Nontraditional Enrollees	13730	18120		75.77%		
28	Tech Prep	21385	28124		76.04%		

Comment:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Postsecondary Level
Core Indicator 2P1: Credential, Certificate, or Degree

State: North Carolina

Program Year: 2009-2010

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance	Met 90% of Adjusted Level of Performance
1	Grand Total	26995	50939	54.00%	52.99%	D	Y
2	GENDER						
3	Male	11512	19665		58.54%		
4	Female	15483	31274		49.51%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native	391	827		47.28%		
7	Asian or Pacific Islander	423	903		46.84%		
8	Black (not Hispanic)	6261	13806		45.35%		
9	Hispanic	830	1679		49.43%		
10	White	18161	31886		56.96%		
11	Unknown	929	1838		50.54%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native				XXX%		
14	Asian				XXX%		
	Black or African American				XXX%		
16	Hispanic/Latino				XXX%		
17	Native Hawaiian or Other Pacific Islander				XXX%		
18	White				XXX%		
19	Two or More Races				XXX%		
20	Unknown				XXX%		
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	590	1170		50.43%		
23	Economically Disadvantaged	3258	5430		60.00%		
24	Single Parents	1506	2900		51.93%		
25	Displaced Homemakers	671	1285		52.22%		
26	Limited English Proficient	308	541		56.93%		
27	Nontraditional Enrollees	3138	10913		28.75%		
28	Tech Prep	3884	11427		33.99%		
29	DISAGGREGATE INDICATORS						
30	Credential	N/P			XXX%		
31	Certificate	10403			XXX%		
32	Degree	16592			XXX%		

Comment:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Postsecondary Level
Core Indicator 3P1: Student Retention or Transfer

State: North Carolina
Program Year: 2009-2010

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance	Met 90% of Adjusted Level of Performance
1	Grand Total	34376	41645	79.50%	82.55%	E	Y
2	GENDER						
3	Male	13309	15997		83.20%		
4	Female	21067	25648		82.14%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native	589	695		84.75%		
7	Asian or Pacific Islander	680	798		85.21%		
8	Black (not Hispanic)	8113	10293		78.82%		
9	Hispanic	1193	1464		81.49%		
10	White	22290	26509		84.08%		
11	Unknown	1511	1886		80.12%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native				XXX%		
14	Asian				XXX%		
	Black or African American				XXX%		
16	Hispanic/Latino				XXX%		
17	Native Hawaiian or Other Pacific Islander				XXX%		
18	White				XXX%		
19	Two or More Races				XXX%		
20	Unknown				XXX%		
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	920	1062		86.63%		
23	Economically Disadvantaged	3497	4156		84.14%		
24	Single Parents	444	536		82.84%		
25	Displaced Homemakers	728	867		83.97%		
26	Limited English Proficient	382	465		82.15%		
27	Nontraditional Enrollees	5175	6328		81.78%		
28	Tech Prep	7526	9049		83.17%		

Comment:

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Postsecondary Level
Core Indicator 4P1: Student Placement**

State: North Carolina
Program Year: 2009-2010

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	43307	56559	78.50%	76.57%	D	Y
2	GENDER						
3	Male	14605	20060		72.81%		
4	Female	28702	36499		78.64%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native	718	902		79.60%		
7	Asian or Pacific Islander	663	954		69.50%		
8	Black (not Hispanic)	11367	17610		64.55%		
9	Hispanic	1228	1700		72.24%		
10	White	27798	33460		83.08%		
11	Unknown	1533	1933		79.31%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native				XXX%		
14	Asian				XXX%		
	Black or African American				XXX%		
16	Hispanic/Latino				XXX%		
17	Native Hawaiian or Other Pacific Islander				XXX%		
18	White				XXX%		
19	Two or More Races				XXX%		
20	Unknown				XXX%		
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	934	1328		70.33%		
23	Economically Disadvantaged	4897	7275		67.31%		
24	Single Parents	2745	4230		64.89%		
25	Displaced Homemakers	1004	1801		55.75%		
26	Limited English Proficient	446	680		65.59%		
27	Nontraditional Enrollees	6514	9464		68.83%		
28	Tech Prep	5605	10944		51.22%		
29	DISAGGREGATE INDICATORS						
30	Apprenticeship	N/P			XXX%		
31	Employment	43307			XXX%		
32	Military	N/P			XXX%		

Comment:

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Postsecondary Level
Core Indicator 5P1: Nontraditional Participation**

State: North Carolina
Program Year: 2009-2010

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	23660	117047	20.75%	20.21%	D	Y
2	GENDER						
3	Male	4418	55726		7.93%		
4	Female	19242	61321		31.38%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native	430	1977		21.75%		
7	Asian or Pacific Islander	391	1885		20.74%		
8	Black (not Hispanic)	8101	35224		23.00%		
9	Hispanic	793	3883		20.42%		
10	White	12792	68713		18.62%		
11	Unknown	1153	5365		21.49%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native				XXX%		
14	Asian				XXX%		
	Black or African American				XXX%		
16	Hispanic/Latino				XXX%		
17	Native Hawaiian or Other Pacific Islander				XXX%		
18	White				XXX%		
19	Two or More Races				XXX%		
20	Unknown				XXX%		
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	540	2456		21.99%		
23	Economically Disadvantaged	3088	12399		24.91%		
24	Single Parents	1963	6666		29.45%		
25	Displaced Homemakers	719	2604		27.61%		
26	Limited English Proficient	284	1315		21.60%		
27	Tech Prep	3270	19119		17.10%		

Comment:

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Postsecondary Level
Core Indicator 5P2: Nontraditional Completion**

State: North Carolina
Program Year: 2009-2010

<i>Line</i>	<i>Population</i>	<i>Number of Students in the Numerator</i>	<i>Number of Students in the Denominator</i>	<i>Adjusted Level of Performance</i>	<i>Actual Level of Performance</i>	<i>Actual vs. Adjusted Level of Performance</i>	<i>Met 90% of Adjusted Level of Performance</i>
1	Grand Total	3038	16709	20.15%	18.18%	D	Y
2	GENDER						
3	Male	683	6911		9.88%		
4	Female	2355	9798		24.04%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native	50	261		19.16%		
7	Asian or Pacific Islander	67	236		28.39%		
8	Black (not Hispanic)	717	3377		21.23%		
9	Hispanic	103	463		22.25%		
10	White	2001	11829		16.92%		
11	Unknown	100	543		18.42%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native				XXX%		
14	Asian				XXX%		
	Black or African American				XXX%		
16	Hispanic/Latino				XXX%		
17	Native Hawaiian or Other Pacific Islander				XXX%		
18	White				XXX%		
19	Two or More Races				XXX%		
20	Unknown				XXX%		
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	71	363		19.56%		
23	Economically Disadvantaged	484	2023		23.92%		
24	Single Parents	83	264		31.44%		
25	Displaced Homemakers	128	400		32.00%		
26	Limited English Proficient	55	117		47.01%		
27	Tech Prep	417	2577		16.18%		

Comment:

Student Accountability Forms for the Section 203 Indicators of Performance (Title II)
SECONDARY LEVEL

State: North Carolina
Program Year: 2009-2010

Line	Indicator Number	Performance Indicator	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students
1	1STP1	Enroll in postsecondary education	4823	19923	24.21
1	1STP1	Enroll in postsecondary education	4823	19923	24.21
2	1STP2	Enroll in postsecondary in the same field or major	1966	4823	40.76
2	1STP2	Enroll in postsecondary in the same field or major	1966	4823	40.76
3	1STP3	Complete a State or industry-recognized certification or licensure	2690	19923	13.50
3	1STP3	Complete a State or industry-recognized certification or licensure	2690	19923	13.50
4	1STP4	Complete course(s) that award postsecondary credit.	8419	19923	42.26
4	1STP4	Complete course(s) that award postsecondary credit.	8419	19923	42.26
5	1STP5	Enroll in remedial mathematics, writing, or reading course(s).	3274	4823	67.88
5	1STP5	Enroll in remedial mathematics, writing, or reading course(s).	3274	4823	67.88

Comment:

**Student Accountability Forms for the Section 203 Indicators of Performance (Title II)
POSTSECONDARY LEVEL**

State: North Carolina
Program Year: 2009-2010

Line	Indicator Number	Performance Indicator	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students
1	1PTP1	Employment in related field after graduation.	1721	2305	74.66
1	1PTP1	Employment in related field after graduation.	1721	2305	74.66
2	1PTP2	Complete a State or industry-recognized certificate or licensure	1007	4341	23.20
2	1PTP2	Complete a State or industry-recognized certificate or licensure	1007	4341	23.20
3	1PTP3	On-time completion of a 2-year degree or certificate.	748	2317	32.28
3	1PTP3	On-time completion of a 2-year degree or certificate.	748	2317	32.28
4	1PTP4	On-time completion of a baccalaureate degree program.	564	7890	7.15
4	1PTP4	On-time completion of a baccalaureate degree program.	564	7890	7.15

Comment:



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL AND ADULT EDUCATION

APR 22 2011

Ms. Rebecca Payne
Director
North Carolina Department of Public Instruction
Career and Technical Education
6361 Mail Services Center
Raleigh, North Carolina 27699-6361

Dear Ms. Payne:

We are pleased to inform you that the Division of Academic and Technical Education (DATE) has reviewed your state's December 31, 2010, Consolidated Annual Report (CAR) submission pursuant to the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) (OMB Control Number 1830-0569). Please note that the previous letter regarding the review of your CAR was sent to you in error. This letter replaces the previous letter. The report includes your narrative summary, fiscal status report and accountability data for Program Year (PY) 2009-10—the fourth program year under the Perkins IV legislation.

DATE staff reviewed state's CAR submissions from January 3–March 18, 2011. The review team for your state's submission included your Program Administration Liaison (PAL) and Regional Accountability Specialist (RAS). The review criteria were:

- Completeness of the report (i.e., whether the state addressed all the required report elements).
- Compliance with the Perkins IV legislation (i.e., whether the state undertook activities that were consistent with the intent and provisions of Perkins IV).
- Accuracy and completeness of accountability data (i.e., whether the state met its requirements for annual performance reporting under Perkins IV).

On behalf of the entire division, thank you for taking the time and effort to develop and submit a comprehensive CAR report. The information you provided will be valuable to us as we review your state plan revisions, budgets, and performance levels for your Fiscal Year (FY) 2011 Perkins IV grant awards, the submission for which is due to our office by March 21, 2011.

If you have questions about the outcome of your state's CAR review, please feel free to contact your Perkins PAL or RAS.

Sincerely,

Sharon Lee Miller
Director, Division of Academic and Technical Education

From: "Rhonda Welfare" <RWelfare@dpi.state.nc.us>
To: <browne@nccommunitycolleges.edu>
Date: 4/27/2011 1:15 PM
Subject: Fwd: Correct Consolidated Annual Report Letter
Attachments: Correct NC CAR Ltr - 04-22-2011.pdf

>>> <Edward.Smith@ed.gov> 4/27/2011 11:45 AM >>>

We are pleased to inform you that OVAE erred in it's previous review of your State's Consolidated Annual Report (CAR). The previous letter should have indicated that your State had no deficiencies in the comprehensive CAR report that you submitted. We reget our error. The attached letter corrects that error. [See attached document.]

If you have further questions or concerns please contact Edward R. Smith by telephone at (202) 245-7602 or by email at: Edward.Smith@ed.gov.

Take care.