



NORTH CAROLINA

STATE PLAN

FOR

VOCATIONAL AND
APPLIED TECHNOLOGY EDUCATION

July 1, 1994 - June 30, 1996

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION
BOB ETHERIDGE, STATE SUPERINTENDENT
RALEIGH, NORTH CAROLINA

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

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PREFACE

In compliance with the public laws cited, this "North Carolina State Plan for Vocational and Applied Technology Education, July 1, 1994 - June 30, 1996," has been prepared to give assurances to the Congress of the United States and to the General Assembly of North Carolina that funds appropriated are disbursed and programs are developed and administered consistent with provisions in the Acts passed by the Congress and by the State Legislature. The State Plan is presented in three parts as follows.

PART I CERTIFICATIONS

Part I contains the State Board's certifications of compliance with provisions of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 and with the General Statutes of North Carolina.

PART II ASSURANCES

Part II contains the State Board's assurances that the State's program of vocational and applied technology education will be administered consistent with the requirements of Titles I, II, III, and V of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, Section 113(b)(3).

PART III DESCRIPTIONS

Part III contains descriptions of the State Board's plans for responding to the priority needs of: financial regulations; special populations; evaluations; administration; planning; single parents, displaced homemakers and single pregnant women; sex equity; consumer and homemaking; community-based organizations; and tech-prep education.

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INTRODUCTION

Education serves a number of roles in our society. Three such roles are: (1) to provide an educational program that helps to fulfill an individual's intellectual, social, artistic, and physical potential and (2) to provide individuals the ability to earn a living and (3) to generate a skilled workforce for society as a whole. Competent and well-educated people create a labor force that sustains and expands the economy of a state and nation. Therefore, vocational and applied technology education programs, services, and activities will continue to focus on economic development. Some areas for emphasis will include: (1) preparing an adequately trained workforce, (2) retraining workers, and (3) meeting labor needs of new businesses and industries.

In 1993 the State Education Agency agreed to merge the State Advisory Council for Applied and Technology Education into North Carolina's version of the Human Resources Investment Council, called the Commission on Workforce Preparedness. This commission meets quarterly and has been consulted on matters pertaining to Vocational and Technical Education.

LEGAL AUTHORITY

The General Statutes of North Carolina—G.S. 115C-154—authorizes and directs the State Board of Education (SBE), hereinafter referred to as the State Board, acting as the State Board for Vocational Education, to administer through local boards of education a comprehensive program of vocational and applied technology education which shall be available to all students enrolled in the public schools who desire it as an integral part of education "for living and making a living." Furthermore, the General Statutes authorize the State Board to administer funds appropriated by the United States Congress for vocational and applied technology education programs, services, and other purposes specified in the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

The General Statutes of North Carolina also authorize the State Board to develop a cooperative agreement with the State Board of Community Colleges (SBCC) for the administration of vocational and applied technology education in public postsecondary colleges and technical schools (G.S. 115C-158).

The State Plan for Vocational and Applied Technology Education, hereinafter referred to as the State Plan, provides direction for the operation of vocational and applied technology education programs, services, and activities in the secondary and postsecondary education systems in North Carolina. For the purpose of this document, secondary schools include grades 6-12. Postsecondary refers to the public community college system.

Secondary

The North Carolina vocational and applied technology education program is organized in grades 6 through 12 in the public school system. The program begins with exploratory courses and leads to specialized classroom instruction in grades 11 and 12. The specialized instruction is combined with simulated work experiences, on-the-job training, production work, supervised occupational experiences, community projects, and participation in internship and apprenticeship programs. These opportunities are accessible to all youth without regard to sex, socioeconomic status, ethnic origin, race, color, religion, or disability.

The mission of vocational and technical education is to help empower students for effective participation in a global economy as world-class workers and citizens. The vocational and applied technology education program fulfills this mission by providing:

- Preparation for initial employment upon graduation from high school.
- Preparation for postsecondary vocational and technical education.
- Assistance in making educational and occupational decisions.
- Application of related learnings from other disciplines.
- Preparation for making informed consumer decisions and applying practical life skills.
- Assistance for persons who have academic, economic, and/or other disadvantages or disabilities that prevent them from succeeding in regular vocational and technical education programs.

The goals of North Carolina Vocational and Technical Education are:

- Students enrolled in integrated courses of study will be provided preparatory and placement services.
- A vocational education computerized achievement tracking system will be effectively implemented.
- Subject matter will be more relevant and will better prepare students for current and future employment opportunities.
- Sequential courses of study will be developed and their use will be expanded to all students.
- Special population students will demonstrate increased gains in meeting vocational competencies.
- Students will participate in Tech Prep programs that will lead to postsecondary education.
- Students, within available resources, will have access to state-of-the-art equipment.
- The curriculum in all vocational education programs will reflect higher order thinking, higher order work competencies, and all aspects of industry.
- Groups who are customers of vocational education are provided representation in the development of curriculum, personnel development, and assessment.
- Students will have opportunities to participate in an effective school-to-work transition system.

Postsecondary:

The North Carolina community college system is a statewide organization of public two-year postsecondary educational institutions with an open-door admissions policy. Its mission is to provide adults in North Carolina with quality and convenient learning opportunities consistent with identified student and community needs. These opportunities are accessible to all adults regardless of age, sex, socioeconomic status, ethnic origin, race, color, religion, or disability. Educational and training programs are designed to enhance the personal, social, and economic potential of the individual and to produce measurable benefits to the state. The system fulfills this mission by providing:

- Vocational programs and courses for students desiring to prepare for skilled trades or to upgrade their job skills.
- Technical programs and courses that meet the career needs of individuals.
- Transferable programs and courses for students desiring to attend a senior college or university.
- Special occupational training and upgrading programs and services for businesses, industries, and agencies.
- Programs and courses in adult basic education, high school completion, and continuing education.
- Counseling, career guidance, job placement services, and other programs essential to developing the potential of individual students.
- Programs and services to enrich the quality of community life.
- Effective and cooperative relationships with the schools, colleges, universities, government agencies, and employers across the state.
- Sound management practices and systematic planning to allocate the resources required to achieve the stated objectives of the North Carolina community college system.

The goals and objectives for the community college system include:

- Upgrading training and retraining/“Sterling Silver Workforce”
 - Update vocational and technical curriculum
 - Expansion of Tech Prep and apprenticeships
 - Increased access to day care
- Eliminating Illiteracy
 - Update in technology
 - Intensified recruitment of students
 - Volunteer program
- Small Business
 - Expanded awareness of start-up and sustaining business education programs
 - Increased coordination of small business service and support
- Accountability and Standards
 - Outcome-based measurements
 - Efficiency in services

PART I CERTIFICATIONS

The North Carolina State Board of Education certifies:

- 1.0.1 That the State Agency is eligible to submit the State Plan for Vocational and Technical Education and Applied Technology.*
- 1.0.2 That the State Agency has the authority under State law to perform the functions of the State under the program.*
- 1.0.3 That the State legally may carry out each provision of the plan for vocational & technical education.*
- 1.0.4 That all provisions of the plan are consistent with the State law.*
- 1.0.5 That the State officer specified by title in the certification has authority under State law to receive, hold, and disburse federal funds under the plan.*
- 1.0.6 That the designated State officer has the authority to submit the plan.*
- 1.0.7 That the State Agency has adopted and formally approved the plan as of June 6, 1994.*
- 1.0.8 That the plan is the basis for State operation and administration of the plan.*

* The above eight certifications are in accordance with Section 76.104 of the U.S. Department of Education General Administrative Regulations (EDGAR).

- 1.0.9 That a copy of the State Plan was placed into the State Intergovernmental Review Process as established by Executive Order 12372, to Department of Administration (EDGAR 79.8) (See Appendix 23).

For the State Board of Education

(Date)

Chairman, North Carolina State Board of Education

(Date)

State Superintendent, Department of Public Instruction

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110 --

A. The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 --

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about--

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will--

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office

Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted—

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check ☐ if there are workplaces on file that are not identified here.

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 —

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

PART II ASSURANCES

2.0.0 FINANCIAL REGULATIONS

- 2.0.1 The State will comply with the provisions of Section 102, including assurances that the state will distribute not less than 75 percent of the funds made available for Title II purposes to eligible recipients pursuant to such title. [Section 113(b)(5)]**

Secondary and Postsecondary

The State will distribute Title II funds (as outlined in Appendix 1) in accordance with North Carolina General Statute 115C-158 and the cooperative agreement between the North Carolina Department of Public Instruction and the North Carolina Department of Community Colleges, Appendix 2. A division of federal vocational education funds will be made based on purposes as traditionally established for the respective agencies. The division of these funds and funds received under Title III are reflected in the Budget Summary Sheet in Appendix 3.

- 2.0.2 The assurances described in 2.5.7 report on the degree to which expenditures aggregated within the State for career guidance and vocational counseling from allotments under Title II are not less than such expenditures for such guidance and counseling with the State in the fiscal year 1988. [Section 113(b)(20)(B)]**

Secondary

The State will document from financial reports submitted by each local education agency the extent to which expenditures from Title II funds for career guidance and counseling compare to such expenditures in fiscal year 1988 (see Appendix 3, Part I).

- 2.0.3 The State will provide for such fiscal control and fund accounting procedures as may be necessary to assure the proper disbursement of, and accounting for, Federal funds paid to the State (including such funds paid by the State to eligible recipients under this Act) [Section 113(b)(21)]**

Secondary

The Department of Public Instruction has established the following systems to assure the proper disbursement of and accounting for all federal and State funds paid to the agency and eligible recipients:

- Allotment Policy Manual - Procedures are reviewed and approved by the Department and the State Board of Education.
- Uniform Chart of Accounts - Describes the allowed activities for each specific federal and state program.
- Uniform Education Reporting System - Electronic transfer of every voucher written for payroll and general expense.
- Fund Requisition - Procedures to assure minimum cash balances are maintained at the local and state levels.
- Reports - Numerous reports outlining fund/expenditure information for review/verification by agency staff and local units.
- Audits - Monthly/yearly 100% audit by the State agency on certified personnel in each LEA.
 - Activity audits are conducted by the agency
 - Local CPA review (single audit)
- Teacher Certification - Comprehensive system to assure teachers are certified to teach in the assigned area(s).

Postsecondary

The Department of Community Colleges has established the following systems to assure the proper disbursement of and accounting for federal funds paid to the Department.

- Accounting Procedures Manual - Included are allotment procedures and the chart of accounts which describes the allowable activities and reporting requirements.
- Reports - Monthly financial reports which outline the purpose/expenditure information for review/verification by agency staff and local colleges.
- Fund Requisition - Written procedures are available which outline the drawdown of funds to assure minimum cash balances.
- Audit - Annual audit by the State Auditor's Office on the Department of Community Colleges and the 58 community colleges.

2.0.4 Funds made available under Title II of the Act will be used to supplement, and to the extent practicable increase, the amount of State and local funds that would in the absence of those Federal funds be made available for the uses specified in the State plan and the local applications, and in no case supplant those State or local funds. [Section 516 (a) (1) (A)]

Secondary and Postsecondary

Local expenditures for vocational and technical education will be monitored on an annual basis at the state level. The purpose of this monitoring will be to determine whether state and local funds would, in the absence of those Federal funds, be made available for the uses specified in the State plan and the local applications, and in no case supplant those State or local funds.

2.1.0 Special Populations

2.1.1 The State Board will develop measurable goals and accounting measures for meeting the needs of individuals who are members of special populations. [Section 113(b)(3)(B)]

Secondary

Each eligible recipient in its local plan will list its goals, objectives, and strategies that cover such performance evaluations as:

- Percentage of special populations completers whose unemployment rates are worse than the county youth unemployment rate.
- Percentage of special populations who attain competencies.
- Vocational guidance services devoted to special populations.
- Transition services available to special populations through the instructional process and counseling.
- A Career Development Plan +: Special Populations component to the career development plan for each special population member.

Postsecondary

Each eligible postsecondary recipient will list its goals, objectives, and strategies in its local application. Each recipient will subsequently evaluate its performance annually in respect to how these goals, objectives, and strategies have been met. Each recipient will target fiscal resources to meet the needs of individuals who are members of special populations.

2.1.2 To the extent consistent with the number and location of individuals who are members of special populations who are enrolled in private secondary schools, provision is made for the participation of such individuals in the vocational education programs assisted under Section 231. [Section 113(b)(3)(D)]

Secondary

In the local application, eligible recipients will provide assurance that members of special populations who are enrolled in private secondary schools will be provided provisions for their participation in the vocational and technical education programs assisted under Section 231 of the Act. Additionally, the local recipients will have on file copies of notifications and include in their local annual application the date of such notifications.

2.1.3 Individuals who are members of special populations will be provided with equal access to recruitment, enrollment and placement activities. [Section 118(a) (1)]

Secondary

Outreach and Recruitment Activities: These activities may begin as early as the fifth grade in the local education agencies offering a middle grades vocational and technical education program in the sixth grade. Elementary students and their parents are informed of the middle grades courses prior to their enrollment into the program. Most school districts schedule the courses in order that all students may participate in at least a portion of the program if they desire. While enrolled in the middle grades program the students and their parents receive the mandated information about the secondary Vocational and Technical Education programs of study and support services. This information is provided during the designated timespan and in the appropriate format. Local education agencies may employ special populations coordinators (SPCs) and industry-education coordinators (IECs) to ensure that the specific information is addressed. In addition to the above, special populations coordinators provide outreach activities at both levels in special education classes and on an individual basis when needed. (See Appendix 19, **Challenge: A Handbook for Serving Members of Special Populations**, Chapter 4, pp. 26-27, 33-34.)

Enrollment Activities: Vocational support personnel actively participate in the registration process. Industry-education coordinators and special populations coordinators assist guidance counselors, parents, and students in choosing the most appropriate vocational and technical education programs for students. Special populations coordinators also provide pre-registration counseling to ensure that the students enroll in programs based on their interests and abilities. After the registration process, coordinators review the schedules or contact students to evaluate whether special populations students are registered according to the information on the Career Development Plan (a sequential course of study including academic and vocational courses). In cases where the students are not enrolled according to the plan, the coordinator will seek explanations. The Career Development Plans should be revised when the students and/or parents agree with the change. The coordinator becomes an advocate for the students when the changes are not appropriate or is not in the students' best interests.

Placement Activities: Opportunities for placement offered by the vocational and technical education program include work-study, co-op positions, apprenticeships, internships, shadowing experiences, and other job-related activities. Additional assistance for placement in postsecondary institutions, advanced training and military service is coordinated. These services are coordinated by vocational and technical education support personnel, teachers and other service providers for members of special populations. Follow up on the work and education status of graduates completing second and third level courses is conducted each year.

Postsecondary

It is the policy of the North Carolina Community College System to sustain an “open door” admission to each of the 58 community colleges, in that anyone, regardless of disability, educational or economic disadvantage, limited English language proficiency, gender, or captive or co-opted situations, can have appropriate access to recruitment, enrollment, placement, and the full range of vocational education programs available to all students.

2.1.4 Individuals who are members of special populations will be provided with equal access to the full range of vocational education programs available to individuals who are not members of special populations, including occupationally specific courses of study, cooperative education, apprenticeship programs, and, to the extent practicable, comprehensive career guidance and counseling services and will not be discriminated against on the basis of their status as members of special populations. [Section 118(a) (2)]

Secondary

Members of special populations in each category are enrolled in the vocational and technical education program. Local education agencies may employ support personnel, including SPCs, IECs and technical assistants, to assess the special needs of students. At minimum, vocational assessment of the students’ interests, abilities and learning styles is used to determine the appropriate vocational placement and support services needed for success in regular classrooms. To reduce duplication of efforts the coordinators should coordinate services with other service providers. (See Appendix 19 **Challenge: A Handbook for Serving Members of Special Populations**, Chapter 3, pp. 13-25). Following the guidance and counseling activities, the academic and vocational courses are outlined on the Career Development Plan (CDP). The support services, including supplementary services, are recorded on the CDP+: Special Populations Component to the CDP. For more detailed information, see Appendix 19 **Challenge: A Handbook for Serving Members of Special Populations**, Chapter 4, pp. 27-29, 34-43.

Postsecondary

It is the policy of the North Carolina Community College System to sustain an “open door” admission to each of the 58 community colleges, in that anyone, regardless of disability, educational or economical disadvantage, limited English language proficiency, gender, or captive or co-opted situations, can have appropriate access to recruitment, enrollment, placement, and the full range of vocational education programs available to all students.

- 2.1.5 Vocational education programs and activities for individuals with disabilities will be provided in the least restrictive environment in accordance with section 612(5) (B) of the IDEA and will, if appropriate, be included as a component of the individualized education program developed under section 614(a) (5) of that Act. [Section 118(a) (3) (A)]**

Secondary

Any student with a disability who needs special education in the vocational and technical education program will have a vocational component to the individualized education program (IEP). The students with the interest and abilities are enrolled in the regular programs along with students who are not disabled. Supplementary and other support services needed for a disabled student’s success in the classroom are documented on the IEP. Additional services coordinated outside of the classroom may be documented on the CDP+. (See Appendix 19 **Challenge: A Handbook for Serving Members of Special Populations**, Chapter 4, pp. 29-31.)

- 2.1.6 Students with disabilities who have individualized education programs developed under section 614(a) (5) of the IDEA, with respect to vocational education programs, will be afforded the rights and protections guaranteed those students under sections 612, 614, and 615 of that Act. [Section 118(a) (3) (B)]**

Secondary

Disabled students and their parents are guaranteed certain rights and protections in the Vocational and Technical Education Program by the Exceptional Children’s Program.

Section 612 of IDEA: Disabled students will be educated with students who are not disabled in the regular vocational and technical education classes. Special classes shall only occur when the nature of the severity of the disability is such that education in the regular class with the use of supplementary aids and services cannot be achieved satisfactorily.

Section 614 of IDEA: The vocational component to the IEP shall be established or revised, whichever appropriate, at the beginning of each school year and will be reviewed and revised if appropriate, on an annual basis.

Section 615 of IDEA: Parents are informed of the procedural safeguards with respect to the provision of a free appropriate education by the Exceptional Children's Program. For more detailed information see Appendix 19 **Challenge: A Handbook for Serving Members of Special Populations**, Chapter 4, p. 31.

2.1.7 Students with disabilities who do not have individualized education programs developed under section 614(a) (5) of the IDEA or who are not eligible to have such a program, with respect to vocational education programs, will be afforded the rights and protections guaranteed those students under section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and, for the purpose of the State Vocational and Applied Technology Education Programs, those rights and protections will include; making vocational education programs readily accessible to eligible individuals with disabilities through the provision of services described [in] Section 403.190(b) (3). [Section 118(a) (3) (C)]

Secondary

Supplementary services are provided for individuals with disabilities served under Section 504 of the Rehabilitation Act of 1973. Students needing supplementary services for success in the regular classroom will have an accommodation plan. (See Appendix 19, **Challenge: A Handbook for Serving Members of Special Populations**. Chapter 4, pp. 31-32.)

2.1.8 Vocational education planning for individuals with disabilities will be coordinated among appropriate representatives of vocational education, special education, and State vocational rehabilitation agencies. [Section 118(a) (3) (D)]

Secondary

Vocational personnel will participate in meetings scheduled to plan, review, or revise the vocational/transition component(s) to the IEP. For more information see Appendix 19 **Challenge: A Handbook for Serving Members of Special Populations**, Chapter 4, p. 34.

2.1.9 The provision of vocational education to each student with disabilities will be monitored to determine if that education is consistent with the individualized education program developed for the student under section 614(a) (5) of the IDEA, in any case in which an individualized education program exists. [Section 118(a) (3) (E)]

Secondary

Special populations coordinators, special education teachers and vocational teachers will be responsible for monitoring the progress students make on the IEP. See Appendix 19 **Challenge: A Handbook for Serving Members of Special Populations**, Chapter 4, p. 32.

- 2.1.10 The provision of vocational education will be monitored to ensure that disadvantaged students and students with limited English proficiency have access to that education in the most integrated setting possible. [Section 118(a) (4)]**

Secondary

Disadvantaged students and students with limited English proficiency will have equal access to regular vocational programs that integrate vocational and academic skills. At least 20 percent of the LEAs (Local Education Agency) will be monitored annually, using the adopted performance measures and standards.

- 2.1.11 The requirements of the Act relating to individuals who are members of special populations: Will be carried out under the general supervision of individuals in the appropriate State educational agency or State board who are responsible for students who are members of special populations; and [Section 118(a) (5) (A) (i)] Will meet education standards of the State educational agency or State board. [Section 118(a) (5) (A) (ii)]**

Secondary

Vocational and Technical Education has the authority to provide general supervision for the requirements of the Act. The vocational and technical education program provided by the LEA must meet the performance standards or make significant progress toward meeting the standards approved by the State Board of Education or develop a joint plan with Vocational and Technical Education, North Carolina Department of Public Instruction.

- 2.1.12 With respect to students with disabilities, the supervision carried out under paragraph (a) (26) (i) of this section will be carried out consistent with, and in conjunction with, supervision by the State educational agency or State board carried out under section 612(6) of the IDEA. [Section 118(a) (5) (B)]**

Secondary

Vocational and technical education programs and IEPs that are planned for disabled students served under IDEA will be consistent with, and in conjunction with, the **Procedures Governing Programs and Services for Children with Special Needs** manual printed by the Exceptional Children Support Team of the North Carolina Department of Public Instruction.

2.2.0 EVALUATION

2.2.1 The State Board will conduct adequate monitoring of programs conducted by eligible recipients to ensure that programs within the State are meeting the goals described above. [Section 113(b)(3)(C)]

Secondary

The State Board has developed a multiple approach to monitoring. The first is through the annual local application. In the annual application, each eligible recipient shows the strategies planned to improve the access, progress and success of all students, including special populations, in attaining the performance standards. Additionally, each eligible recipient must sign assurances showing that the required steps are carried out. The State Board publishes overall statistics for vocational and technical education at the LEA level and then at the program area level in each school for five of the eight performance standards. The LEA uses this information to determine benchmarks, indicating substantial progress. The State Board then publishes statistics showing substantial progress made in meeting these standards. For the three competency-based performance standards, the LEA shows the status of gains and mastery, and then identifies benchmarks for each of the next two years. This information is presented for both regular and special populations students.

Additionally, local applications are required to show that federal funds are used to target resources to deficient areas. These expenditures are monitored by the financial section of the State Board.

Finally, the State Board has developed a mechanism to rank all the LEAs on the degree to which special populations are attaining the five performance standards for which there are statewide data. This ranking will be used annually to develop a monitoring schedule to identify technical assistance needs.

Postsecondary

A monitoring instrument has been developed that assesses the services and attainments of all special populations within the recipients' student population. Twenty percent of all recipients of

federal financial assistance will receive an on-site monitoring visit each year on a rotating basis. Within five years, all recipients will have been monitored. All recipients of financial assistance will be audited each year for proper expenditures and accounting of their Perkins Act expenditures. The community college system has a centralized data-gathering base that affords the information necessary to monitor special population students. Along with these data, the local application spells out the 23 assurances that the community college recipient agrees to follow upon accepting federal funds. Half of these assurances deal specifically with special populations criteria.

2.2.2 The State will develop and implement a system of standards for performance and measures of performance for vocational education programs at the state level that meets the requirements of Section 115. [Section 113(b)(8)]

Secondary

A statewide system has been developed and is being implemented. Eight performance standards have been adopted by the State Board. The description of how it is being used to monitor goal attainment is listed in 2.2.1. The statewide results follow.

**Statewide Results on Performance Standard Attainment,
1993-94 Secondary Vocational and Technical Education**

The performance-based system was implemented statewide by September 21, 1991. Mechanisms were set up to gauge the degree of attaining each performance standard at the state, LEA, and school level. The degree to which these performance standards are attained in each site are shown by standard¹.

Performance Assessment Results

1. Each student enrolled in vocational and technical education, grades 9-12, will have a career development plan ² (CDP) on file which includes academic and vocational and technical education courses appropriate for his or her designated career goal. (1992-1993 enrollees)

Program Areas Met: 34%
Not Met: 66%

¹ These percentages are based on a sample of 30 LEAs statewide.

² This includes developing an additional component (called the "plus (+)" part) for each special populations student listing the incentives and adjustments provided to help that student carry out his/her CDP+.

2. If the enrollment of members of special populations in any vocational and technical education program area differs more than a third from the overall special populations percentage enrolled in all vocational and technical education programs in that school, the enrollment must be justified by documentation of student choices as evidenced by the career development plan (CDP). (1992-1993 enrollees)

Program Areas Met: 63%
Not Met: 37%

- 3 - 5 Aggregated statewide data are not available in standards 3-5. Percentage levels in 3-5 apply to both basic and academic gains. Each LEA has a mechanism for assessing basic and academic gains and mastery for each vocational and technical education program.

3. Eighty percent of all students completing each vocational and technical education course will have mastered 80% of the core competencies designated on the statewide course blueprint.
4. Eighty percent of all students completing each Level I or non-sequential vocational and technical education courses will have gained a minimum of 60% of the difference between the pretest score and total possible posttest score as measured by valid pretests and posttests of all core competencies designated on the statewide course blueprint.
5. Eighty percent of all students completing each Level II vocational and technical education courses will have gained a minimum of 40% of the difference between the pretest score and the total possible posttest score as measured by valid pretests and posttests of all core competencies designated on the statewide course blueprint.
6. Seventy percent of all vocational and technical education completers as reported by program area for each school will enter further training or education, including that received in the military or on-the-job. (1992 completers)

Program Areas Met: 51%
Not Met: 49%

7. The completer unemployment rate for those students seeking full-time employment will be lower than the county's youth unemployment rate as reported by jobs skills-related program areas by school. (1992 completers)

Program Areas Met: 95%
Not Met: 5%

8. Of completers finding full-time employment, 70% as reported by job skills program areas by school will be employed in jobs related to their vocational program (1992 completers).

Program Areas Met: 51%
Not Met: 49%

Program Evaluation and Improvement

Each of these performance standards, including 3-5, has a separate planning section in each LEAs local plan. On these pages, each LEA describes what is being done to identify and adopt strategies and use resources to overcome any barriers resulting in lower rates of access, progress and success in all secondary vocational and technical education programs.

In each of these sections, the LEA identifies benchmarks or milestones, which are to indicate substantial progress in meeting the standards developed in Section 115. The SEA aggregates these data to develop a statewide profile of substantial progress being made.

From these data, the SEA (State Education Agency) and LEAs jointly plan regional and statewide activities to develop local improvement plans to improve performance standards.

Postsecondary

The State Board of Community Colleges has adopted and implemented a statewide system of core standards and measures of performance for postsecondary vocational education programs. This statewide system will includes Curriculum Standards, the Curriculum Student Progress Information Services, the Critical Success Factors, and an Annual Program Audit or review. The performance measures include the:

- Percentage of required credit hours completed for the curriculum, i.e., the number of students who completed 25%, 50%, 75%, or 100% of the courses needed for curriculum completion/graduation.
- (a) Rates at which vocational education students are required to take and pass remedial basic academic courses (such as English and math), and (b) the rates at which vocational education students take and pass general education and related courses.
- Retention rates of students enrolled in fall quarter, students not completing/graduating in the quarter, and those enrolled in at least one additional course during the subsequent winter or spring quarters.

- Special populations by (a) the ratio of percent of special population students enrolled in vocational/technical curriculums to the percent of special population students enrolled in all curriculum programs in the school population; or (b) the ratio of percent of special population students completing vocational/technical curricula to the percent of special population students completing all curriculum programs in the school population.
- Services provided to special populations and strategies to overcome the educational barriers to this group.
- Progress in providing vocational students with experience and understanding of the industries they are preparing to enter.

2.3.0 Sex Equity, Displaced Homemakers, Single Parents and Single Pregnant Women

2.3.1 In the use of funds available for single parents, displaced homemakers, and single pregnant women under Section 221 of the Act, the State will give priority to assisting individuals with the greatest financial need, and the State will give special consideration to displaced homemakers who, because of divorce, separation, or the death or disability of a spouse, must prepare for paid employment. [Section 113(b)(11)]

Secondary

The State requires that all grant recipients provide signed assurances to operate programs as outlined and approved through the grant application process. The assurances require an intense monitoring and program evaluation to which each recipient must adhere in order to receive grant funds. Recipients will follow the guidelines of the Act to serve individuals with the greatest financial need. This includes individuals of special populations, those who receive services from Aid to Families of Dependent Children (AFDC), the Job Training Partnership programs and individuals from economically depressed areas. Special consideration will be given to those recipients who propose to provide training and services for the displaced homemaker to develop marketable skills. The sex equity coordinator will monitor the records and required reports of all funded programs to ensure that compliances are met.

Postsecondary

Community colleges are required to commit in their proposals the method they intend to use for determining the individuals with the greatest financial need. Most of them use a system based on the Pell Grant, AFDC, or JTPA guidelines. In addition, they are permitted by the state to devise unique guidelines for their institution if none of the aforementioned systems are suitable. All institutions are required to keep documentation for audit purposes.

The colleges are required also to use intake forms, subject to audit, which show that students served meet the target population. In this way the State assures “special consideration to displaced homemakers who, because of divorce, separation, or the death or disability of a spouse, must prepare for paid employment.”

2.3.2 The State will furnish relevant training and vocational education activities to men and women who desire to enter occupations that are not traditionally associated with their sex. [Section 113(b)(12)]

Secondary

The State requires local education agencies to provide assurances that all vocational programs are open to students without regard to gender. The State ensures that this policy is implemented through the Methods of Administration. This requires LEAs which have fewer than 20% of either gender enrolled in programs to place special emphasis upon recruitment activities for these programs. Each program is monitored by the program area consultants and assisted by the sex equity administrator through special projects which impact these programs. The sex equity administrator will conduct training activities for sex equity project coordinators and will also analyze the changing gender enrollment to assess the effectiveness of the nontraditional programs. (See Appendix 7 for Sex Equity Program of Work)

Postsecondary

The postsecondary sex equity program deliberately places its major emphasis on nontraditional training for men and women. Sex equity proposal guidelines require that local programs recruit men and women for curricula that enroll fewer than 25 percent of the nontraditional sex. In addition, those proposals funded are the ones that provide the richest array of services for ensuring successful training. The sex equity coordinator trains project personnel and monitors follow-up studies to assess the effectiveness of the nontraditional programs.

A goal for 1994-1995 request for proposals is to add a new incentive to enroll students in nontraditional curriculums. Monies will be set aside to fund a large demonstration project that will include several community colleges in focusing on an exemplary program that will erase gender bias. The purpose is to produce systemic and permanent changes in the way community colleges recruit, educate, and place women and men into the work force. Community colleges will be able to bid for this grant on the worthiness of the particular program in the particular service area.

2.4.0 Planning

2.4.1 The vocational education needs of identifiable segments of the population in the State that have the highest rates of unemployment have been thoroughly assessed and that such needs are reflected in and addressed by the State Plan. [Section 113(b)(16)]

Secondary

As evidenced by data provided by the Employment Security Commission (ESC), youth in every geographical locality have the highest rates of unemployment.

Utilizing the resources of the ESC, each county's youth unemployment rate is calculated as shown in Appendix 5. Each secondary eligible recipient is allowed to use that rate as its performance standard for its completers' unemployment (placement) rate, including that for special populations. This allows each LEA to adjust expectations to local conditions in the workforce and to assess needs. Those needs include the development of occupational and academic skills and career decision making skills.

Postsecondary

With the emphasis on student outcomes being paramount in community college goals and objectives, critical success factors and measures of quality are assessed annually by the department. These factors are among those studied: student success, not only through academics, but also through employment; workforce development, through viable program offerings; and related job placement rates, employer satisfaction, and curriculum currency within service areas. Great emphasis is placed upon those areas of the state that have high unemployment since 50 of the 58 community colleges are located in rural as opposed to urban districts.

A five-year longitudinal study of Classification of Instructional Programs (CIP) follows each technical and vocational program's enrollment and this is matched with statewide labor market supply and demand data furnished by the State Occupational Information Coordinating Committee (SOICC) of the North Carolina Employment Security Commission. Through this assessment process, each educational program is viewed as healthy or non-healthy in terms of area employment. This process assists the community colleges in determining their own needs for their local workforces.

2.5.0 Administration

2.5.1 The State Board will comply with the applicable requirements of Title I, II, III and V of the Act and regulations implementing those requirements. [Section 113 (b) (3)]

2.5.2 Eligible recipients will comply with the requirements of and regulations implementing Titles I, II, III, and V and, where necessary, will describe the manner in which eligible recipients will comply with those requirements. [Section 113(b)(3)]

(2.5.1 and 2.5.2):

Secondary

Each LEA will comply with the requirements of Titles I, II, III, and V.

Title I

- Funds will be distributed according to the formulas specified.
- Secondary education will coordinate the two-year state plan. An assessment has been conducted with all 120 LEAs of the quality and improvement needs.
- The Committee of Practitioners was established and has met to develop a statewide system of core standards and measures.

Title II

- Requirements for the basic state grants will be followed, including those to LEAs. Funds will be used for program improvement with the full participation of special populations.
- Sites or programs will be chosen that serve the highest concentrations of special populations.

Title III

- Provisions for Community Based Organizations, Consumer and Homemaking Education, and Tech Prep will be followed.
- Provisions for the other components will be followed subject to funding.

Title V

- Provisions will be followed related to the coordination of funds, providing that no supplanting occurs, between and among vocational & technical education, JTPA, and the Wagner-Peyser Act.
- The State is using funds under existing legislation to develop the state plan, implement local standards and measure development and conduct the statewide assessment. Provisions will be followed for maintenance of fiscal effort requirements and state administrative cost requirements. See Appendix 18 for organizational chart.

Postsecondary

Each eligible recipient will comply with the requirements of Titles I, II, III, and V. Compliance will be assured by the following:

- Local applications will require descriptions of how each recipient will comply with all applicable assurances.

- The state staff will provide technical assistance to recipients as needed or when requested. The North Carolina Department of Community Colleges has a current staff of 206 professional and support persons whose primary mission is to support the 58 local colleges.
- The state staff will conduct on-site reviews of 20% of all recipients each year for program compliance. Each year, 100% of the recipients will be fiscally audited.
- Through their open door policy, North Carolina community colleges admit all students who apply regardless of qualifications and provide training and related services to suit the individual needs. No one is refused admission and every effort is made to provide the limited supplemental services to those with the greatest need (such as child care and transportation).

2.5.3 The programs of personnel development and curriculum development shall be funded to further the goals identified in the State plan. [Section 113(b)(15)]

Secondary

The State will coordinate programs of personnel development and curriculum development as required by Section 201(b). One primary use of these funds will be to coordinate the delivery of relevant and beneficial pre-service and in-service education to personnel in order to meet the goals of the Act. Priorities include:

A. Workshops for vocational personnel designed to:

- Reinforce reading, writing, mathematics, social studies, and science through the teaching of vocational content.
- Develop thinking skills, including problem solving.
- Develop understanding of aspects of industry including planning, management, finances, technical and production skills, underlying principles of technology, labor issues, and health and safety.
- Develop collaborative efforts with academic teachers to integrate various aspects of the vocational and academic curriculum, including Tech Prep.
- Develop advanced technical skills in various occupational areas.
- Work effectively with special needs students.
- Develop and implement education plans.
- Increase expectations for student achievement.

- Use North Carolina Vocational Education Competency Achievement Tracking System (VoCATS).
 - Use advanced technology in the instructional process.
 - Develop competence in providing career guidance and assistance.
 - Administer and implement programs to carry out the provisions of this Act.
 - Provide preparatory and transitional services.
 - Develop effective school-to-work transition programs.
- B. Workshops for non-vocational personnel designed to:
- Use occupational/applied experiences to teach communication, science, mathematics, and social studies.
 - Develop collaborative efforts with vocational personnel to integrate various aspects of the vocational and academic curriculum, including Tech Prep.
 - Develop and implement student educational plans.

Another primary use of these funds will be to develop and provide up-to-date competency curriculum that emphasizes integration and assessment in all vocational programs. Technical committees, utilizing the DACUM process, will be involved in the development of curriculum. Priorities are to:

- Begin process of revising **Vocational and Technical Education Programs of Study and Support Services Guide** in collaboration with technical committees.
- Develop or revise competency-based curriculum, including course blueprints, guides, and assessment measures for 90 percent of course sequences.
- Validate student assessment items for 50 percent of course sequences.
- Correlate math, science, communication, and social studies competencies with vocational competencies for 50 percent of the course sequences.
- Develop an electronic instructional management and learning system for statewide use.
- Develop an on-line assessment system for statewide use.
- Implement the Vocational Competency Achievement Tracking System in 120 LEAs.

- Assess 50 percent of the course sequences for deficiencies of competencies dealing with aspects of industry requirements and thinking skills development.
- Develop model integration academic and vocational education lesson plans and materials.
- Revise cooperative education manual.
- Revise **Secondary Education Plans for Career Preparation.**

Postsecondary

The North Carolina Department of Community Colleges will spend its share of the State Leadership (8.5%) funds as required by Section 201(b). The primary emphasis and use of these funds will be for curriculum improvement projects (CIP) with the full involvement of technical committees. The CIP creates a process and environment through inservice training and professional peer guidance which lead to an updated instructional program or curriculum area. The program priorities for these projects will be in areas of rapidly changing technology.

Personnel development through in-service training will be one of the areas of emphasis for the funds authorized under Section 232. Program areas targeted for personnel development will be those areas of rapidly changing technology and those serving high numbers of special populations.

2.5.4 The State board will cooperate with the State Council in carrying out the Board's duties under this part. [Section 113(b)(17)]

Secondary and Postsecondary

The SBE (State Board of Education) will consult with the Human Resource Investment Council (HRIC) in carrying out the Board's duties under this Act. In reviewing the responsibilities of the State Board of (Vocational) Education, four key words are pertinent. They are: consultation, coordination, review, and response. Since the State Board of Vocational Education delegates certain responsibilities for vocational and applied technology education to the State Board of Community Colleges, these keys are also applicable at that level.

This involvement will occur with the HRIC in the following manner:

- Designated members of the two State Boards will meet with HRIC at no less than one of the Council's meetings annually for the purposes of consultation and the formulation/development of the State Plan.

- The State Boards, through their chief executive officers, will designate state staff members to be present at all meetings of the HRIC to provide any information deemed appropriate.
- All recommendations, reports, inquiries, and requests made by HRIC to the appropriate State Board will receive consideration. Requests for information which are not available for normal distribution, but are in the public domain, may be reviewed on site by HRIC members or its staff.
- Designated staff of the Department of Public Instruction and the Department of Community Colleges will consult with the HRIC or its designated representative(s) on the establishment of technical committees.
- The State Boards will submit to the Council each State Plan for review and comment within an appropriate timeframe prior to submission of the plan to the Secretary. The State Board will respond in writing to comments and recommendations on the State Plan which have been developed and submitted within the timeframe established.
- Designated staff of the Department of Public Instruction and the Department of Community Colleges will consult with HRIC or its designated representative(s) concerning changes in program conditions, labor market conditions, funding, or other conditions which require a substantial amendment to the State Plan.
- The State Boards will respond in writing to comments and recommendations on amendments to the State Plan which have been developed and submitted within the timeframe established.
- The State Boards will work collaboratively with HRIC in establishing a school-to-work transition system.

2.5.5 None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization. [Section 113(b)(18)]

Secondary and Postsecondary

The State Boards provide assurances that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interest of the purchasing entity or its employees or any affiliate of such an organization. Local recipients of funds from the Act are required to provide the same assurance through the local plan and application.

2.5.6 State and local funds will be used in the schools of each local education agency that are receiving funds under this Act to provide services which, taken as a whole, are at least comparable to services being provided in schools in such agency which are not receiving such funds. [Section 113(b)(19)]

Secondary

The State Board provides assurances that State and local funds will be used in the schools of each local education agency that are receiving funds under the Act to provide services which, taken as a whole, are at least comparable to services being provided in schools in such agency which are not receiving such funds.

The State Board shall consider an LEA to have met the comparability requirement if the LEA files with the SEA a written assurance that it has established and implemented a district-wide salary schedule, a policy to ensure equivalence among schools in teachers, administrators, and auxiliary personnel, and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies, OR

The State Board establishes and implements other measures for determining compliance such as student/instructional staff ratios or student/instructional staff salary ratios.

2.5.7 The State will provide leadership, supervision, and resources for comprehensive career guidance, vocational counseling, and placement programs [Section 113(b)(20)(A)]

Secondary and Postsecondary

In North Carolina, these services refer to the preparatory and transition services function. The goal of these functions is for each appropriate enrollee to develop and use a comprehensive education plan which encompasses a complete sequential program of studies. The development of that plan includes appropriate assessment services, vocational and related counseling and course registration; occupational, basic and advanced academic attainments; supplementary services as needed; and related placement in further education and/or the work place.

To accomplish the above, the following types of leadership, supervision, and measures will be provided:

- A minimum of two statewide in-service activities are provided for eligible recipients. Each education region will have a regional leadership council and chair for providers of these functions.

- A State staff consultant at the secondary level, will be assigned to work with service providers and with other personnel at the state level who work in comprehensive guidance and counseling.
- The State works cooperatively with the NC SOICC in the implementation of a career information system and the National Career Development Guidelines, especially in Tech Prep programs.
- Each LEA and community college in its local application, will report on projected activities and expenditures for this activity, and report on results.
- Program evaluation will be accomplished through a State Board performance evaluation instrument and on-site monitoring and technical assistance, as appropriate.

2.5.8 Funds received under the Business-Labor-Education Partnership for Training Program will be awarded on a competitive basis solely for vocational education programs, including programs that provide apprenticeships and internships in industry, new equipment, teacher internships or teacher training, bring representatives of business and organized labor into classrooms, increase the access to, and quality of, programs for individuals who are members of special populations, strengthen coordination between vocational education programs and the labor and skill needs of business and industry, address the economic development needs of the area served by the partnership, provide training and career counseling that will enable workers to retain their jobs, provide training and career counseling that will enable workers to upgrade their jobs, and address the needs of new and emerging industries, particularly industries in high-technology fields. [Section 332 (b) (1)]

Assurance 2.5.8 is not applicable.

2.5.9 In administering the Business-Labor-Education Partnership for Training Program if funded, the State board will – Give preference to partnerships that coordinate with local chambers of commerce (or the equivalent), local labor organizations, or local economic development plans; Give preference to programs that provide job training in areas or skills where there is a significant labor shortage; Ensure an equitable distribution of assistance under this part between urban and rural areas. [Section 332 (b) (2-4)]

Assurance 2.5.9 is not applicable.

2.5.10 Except as provided in paragraph (a) (30) of this section, not less than 50 percent of the aggregate cost of programs and projects assisted under the Business-Labor-Education Partnership for Training Program will be provided from non-Federal sources, and not less than 50 percent of the non-Federal share will be provided by businesses or labor organizations participating in the partnerships. [Section 332 (b) (5)]

Assurance 2.5.10 is not applicable.

2.5.11 In the event that a partnership includes a small business or labor organization, 40 percent of the aggregate cost of the programs and projects assisted under the Business-Labor-Education Partnership for Training Program will be provided from non-Federal sources and not less than 50 percent of the non-Federal share will be provided by participating business or labor organizations. [Section 332 (b) (6)]

Assurance 2.5.11 is not applicable.

2.6.0 Consumer and Homemaking Education

There are no required assurances for 2.6.0

2.7.0 Community Based Organizations

2.7.1 The State board also may establish requirements relating to the contents of the [CBO] applications, except that each application must contain: Assurances that the community-based organization will give special consideration to the needs of severely economically and educationally disadvantaged youth, ages sixteen through twenty-one, inclusive. [301 (a) (3)] Assurances that business concerns will be involved, as appropriate, in services and activities for which assistance is sought. [301 (a) (4)] Assurances that the projects conducted by the community-based organization will conform to the applicable standards of performance and measures of effectiveness required of vocational education programs in the State. [Section 301 (a) (6)]

Secondary

The State Board assures that all CBO applications will contain the following:

- The community-based organization will give special consideration to the needs of severely economically and educationally disadvantaged youth, ages 16 through 21.
- Business concerns will be involved in services and activities for which assistance is sought.
- The projects conducted by the community-based organization will conform to the applicable standards of performance and measures of effectiveness required of vocational education programs in the State.

2.8.0 Tech-Prep Education

There are no required assurances for 2.8.0

PART III DESCRIPTIONS

3.0.0 Financial Regulations

3.0.1 Describe the estimated distribution of funds to corrections educational agencies as prescribed by Section 225, the estimated distribution of funds to local educational agencies, area vocational education schools, or intermediate educational agencies as prescribed by Section 231, and the planned estimated distribution of funds to eligible institutions as prescribed by Section 232. [Section 113(b)(4)]

Secondary

Formula Distribution of Funds (75%)

The North Carolina State Board of Education has traditionally provided federal vocational education funds to all local school administrative units. More of these funds have traditionally been allotted to small rural economically depressed areas of the State. The distribution of Title II C, in accordance with the mandated formula, will result in some rural, sparsely populated units and small city units not being eligible to receive allotments under Title II C without the institution of a consortium or waiver.

The State Board of Education will allocate these resources on a formula based on the following:

- From 70 percent of such funds, each local educational agency shall be allocated an amount that bears the same relationship to such 70 percent as the amount such local educational agency was allocated under section 1005 of the Elementary and Secondary Education Act of 1965 in the preceding fiscal year bears to the total amount received under such section by local educational agencies in the State in such year.
- From 20 percent of such funds, each local educational agency shall be allocated an amount that bears the same relationship to such 20 percent as the number of students with handicaps who have individualized education programs under Section 1412(E)(4) of the Individuals with Disabilities Education Act served by such local educational agency in the preceding fiscal year bears to the total number of such students served by local educational agencies in the State in such year.
- From 10 percent of such funds, each local educational agency shall be allocated an amount that bears the same relationship to such 10 percent as the number of students enrolled in schools and adults enrolled in training programs under the jurisdiction of such local educational agency in the preceding fiscal year bears to the number of students enrolled in schools and adults enrolled in training programs under the jurisdiction of all local educational agencies in the State in such year.

A description of Title II C funds projected to be allotted to each local education agency is included in Appendix 9.

The State may waive the application of Section 231(b)(1) for the following LEAs and non-LEA: Camden County, Elkin City, Tyrrell County, and Department of Human Resources. These LEAs are located in rural, sparsely populated areas and/or in a geographical area such that entering into a consortium with another LEA is not feasible.

Postsecondary

The North Carolina Community College System is made up of 58 separate and individual administrative units. Each of these units has traditionally participated in providing services through the federal vocational education legislation. The relative number of Pell Grant recipients as a funding formula will direct the Federal resources to areas with the highest concentrations of economically disadvantaged individuals. Some smaller, more rural colleges will not receive any federal financial support for vocational and applied technology education (see Appendix 10).

Corrections

The Department of Community Colleges under the direction of the State Board of Community Colleges (SBCC) has been designated as the state corrections education agency to administer North Carolina's correctional programs assisted under the Carl D. Perkins Vocational and Applied Technology Education Act (see Appendix 11). Funds provided by this Act will be distributed by the DCC following the approval of the SBCC to eligible recipients based on a competitive proposal process. The North Carolina Departments of Correction (DOC) and Community Colleges (DCC) will jointly develop a request for proposals packet which will be distributed to all potential eligible recipients. Among other necessary items, this packet will contain the priorities for program content of the departments and the SBCC as stated below. The SBCC will have final approval of the recommended, recipients, their proposed programs, and funding levels. The DOC and DCC will jointly develop the plan for administering these programs by:

- A. Giving special consideration to:
 - Providing services to offenders who are completing their sentences and preparing for release.
 - Providing grants for the establishment of vocational education programs in correctional institutions that do not have such programs.
- B. Providing vocational education programs for women who are incarcerated.
- C. Improving equipment.

- D. Cooperating with eligible recipients, administering and coordinating vocational education services to offenders before and after their release.

3.0.2 Describe the criteria the State Board will use for spending amounts reserved for the State under paragraphs (2) through (5) of Section 102(A). [Section 113(b)(6)(B)]

Single Parents, Displaced Homemakers, and Single Pregnant Women

Secondary

The State Board shall distribute single parents, displaced homemakers, and single pregnant women funds to eligible recipients and CBOs based upon competitive applications in accordance with criteria established by the State. Such criteria shall include but not be limited to, consideration of the following:

- Economically depressed areas or areas with high rates of unemployment.
- Number of special population individuals who are economically and educationally disadvantaged.
- Special programs designed to develop marketable skills.
- Expansion of existing programs to make them more accessible to single parents, homemakers and single pregnant women.
- Provisions for transportation services.
- Provisions for child care services.
- Information services to single parents, homemakers and single pregnant women to inform them of vocational education programs and related services.

A copy of the Single Parent, Displaced Homemaker, and Single Pregnant Women Request for Proposal is in Appendix 13.

Postsecondary

The single parent/displaced homemaker set-aside money is distributed through competitive awards to colleges. The colleges are limited to an amount of money based on FTE. For both new and continuing projects, funding of proposals is based on evaluation by an independent panel of critics.

Funding depends on how well a college responds in its proposal to the following criteria:

- How the college determines the neediest students;
- How exhaustively the college coordinates single parent money with money from other funding resources;
- The institutional resources the college commits to the project above and beyond the routine.

Continued funding for subsequent years requires in addition that the college justify numbers served compared with dollars spent and to submit a follow-up survey of students benefitting from single parent program.

The program permits colleges to support child care, transportation, tuition, instructional supplies, and fees for students in the target population. This choice was based on a telephone survey asking colleges to choose between counseling support or direct financial support or some combination of the two. The colleges overwhelmingly requested the direct financial support, saying that they would provide the counseling support for single parents with their existing resources.

See Appendix 14 for the postsecondary Request for Proposals.

Sex Equity

Secondary

The State Board shall distribute the Sex Equity funds to eligible recipients based upon competitive applications in accordance with criteria established by the State. Such criteria shall include but not be limited to, consideration for one or more of the following:

- Economically depressed areas or areas with high rates of unemployment.
- Programs, services and activities to eliminate sex bias and stereotyping in secondary vocational education, or
- Vocational education programs, services and activities for females, ages 14-21 designed to enable the participants to support themselves, or
- Support services for individuals participating in vocational education programs, services and activities which are designed to eliminate sex bias and stereotyping.

The Sex Equity Request for Proposals is Appendix 15.

Postsecondary

The sex equity grants fund colleges up to \$40,000 per year to recruit, train, and place women in nontraditional curricula and jobs. The projects must commit to exhaustive recruitment and heroic retention efforts to include comprehensive assessment, classes in life management skills, extensive one-on-one counseling, allowances for material student support, sensitivity workshops for faculty and staff, and intensive and meaningful job development and placement activities. At the end of the school year, each project is evaluated by an independent panel for its commitment and effectiveness in each of the listed components as a condition for future funding.

Nontraditional Programs, Services, and Activities: Sex equity proposal guidelines require that local programs recruit for curricula that enroll fewer than 25 percent of the nontraditional sex. Certain elements are built into the application and evaluation to assure that programs are imaginative in recruiting and vigilant in retention activities. Elements of the program include:

- Extensive assessment, i.e., placement, interest, personality, and aptitude testing. While not required, the activity is strongly encouraged by the fact that funds may be used for assessment materials. In addition, local programs are required to list in their annual evaluation the exact number and nature of their assessment activities.
- Local projects must detail their plans for activities for students in life management skills. These include activities in assertiveness, goal setting, self-esteem, time management, sexual harassment, and legal rights of women in the workplace.
- Retention issues addressed by the local projects are child care, transportation, and other direct student support. Other strategies include peer tutoring, nontraditional role models, support groups for students to address feelings of isolation, and workshops for college staff to familiarize them with the sex equity program and the peculiar situations nontraditional students face.
- Job placement activities assume greater importance each year. Activities specified by the RFP guidelines include job development and placement workshops for students, campus visits from employers, on-site visits of students to the workplace, internships, student membership in professional societies, and sensitivity workshops for employers. Local programs are required to engage in at least four of these activities.

Enrollment in the sex equity program for the previous year is as follows:

	<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94 Est.</u>
Nontraditional	458	397	407	360
Females	426	367	367	325
Males	32*	30*	40	35

*Estimated

See Appendix 16 for the postsecondary Sex Equity Request for Proposals.

State Programs and Leadership

Secondary

The State Board shall use funds authorized under Section 102(a)(3) to support no less than four of the following State programs and leadership activities:

- Provide professional development activities for vocational teachers and academic teachers working with vocational education students.
- Develop, disseminate, and field test curriculum materials.
- Assess programs conducted with assistance under this Act, including the development of performance standards and measures and program improvement and accountability with respect to such programs.
- Promote partnerships among business, education, industry, labor, community-based organizations, and governmental agencies.
- Support Tech Prep education.
- Support vocational student organizations.
- Support leadership and instructional programs in the increased use of technology.
- Support data collection activities.

Postsecondary

Funds made available through the state programs and state leadership for the postsecondary vocational education programs in North Carolina will be used to provide financial support for curriculum improvement projects. Based on availability of funds approximately four to six separate projects will be approved by the State Board of Community Colleges each year. Technical assistance and direction for each project is provided by the state staff and each project has a local technical advisory committee. Each project will include elements of professional development activities, development dissemination and field testing of curricula, and assessment of programs conducted with assistance under the Act.

State Administration

Secondary

The State Board shall use funds authorized under Section 102(a)(4) to support the following State Administration activities:

- Developing the State Plan.
- Reviewing local applications.
- Monitoring and evaluating program effectiveness.
- Providing technical assistance.
- Assuring compliance with all applicable federal laws, including required services and activities for the individuals who are members of special populations.

Postsecondary

General Statutes 115C-154 delegates to the State Board of Community Colleges the authority to administer all postsecondary vocational education in North Carolina. The postsecondary share of the 5% administration will be used in preparation of the State Plan, performance report and other administrative functions as required by the Act.

Corrections

Secondary

The State Board, based upon a contractual agreement with the Department of Human Resources, shall grant \$50,000 annually to the state's schools for youthful offenders. The Department of Human Resources shall prepare an annual description of how the funds will contribute to competency attainment and competency gain. The description will include how curriculum integration activities will occur. The schools for youthful offenders are provided consultant services and curriculum materials from the State Board. (See Appendix 11 for Corrections Education Agreement)

Postsecondary

In spending the amount reserved under Title II, Part B, Subpart 2, for criminal offenders, the State Board of Education and the State Board of Community Colleges will:

- A. Give special consideration to:
 - Providing services to offenders who are completing their sentences and preparing for release.

- Providing grants for the establishment of vocational education programs in correctional institutions that do not have such programs.
- B. Provide vocational education programs for women who are incarcerated.
- C. Improve equipment.
- D. In cooperation with eligible recipients, administer and coordinate vocational education services to offenders before and after their release.

Additional consideration will be given to proposed programs that have:

- A need based on new or expanded corrections training facilities.
- A need as determined by the respective correctional facilities' vocational education population.
- Proposed an adequate assessment/evaluation.
- A need as determined by labor market information.

See Appendix 17 for Corrections Request for Proposals for Postsecondary.

3.0.3 What method the State will use to distribute minimal amounts for the purpose §403.119 (a). [Section 233 (a)]

This description is not applicable.

3.0.4 As appropriate, what method the State will use to distribute funds under §403.118 (a). [Section 403.32 (b) (21)]

This description is not applicable.

3.0.5 Except as provided in paragraph (a) of this section, from its allotment for the basic program authorized by Title II of the Act, a State shall reserve: At least 75 percent for the secondary School Vocational Education Program and the Postsecondary and Adult Vocational Education Programs described in §403.111; [Section 102 (a) (1)]

Secondary

North Carolina allocates seventy-five percent (75%) of the Title II funds for the improvement of vocational education programs 2.0.1; 3.0.1; (See Appendices 1 and 3)

- b. Ten and one-half percent for the Program for Single Parents, Displaced Homemakers, and Single Pregnant Women described in §403.81 and the Sex Equity program in §403.91, as follows: Not less than seven percent for the Program for Single Parents, Displaced Homemakers, and Single Pregnant Women. [Section 102 (a) (2) (A)] Not less than three percent for the Sex Equity Program; [Section 102 (a) (2) (B)]**

Secondary

North Carolina allocates ten and one-half percent (10½ %) of the Title II funds for Program for Single Parents, Displaced Homemakers, Single Pregnant Women and Sex Equity; Assuring not less than seven percent (7%) for Single Parents, Displaced Homemakers and Single Pregnant Women; not less than three percent (3%) for Sex Equity Programs. (See 2.3.3; Appendices 1 and 3)

- c. Not more than eight and one-half percent for State Programs and State Leadership Activities described in §§ 403.70 and 403.71; [Section 102 (a) (3)]**

Secondary

North Carolina allocates eight and one-half percent (8½ %) of the Title II funds for state programs and state leadership activities. (See 3.0.2; Appendices 1 and 3)

- d. Not more than five percent or \$250,000, whichever is greater, for administration of the State plan, [Section 102 (a) (4)] (1) of which not less than \$60,000 must be available for carrying out the provisions in §403.13, regarding the personnel requirements for eliminating sex discrimination and sex stereotyping [Section 102 (a) (4)]**

Secondary

North Carolina allocates five percent (5%) of the Title II funds for the administration of the State Plan; at least \$60,000 is designated for Sex Equity Administration. (See 2.3.1; Appendices 1 and 3)

- e. One percent for Programs for Criminal Offenders described in 403.101 [Section 102 (a) (5)]**

Secondary

North Carolina allocates one percent (1%) of the Title II funds for programs for Criminal Offenders. (See 2.3.1; Appendices 1 and 3)

3.1.0 Special Populations

3.1.1 Describe the manner in which the State will comply with the criteria required for programs for individuals who are members of special populations and a description of the responsiveness of such programs to the special needs of such students [Section 113(b)(3)(A)]

Secondary

The state will require and monitor that LEAs:

- Certify in the local application that they will comply with the assurances.
- Coordinate with other related service providers, such as JTPA, JOBS, CBOs and community colleges.
- Describe how they will assure that the students with the greatest need are served.
- Describe what services will be provided by each of the eight performance standards to meet the needs of special populations.

The state will:

- Assist recipients in planning, developing and initiating support services.
- Collect and furnish performance data for special populations by vocational program area for each high school.
- Conduct on-site reviews of recipients for compliance, and document required activities.
- Provide technical assistance and monitoring that IEP requirements of the Individuals with Disabilities Act (IDEA) are met in the least restrictive environment.

Postsecondary

The North Carolina Department of Community Colleges will require all colleges which are recipients of assistance from the Act to describe, in their local application, how they will comply with the criteria required for programs for individuals who are members of special populations. Recipients will also describe how the programs that receive assistance from the Act respond to the special needs of such students.

3.1.2 Describe how the State will comply with the provisions of Section 118. [Section 113(b)(23)]

Secondary

Equal Access: The State will develop printouts of percentages of enrollments per special populations category in vocational education programs per local education agency (LEA) and per school in LEAs and statewide. These percentages will be compared as students access, progress through, and succeed in completing vocational education programs. Additionally, printouts of follow-up results will be developed per LEA, per school for each LEA, and statewide for each special populations category.

These printouts will be analyzed annually to determine access to, progress in, and success through the full range of vocational education programs.

A monitoring process will be developed to complement the Office of Civil Rights (OCR) reviews to assure equal access and that special populations will be served in the most appropriate integrated environments.

A sample of local plans will be provided to the director of the Division of Exceptional Children for review to assure the least restrictive environment under Section 1412(E)(5) of the Individuals with Disabilities Education Act.

Post secondary

Two annual reports are produced by the administrative Information Services section that profile the enrollment and percentage of special population students. One report lists each technical and vocational program at each community college and has columns for the different special population categories. The purpose of this report is to define the criteria for Perkins allotments as well as to deliver a self-evaluation to the school as to its enrollment practices.

Another cumulative annual report is the Special Curriculum Enrollment Report. This report gives the special population by category for each community college. This list includes academic and economic disadvantaged, limited English proficiency, single parent and single homemaker. The purpose of this report is to compare and summarize each college's yearly enrollment of special populations.

In addition to the annual reports, the community college department's methods of administration coordinator monitors civil rights compliance and sees to it that each community college and its administration and enrollment practices are nondiscriminatory on the basis of race, sex, national origin, color, or disability. At least 20% of the colleges are audited annually; at least 5% receive on-site reviews each year. Appropriate reports are generated for departmental and institutional records and filled with the proper parties.

The Curriculum Student Progress Information Services (CSPIS), a core performance measure, reports on special populations by the ratio of percent of special population students enrolled in vocational/technical curriculums to the percent of special population students enrolled in all curriculum programs in the school population and by the ratio of percent of special population students completing vocational/technical curriculums to the percent of special population students completing all curriculum programs in the school population. Other measures reported are the services provided to special populations and the strategies to overcome the educational barriers to this group. Since the CSPIS data is in its first run of reporting, appropriate standards of performance will be established as the data is analyzed and compiled.

3.1.3 Describe which indices of economic status the State will use to determine the number of economically disadvantaged students attending vocational educational programs for the purposes of section [403.32 (b) (19); 231 (d) (3) (A)]

Secondary

The number of vocational and technical education enrollees participating in the free and reduced lunch program will represent the number of economically disadvantaged students.

3.2.0 Evaluation

3.2.1 Describe how the state will implement program evaluations with eligible recipients as prescribed in §§403.191, 403.192, 403.201 (a) (3) and (4), and 403.204. [Section 113 (b) (13)]

Secondary

Eligible recipients annually evaluate their vocational and technical education programs in grades 6-12 based on the applicable standards and measures. These standards are divided into the three annual assessment categories from Sections 117 of Perkins II and 403.192 of the Perkins II rules and regulations: access, progress and success. Special populations' attainments on all performance standards are evaluated and reported separately in these three categories by program area in each school in comparison to regular students. Based on these evaluations, eligible recipients target resources to deficient areas at the LEA level. In their local annual applications, all LEAs describe the strategies which will be used to overcome barriers to attainments in these three categories.

The nine categories of "all aspects of industry" are identified and crosswalked for each competency included in vocational course blueprints. The LEAs' ongoing and annual evaluations of students' competency attainments evaluate the degree to which students are learning all aspects of the industry.

Policies and Procedures:

Each local education agency must evaluate all of its vocational programs based on the state-adopted performance standards. Each LEA's annual application contains a summary format for each performance standard, showing how many programs in all schools are meeting or not meeting each performance standard. From this information, each LEA must develop benchmarks for program areas not meeting each performance standard. Upon agreement by the State, this benchmark becomes the definition of "substantial progress" for that LEA. These benchmarks are then aggregated by program area statewide and regionwide, and furnished to program area and regional instructional specialists for developing and providing in-service training materials, special populations services, etc. for local customers. These activities serve as meeting the requirements of Section 117 of Perkins II. State personnel work with LEAs in monitoring to the degree which local plans, strategies and resources identify and target resources to deficient areas based on performance standards.

The evaluation results from the prior year are the basis upon which local applications are developed and approved.

Summary of Results:

The results are summarized in Appendix 24.

Strategies to promote program improvement:

A wide variety of strategies have been developed to promote program improvement. Performance standard attainment data for regular and special populations students are aggregated at the LEA level and at the site level in relation to both regular and special populations students.

This shows program area teachers and administrators the degree to which resources need to be targeted to special populations students, regular students, or both within and across all program areas. Local vocational guidance personnel and special populations coordinators' functions also center on helping students attain performance standards.

Vocational directors and others have been trained in total quality management techniques. Suggested procedures were distributed statewide about establishing an LEA Total or Vocational Quality Management Teams (TQMTs or VQMTs) and specific Quality Management Teams (QMTs). These teams are to identify problems and provide solutions for improving vocational education based on attaining performance standards.

The "Handbook on Operating the Performance-Based Vocational and Technical Education System in North Carolina" was distributed to each school system. This manual shows how the parts of the overall system fit together. It contains the applicable laws and regulations pertaining to the system and resources for training others in improving programs, based on performance standards. (See Appendix 25 for Handbook)

Postsecondary

A statewide system of core performance measures has been implemented beginning with the 1993-1994 school year. These measures include the percentage of required credit hours completed for the curriculum; rates at which vocational education students are required to take and pass remedial basic academic courses and the rates at which vocational education students take and pass general education and related courses; retention rates of students enrolled in Fall quarter, students not completing/graduating in the quarter, and those enrolled in at least one additional course during the subsequent Winter or Spring quarters; special population by (a) the ratio of percent of special population students enrolled in vocational/technical curriculums to the percent of special population students enrolled in all curriculum programs in the school population, or (b) the ratio of percent of special population students completing vocational/technical curriculums to the percent of special population students completing all curriculum programs in the school population; services provided to special populations and strategies to overcome the educational barriers to this group; and progress in providing vocational students with experience and understanding of the industries they are preparing to enter. Standards will be developed from the analysis of this first year's data. These standards will be monitored subsequently to provide trend analysis in subsequent reporting periods. As additional data collection and analysis capabilities are developed and implemented, standards will be similarly developed and added to this initial base of measures and standards.

3.3.0 Sex Equity, Displaced Homemakers, Single Parents and Single Pregnant Women

There are no required descriptions for 3.3.0

3.4.0 Planning

3.4.1 Describe the procedures and the results of each of the assessments required by Section 116(a), including the needs identified by such assessment. [Section 113(b)(1)]

Secondary

Assessment 1993-1994

In the fall and winter of 1991, a statewide assessment was done to determine the state and local capabilities of secondary vocational and technical education in North Carolina to meet academic, occupational, training and retraining needs. This study incorporated the performance-based components of Section 115 of Perkins II, the ten assessment categories of Section 116, and the local evaluation and planning requirements of Section 117. Additionally, it addressed the requirements for special populations listed in Section 118. (Appendix 24 contains the degree to which the State met eligible recipient priority needs during the first State Plan.)

Assessment Categories

The following categories were developed to have an integrated, comprehensive, and coherent assessment.

- Increased Student/Completers Attainment: Competencies and Outcomes
- Basic and Academic Integration
- Concentration on and Coordination of Resources for Serving Individuals Who are Members of Special Populations
- Relevance to Further Education and the Workplace

Results are summarized by category, including required criteria under Section 116. (The mandatory criteria are italicized.) Additionally, findings in 1993 are compared to findings in 1991.

Increased Student/Completer Attainment: Access, Competency Attainment and Outcomes (Increased student work skill attainment and job placement)

- A. **Access and Follow-up Outcomes:** North Carolina secondary vocational and technical education continues to have in place a comprehensive system to determine job attainment and placement in business, education or training, or the military. The assessment determined the local quality of that system. The NC secondary system annually follows up about 30,000 of its completers, has a return rate of about 80% statewide, and provides data by program by high school for 120 LEAs.

Cumulatively, the LEAs perceive that they are further along in having a quality data-based enrollment and follow-up system in place than two years ago. However, because the demands on that system are greater, a small number of vocational directors see themselves as not being as far along as before. Noteworthy perceived increases include the utilization of data by local staff to determine the most effective procedures for collecting data and assembling forms. Noteworthy perceived decreases include uses of data by state staff and insufficient turnaround time for getting materials. All of these items are deemed not quite as important as they were two years ago.

Generally, LEAs are between 72% and 82% of the way in having the components set up for managing this system. They view that local staff has progressed from 62% to 65% in utilizing data from the system. LEAs perceived that the state staff has decreased usage of data from 59% to 55%. Now that Performance-Based Reports are available, these figures should improve before the next assessment in two years.

- B. **Competency Attainment:** North Carolina has been a leader in developing the Vocational Competency Achievement Tracking System (VoCATS), a vocational and technical education instructional management system. According to vocational directors, there has been significant progress made in implementing VoCATS. Two years ago, they saw themselves from 32% to 77% (with 77% being one small component) of the way in having this system in place. In this assessment, they see themselves going from 46% to 82% in implementing the system. Certain percentage improvement changes are :

- A 54% improvement in procedures for collecting, reporting, aggregating and disaggregating VoCATS data locally.
- A 44% improvement in procedures for analyzing student performance data for improving the process.
- A 39% improvement in developing and implementing comprehensive local plans for VoCATS.

While there is significant distance before this part of the performance-based system is fully implemented, vocational directors statewide conclude that a significant distance has been covered in setting up and running a competency-based, computerized instructional management system, using Perkins II, state and local funds.

Basic and Academic Integration

A. Integration of academic and vocational education

While this item is very important to all LEAs, they judge that they have moved only from 40% to 48%. This small change may indicate that vocational directors now view strategies to attain this goal as being more difficult to achieve than they previously believed. Of the 16 items on the original assessment, nine have been provided by more LEAs in 1993 than in 1991: For example, in about a third of the LEAs vocational and academic teachers meet periodically (up from 13%), to develop common instructional strategies (up from 16%), and to form instructional teams (up from 14%). Of the sixteen alternative strategies, about 60% consider that they have four in place. Based on two separate surveys, LEAs believe that the goal of integrating vocational with academic education will be difficult on which to make substantial progress. Curriculum integration is being promoted and maintained by vocational educators.

B. Sequential course of study leading to both academic and occupational competencies

LEAs perceive that they have moved in two years from 58% to 65% of the way to attaining this objective. More LEAs believe that vocational enrollees are given help in developing educational plans for career preparation, receive guidance about vocational and academic courses, and are given information about community college courses. Fewer believe that there is an annual assessment of vocational enrollees, and fewer believe that vocational enrollees receive information from follow-up results about employment outcomes. Generally, LEAs believe that they have moved from 56 to 86% of the way to accomplishing different components of this objective.

In 1991, this item was slightly more important to LEAs than was integration of academic and vocational education. In 1993, the order switched. The difference is insignificant, however.

Concentration on and Coordination of Resources for Serving Individuals Who are Members of Special Populations

A. The ability to meet the needs of special populations with respect to vocational education

The importance of this item dropped from 100% to 98%. Of seventeen items viewed as better enabling LEAs to attain this item, all but one dropped in the number of LEAs saying they had those items in place. The one dropping the most went from 97 to 62 LEAs agreeing that “Vocational assessment personnel can relate special needs to the content of each vocational program area.”

The only one which improved went from 13 LEAs to 15 LEAs having in place, “Vocational teachers [who] have sufficient training in working with special populations.”

B. Raising the quality of vocational education programs in schools with high concentrations of special populations

This item dropped in importance the most, from 98% to 88%. Of the 14 items, 10 decreased for the LEAs which had them in place. Part of this could be attributed to the LEAs targeting program areas instead of schools for using Perkins II funds.

Relevance to Further Education and the Workplace

A. Increased linkages between secondary and postsecondary educational institutions

The importance of this item stayed virtually the same. This item went from 53% to 62% in being implemented. Of the 15 enabling items, seven had more LEAs stating that linkages were in place. The biggest increase went from 39 to 78 LEAs stating that “Tech Prep program are in effect.” The second largest increase went from 52 to 72 LEAs claiming, “Testing-out procedures for credit given for vocational completers who enroll in community colleges, etc. are used.”

B. Instruction and experience, to the extent practicable, in all aspects of the industry the students are preparing to enter. “All aspects” include planning, management, finances, technical and production skills, underlying principles of technology, labor issues, and health and safety.

This issue was viewed as slightly less significant than in 1991, going from 97% to 94%. Of the seven enabling items, one increased. This one was “Statewide job analysis and curriculum development are done to cover all aspects.” This rise was logical, in that the VoCATS curriculum identifies which competencies are related to which aspects. If LEAs teach the competencies, they teach information related to the corresponding aspects.

Postsecondary

In compliance with the requirements of Section 116 of the Act, the North Carolina Department of Community Colleges conducted an assessment of all the vocational and technical curriculum programs offered in its system. This assessment consisted of a review of the enrollments and completions by (graduations) students in all curriculum programs in its system over the past five years. These data were compared to the State's most recent labor market data. The results of this study are contained in (Appendix 8) of this plan. Also, the Department recently completed on-going assessments such as its Curriculum Student Progress Information Services (reporting performance measures), the Critical Success Factors for the system, the Program Review process (reported to the Department by the local community colleges), Curriculum Postsecondary Enrollment for Carl Perkins Performance (by CIP code and by special populations), Special Curriculum Student Enrollment Report (by college and special populations), and Curriculum Registration Data for Special Populations (by community college and program). A new study is underway to investigate the impact of community college program completion on employment earning potential.

Following are the ways that the community colleges are addressing the needs found in the assessments:

A. Integration of academic and vocational education.

The North Carolina community college system has had a high degree of integration of academic and vocational education for a number of years. Presently, the system has more than 270 curricula which have been approved by the State Board of Community Colleges. These curriculums are continuously reviewed, expanded, up-graded, and/or deleted by the board as the need for such adjustments arises. Each of these curriculums has a set of standards which has also been approved by the board and which include both academic and vocational courses. In those curriculums which grant degrees, 23 quarter hours of academic, general education courses are required. In those which result in vocational diplomas, 6 quarter hours of general, applied (academic) courses which are occupational specific are required. The department will continue to oversee the curriculums in the future to ensure the continued integration of academic and vocational education.

The integration of academic and vocational education for approved curriculum programs is mandated by North Carolina community college law. Tech Prep will strengthen integration efforts.

B. Sequential courses of study leading to both academic and occupational competencies

The curriculum standards which are discussed in A above govern all of the academic and occupational courses of study offered in the North Carolina community college system. All of these require a sequential course of study which results in academic

and occupational competencies. Also, local technical advisory committees composed of appropriate persons employed in related occupations are used to ensure that the necessary and current competencies are gained by students in the various curriculums.

The integration of academic and vocational education for approved curriculum programs is mandated by North Carolina community college law (G.S. 115D).

C. Increased student work skill attainment and job placement

The work skill attainment and job placement for the student population of the North Carolina community college system is monitored and assessed on an on-going basis. The local technical advisory committees referred to in B above and individual competency tests provide feedback on the level of work skill attainment by the students. The annual student follow-up study, which surveys between 9,000 and 10,000 former students (with a return rate of approximately 40%) who have left the system within the previous twelve months, provides a good assessment of job placements. This study is reviewed and updated annually in an on-going attempt to increase its efficiency and to provide the system with current assessments of the relevance of educational offerings to labor market needs. As a result of this study, the system is able to determine the need for revisions in its curriculum offerings based upon these labor market needs.

Assessments show that while the North Carolina community college system is doing a good job in training, it should concentrate more resources on job placement activities. With demands for more outcomes measures being prescribed by the Governor's Commission on Workforce Preparedness and the State Board of Community Colleges, job placement will get the attention necessary to fulfill this.

D. Increased linkages between secondary and postsecondary educational institutions

Articulated Programs: For a number of years, North Carolina has been one of the nation's leaders in promoting and encouraging linkages between secondary and postsecondary vocational education programs. Prior to the national impetus for articulation between the secondary and postsecondary institutions, North Carolina recognized the need for joint efforts in the education of its citizens. The 1983 session of the North Carolina General Assembly enacted legislation with profound implications for articulated programming between the community college and public school systems. Originally introduced as a local bill by Representative Jay Huskins, HB 1044, usually referred to as the "Huskins Bill," was later adopted as a general amendment to G.S. 115D, the enabling legislation for the North Carolina community college system. Under this legislation, a local community college is permitted to establish a section of an existing course exclusively for high school students. By authorization of this bill, high school students are permitted to take courses at local community colleges which grant them college credit toward postsecondary

certificates, degrees or diplomas and, at the same time, receive credit toward high school graduation. In addition, qualified high school students, with the permission of their principals, are permitted to enroll in an existing course for adults offered by the community college. Total enrollment in Huskins Bill programs was 3,272 high school students during 1991-92 and 3,718 during 1992-93. This was a 14% increase in student enrollment. The total dually enrolled high school students during 1991-92 was 2,032 and 2,104 during 1992-93—a 4% increase.

Tech Prep Programs: The Tech Prep programs in North Carolina also continue to lead the way for the nation and continue to expand in the state with the assistance from funds provided by the Act.

Tech Prep programs have further enhanced linkages between secondary and postsecondary education. All 58 institutions are now involved with local education agencies (LEAs) in implementing various stages of Tech Prep programs.

Assessments show a need for additional program articulation and continued strong cooperation between community colleges and LEAs.

E. Instruction and experience, to the extent practicable, in all aspects of the industry the students are preparing to enter.

Via the use of the on-going curriculum standard reviews discussed above and the active involvement of state and local technical advisory committees, the system attempts to assure that its instruction is not only relevant to the needs of industry but that the instruction is current. Each of the curriculum standards takes a holistic approach to the courses offered to students, i.e., that they project an accurate and complete picture of and training in the industries that students are planning to enter. In addition, locally developed cooperative programs in which students are placed in local industries on a part-time basis to receive practical experience in industries are conducted in approximately 22 community colleges. Also, as an example, certain curriculums such as those dealing with the medical trades contain laboratory requirements which are taught in appropriate settings such as hospitals, nursing homes, etc. Current assessments have shown that, to the extent practicable, all aspects of the industry are taught and experienced.

F. The ability of the eligible recipients to meet the needs of special populations with respect to vocational education

The North Carolina State Board of Community Colleges and the state's General Assembly have a long-standing "open door" policy for their community college system. In support of this policy, the state subsidizes the education of its citizens by providing one of the lowest tuitions in the nation, i.e., \$185.50 per quarter for a full time, in-state student and makes up the balance via the use of state tax revenues. In addition, all tuition and/or fees are waived for members of special populations such

as criminal offenders, senior citizens, and disadvantaged students enrolled in the Human Resources Development program, which is often a feeder program for vocational education. The state also provides literacy education at no cost for any of its citizens who are in need of such education. The "open door" policy translates into an insistence that each institution in the system aggressively recruit, admit and provide for the education of every person who desires to enter the constituent institutions. These actions and provisions create an atmosphere within the community college system which is not only favorable but increases the ability of the eligible recipients to serve and meet the needs of special populations. Therefore, there are presently no barriers to any of the eligible recipients to meeting the needs of special populations.

Current assessments indicate that we are meeting the needs of our current special populations in vocational education. All programs and facilities are accessible to all special populations, especially the disabled and disadvantaged individuals. Efforts will continue to increase these services and also to increase recruiting efforts.

G. Raising the quality of vocational education programs in schools with high concentrations of poor and low-achieving students.

The quality of vocational education programs in colleges within the North Carolina system will be enhanced by:

- Providing remedial programs in basic skills for the educationally deficient.
- Providing supplemental services for the students who are mainstreamed but lack the skills to succeed. (Tutoring, supplemental counseling, etc.)
- Providing special devices and adaptations to curricula for the low-achieving students. (Readers for visually impaired, signers for hearing impaired and adaptive devices for the mobility impaired.)

The assessments showed that program quality sometimes suffers in areas that have the highest concentration of poor and low-achieving students. Efforts will continue to keep the quality of programs high with emphasis on retention, counseling and placement.

All of the above methods will add incentives and enticements to the high school dropout who is looking for a chance to further his/her education. While it is not the role of the community college to usurp the job of the high school, it is the role of the community college to take a student from whatever educational level he/she has left and to take that student as far as the student can and wants to go.

H. The relevance of programs to the work place and to the occupation for which students are to be trained, and the extent to which such programs reflect a realistic assessment of current and future labor market needs, including needs in the areas of emerging technologies.

The North Carolina community college system continually updates its training programs through a process that involves the local advisory committees, surveys of business and industry representatives and other processes that keep the curriculum standards and faculty and support staff in tune with the latest technological changes in the work place.

One of the major programs of the system has been, and continues to be, the new and expanding industry training program that focuses on customized and focused industry-specific training.

All program offerings receiving assistance from federal funds have been assessed as to the current and future labor market needs (Appendix 8). This assessment also includes trends in the areas of emerging technologies.

The assessments point out that the programs are in line with SOICC and labor market data; and efforts will continue to increase their relevance, especially in emerging technologies.

I. The ability of the vocational curriculum, equipment and instructional materials to meet the demands of the workforce.

Each of the curriculum programs that are offered within the North Carolina community college system are reviewed on a continuous basis with involvement of advisory committees composed largely of business and industry practitioners. These reviewers examine the curriculum, equipment and instructional materials and provide analysis as to the adequacy of the program to meet the demands of the workforce. These reviews will continue throughout the duration of this plan.

Assessments almost always show a need for newer or updated equipment, curriculum and materials. The system is committed to the continuous monitoring of these areas and upgrading as needed with available resources.

J. Basic and higher order current and future work place competencies which will reflect the hiring needs of employers.

Basic and higher order current and future competencies are constantly reviewed and assessed through the involvement of the State Board of Community Colleges, the various divisions of the Department of Community Colleges, the business community and the local community college community.

The assessment has pointed out that all of the curriculum standards are kept current and would address the hiring needs of employers. This is monitored on a continuous basis and updated as needed.

3.4.2 Describe how uses of funds reflect the needs described in 3.4.1 above. [Section 113(b)(2)]

Secondary

- A. Identified Need: Expansion of preparatory and placement services, especially for special populations.
- Goal: Students enrolled in integrated courses of study will be provided preparatory and placement services.
 - Planned Activities FY : 1994-96 (1) Curriculum modification, (2) Personnel development, (3) Establishment of placement and preparatory services.
 - Planned Outcomes: The placement rate of students in postsecondary education, apprenticeship programs, or employer training programs will be increased, as measured by the performance standards.
 - Planned Funds: \$2,000,000 annually
- B. Identified Need: Expansion of an assessment system to determine the competency attainment of student achievement in vocational and technical education programs.
- Goal: A vocational education computerized achievement tracking system will be effectively implemented.
 - Planned Activities: FY 1994-96 (1) Validation of measures, (2) Personnel development, (3) Curriculum development, (4) Electronic curriculum delivery system.
 - Planned Outcome: All LEAs will have implemented a computerized assessment system for vocational and technical education.
 - Planned Funds: \$1,000,000 annually
- C. Identified Need: Expansion of the number of school systems who are integrating academic and vocational education.
- Goal: Subject matter will be more relevant and will better prepare students for current and future employment opportunities.
 - Planned Activities: (1) Personnel development, (2) Curriculum development, (3) Follow-up system implementation.

- Planned Outcome: Academic and vocational teachers will jointly plan and coordinate instruction in order to better prepare students, as determined by surveys of teacher practices.
 - Planned Funds: \$500,000 annually
- D. Identified Need: Expansion of the number of school systems assisting students in developing sequential courses of study that leads to both academic and occupational competencies.
- Goal: Sequential courses of study will be developed and their use will be expanded to all students.
 - Planned Activities: FY 1994-96 (1) Development and distribution of model plans to LEAs, (2) Personnel development, (3) Implementation in at least 50 percent of the LEAs, (4) VSO activities, (5) Follow-up system.
 - Planned Outcome: All students pursuing vocational studies will have an educational plan.
 - Planned Funds: \$500,000 annually
- E. Identified Need: Improvement in the services to and instruction of special populations.
- Goal: Special population students will demonstrate increased gains in meeting vocational competencies.
 - Planned Activities: FY 1994-96 (1) Personnel development, (2) Curriculum modification, (3) VSO activities.
 - Planned Outcome: At least 80 percent of special populations will demonstrate gains in achievement of vocational competencies.
 - Planned Funds: \$5,000,000 annually
- F. Identified Need: Expansion of Tech Prep programs available for students.
- Goal: Students will participate in Tech Prep programs that will lead to postsecondary education.
 - Planned Activities FY 1994-96: (1) Innovation grants, (2) Implementation grants.
 - Planned Outcome: All North Carolina students will pursue either a college prep or tech prep program.

- Planned Funds: \$2,000,000 annually
- G. Identified Need: Upgrading and quality expansion of equipment and instructional materials for vocational education programs.
- Goal: Students, within available resources, will have access to state-of-the-art equipment.
 - Planned Activities: FY 1994-96 Purchase of equipment and materials.
 - Planned Outcome: At least 40 percent of all programs will have up-to-date materials and equipment.
 - Planned Funds: \$3,000,000 annually
- H. Identified Need: Expansion of the focus on curriculum and instruction that deal with higher order thinking skills, higher order work place competencies, and all aspects of industry.
- Goal: The curriculum in all vocational education programs will reflect higher order thinking, higher order work place competencies, and aspects of industry.
 - Planned Activities FY 1994-96 : (1) Curriculum development, (2) Personnel development, (3) VSO activities, (4) Assessment.
 - Planned Outcome: At least 80 percent of the curriculum in vocational programs will include competencies and activities dealing with higher order thinking skills, higher order work place competencies, and aspects of industry.
 - Planned Funds: \$1,000,000 annually
- I. Identified Need: Expansion of linkages and coordination with business/industry, labor groups, and government.
- Goal: Groups who are customers of vocational education are provided representation in the development of curriculum, personnel development, and assessment.
 - Planned Activities FY 1994-96 : (1) Organization of quality management committees or technical committees, (2) Forums for input, (3) Internships, (4) Employer surveys.

- **Planned Outcomes:** The quality of vocational education will be enhanced, thereby increasing students retention, especially special populations.
- **Planned Funds:** \$10,000 annually

Postsecondary

- A. **Identified Need:** Improved competitiveness and job placements of students.
- **Goal:** To increase the placement of community college graduates in the areas for which they have been trained.
 - **Planned Activities FY 1994-1996:** Provision of inservice training for counselors and job developers and the continued development of a local and statewide student tracking system.
 - **Planned Outcomes:** (1) Increased placement of graduates in jobs for which they have been trained and (2) Continued development of a student tracking system (Student Progress Monitoring System) resulting in 100% of all program completers being tracked, thereby providing vital feedback for program improvement needs.
 - **Planned Funds:** \$1,000,000 annually
- B. **Identified Need:** Implementation, of the articulated/Tech Prep programs in the North Carolina Community College System.
- **Goal:** To give the existing statewide Tech Prep operation depth of purpose and direction.
 - **Planned Activities FY 1994-1996:** Through the North Carolina Tech Prep Leadership Development Center and the new Tech Prep director from the Department of Community Colleges, provide inservice training to all community colleges in the state.
 - **Planned Funds:** \$500,000 annually
- C. **Identified Need:** The quality of comprehensive educational services in vocational education programs in which special populations are enrolled needs to be improved.
- **Goal:** To increase the retention and completion rates of students who are members of special populations by upgrading the quality of vocational education programs.

- **Planned Activities FY 1994-1996:** Provide (1) development/remedial programs, (2) supplemental services, (3) special devices and adaptations for special populations based on demonstrated need, and (4) additional classroom instructors for lower student/teacher ratio and more one-on-one instruction.
- **Planned Outcomes:** The quality of vocational education programs will be enhanced thereby increasing the retention and completion rates of special population students as measured by the student tracking process identified in A above.
- **Planned Funds:** \$2,500,000 annually

D. Identified Need: The amount of and quality of educational equipment, curriculum and instructional materials need to be upgraded and/or increased.

- **Goal:** Within available resources, to maintain and/or create state-of-the-art vocational education programs.
- **Planned Activities FY 1994-96:** Conduct reviews of local community colleges' equipment needs and upgrade as needed; review curricula and instructional materials and upgrade as needed.
- **Planned Outcomes:** All programs within the community college system that benefit from these resources will be maintained at the state-of-the-art level.
- **Planned Funds:** \$2,500,000 annually

3.4.3 Describe how funds expended for occupationally specific training will be used for occupations in which job openings are projected or available, based on a labor market analysis [Section 113(b)(7)]

Secondary

To conduct an occupationally related vocational and technical education program, the LEA has three ways to justify its courses:

- Use statewide labor market projections in comparison with statewide completions of both secondary and postsecondary vocational and technical education programs. If statewide total completions of clusters of both secondary and postsecondary vocational and technical education programs are less than statewide annual projected openings in these clusters, then each local program is justified in that cluster area.

- Use the annual completer unemployment rate in comparison to the county's youth unemployment rate in that overall county. This information is collected, processed and provided by completer course for each high school. If the vocational completer course unemployment rate in each school is less than the overall county's youth unemployment rate, then that course is justified in that school.
- Do a local labor market survey. In that annual follow-ups of all occupationally related vocational and technical education shows that over 80% of completers are employed the first year out within a 20-mile radius (or 40-mile diameter) of the school, the local survey must cover at least the 20-mile radius. This survey covers an area of approximate 1,250 square miles around the school offering the occupationally related vocational and technical education program.

Based on LEA use of these three methods, the statewide overall vocational and technical education completer unemployment rate consistently has been two-and-one-half-times lower each year than the overall youth unemployment rate for the state.

Postsecondary

Through annual critical success factors developed systemwide, the central administrative office of the Department of Community Colleges studies and assesses student success, student resources, access, the education continuum, workforce development, community services, and program management and accountability. From this accountability measure, an annual program audit has been developed to not only check into operating costs per program but also enrollment by discipline, goal accomplishment, related job placement rate, employer satisfaction, certification/licensure exam passing rate, advisory committee meetings, student satisfaction, curriculum currency, and the progress of literacy students. A five-year longitudinal study of Classification of Instructional Programs follows each technical and vocational program's enrollment, and this is then matched with statewide labor market supply and demand data furnished by the State Occupational Information Coordinating Committee (SOICC) of the North Carolina Employment Security Commission. Through this assessment process, programs are viewed as healthy or non-healthy in terms of area employment. If programs are viable and enrollment is adequate and jobs are available, then funding is justified.

3.4.4 In each State plan submitted after the Fiscal Year 1991, the progress the State has made in achieving the goals described in previous State plans. [Section 113 (b)(9)]

Secondary

Planned Outcomes of the Goal in the Previous State Plan:

Goal A: The placement rate of students in postsecondary education, apprenticeship programs, or employer training programs will be increased.

Selected Placement Rates for Vocational Completers, 1991-1992

Years	All Further Ed.	Postsecondary Institutions	Bus./Ind. Training
Occupationally-Oriented Programs			
1990	66%	34%	12%
1991	67%	36%	11%
Non-Occupationally Oriented			
1990	64%	35%	9%
1991	64%	34%	9%

Data for the placement of apprenticeship programs are not yet available.

Goal B: All LEAs will have implemented a computerized assessment system for vocational and technical education.

- All LEAs have a computerized instructional management system implemented. The Vocational Competency Achievement Tracking System, or VoCATS, is used to develop the competency-based improvement section of their annual local application.

Goal C: Academic and vocational teachers will jointly plan and coordinate instruction in order to better prepare students.

- Based on statewide surveys in 1991 and the fall of 1993, LEAs judge that they have moved from 40% to 48% of the way to the integration of academic and vocational education. (Section 116 of Perkins II assessment mandate) Based on the same surveys, LEAs perceive that they have moved overall from 58% to 65% of the way to developing a sequential course of study leading to both academic and occupational competencies (another Section 116 assessment mandate). See section 3.4.1 for further information on more mandated assessment results.

Goal D: All students pursuing vocational studies will have an educational plan.

- Statewide, about 55% of the enrollees in vocational and technical education have a four-year education plan. Thirty-four percent of the vocational program areas statewide have career development plans for all their enrollees.

Goal E: At least 80% of special populations will demonstrate gains in achievement of vocational competencies.

- To-date, we have no statewide data pertaining to this goal. It should be available for the next two-year state plan.

Goal F: At least 50% of North Carolina students not pursuing a four-year degree will be enrolled in a Tech Prep program.

- North Carolina does not yet collect Tech Prep-related data for all students. Of those

students enrolled in vocational and technical education, however, the following are the percentages for 1992-1993, the one year for which we have collected and processed Tech Prep enrollment data statewide:

- Ranked percentages of vocational and technical education program area enrollees responding that they are in Tech Prep Programs; Fall, 1992 are:

Technology Education	27%
Agricultural Education	25%
Occupational Home Economics	24%
Trade and Industrial Education	24%
Consumer Home Economics	22%
Marketing Education	22%
Health Occupations	21%
Career Development	17%
Business Education	16%
Overall	21%

- Another 14% responded that they were in college prep.

Goal G: At least 40% of all programs will have up-to-date materials and equipment.

- Based on comparison between 1991 and 1993, LEAs perceive that they have marginally regressed on this goal, going from perceiving in 1991 that they were 67% of the way to attaining this satisfactorily for their programs to 65% in 1993. Of eight enabling indicators on the assessment pertaining to this goal, seven decreased.

Goal H: At least 80% of the curriculum in vocational programs will include competencies and activities dealing with higher order thinking skills, higher order work competencies, and aspects of industry.

- This assessment has not yet been made. All aspects of industry were included in competency blueprint, showing which competencies are related to which aspects of industry. When the competencies were taught and measured through our VoCATS system, the degree to which all aspects were taught and learned was also measured.

Goal I: The quality of vocational education will be enhanced, thereby increasing students retention, especially special populations.

- Data for this goal have not been analyzed yet.

Postsecondary

Goal A: To increase the placement of community college graduates in the areas for which they have been trained.

The Student Progress Monitoring System has been developed to manage enrollment through marketing, student recruitment, admissions, registration, student records, and academic standards. Monitoring activities studied are: student orientation; testing and program placement; student outcomes assessment; counseling and advisement; student intervention; transition and retention; and student follow-up.

The Annual Program Audit has been designed as an outgrowth of the Critical Success Factors. This program review will require each community college to report data over a five-year span. Each technical and vocational program will be judged on operating cost by discipline, enrollment by discipline, student goal accomplishment, related job placement rate, employer satisfaction, licensure exam passing rate, student satisfaction, and curriculum currency.

Goal B: To institute articulated Tech Prep programs in all 58 community colleges.

All of the community colleges in North Carolina have been associated with local education areas that received planning grants. Most of the colleges are now in the implementation phase of Tech Prep in their communities.

Goal C: To increase retention/completion rates of students who are members of special populations by upgrading the quality of vocational education programs.

As curriculum programs have been improved upon by the required individualized study of program review and the annual critical success factors published and disseminated among the community colleges, all students, including those in special populations, receive a better quality education. Retention and completion rates are being collated through the Curriculum Student Progress Information Services: percentage of required credit hours completed for curriculum graduation/completion; rates at which vocational education students are required to take and pass remedial basic academic courses as well as general education and related courses; retention rates of students enrolled in Fall quarter, students not completing in the quarter, and those enrolled in at least one course during subsequent quarters; and special population by the ratio of percent of special population students enrolled in vocational education programs to the percent of special population students enrolled in all curriculum programs in the school population (as well as ratio of percent completing these programs).

Goal D: To maintain and create state-of-the-art vocational education programs.

All eligible programs within the community college system are maintained at the state-of-the-art level with available funding resources.

3.4.5 Describe the methods proposed for the joint planning and coordination of programs carried out under this Act with programs conducted under the Job Training Partnership Act, the Adult Education Act, chapter 1 of Title I of the Elementary and Secondary Education Act of 1965, the Individuals with Disabilities Education Act, and the Rehabilitation Act of 1973, and with apprenticeship programs. [Section 113(b)(14)]

Secondary and Postsecondary

Joint Planning and Coordination With Other Agencies

The State has at least five state-level groups to expedite the planning and coordination requirements set forth in Section 113(b) (14) of the Act. These include the Committee of Practitioners; the Commission on Workforce Preparedness, with its Interagency Coordinating Committee; the State Occupational Information Coordinating Committee; the Tech Prep Advisory Committee; and the Multicultural Task Force.

The Committee of Practitioners has been appointed and has met at least three times per year. It has been consulted consistently, and the State has accepted its recommendations. The Committee's major focus has been on the development and adoption of performance standards. Appropriate representatives from vocational and technical education and the Disabilities Education Act serve on this committee. Members include representatives from the following categories: higher education, board member, school administration, parent, teacher, and student.

The State Education Agency agreed this past year to merge the State Advisory Council for Vocational and Applied Technology Education into North Carolina's version of the Human Resources Investment Council, called the Commission on Workforce Preparedness. This Commission meets quarterly. The state has consulted with both the previous Advisory Council and now the Commission in the development of the statewide performance standards. Furthermore, it has consulted with the Commission in the development of this State Plan. Members on this committee include representatives from JTPA, the Adult Education Act, the Rehabilitation Act of 1973 and apprenticeship programs. Members include representatives from the following categories: state agencies responsible for administering a human resource investment program, local public education, postsecondary education, secondary or post-secondary vocational education, community-based organizations, business and industry, private industry council representatives, labor and the general public.

The Interagency Coordinating Committee meets monthly and has been instrumental in providing the ongoing coordination needed to develop and carry out this Act. A Workforce Preparedness Paradigm was adopted and shared with this group, showing how the various performance standards of vocational and technical education, JTPA, JOBS, and vocational rehabilitation are and are not related. This group also has been instrumental in developing the School-to-Work Planning Grant proposal.

The State Occupational Information Coordinating Committee meets monthly to better develop the career information systems and delivery needed to help students with individual career development planning and to develop the common data systems to benefit each participant. It furnishes the labor market projections for all the groups and helps each to relate its offerings to labor market demand. A common follow-up system is being developed to include secondary and postsecondary vocational and technical education, the university system, vocational rehabilitation and apprenticeships. This should help each agency to develop performance standards and improve offerings based on longer-term follow-up results that are not currently feasible.

The Tech Prep Advisory Group meets at least three times yearly to develop and carry out long-range Tech Prep plans and to refine the Tech Prep RFP process in North Carolina. The key members include representatives from secondary and postsecondary education, apprenticeships, and business and industrial communities from throughout the state.

The Multicultural Task Force meets monthly to make sure that all cultures and groups have adequate services through education. Representatives include those from Chapter 1 of Title I of the Elementary and Secondary Education Act of 1965, the Individuals with Disabilities Education Act, and secondary vocational and technical education.

3.4.6 The State's rationale for distribution of funds under the Secondary School Vocational Education Program and the Postsecondary and Adult Vocational Education Programs. [Section 113 (b) (2)]

Secondary

The State Board will comply with the applicable requirements of Titles I, II, III, and V:

Title I

- Funds will be distributed according to the formulas specified.
- Secondary education will coordinate (overall) the two-year state plan. An assessment has been conducted with all 120 LEAs of the quality and improvement needs.
- The Committee of Practitioners was established and has met to develop a statewide system of core standards and measures.

Title II

- Requirements for the basic state grants will be followed, including those to LEAs. Funds will be used for program improvement with the full participation of special populations.
- Sites or programs will be chosen that serve the highest concentrations of special populations.

Title III

- Provisions for Community Based Organizations, Consumer and Homemaking Education, and Tech Prep will be followed.
- Provisions for the other components will be followed subject to funding.

Title V

- Provisions will be followed related to the coordination of funds, providing that no supplanting occurs, between and among vocational & technical education, JTPA, and the Wagner-Peyser Act.
- The State is using funds under existing legislation to develop the State Plan, implement local standards and measures development and conduct the statewide assessment. Provisions will be followed for maintenance of fiscal effort requirements and state administrative cost requirements.

Additionally, the state staff representing the State board, will monitor financial expenditures for compliance with the applicable requirements. Each LEA receiving funding will be monitored in relationship to the attainment of performance measures and standards and through the submission and review of local annual applications and grant abstracts and end-of-year reports.

The financial activities monitoring procedures are basically designed to project the "maintenance of effort and matching" requirements of Vocational Education's federal expenditures. For matching, the time records of full and part-time personnel assigned to work on vocational education's projects are collected, scrutinized and the related costs are allocated on a monthly basis. This projection is based on actual time records to date submitted by all persons performing functions related to vocational education's grant.

In addition, maintenance of effort projections and analyses are done at least quarterly. This project requires a comparative analysis of non-federal dollars expended over representative or base years. This analysis is done using projections based on actual year-to-date time records for the match and actual expenditures by the LEAs are projected, based on historical data.

Postsecondary

The State's rationale for distribution of funds for Postsecondary and Adult Vocational Education Programs are assured by:

- Local applications will require descriptions of how each recipient will comply with all applicable assurances.
- The state staff will provide technical assistance to recipients as needed or when requested. The North Carolina Department of Community Colleges has a current staff of 206 professional and support persons whose primary mission is to support the 58 local colleges.
- The state staff will conduct on-site reviews of 20% of all recipients each year for program compliance. Each year, 100% of the recipients will be fiscally audited.
- Through their open door policy, North Carolina community colleges admit all students who apply regardless of qualifications and provide training and related services to suit the individual needs. No one is refused admission and every effort is made to provide the limited supplemental services to those with the greatest need (such as child care and transportation).

3.4.7 A summary of recommendations made at public hearings on the State plan and the State board's response. [403.32 (b) (17); Section 113 (a) (2) (B)]

Secondary and Postsecondary

Announcements of the public hearings for the State Plan were sent 30 days in advance to LEA Superintendents, Presidents of Community College, Human Resource Investment Council, Directors of Vocational Education, Teacher Educators, NCVA Board of Directors, NC Vocational Education Planning and Coordinating Committee Members and other interested citizens. (See Appendix 6 for letter.) There were no recommendations at either of the public hearings.

Legal notices were sent and appeared in the following newspapers that represented a wide distribution around the state, including minority publications: *News and Observer*, *Charlotte Observer*, *Wilmington Star*, *Greensboro News and Record*, *Asheville Citizen*, *Winston-Salem Chronicle*, *Carolinian* and *Challenger* (minority publications). Both the long and short version of the notice appeared in the newspapers. (See Appendix 6 for notice.)

3.5.0 Administration/Consultation

3.5.1 Describe the criteria the State Board will use in approving applications of eligible recipients (Section 113(b)(6)(A))

Secondary

The State Board shall require a local application from eligible recipients for all programs under Title II B of the Act.

A. Application from eligible recipients

Each eligible recipient will prepare a local two-year plan covering the period July 1, 1994, - June 30, 1996, and an annual application for funding. The two-year plan includes signed statements of assurances, certifications, and a two-year program improvement plan. Based upon its local assessment, and its performance as measured against performance standards and measures, each recipient will identify the program improvement goals they propose to implement during the life of this plan.

The recipient will submit an annual program improvement plan update and budget update that describes the program improvement goals, objectives, strategies and budget it will implement during the year.

The coordination with relevant programs conducted under the Job Training Partnership Act are also reflected. These efforts are to avoid duplication and to expand the range of and accessibility to programs and services; with community-based organizations; and with parents and students of special populations. A copy of the local plan and application appears in Appendix 12.

- B. Approval of local application:** State consultants will work with local education agencies to make sure the application is in complete compliance with the Act and that documentation of the requirements of the Act are on file in the local district. Documentation of the act requirements will be audited by the single audit conducted annually in the local agency. The state consultant staff will provide technical assistance to districts in preparation and implementation of the application. The approval of the local application from eligible recipients will be based on the content of the application in relation to the requirements of Section 240 of the Act. Generally, these cover:

- A description of the size, scope, sequence, and quality of vocational and technical education programs and services being offered.
- The integration of academic and vocational and technical education in courses and course sequences.

- The availability of vocational and technical education programs, services and activities to individuals who are members of special populations.
- How needs of individuals who are members of special populations will have access; how outreach and recruitment will be provided; how the program will be evaluated; and how they will monitor the provision of vocational education programs, services and activities.
- Descriptions of support services to be used to meet the needs of individuals who are members of special populations.
- The demonstrated occupational needs of the LEA.
- How funds will be used to support program improvements and increase student achievement for students who are members of special populations.
- Descriptions of program improvement goals, milestones and strategies to ensure substantial progress is being made toward the performance standards and measures.

C. Amendments to local applications: The eligible recipients will amend or reaffirm the local application periodically based on state and/or local determinations.

Postsecondary

The State Board of Community Colleges will require a local application from each eligible recipient for all programs under Title II B of the Act.

The North Carolina Department of Community Colleges, on behalf of the State Board of Community Colleges, will approve each local application for financial assistance from the Act. Each local application will cover the same period of time as the State Plan. Each approved local application will address each of the fourteen requirements of Section 240 in regards to the Use of Funds as required by Section 235. Each local application that is approved will provide the assurances of equal access for members of special populations as specified in Section 118.

3. 5.2 Provide such methods of administration as are necessary for prompt and efficient administration of programs under the Act. [Section 113(b)(10)]

Secondary and Postsecondary

In addition to those aspects of administration set forth in 3.5.5, the State will provide, at minimum, for the following:

A. State Administration and Organization

The state administration organization for the Department of Public Instruction and the Department of Community Colleges is presented by line staff functions on the organization charts in Appendix 18.

The appropriate chief consultants for Curriculum and Instruction and Exceptional Children responsible for handicapped education, Chapter 1 of Title I (ESEA-1965), and second languages will work jointly with the appropriate staff in Vocational and Technical Education to review a sample of the plans of secondary eligible recipients for the purpose of fulfilling the requirements of the Act.

B. Designation of Full-Time Personnel for Consumer and Homemaking Education

The State Board of Education shall direct the State Superintendent through the Director of Vocational and Technical Education to designate a full-time person to coordinate the Consumer and Homemaking Education program. This individual will be qualified by experience and educational preparation in home economics education. The qualifications for this position are a master's degree with at least one degree in home economics education and a minimum of three years teaching experience in home economics. A current vocational home economics education teaching certificate is required. Candidate should have demonstrated leadership skills at the local, regional and/or state level.

C. Personnel Responsible for Career Guidance and Counseling

The State Board of Education shall assure that through the State Superintendent that supervisor(s), counselor(s), and/or teachers responsible for career guidance and counseling will be a certified counselor or a professionally trained individual. The qualifications for the state-level counselor consultant are a master's degree in guidance and counseling in middle or high schools, vocational education, or an acceptable equivalent combination of education and experience.

D. Designation of Full-Time Personnel for Sex Equity

The State Board of Education shall direct the State Superintendent through the Vocational and Technical Education to designate a full-time person to coordinate single parents, displaced homemakers, single pregnant women, and sex equity programs as set forth in the Act. This person will be responsible for oversight of the total program related to these purposes for both secondary and postsecondary options and will report to the sole State agency. The State Board of Community Colleges, through the President, shall designate an individual to provide leadership and direction for activities funded for such purposes of this Act for that agency (see Section 3.0.2).

E. Delivery System for Vocational and Technical Education

Vocational and technical education in North Carolina is delivered primarily through comprehensive middle and high schools and two-year community college institutions. Career exploration programs are offered in grades 6-8, introductory programs in grades 9-10, and specialized programs in grades 11-12. The community college system offers four options to students: They are: (1) adult basic education, (2) short-term vocational programs, (3) two-year technical programs, and (4) college preparatory programs. Vocational teacher education programs are provided by four-year institutions. Coordination also occurs with JTPA, JOBS, CBO, business/industry, and other such organizations and institutions.

F. Private Industry Council

The State Boards shall make available to each private industry council established under Section 102 of the Job Training Partnership Act within the State a listing of all programs assisted under the Act.

G. Technical Committees

The State Boards, in consultation with Workforce Preparedness, will establish two or more technical committees to advise the Board(s) and the Workforce Preparedness on the development of model curricula to address State labor market needs.

Representation and Membership of the Committees: The membership of the committees will consist of individuals representative of employers from relevant industries, occupations, or professional organizations for which the committee is established.

Terms of Membership: The term of membership for the members shall relate to the function and purpose of the committees as set forth in the Act.

Functions of the Committees: The functions of the committees are to develop an inventory of skills that define state-of-the-art model curricula and identify, by the inventory of skills process, the type, level of knowledge, and skills needed for entry, retention, and advancement in occupational areas taught in the State.

H. Rules and Policies

The imposition of any State rule or policy relating to the administration and operation of programs funded by this Act (including any rule or policy based on State interpretation of any federal law, regulation, or guideline) shall be identified as a State imposed requirement.

I. Prohibition on Use of Funds

Through assurances by eligible recipients and appropriate monitoring, the State Boards shall ensure that no funds provided under this Act shall be used for the purposes of directly providing incentives or inducements to an employer to relocate a business enterprise from another state to North Carolina (or from one state to another state) if such relocation would result in a reduction in the number of jobs available in the state where the business enterprise is located before such incentives or inducements are offered.

J. Comments on State Plan by the Human Resource Investment Council

The State Board will submit the State Plan for Vocational Education to the Human Resource Investment Council for review and comment. Comments by the HRIC which are not addressed in the State Plan will be submitted with the plan to the Secretary.

3. 5.3 Provide procedures by which an area vocational education school, intermediate educational agency, or local educational agency may appeal decisions adverse to its interest with respect to programs assisted under this Act. [Section 113(b)(22)]

Secondary and Postsecondary

A. Request to State Superintendent of Public Instruction/State President of the Community College System for a Hearing

If an eligible recipient is dissatisfied with action of the State Board with respect to approval of an application by such local agency, then that agency may make, in writing, and within 30 days, a request for a formal hearing before the appropriate chief executive officer. The parties involved will be given written notice of the time and place for the hearing. At the time of the formal hearing, all evidence will be heard. A written record of these proceedings will be made. The appropriate chief executive officer must notify the parties involved of its decision and the reasons therefore, in writing, within 30 days after the formal hearing.

B. Request to Board for a Hearing

If the appropriate chief executive officer is unable to resolve the dissatisfaction of the eligible recipient, then that agency may make, in writing, and within 30 days from receipt of the written decision by the chief executive officer, a request for a formal hearing before the respective board. The parties involved will be given written notice of the time and place for the hearing. At the time of the formal hearing, all evidence must be heard. A written record of these proceedings will be made. The Board must notify the parties involved of its decision and the reasons thereof, in writing, within 30 days after the formal hearing.

C. Appeal Procedure

If an eligible recipient is dissatisfied with the final action of the respective State Board or other appropriate state administering agency with respect to approval of an application by such eligible recipient for a grant pursuant to this Act, such eligible recipient may, within 60 days after such final action or notice thereof, whichever is later, file with the United States Court of Appeals for the circuit in which the state is located a petition for review of that action.

3. 5.4 Describe how the State Board will administer and plan for the funds of vocational correctional education programs [Section 403.32 (b)(14)]

Secondary

The State Board, based upon a contractual agreement with the Department of Human Resources, shall grant \$50,000 annually to the state's schools for youthful offenders. The Department of Human Resources shall prepare an annual description of how the funds will contribute to competency attainment and competency gain. The description will include how curriculum integration activities will occur. The schools for youthful offenders are provided consultant services and curriculum materials from the State Board.

Postsecondary

The Department of Community Colleges under the direction of the State Board of Community Colleges (SBCC) has been designated as the state corrections education agency to administer North Carolina's correctional programs assisted under the Carl D. Perkins Vocational and Applied Technology Education Act (see Appendix 11). Funds provided by this Act will be distributed by the DCC following the approval of the SBCC to eligible recipients based on a competitive proposal process. The North Carolina Departments of Correction (DOC) and Community Colleges (DCC) will jointly develop a request for proposals packet which will be distributed to all potential eligible recipients. Among other necessary items, this packet will

contain the priorities for program content of the departments and the SBCC as stated below. The SBCC will have final approval of the recommended, recipients, their proposed programs, and funding levels. The DOC and DCC will jointly develop the plan for administering these programs by giving special consideration to:

- Providing services to offenders who are completing their sentences and preparing for release.
- Providing grants for the establishment of vocational education programs in correctional institutions that do not have such programs.
- Providing vocational education programs for women who are incarcerated.
- Improving equipment.
- Cooperating with eligible recipients, administering and coordinating vocational education services to offenders before and after their release.

**3. 5.5 Provide a description of any delegation made by the State Board for Vocational Education of any of its responsibilities involving administration, operation, or supervision, in whole or in part, to one or more appropriate State agencies.
[Section 111(a)(2)]**

Secondary and Postsecondary

- In North Carolina General Statute 115C-153, the State Board of Education, hereinafter referred to as the State Board, shall be “the sole State Agency for the State administration of vocational education at all levels, shall be designated as the State Board of Vocational Education, and shall have all necessary authority to cooperate with any and all federal agencies in the administration of national acts assisting vocational education, to administer any legislation pursuant thereto enacted by the General Assembly of North Carolina, and to cooperate with local boards of education in providing vocational and technical education programs, services, and activities for youth and adults residing in the area under their jurisdiction.”
- In G.S. 115D-3, “The Department of Community Colleges shall be a principal administrative department of state government under the direction of the State Board of Community Colleges, and shall be separate from the free public school system of the State Department of Public Education. The State Board shall have authority to adopt and administer all policies, regulations, and standards which it may deem necessary for the operation of the Department.”

- **Executive Officer Designation** - “As provided in Article IX, Section 4 (2) of the North Carolina Constitution, the Superintendent of Public Instruction shall be the secretary and chief administrative officer of the State Board of Education.” (Article 3, G.S. 115C-19). “It shall be the duty of the State Superintendent to organize and establish, subject to the approval of the State Board of Education, a Department of Public Instruction which shall include divisions and departments as are necessary for supervision and administration of the public school system.” (Article 3, G.S. 115C-21, paragraph (a) (1)).
- **Secondary** - A single full-time officer shall be designated to direct vocational education for the secondary schools, which officer shall be titled Director of Vocational Education Services for the Department of Public Instruction. This officer shall be designated by the State Superintendent of Public Instruction.
- **Postsecondary** - A single full-time officer shall be designated to direct vocational education for the community colleges, technical colleges, and technical institutes, which officer shall be titled Associate Director, Federal Vocational Education. This officer shall be designated by the State President of the Department of Community Colleges.
- **Federal Funds Division** - North Carolina General Statute 115C-158: “The division between secondary and postsecondary educational systems and institutions of federal funds for which the State Board of Vocational Education has responsibility shall, within discretionary limits established by law, require the concurrence of the State Board of Education and the State Board of Community Colleges on and after January 1, 1981. The portion of the approved State Plan for postsecondary vocational education required by G.S. 115C-154 shall be as approved by the State Board of Community Colleges.”
- The delegation of responsibilities by the State Board of Education to the State Board of Community Colleges is included in an agreement between the two Boards (see Appendix 2).

3.5.6 The manner in which the State board will comply with the applicable requirements of Titles I, II, III, and V of the Act (including the maintenance of fiscal effort requirements in §403.182). [Section 403.32 (b) (16)]

Secondary

The State Board will comply with the applicable requirements of Titles I, II, III, and V:

Title I

- Funds will be distributed according to the formulas specified.
- Secondary education will coordinate the two-year state plan. An assessment has been conducted with all 120 LEAs of the quality and improvement needs.
- The Committee of Practitioners was established and has met to develop a statewide system of core standards and measures.

Title II

- Requirements for the basic state grants will be followed, including those to LEAs. Funds will be used for program improvement with the full participation of special populations.
- Sites or programs will be chosen that serve the highest concentrations of special populations.

Title III

- Provisions for Community Based Organizations, Consumer and Homemaking Education, and Tech Prep will be followed.
- Provisions for the other components will be followed subject to funding.

Title V

- Provisions will be followed related to the coordination of funds, providing that no supplanting occurs, between and among vocational & technical education, JTPA, and the Wagner-Peyser Act.
- The State is using funds under existing legislation to develop the State Plan, implement local standards and measures development and conduct the statewide assessment. Provisions will be followed for maintenance of fiscal effort requirements and state administrative cost requirements.

Additionally, the state staff representing the State Board, will monitor financial expenditures for compliance with the applicable requirements. Each LEA receiving funding will be monitored in relationship to the attainment of performance measures and standards and through the submission and review of local annual applications and grant abstracts and end-of-the-year reports.

Postsecondary

The State Board will comply with the requirements of Titles I, II, III, and V. Compliance will be assured by the following:

- Local applications will require descriptions of how each recipient will comply with all applicable assurances.

- The state staff will provide technical assistance to recipients as needed or when requested. The North Carolina Department of Community Colleges has a current staff of 206 professional and support persons whose primary mission is to support the 58 local colleges.
- The state staff will conduct on-site reviews of 20% of all recipients each year for program compliance. Each year, 100% of the recipients will be fiscally audited.
- Through their open door policy, North Carolina community colleges admit all students who apply regardless of qualifications and provide training and related services to suit the individual needs. No one is refused admission and every effort is made to provide the limited supplemental services to those with the greatest need (such as child care and transportation).

3.5.7 How the State will determine which LEAs are located in a rural sparsely-populated area for purposes of §403.112 (d) (3). [Section 231 (b)]

Secondary

Rural sparsely populated districts are based upon low student enrollment and isolated geographical locations within the state.

3.5.8 A statement, if any, from the State advisory council on vocational education reviewing and commenting on the State plan. [Section 112 (e)]

3.5.9 As necessary, the State's reasons for not accepting the recommendations of the State Committee of Practitioners for modifying standards and measures to be used in the statewide system of core standards and measures of performance. [Section 403.32 (c) (2)]

Secondary and Postsecondary

The state accepted all the recommendations of the State Committee of Practitioners for modifying standards and measures of performance.

3.5.10 As necessary, the State's response to any objections raised by State agencies consulted during the development of the State plan as required by §403.31 (e). [403.32 (c) (3); 114 (a)]

See Appendix 28 for comments and responses.

3.6.0 Consumer and Homemaking Education

- 3.6.1 The State shall use the funds for this program for projects, services, and activities for residents of economically depressed areas; [Section 312 (a) (1)] That encourage the participation of traditionally underserved populations. [Section 312 (a) (2)]**

Secondary

The State uses funds allocated under Title III, Part B, to conduct programs in economically depressed areas.

The State distributes these federal funds so that not less than one-third are expended in economically depressed areas as defined by low wealth ranking. Economic status is documented by the State and by the proposed programs.

The State uses funds allocated under Title III, Part B, to encourage participation of traditionally under served populations. The State requires proposed programs to describe specifically the need of the population to be served as to include limited English speaking youth, disadvantaged/handicapped youth, non-traditional programs, and the geographic area.

- 3.6.2 The state shall use the funds for this program for projects, services, and activities that encourage, in cooperation with the individual appointed under 403.13 (a), the elimination of sex bias and sex stereotyping. [Section 312 (a) (3)]**

Secondary

The State uses funds allocated under Title III, Part B, to encourage the elimination of sex bias and sex stereotyping. The State requires proposed programs to provide a description to include projected number(s) of participants by race, gender, and economic status.

- 3.6.3. The State shall use the funds for this program for projects, services, and activities that improve, expand, and update Consumer and Homemaking Education Programs, especially those that specifically address needs described in paragraphs (b) (1), (2), and (3) of this section. [Section 312 (a) (4)]**

Secondary

The State uses funds allocated under Title III, Part B, to:

Conduct consumer and homemaker education programs (see Appendix 22 for Secondary Consumer and Homemaking Request for Proposal). The programs include:

- Instructional programs, services, and activities that prepare youth and adults for the occupation of homemaking.
- Instruction in the areas of food and nutrition, individual and family health consumer education, family living and parenthood education, child development and guidance, housing, home management (including resource management), clothing and textiles.

Provide program development and improvement of instruction and curricula relating to:

- Managing individual and family resources.
- Making consumer choices.
- Balancing home and work.
- Improving responses to individual and family crises.
- Strengthening parenting skills (especially among teenage parents).
- Assisting aged and handicapped individuals.
- Improving child and family nutrition and wellness.
- Conserving limited resources.
- Understanding the impact of new technology on life and work.
- Applying consumer and homemaking education skills to jobs and careers.
- Preventing teen pregnancy.
- Other needs as determined by the State.

Support services and activities designed to ensure the quality and effectiveness of programs including:

- Innovation and exemplary projects.
- Community outreach to under-served populations.
- Application of academic skills (such as reading, writing mathematics, and science) through consumer and homemaker education programs.
- Curriculum development.
- Research.
- Program evaluation.
- Development of instructional materials.
- Teacher education.
- Upgrading of equipment.
- Teacher supervision.
- State administration and leadership, including activities of FHA/HERO.

3.6.4 A state shall use not less than one-third of its allotment under the Consumer and Homemaking Education Program in economically depressed areas or areas with high rates of unemployment for projects, services, and activities designed to improve the home environment and the quality of family life. [Section 312 (c)]

Secondary

The State uses not less than one-third of the federal funds made available to the State under Title III, Part B, Section 312, in economically depressed areas or areas with high rates of unemployment for programs designed to assist consumers and to help improve home environment and the quality of family life.

3.6.5 The State Board shall use funds from its allotment under this program to provide State leadership and one or more full-time State administrators qualified by experience and educational preparation in home economics education. [Section 313 (a)]

Secondary

The State Board assures that the experience and information gained through carrying out programs assisted under Title III, Part B, will be shared with administrators to help plan programs. Funds available under Title III, Part B, are used to assist in providing state leadership and two home economics administrators are allotted under this program. Both are qualified by experience and preparation in home economics education.

3.6.6 A state may use, in addition to funds reserved under §403.180 (b) (4), no more than six percent of its allotment under this program for State administration of projects, services, and activities under this program. [Section 313 (b)]

Secondary

The State uses funds from this allotment to hire one full time administrator from State Administration and one full time administrator from State Leadership.

3.7.0 Community Based Organization

3.7.1 Describe the procedures, requirements and criteria the State Board will use in approving applications of eligible recipients for Community Based Organizations special programs. [Section 301 (a) (1) (2) (5)]

Secondary and Postsecondary

Community Based Organizations

The State Board of Education shall distribute the federal Vocational Education Support Programs by Community-Based Organization funds based upon competitive applications submitted jointly by community-based organizations and eligible recipients. The secondary CBO Request for Proposals is in Appendix 20. Contracts will be made through requests for proposals (RFPs) to over 300 CBOs and all the LEAs and community colleges. Each application shall:

- Contain an agreement between the community-based organization and the eligible recipient which includes designating a fiscal agent established for the program.
- Provide a description of the uses for which assistance is sought together with evaluation criteria to be applied to the program.

- Describe the collaborative efforts with the eligible recipient and the manner in which the services and activities for which assistance is sought will serve to enhance the enrollment of severely economically and educationally disadvantaged youth into the vocational and technical education programs.
- Submit a quarterly progress report to the state. The state will conduct two visits a year to the recipient, a technical assistant visit and monitoring visit. (See Appendix 26 for Monitoring Instrument and Progress Report)

3.8.0 Tech Prep Education

Secondary and Postsecondary

3.8.1 Describe the criteria for funding Tech Prep Projects

The State Board shall make funds available under Title III, Part E to eligible consortia on a competitive basis for planning or implementing or advance planning/demonstration Tech Prep education programs (see Appendix 22 for Tech Prep Request for Proposals).

Request for Proposals from Eligible Consortia: Each eligible consortia will prepare a request for proposal covering July 1, 1994 – June 30, 1996 which shall include:

- An overview of the need for the proposed program including population to be served, area to be served, economic assessment and a placement profile.
- A description of the purpose of the proposal, the objectives and outcomes, and a clear description of the program design including articulation efforts, the Tech Prep course of study, curriculum development efforts, inservice training for teachers and counselors, program services to special populations and preparatory services.
- A description of the collaborative efforts among secondary vocational and technical education, academic education, and student services, and postsecondary vocational/technical education, academic education and student services; and collaboration with business, industry, labor, other organizations and agencies.
- A description of the evaluation procedures to be applied to the project and how program completers achievement will be measured.

- A description of how the project will be developed and implemented during the following three years and a detailed calendar of events projecting timelines for each specific strategy and activity of the project.
- Proposals for implementation grants must include a clear description of prior planning and preparation for Tech Prep implementation and evidence of the ability to develop advance planning/demonstration programs.

State Leadership of Tech Prep: The State Board will provide leadership in the further development and refinement of Tech Prep by implementing the following goals and strategies:

Goal 1: To have interdependent four plus two curriculum programs which are fully functional and mutually respected within the state of North Carolina.

Strategies:

- To establish a common core of competencies and/or courses.
- To incorporate applied and theoretical learning in all courses.
- To initiate joint vertical and horizontal staff development activities.
- To involve business and industry representatives in curriculum development.

Goal 2: To have and maintain a comprehensive, career-driven system of preparing students for technical careers.

Strategies:

- To establish a comprehensive delivery system of career development and counseling in all secondary and postsecondary institutions.
- To maintain a current database of available careers and future trends locally, regionally, and statewide.
- To provide industry based-staff development on the new and emerging technologies.

Goal 3: To have continuous funding for Tech Prep that is contingent upon identified critical success factors.

Strategies:

- To seek state funding through the Departments of Public Instruction, Community Colleges and the Office of the Governor.

- To implement a funding formula.
- To document Tech Prep program effectiveness.

Goal 4: To be recognized as the “benchmark” Tech Prep program in the country.

Strategies:

- To conduct a national search of Tech Prep programs to establish benchmarks of internal review.
- To implement an ongoing, comprehensive review of Tech Prep in North Carolina to foster continuous improvements.
- To use Tech Prep programs as a recruitment tool for new industry coming into the state.

3.8.2 Describe the procedures for funding Tech Prep projects.

Secondary and Postsecondary

The State Board shall make funds available under Title III, Part E to eligible consortia on a competitive basis for planning or implementing or advance planning/demonstration Tech Prep education programs (see Appendix 22 for Tech Prep Request for Proposals).

The Proposal Review Process: Each application meeting the basic guidelines of the proposal will be evaluated by members of the State Board’s Technical Assistance Committee on Tech Prep Education. The committee is comprised of State Staff consultants for secondary and postsecondary education with specialties in vocational/technical education, guidance and academics. The committee will evaluate each proposal on an objective scale and the results of the review will be statistically compiled. The evaluation criteria have been weighted to accommodate systems of greatest need receiving preferential treatment.

Additionally, the State Board will assure an equitable distribution of resources between urban and rural systems and implementation and advance planning/demonstration grants. The State Board shall give special consideration to applications which:

- Provide for effective employment placement activities or transfer of students to four-year baccalaureate degree programs;
- Developed in consultation with business, industry, and labor unions and address effectively the issues of dropout prevention and re-entry and the needs of minority youth, youth of limited English proficiency, youth with handicaps, and disadvantaged youth.

See Appendix 27 for a Summary of Tech Prep Funded Projects.

APPENDICES

**STATE FUND DISTRIBUTION
TITLE II**

BASIC GRANT - \$28,649,810

	<u>Percentage</u>	<u>Amount</u>
<div style="border: 1px solid black; padding: 10px; text-align: center;"> STATE ADMINISTRATION (Including Sex Equity Coordination) </div>	5.0%	\$ 1,432,491
<div style="border: 1px solid black; padding: 10px; text-align: center;"> SINGLE PARENT HOMEMAKERS DISPLACED HOMEMAKERS SINGLE PREGNANT WOMEN SEX EQUITY </div>	10.5%	\$ 3,008,230
<div style="border: 1px solid black; padding: 10px; text-align: center;"> STATE PROGRAM AND LEADERSHIP </div>	8.5%	\$ 2,435,234
<div style="border: 1px solid black; padding: 10px; text-align: center;"> CORRECTIONS </div>	1.0%	\$ 286,498
<div style="border: 1px solid black; padding: 10px; text-align: center;"> DISTRIBUTION TO ELIGIBLE RECIPIENTS </div>	75.0%	\$21,487,357

STATE FUND DISTRIBUTION
TITLE III
BASIC GRANT 4,500,094

	<u>Percentage</u>	<u>Amount</u>
<div>Part A Community Based Organization</div>	7.8%	\$ 350,281
<div>Part B Consumer Board Organization</div>	22.2%	\$ 997,908
<div>Part E Tech Prep Education</div>	70%	\$ 3,151,905

NORTH CAROLINA
WAKE COUNTY

**AGREEMENT
BETWEEN
THE NORTH CAROLINA STATE BOARD OF EDUCATION
(THE STATE BOARD OF VOCATIONAL EDUCATION)
AND
THE STATE BOARD OF COMMUNITY COLLEGES**

Pursuant to Section 112 of P.L. 101-392 (the Carl D. Perkins Vocational and Applied Technology Education Act), the State Board of Education is authorized to delegate responsibilities for the administration and operation of federally funded vocational education programs to other State agencies.

Pursuant to this Agreement between the State Board of Education and the State Board of Community Colleges, the State Board of Education shall allocate certain federal vocational education funds to the State Board of Community Colleges. These funds shall be allocated pursuant to the policy adopted by the State Board of Education at its September, 1988, meeting and pursuant to Section 115C-158 of the General Statutes of North Carolina.

The State Board of Education agrees to award funds to the State Board of Community Colleges to cover costs of eligible expenditures from federal sources and in accordance with the policy referenced in paragraph two above. Award will be made upon written documentation from the State Board of Community Colleges verifying the expenditures of said funds and will be contingent upon the availability of federal funds to the State Board of Education.

The State Board of Community Colleges, through the Department of Community Colleges and its State President, makes the following assurances:

1. That the operation of those postsecondary and adult vocational and technical programs, services, and activities under its jurisdiction and exclusive of the vocational programs provided by or through the public school system and which are funded with federal vocational education funds shall be planned, implemented, administered, supervised, and conducted pursuant to the General Statutes of North Carolina, the North Carolina State Plan for Vocational and Applied Technology Education, P.L. 101-392, and applicable federal rules and regulations.
2. That the State Board of Community Colleges, through the Department of Community Colleges, shall develop the postsecondary portion of the State Plan for Vocational and Applied Technology Education and shall provide other required reports in adequate numbers at such times as may be required by P.L. 101-392.

The State Board of Education will provide to the Department of Community Colleges such coordination as may be appropriate and/or required to comply with the General Statutes of North Carolina, the North Carolina State Plan for Vocational and Applied Technology Education and P.L. 101-392.

The State Board of Education and the State Board of Community Colleges agree to cooperate in fulfilling the responsibilities and requirements involved in utilizing the federal vocational education funds referenced in this Agreement.

The effective date of this Agreement will be July 1, 1994, through June 30, 1996.

For the State Board of Community Colleges

_____	_____
(Date)	Chairman, North Carolina State Board of Community Colleges

_____	_____
(Date)	State President, North Carolina Department of Community Colleges

For the State Board of Education

_____	_____
(Date)	Chairman, North Carolina State Board of Education

_____	_____
(Date)	State Superintendent, Department of Public Instruction

ESTIMATED 1995
BUDGET SUMMARY SHEET - PART I

FUNDING CATEGORY	FEDERAL FUNDS		NON-FEDERAL FUNDS			TOTAL	
	Secondary	Postsecondary	Secondary	Postsecondary	Federal	Non-Federal	
Title II:							
State Administration (5%)	1,110,491	322,000	1,527,036	518,000	1,432,491	2,045,036	
Sex Equity Adm	(60,000)				(60,000)		
State Programs and Leadership (8.5%)	1,723,873	711,361			2,435,234		
Single Parents, Displaced Homemakers, and Single Pregnant Women (7.0%)	200,000	1,805,487			2,005,487		
Sex Equity (3%)	573,024	286,470			859,494		
Sex Equity/Single Parent (.5%)	95,504	47,745			143,249		
Criminal Offenders (1%)	50,000	236,498			286,498		
Secondary, Postsecondary, and Adult (75%)	14,974,406	6,512,951	200,273,359	245,000,000	21,487,357	445,273,359	
TOTAL TITLE II	18,727,298	9,922,512	201,800,395	245,518,000	28,649,810	447,318,395	

In 1992-93, the latest year for which final data are available from Title II funds, the State spent \$1,836,573 for career guidance and vocational counseling.

ESTIMATED 1995

BUDGET SUMMARY SHEET - PART II

FUNDING CATEGORY	FEDERAL FUNDS		NON-FEDERAL FUNDS			TOTAL	
	Secondary	Postsecondary	Secondary	Postsecondary	Federal	Non-Federal	
Title III:							
Part A Community-Based Organizations	274,460	75,821			350,281		
Part B Consumer & Homemaking Education Economically (1/3%) State Administered (6%) State Leadership Activities	997,908 (332,602) (59,874) (180,000)				997,908 (332,602) (59,874) (180,000)		
Part E Tech Prep Education	2,101,375	1,050,530			3,151,905		
TOTAL TITLE III	3,373,743	1,126,351			4,500,094		
ESTIMATED 1994-95 TOTAL DISTRIBUTION	22,101,041	11,048,863	201,800,395	245,518,000	33,149,904	447,318,395	

ESTIMATED 1996

BUDGET SUMMARY SHEET - PART I

FUNDING CATEGORY	FEDERAL FUNDS		NON-FEDERAL FUNDS			TOTAL	
	Secondary	Postsecondary	Secondary	Postsecondary	Federal	Non-Federal	
Title II:							
State Administration (5%)	1,110,491	322,000	1,527,036	518,000	1,432,491	2,045,036	
Sex Equity Adm	(60,000)				(60,000)		
State Programs and Leadership (8.5%)	1,723,873	711,361			2,435,234		
Single Parents, Displaced Homemakers, and Single Pregnant Women (7.0%)	200,000	1,805,487			2,005,487		
Sex Equity (3%)	573,024	286,470			859,494		
Sex Equity/Single Parent (.5%)	95,504	47,745			143,249		
Criminal Offenders (1%)	50,000	236,498			286,498		
Secondary, Postsecondary, and Adult (75%)	14,974,406	6,512,951	200,273,359	245,000,000	21,487,357	445,273,359	
TOTAL TITLE II	18,727,298	9,922,512	201,800,395	245,518,000	28,649,810	447,318,395	

In 1992-93, the latest year for which final data are available from Title II funds, the State spent \$1,836,573 for career guidance and vocational counseling.

ESTIMATED 1996

BUDGET SUMMARY SHEET - PART II

FUNDING CATEGORY	FEDERAL FUNDS			NON-FEDERAL FUNDS			TOTAL	
	Secondary	Postsecondary		Secondary	Postsecondary		Federal	Non-Federal
Title III:								
Part A Community-Based Organizations	274,460	75,821					350,281	
Part B Consumer & Homemaking Education Economically State Administered (1/3%) (6%) State Leadership Activities	997,908 (332,602) (59,874) (180,000)						997,908 (332,602) (59,874) (180,000)	
Part E Tech Prep Education	2,101,375	1,050,530					3,151,905	
TOTAL TITLE III	3,373,743	1,126,351					4,500,094	
ESTIMATED 1995-96 TOTAL DISTRIBUTION	22,101,041	11,048,863		201,800,395	245,518,000		33,149,904	447,318,395

**Governor's Commission on Workforce Preparedness
Human Resource Investment Council**

Appendix 4

*Categories

	I	II	III	IV	V	VI	VII
Robin Britt, Secretary, Department of Human Resources	x						
Dave Phillips, Secretary, Department of Commerce	x						
Bob Scott, President, Community Colleges	x						
Bob Etheridge, Superintendent, Department of Public Instruction	x						
Ann Duncan, Chair, Employment Security Commission	x						
Harry Payne, Commissioner, Department of Labor	x						
Jim Lunsford, Vocational Director, Cabarrus County		x					
Dr. Doug James, Superintendent, Richmond County Schools		x					
Eva Williams, IEC, Westover Senior High School		x					
Dr. Vic Hackley, Chancellor, Fayetteville State University		x					
Dr. Phail Wynn, President, Durham Technical Community College		x					
Joe Grimsley, President, Richmond Community College		x					
Terry Shank, Director of Co-Op Education, Pitt Community College		x					
Joyce Dickens, Director, Nash-Edgcombe Community Development Corporation			x				
Sylvia Ray, Executive Director, Fayetteville's Woman's Center			x				
Wanda Henry - Coleman, Director YMI Cultural Center			x				
Mary Ann Sloan, Macon Program for Progress			x				
Bill Burkhardt, President & CEO, Austin Foods				x			
Bill Garrett, President, Federal Systems Advance Technologies				x			

*Categories: I = State Agency III = Community Based Organization V = Private Industry Council VII = Public
 II = Education IV = Business/Industry VI = Labor

*Categories

	I	II	III	IV	V	VI	VII
Harry S. Cotton				x			
John Weyerhaeuser, Weyerhaeuser Company				x			
Peter Daetwyler, Max Daetwyler Corporation				x			
Mike Talbert, Freightliner				x			
Gary Sheffield, Microdexterity Corporation				x			
Mari Pitcher, Assistant Vice President for Northern Telecom Manufacturing				x			
Tan Kirby, Director of Workforce Diversity, Sara Lee Knit Telecom Manufacturing				x			
John Dornan, President, Public School Forum				x			
Sarah Van, Vice President for Personnel, Triangle Laboratories of Research Triangle Park				x			
Buster Humphreys, CEO, National Spinning				x			
Daphne Copeland, General Electric				x			
Jerr Ganett, Director of Manufacturing, Consolidated Diesel				x			
Don Dixon, Director of Administration Services, American Express					x		
Jim Pierce						x	
James Andrews, Secretary - Treasurer, NC AFL - CIO						x	
Chris Scott, President, NC AFL - CIO						x	
Rosemary Lowry, President, North Carolina Association of Educators						x	
Sarah Stewart, President, NC Federation of Teachers						x	
Duane Smith, President, State Employees Association of Educators						x	
Hanna Fingeret, Executive Director, Literacy South							x
Graham Boyd							x

*Categories: I = State Agency II = Education III = Community Based Organization IV = Business/Industry V = Private Industry Council VI = Labor VII = Public

NORTH CAROLINA PRELIMINARY CIVILIAN LABOR FORCE ESTIMATES 05/17/91
ANNUAL AVERAGE DATA FOR 1990 CLFRP2
YOUTH UNEMPLOYMENT (AGES 16 - 19)

UNIT NAME	RATE	UNIT NAME	RATE
-----	----	-----	----
ALAMANCE COUNTY	11.9	JOHNSTON COUNTY	15.9
ALEXANDER COUNTY	13.4	JONES COUNTY	16.5
ALLEGHANY COUNTY	14.2	LEE COUNTY	18.2
ANSON COUNTY	15.7	LENOIR COUNTY	17.3
ASHE COUNTY	19.7	LINCOLN COUNTY	15.7
AVERY COUNTY	14.3	MACON COUNTY	13.3
BEAUFORT COUNTY	18.5	MADISON COUNTY	15.4
BERTIE COUNTY	18.2	ONslow COUNTY	14.0
BLADEN COUNTY	22.1	MARTIN COUNTY	18.8
BRUNSWICK COUNTY	25.5	MCDOWELL COUNTY	21.4
BUNCOMBE COUNTY	11.7	MECKLENBURG COUNTY	10.8
BURKE COUNTY	13.8	MITCHELL COUNTY	21.4
CABARRUS COUNTY	13.6	MONTGOMERY COUNTY	19.9
CALDWELL COUNTY	15.2	MOORE COUNTY	12.8
CAMDEN COUNTY	12.0	NASH COUNTY	16.4
CARTERET COUNTY	15.9	NEW HANOVER COUNTY	14.9
CASWELL COUNTY	15.4	NORTHAMPTON COUNTY	17.8
CATAWBA COUNTY	15.2	ORANGE COUNTY	7.0
CHATHAM COUNTY	11.8	PAMLICO COUNTY	15.6
CHEROKEE COUNTY	27.6	PASQUOTANK COUNTY	15.0
CHOWAN COUNTY	18.7	PENDER COUNTY	15.7
CLAY COUNTY	19.8	PERQUIMANS COUNTY	13.3
CLEVELAND COUNTY	16.2	PERSON COUNTY	21.6
COLUMBUS COUNTY	19.8	PITT COUNTY	12.7
CRAVEN COUNTY	16.3	POLK COUNTY	11.3
CUMBERLAND COUNTY	16.3	RANDOLPH COUNTY	10.9
CURRITUCK COUNTY	9.0	RICHMOND COUNTY	19.1
DARE COUNTY	14.4	ROBESON COUNTY	23.8
DAVIDSON COUNTY	13.9	ROCKINGHAM COUNTY	19.4
DAVIE COUNTY	16.2	ROWAN COUNTY	14.7
DUPLIN COUNTY	16.8	RUTHERFORD COUNTY	18.1
DURHAM COUNTY	8.8	SAMPSON COUNTY	16.2
EDGEcombe COUNTY	17.2	SCOTLAND COUNTY	25.6
FORSYTH COUNTY	13.8	STANLY COUNTY	16.3
FRANKLIN COUNTY	16.6	STOKES COUNTY	15.5
GASTON COUNTY	14.5	SURRY COUNTY	16.4
GATES COUNTY	11.3	SWAIN COUNTY	31.1
GRAHAM COUNTY	48.1	TRANSYLVANIA COUNTY	11.3
GRANVILLE COUNTY	15.5	TYRRELL COUNTY	39.6
GREENE COUNTY	12.5	UNION COUNTY	10.5
GUILFORD COUNTY	12.7	VANCE COUNTY	26.2
HALIFAX COUNTY	20.1	WAKE COUNTY	9.0
HARNETT COUNTY	15.0	WARREN COUNTY	18.3
HAYWOOD COUNTY	17.9	WASHINGTON COUNTY	16.2
HENDERSON COUNTY	11.3	WATAUGA COUNTY	10.3
HERTFORD COUNTY	18.5	WAYNE COUNTY	16.7
HOKE COUNTY	19.6	WILKES COUNTY	14.0
HYDE COUNTY	28.3	WILSON COUNTY	22.9
IREDELL COUNTY	15.4	YADKIN COUNTY	15.9
JACKSON COUNTY	14.7	YANCEY COUNTY	16.4

STATEWIDE AVERAGE

14.4

NORTH CAROLINA PRELIMINARY CIVILIAN LABOR FORCE ESTIMATES 06/03/92
ANNUAL AVERAGE DATA FOR 1991 CLFRP2
YOUTH UNEMPLOYMENT (AGES 16 - 19)

UNIT NAME	RATE	UNIT NAME	RATE
-----	----	-----	----
ALAMANCE COUNTY	15.2	JOHNSTON COUNTY	22.7
ALEXANDER COUNTY	20.0	JONES COUNTY	18.7
ALLEGHANY COUNTY	16.6	LEE COUNTY	21.5
ANSON COUNTY	23.8	LENOIR COUNTY	21.1
ASHE COUNTY	23.8	LINCOLN COUNTY	20.6
AVERY COUNTY	20.1	MACON COUNTY	17.5
BEAUFORT COUNTY	23.3	MADISON COUNTY	23.8
BERTIE COUNTY	19.0	MARTIN COUNTY	20.3
BLADEN COUNTY	31.7	MCDOWELL COUNTY	25.9
BRUNSWICK COUNTY	33.1	MECKLENBURG COUNTY	16.1
BUNCOMBE COUNTY	16.4	MITCHELL COUNTY	27.6
BURKE COUNTY	16.0	MONTGOMERY COUNTY	25.2
CABARRUS COUNTY	16.5	MOORE COUNTY	17.0
CALDWELL COUNTY	20.9	NASH COUNTY	21.8
CAMDEN COUNTY	16.3	NEW HANOVER COUNTY	19.3
CARTERET COUNTY	20.2	NORTHAMPTON COUNTY	22.5
CASWELL COUNTY	20.4	ONslow COUNTY	18.4
CATAWBA COUNTY	20.6	ORANGE COUNTY	10.0
CHATHAM COUNTY	13.2	PAMLICO COUNTY	17.4
CHEROKEE COUNTY	29.6	PASQUOTANK COUNTY	17.8
CHOWAN COUNTY	19.8	PENDER COUNTY	22.7
CLAY COUNTY	23.9	PERQUIMANS COUNTY	18.4
CLEVELAND COUNTY	22.6	PERSON COUNTY	27.5
COLUMBUS COUNTY	24.9	PITT COUNTY	18.1
CRAVEN COUNTY	19.1	POLK COUNTY	14.1
CUMBERLAND COUNTY	20.8	RANDOLPH COUNTY	16.1
CURRITUCK COUNTY	12.5	RICHMOND COUNTY	25.3
DARE COUNTY	18.7	ROBESON COUNTY	27.1
DAVIDSON COUNTY	19.4	ROCKINGHAM COUNTY	24.7
DAVIE COUNTY	17.4	ROWAN COUNTY	17.9
DUPLIN COUNTY	22.5	RUTHERFORD COUNTY	22.0
DURHAM COUNTY	12.3	SAMPSON COUNTY	22.0
EDGECOMBE COUNTY	21.9	SCOTLAND COUNTY	29.4
FORSYTH COUNTY	14.9	STANLY COUNTY	20.9
FRANKLIN COUNTY	23.8	STOKES COUNTY	16.9
GASTON COUNTY	20.2	SURRY COUNTY	20.4
GATES COUNTY	12.6	SWAIN COUNTY	36.2
GRAHAM COUNTY	56.8	TRANSYLVANIA COUNTY	15.4
GRANVILLE COUNTY	17.1	TYRRELL COUNTY	39.8
GREENE COUNTY	15.0	UNION COUNTY	16.8
GUILFORD COUNTY	17.8	VANCE COUNTY	30.5
HALIFAX COUNTY	25.9	WAKE COUNTY	12.1
HARNETT COUNTY	19.1	WARREN COUNTY	28.4
HAYWOOD COUNTY	21.1	WASHINGTON COUNTY	22.0
HENDERSON COUNTY	15.3	WATAUGA COUNTY	13.9
HERTFORD COUNTY	26.8	WAYNE COUNTY	23.2
HOKE COUNTY	21.9	WILKES COUNTY	17.6
HYDE COUNTY	27.3	WILSON COUNTY	28.1
IREDELL COUNTY	20.4	YADKIN COUNTY	16.1
JACKSON COUNTY	18.7	YANCEY COUNTY	18.7

STATEWIDE AVERAGE

18.9

NORTH CAROLINA PRELIMINARY CIVILIAN LABOR FORCE ESTIMATES 07/15/93
ANNUAL AVERAGE DATA FOR 1992 CLFRP2
YOUTH UNEMPLOYMENT (AGES 16 - 19)

UNIT NAME	RATE	UNIT NAME	RATE
-----	----	-----	----
ALAMANCE COUNTY	15.1	JACKSON COUNTY	20.9
ALEXANDER COUNTY	13.4	JOHNSTON COUNTY	21.8
ALLEGHANY COUNTY	19.4	JONES COUNTY	18.8
ANSON COUNTY	31.7	LEE COUNTY	20.9
ASHE COUNTY	25.0	LENOIR COUNTY	21.9
AVERY COUNTY	21.9	LINCOLN COUNTY	18.0
BEAUFORT COUNTY	25.8	MACON COUNTY	19.8
BERTIE COUNTY	20.9	MADISON COUNTY	22.3
BLADEN COUNTY	33.0	MARTIN COUNTY	22.6
BRUNSWICK COUNTY	38.3	MCDOWELL COUNTY	24.5
BUNCOMBE COUNTY	16.6	MECKLENBURG COUNTY	16.4
BURKE COUNTY	17.6	MITCHELL COUNTY	26.4
CABARRUS COUNTY	18.8	MONTGOMERY COUNTY	26.1
CALDWELL COUNTY	16.6	MOORE COUNTY	18.8
CAMDEN COUNTY	17.5	NASH COUNTY	22.2
CARTERET COUNTY	20.9	NEW HANOVER COUNTY	21.4
CASWELL COUNTY	18.4	NORTHAMPTON COUNTY	22.6
CATAWBA COUNTY	18.6	ONSLOW COUNTY	17.5
CHATHAM COUNTY	15.4	ORANGE COUNTY	10.3
CHEROKEE COUNTY	30.6	PAMLICO COUNTY	19.2
CHOWAN COUNTY	22.8	PASQUOTANK COUNTY	19.2
CLAY COUNTY	23.4	PENDER COUNTY	23.8
EVELAND COUNTY	22.4	PERQUIMANS COUNTY	20.7
LUMBUS COUNTY	27.5	PERSON COUNTY	28.5
CRAVEN COUNTY	21.5	PITT COUNTY	17.7
CUMBERLAND COUNTY	20.7	POLK COUNTY	15.2
CURRITUCK COUNTY	11.2	RANDOLPH COUNTY	14.3
DARE COUNTY	21.0	RICHMOND COUNTY	24.1
DAVIDSON COUNTY	20.1	ROBESON COUNTY	28.8
DAVIE COUNTY	13.8	ROCKINGHAM COUNTY	24.0
DUPLIN COUNTY	22.8	ROWAN COUNTY	17.4
DURHAM COUNTY	14.1	RUTHERFORD COUNTY	19.1
EDGECOMBE COUNTY	24.1	SAMPSON COUNTY	20.2
FORSYTH COUNTY	16.5	SCOTLAND COUNTY	29.0
FRANKLIN COUNTY	22.2	STANLY COUNTY	19.1
GASTON COUNTY	21.3	STOKES COUNTY	13.9
GATES COUNTY	15.1	SURRY COUNTY	18.7
GRAHAM COUNTY	55.6	SWAIN COUNTY	39.8
GRANVILLE COUNTY	17.5	TRANSYLVANIA COUNTY	17.5
GREENE COUNTY	15.7	TYRRELL COUNTY	44.5
GUILFORD COUNTY	17.2	UNION COUNTY	17.3
HALIFAX COUNTY	26.2	VANCE COUNTY	27.9
HARNETT COUNTY	20.5	WAKE COUNTY	12.6
HAYWOOD COUNTY	21.4	WARREN COUNTY	25.1
HENDERSON COUNTY	16.1	WASHINGTON COUNTY	22.9
HERTFORD COUNTY	29.5	WATAUGA COUNTY	13.6
HOKE COUNTY	25.3	WAYNE COUNTY	22.1
HYDE COUNTY	31.5	WILKES COUNTY	15.9
DELL COUNTY	17.4	WILSON COUNTY	28.3
		YADKIN COUNTY	14.8
		YANCEY COUNTY	19.2

STATEWIDE AVERAGE

19.0



NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION

301 North Wilmington Street, Education Building
Raleigh, NC 27601-2825

BOB ETHERIDGE
State Superintendent

October 18, 1993

TO LEA Superintendents, Presidents of Community/Technical Colleges, Human Resource Investment Council, Directors of Vocational Education, Teacher Educators, North Carolina Vocational Association Board of Directors, North Carolina Vocational Education Planning and Coordinating Committee Members, and Other Interested Citizens

FROM Bob Etheridge *BE* State Superintendent
Department of Public Instruction

Robert W. Scott, State President *RWS*
Department of Community Colleges

PUBLIC HEARINGS ON THE FY 1995-1996 N. C. STATE PLAN FOR VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION

To comply with the requirements of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, the State Board of Education will conduct public hearings on the FY 1995-1996 State Plan for Vocational and Applied Technology Education.

The purpose of the hearings is to provide interested citizens the opportunity to express their views on the State Plan prior to State Board approval and submission of the State Plan to the U.S. Department of Education.

The public hearings will be conducted on the following dates at the times and locations indicated:

November 10, 1993
3:00 p.m. - 5:00 p.m.

Pitt Community College
Highway 11 South
Greenville, NC 27834

November 15, 1993
3:30 p.m. - 5:30 p.m.

Buncombe County Board of Education
175 Bingham Road
Asheville, NC 28806

Page 2
October 18, 1993

To insure proper recognition, it will be helpful if those who wish to present statements at the hearings would notify Elizabeth Brown, at the Department of Public Instruction, no later than November 8, 1993. Five minutes for each presentation will be allowed; however, the hearing officer(s) may grant more time if the situation and number in attendance warrant. A typed (or handwritten) copy of your remarks should be submitted to the hearing officer(s).

Anyone unable to attend a public hearing may submit a written statement. Written statements should also be submitted to Elizabeth Brown no later than 5:00 p.m. on November 16, 1993. Responses to all comments, presentations, and statements received will appear in the FY 1995-1996 State Plan.

If you need additional information, or a copy of the State Plan, contact Elizabeth Brown, Consultant, Planning and Performance Management, Vocational and Technical Education, Department of Public Instruction, Raleigh, NC 27601-2825, telephone 919-715-1665. Any local publicity provided these hearings is appreciated.

BE:RWS:EB:tm



NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION

301 North Wilmington Street, Education Building
Raleigh, NC 27601-2825

BOB ETHERIDGE
State Superintendent

October 5, 1993

TO: Lou Martin

FROM: Elizabeth Brown, Consultant
Vocational and Technical Education

LEGAL NOTICES

Attached are two legal notices that need to appear in newspapers representing a wide distribution around the state, including minority publications. My suggestions are:

The News & Observer
The Charlotte Observer
Wilmington paper
Greensboro paper
Asheville paper
The Winston-Salem Chronicle
The Carolinian

and any other newspapers needed to ensure a wide distribution.

The longer notice needs to appear on or before **October 10** in order to comply with federal regulations. We would prefer Sunday editions because of their wider distribution. The shorter notice should appear by November 3.

I need to have a list of papers in which the advertisements appear for our records.

Thank you for your help.

BC:tm

c: June Atkinson
Don Brannon

NOTICE OF PUBLIC HEARINGS

To comply with the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990, G.S. 115C, the State Board of Education will conduct statewide public hearings on the FY 1995-1996 State Plan for Vocational & Technical Education.

The purpose of these hearings is to provide an opportunity for interested citizens to express their views on (a) the goals reflected in the state plan, (b) the program to be offered in the plan, (c) the allocation of responsibility for programs among the various levels of education and institutions, and (d) the allocation of local, state, federal resources to meet these goals.

The hearings are scheduled to be held on the following dates, locations, and times as listed:

November 10, 1993
3:00 p.m. - 5:00 p.m.

Pitt Community College
Highway 11 South
Greenville, NC 27834

November 15, 1993
3:30 p.m. - 5:30 p.m.

Buncombe County Board of Education
175 Bingham Road
Asheville, NC 28806

Those who wish to present statements at the hearings concerning the FY 1995-1996 State Plan should notify Elizabeth Brown, Consultant, Planning and Performance Management, Vocational and Technical Education, Department of Public Instruction, Raleigh, NC 27601-2825.

Five minutes for each presentation will be allowed; however, the hearing officer may grant more time if the situation and number in attendance warrant more time. A typed (or handwritten) copy of each person's remarks should be submitted to the hearing officer.

Anyone unable to attend a public hearing may submit a written statement to Elizabeth Brown at the address in the paragraph below. Mailed statements must be received no later than 5:00 p.m. on November 16, 1993. Responses to all comments, presentations, and statements received will appear in the FY 1995-1996 State Plan.

For additional information, or a copy of the State Plan, contact Elizabeth Brown, Consultant, Planning and Performance Management, Vocational and Technical Education, Department of Public Instruction, Raleigh, NC 27601-2825.

LEGAL NOTICE

To comply with requirements of the Carl D. Perkins Vocational Education and Applied Technology Education Amendments of 1990, the State Board of Education will conduct statewide public hearings on the FY 1995-1996 State Plan for Vocational and Technical Education. The purpose of the hearings is to provide interested citizens the opportunity to express their views to the State Board before approval and submission to the U.S. Department of Education.

Public hearings will be conducted on the following dates, times, and locations:

November 10, 1993
3:00 p.m. - 5:00 p.m.

Pitt Community College
Highway 11 South
Greenville, NC 27834

November 15, 1993
3:30 p.m. - 5:30 p.m.

Buncombe County Board of Education
175 Bingham Road
Asheville, NC 28806

PLAN OF WORK FOR
SEX EQUITY AND SINGLE PARENTS,
DISPLACED HOMEMAKERS AND SINGLE
PREGNANT WOMEN
FY95-FY96

Goal I: Administer the sex equity and single parents, displaced homemakers, and single pregnant women programs to foster the elimination of gender bias and stereotyping and achieve equity.

Planned Activities:

1. Develop and implement gender equity funding
2. Monitor vocational and technical education programs for gender equity
3. Provide technical assistance
4. Provide gender equity materials
5. Implement statewide summer enrichment programs
6. Encourage the establishment and implementation of apprenticeships, shadowing, tutorial and mentoring programs
7. Review local vocational and technical education plans
8. Gather and share equity information
9. Plan the equity budget
10. Attend national conferences
11. Collaborate with community groups that foster women's issues.

Goal II. Increase awareness of gender inequities to eliminate biases in actions and attitudes so that differences are respected, honored, and valued.

Planned Activities:

1. Develop a statewide public awareness campaign
2. Encourage the establishment of an Equity Awareness Week
3. Provide gender equity awareness materials for classroom use
4. Develop a speaker's bureau
5. Provide staff development/in-service training
6. Plan equity awareness activities
7. Identify positive equity employment policies
8. Provide guidance information
9. Gather and disseminate gender equity materials.

Goal III. Educate and empower students to make life choices based on their individual interests, aptitudes and needs rather than on gender bias and tradition.

Planned Activities:

1. In-service teachers
2. Implement summer programs
3. Provide curricula materials
4. Provide guidance information
5. Foster local equity impact plans
6. Encourage the establishment and implementation of apprenticeships, shadowing, tutorial and mentoring programs.

Goal IV. Increase the commitment of educators to gender equity through programs and practices.

Planned Activities:

1. Provide statewide conferences
2. Provide curricula materials
3. Provide guidance information
4. Establish a speaker's bureau
5. Foster the development and implementation of gender equity impact plans
6. Provide technical assistance
7. Provide forums for information sharing

**VOCATIONAL AND TECHNICAL EDUCATION PLAN FOR MEETING JOB SKILL TRAINING NEEDS
PROJECTIONS FOR JOB OPENINGS, ENROLLMENTS AND COMPLETERS
1995 - 1996**

State Occupational Information Coordinating Committee (SOICC) Cluster Title(s)	Employment		Annual Average Job Openings 1989 - 2000	Levels*	Projected Enrollments 1995 - 1996**		Projected Completers 1995 - 1996**	
	Actual 1989	Projected 2000						
Urban/Regional Planner	659	805	20					
Barbering/Cosmetology	19,237	21,795	1,236	Sec PS	1,148 3,786	1,230 3,776	362 498	395 498
Special Education	5,681	7,300	281					
Teacher, Secondary and Vocational Education	82,046	97,591	3,561					
All Other Engineering	6,932	7,802	226					
Chemical Engineering	1,184	1,294	42					
Air Conditioning/Heating Installation Repair	10,036	11,645	351	Sec PS	137 1,709	152 1,697	37 293	40 293
Automobile Mechanics	30,819	36,878	1,598	Sec PS	6,452 2,135	6,551 2,015	1,211 285	1,264 285
Surveying	4,762	5,682	206	PS	169	170	26	26
Dieticians/Nutrition	1,481	2,048	133					
Legal Services	11,167	13,942	846					
Legal Assisting	2,374	2,611	58					
Library Science	3,919	4,958	247					
Biological/Life Sciences	6,469	7,884	281					
Medical Science	765	874	21					

*Levels: Sec = Secondary (first, second and third level courses) PS = Postsecondary

**Secondary completers are those who complete a vocational sequence in the 12th grade and graduate. Most secondary vocational & technical education programs provide training for more than one cluster area. The clusters listed are the ones most closely related to the secondary vocational curriculum.

Sixty-six percent of secondary completers go directly into further education. Ten percent are in on-the-job training the year following graduation.

VOCATIONAL AND TECHNICAL EDUCATION PLAN FOR MEETING JOB SKILL TRAINING NEEDS
PROJECTIONS FOR JOB OPENINGS, ENROLLMENTS AND COMPLETERS
1995 - 1996

State Occupational Information Coordinating Committee (SOICC) Cluster Title(s)	Employment		Annual Average Job Openings 1989 - 2000	Levels*	Projected Enrollments 1995 - 1996**		Projected Completers 1995 - 1996**	
	Actual 1989	Projected 2000						
Archival Science	44	56	4					
All Other Therapy	693	879	27	PS	33	33	3	3
Physics/Astronomy	1,439	1,706	55					
Atmospheric/Space Science	154	166	5					
Chemistry	3,402	4,157	130					
Earth Science	299	394	13	PS	58	176	19	19
Chemical Technology	5,688	5,810	134					
Social Work	10,731	13,315	470	PS	922	940	44	44
Economics	425	546	17					
Bricklaying *(NC Brick Association projected job openings)	9,118	10,256	270 400+	Sec PS	2,129 503	2,037 498	580 35	596 35
Carpentry, General Construction, Paperhanging	82,684	91,977	3,333	Sec PS	3,763 1,250	3,894 1,171	914 210	998 210
Electrical Trades	24,299	27,435	714	Sec PS	801 1,674	773 1,614	172 275	156 275
Plumbing	14,421	16,529	527	Sec PS	94 290	109 305	18 69	21 69
Appliance/Equipment Repair, Communication Electronics, Electrical Engineering, Electrical Technology, Computer Repair, Electromechanical Equipment Repair	37,997	42,968	1,312	Sec PS	1,673 6,687	1,789 6,786	296 851	320 851

*Levels: Sec = Secondary (first, second and third level courses) PS = Postsecondary

**Secondary completers are those who complete a vocational sequence in the 12th grade and graduate. Most secondary vocational & technical education programs provide training for more than one cluster area. The clusters listed are the ones most closely related to the secondary vocational curriculum.

Sixty-six percent of secondary completers go directly into further education. Ten percent are in on-the-job training the year following graduation.

VOCATIONAL AND TECHNICAL EDUCATION PLAN FOR MEETING JOB SKILL TRAINING NEEDS
PROJECTIONS FOR JOB OPENINGS, ENROLLMENTS AND COMPLETERS
 1995 - 1996

State Occupational Information Coordinating Committee (SOICC) Cluster Title(s)	Employment		Annual Average Job Openings 1989 - 2000	Levels*	Projected Enrollments 1995 - 1996**		Projected Completers 1995 - 1996**	
	Actual 1989	Projected 2000						
Musical Instrument Repair	116	158	13	PS	10	9	2	2
Jewelry & Watch Repair	817	991	65	PS	29	30	3	3
Aircraft Mechanic	2,572	2,621	58	PS	307	332	52	52
Landscape Architecture, Civil Engineering, Mechanical Engineering, Other Engineering Technology, Civil Engineering Technology	34,291	39,310	1,330	Sec PS	7,255 4,452	7,378 4,515	1,337 579	1,397 579
Welding	10,337	11,087	225	Sec PS	499 1,729	466 1,675	188 163	167 163
Airline Piloting	2,550	2,985	93	PS	241	275	44	44
Air Traffic Controller	593	670	13					
Speech Pathologist	1,318	1,723	58					
Dentistry	3,236	3,693	223					
Dental Hygiene	2,627	2,929	45	PS	389	384	122	122
Medical Records	1,190	1,804	79	PS	383	439	22	22
Stenographer	4,559	4,332	63	PS	31	29	4	4
Nursing Assistant, Miscellaneous Health Services, Miscellaneous Medical Assistant	44,728	61,092	3,953	Sec PS	8,036 1,509	8,854 1,591	2,157 378	2,320 378
Occupational Therapy Assistant	152	210	10	PS	146	158	19	19
Pharmacy Support	2,714	3,730	185	PS	294	317	52	52

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	Actual 1989	Projected 2000						
Physical Therapy Assistant	991	1,337	65	PS	555	618	92	92
Physicians Assistant	1,008	1,022	26					
Health Diagnosis & Treatment, Laboratory Technology	6,077	7,929	287	PS	695	814	164	164
Optical Technology	47	69	3	PS	81	90	14	14
Emergency Medical Technology	2,199	2,735	90	PS	487	549	44	44
Nuclear Medicine Technology	222	336	12	PS	29	30	6	6
Radiologic Technology	3,447	4,807	156	PS	907	1,060	183	183
Respiratory Therapy	1,114	1,616	54	PS	616	727	196	196
Surgical Technology	1,080	1,710	79	PS	257	333	67	67
Medicine	10,434	12,384	831					
Nursing	36,929	51,052	2,416	PS	7,370	8,890	1,697	1,697
License Practical Nurse	13,985	19,888	1,179	PS	1,812	2,148	528	528
Optometry	361	455	30					
Pharmacy	4,003	4,986	278					
Podiatry	81	98	8					
Occupational Therapy	406	580	19					

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1995 - 1996**

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	Actual 1989	Projected 2000						
Physical Therapy	1,231	1,736	69					
Recreational Therapy	510	744	26					
Veterinary Medicine	1,393	1,665	72					
Secretarial	72,737	84,927	3,406	Sec PS	2,639 3,111	2,259 3,175	1,413 293	1,141 293
Legal Secretary	5,155	5,568	146	PS	453	498	42	42
Medical Secretary	5,241	7,587	342	PS	2,158	2,357	117	117
Real Estate	6,372	8,067	514	PS	1,461	1,721	33	33
Farming, Agricultural/Food Service	13,231	9,820	153	Sec PS	6,908 170	6,462 186	343 27	267 27
Agricultural Mechanics	1,067	1,087	29	Sec PS	760 21	830 20	150 4	165 4
Fish & Wildlife Management	9,310	11,527	485	Sec PS	520 236	530 137	85 41	87 41
Gardening & Landscaping, Agricultural Services & Supplies	120,256	100,861	2,339	Sec PS	3,320 1,250	3,350 1,395	675 140	695 140
Timber, Forest & Conservation, Forestry & Conservation Science	5,332	2,148	196	Sec PS	525 236	550 253	81 54	76 54

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1995 - 1996

State Occupational Information Coordinating Committee (SOICC) Cluster Title(s)	Employment		Annual Average Job Openings 1989 - 2000	Levels*	Projected Enrollments 1995 - 1996**			Projected Completers 1995 - 1996**	
	Actual 1989	Projected 2000							
Interior Design	1,027	1,242	65	PS	417	423	74	74	
Sales	352,871	419,764	22,298	Sec PS	8,950 970	9,018 866	1,814 154	1,760 154	
Management & Administration, Personnel Management, Marketing/Advertising	189,677	222,134	10,611	Sec PS	8,721 121,160	9,018 11,554	1,617 1,271	1,766 1,271	
Security Sales	3,769	6,238	513						
Design	4,658	6,146	350	Sec PS	1,550 63	1,430 66	125 22	97 22	
Insurance	12,352	16,358	752	PS	142	32	6	6	
Communications/Journalism/Broadcasting	7,864	8,809	371	Sec PS	265 253	290 267	64 23	80 23	
Instructional Design	1,904	2,405	143	PS	20	20	1	1	
Funeral Services	938	1,259	121	PS	326	343	8	8	
Food Service, Food Processing/Production	196,393	265,410	12,722	Sec PS	1,755 1,354	1,860 1,471	463 178	489 178	
Food Service & Lodging Management, Travel Services, Hospitality Services	20,153	25,314	1,408	Sec PS	362 523	385 539	22 33	26 33	
Meatcutting & Butchering	17,325	18,841	626						
Adult & Continuing Education	8,764	11,332	730						

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1995 - 1996**

State Occupational Information Coordinating Committee (SOICC) Cluster Title(s)	Employment		Annual Average Job Openings 1989 - 2000	Levels*	Projected Enrollments 1995 - 1996**		Projected Completers 1995 - 1996**	
	Actual 1989	Projected 2000						
Medical Equipment Repair	179	248	19	PS	189	201	20	20
Science Technologies, Water & Waste Technology	7,780	9,642	333	Sec PS	6,408 146	5,912 144	607 13	596 13
Quality Control Inspector	35,667	34,859	1,110					
Mining Technology	85	75	2					
Child Care, Teaching Assistant	44,905	57,672	2,672	Sec PS	2,120 3,749	2,226 3,717	395 347	463 347
Clothing Production	61,926	54,622	1,094	Sec	254	288	86	99
Laundry, Dry Cleaning/Tailoring	12,333	13,600	853					
Home Furnishings	17,587	16,743	386	Sec	224	257	65	74
Housekeeping/Building Services	79,243	98,581	8,538					
Home & Home Health Assisting	6,836	9,649	556	PS	176	225	125	125
Library Assisting	4,282	5,436	247	PS	44	40	3	3
Mathematics	2,127	2,631	124					
Quantitative Business Analysis	472	732	36					
Recreation	8,962	11,141	474	PS	108	90	12	12
Actuarial Science	127	214	20					

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	Actual 1989	Projected 2000						
Religious Education	6,878	7,078	414					
Religion	8,709	8,904	555					
Law Enforcement	25,420	31,608	1,172	PS	8,377	9,144	1,264	1,264
Security Service	16,408	18,066	2,085					
Fire Safety	5,642	6,573	143	PS	581	599	35	35
Social Science	2,903	3,627	94					
Industrial Machinery Repair	85,954	92,108	3,576	Sec PS	477 1,080	525 1,119	87 123	93 123
Power Plant Operator	6,477	7,128	260					
Auto Body Repair	3,883	4,796	176	Sec PS	463 811	466 794	97 115	114 115
Diesel Engine Repair	12,954	15,730	553	Sec PS	14 183	12 182	4 41	3 41
Printing	12,858	14,210	467	Sec PS	2,034 430	2,144 432	349 58	385 58
Small Engine Repair, Marine Maintenance Repair	1,175	1,474	70	Sec PS	95 239	84 226	11 65	16 65
Bicycle Repair	183	235	11					
Upholstering	6,875	7,799	251	PS	126	116	47	47

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	Actual 1989	Projected 2000						
Leather Work, Shoemaking/Repair	1,370	974	10					
Metals Manufacturing	45,485	50,287	1,542	Sec PS	474 1,710	487 1,685	106 336	117 336
Woodworking	28,993	31,487	1,455	Sec PS	1,298 197	1,359 192	243 33	255 33
Flight Attendant	2,494	3,034	79					
Construction Equipment Operator	16,670	18,784	668	PS	63	57	10	10
Truck & Bus Driving	86,497	100,157	3,356	PS	618	700	392	392
Water Transportation	413	448	14					
Commercial Art	2,792	3,547	150	Sec PS	99 1,297	108 1,360	17 117	20 117
Photography	2,875	3,992	170	Sec PS	91 248	87 254	30 33	34 33
Dance	97	121	5					
Theater/Film	4,174	4,880	102					
Music	3,307	3,301	102					
Mental/Physical Health Assistant	3,004	4,070	172	PS	133	141	15	15
Psychiatric Assisting	3,532	5,160	353	PS	582	599	42	42
Dental Assisting	3,974	4,298	71	PS	460	474	136	136

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	Actual 1989	Projected 2000						
Dental Laboratory	733	820	25	PS	34	35	7	7
Medical Services Management	2,852	3,796	205					
Clerical Supervision	27,959	31,454	1,192					
Line Supervision	36,059	36,392	1,135					
Bookkeeping	106,671	64,787	4,160	Sec PS	6,071 5,734	5,441 5,930	699 605	650 605
Office Clerical	214,835	251,812	9,382	Sec PS	2,639 2,021	2,339 1,661	1,708 239	1,419 239
Computer Operations	40,522	51,876	1,447	Sec PS	707 653	615 600	350 72	261 72
Banking Support Services	27,048	33,605	1,088	PS	319	293	31	31
Miscellaneous Engineering Related Technologies	1,205	1,346	55	PS	44	33	3	3
Miscellaneous Mechanics & Repairers	6,285	7,232	296	PS	119	105	20	20
Miscellaneous Precision Production & Manufacturing	82,808	82,323	1,933	PS	64	70	4	4

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FUND DISTRIBUTION (75%) - SECONDARY
FY 1994-95 PROJECTED ALLOTMENTS TO
ELIGIBLE RECIPIENTS

LEA NAME	PROJECTED ALLOTMENT	LEA NAME	PROJECTED ALLOTMENT	LEA NAME	PROJECTED ALLOTMENT
ALAMANCE	113,002	DAVIE	53,196	NORTHAMPTON	102,262
BURLINGTON	84,2440	DUPLIN	139,870	ONSLow	238,645
ALEXANDER	38,954	DURHAM PUBLIC	336,243	ORANGE	60,899
ALLEGHANY	21,127	EDGEcombe	178,668	CHAPEL HILL	46,638
ANSON	74,153	FORSYTH	472,478	PAMLICO	37,087
ASHE	63,754	FRANKLIN	72,157	PASQUOTANK	82,300
AVERY	43,121	FRANKLINTON	26,900	PENDER	83,256
BEAUFORT	75,722	GASTON	348,373	PERQUIMANS	33,379
WASHINGTON	69,899	GATES	28,580	PERSON	90,486
BERTIE	99,749	GRAHAM	21,042	PITT	302,057
BLADEN	125,759	GRANVILLE	99,003	POLK	31,915
BRUNSWICK	118,553	GREENE	74,916	RANDOLPH	123,958
BUNCOMBE	228,963	GUILFORD	640,094	ASHEBORO	46,781
ASHEVILLE	119,813	HALIFAX	191,916	RICHMOND	119,526
BURKE	136,959	ROANOKE RAPIDS	35,624	ROBESON	479,928
CABARRUS	131,330	WELDON	39,887	ROCKINGHAM	191,867
KANNAPOLIS	51,620	HARNETT	191,225	ROWAN	170,662
CALDWELL	129,201	HAYWOOD	108,359	RUTHERFORD	133,017
CAMDEN	13,892	HENDERSON	108,396	SAMPSON	128,716
CARTERET	94,036	HERTFORD	93,281	CLINTON	41,174
CASWELL	65,469	HOKE	85,438	SCOTLAND	105,016
CATAWBA	108,383	HYDE	25,751	STANLY	64,848
HICKORY	51,701	IREDELL	143,446	ALBEMARLE	25,409
NEWTON	29,012	MOORESVILLE	26,578	STOKES	75,901
CHATHAM	57,397	JACKSON	57,524	SURRY	94,211
CHEROKEE	63,850	JOHNSTON	201,193	ELKIN	8,401
CHOWAN	46,873	JONES	32,724	MOUNT AIRY	25,077
CLAY	18,839	LEE	90,434	SWAIN	39,604
CLEVELAND	104,511	LENOIR	205,233	TRANSYLVANIA	45,286
KINGS MTN	48,025	LINCOLN	84,554	TYRRELL	13,843
SHELBY	52,219	MACON	43,471	UNION	172,623
COLUMBUS	178,092	MADISON	52,001	VANCE	138,258
WHITEVILLE	38,734	MARTIN	108,930	WAKE	600,418
CRAVEN/NEW BERN	213,120	MCDOWELL	65,041	WARREN	82,829
CUMBERLAND	728,179	MECKLENBURG	856,420	WASHINGTON	54,707
CURRITUCK	32,636	MITCHELL	33,504	WATAUGA	60,050
DARE	25,877	MONTGOMERY	53,295	WAYNE	281,128
DAVIDSON	153,189	MOORE	123,013	WILKES	137,604
LEXINGTON	53,759	NASH	279,103	WILSON	236,358
THOMASVILLE	43,432	NEW HANOVER	274,224	YADKIN	63,083
				YANCEY	49,337
				DEPT OF HUMAN RESOURCES	5,629
					14,974,406

NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES
ALLOTMENT ANALYSIS
FY 1993-1994

COLLEGE	ACTUAL PELL GRANTS	% OF PELL GRANTS	93-94 VO.ED. ALLOT
ALAMANCE CC	289	0.0136032	88,597
ANSON CC	130	0.0061191	39,853
ASHEVILLE-BUNCOMBE TCC	312	0.0146858	95,648
BEAUFORT CC	254	0.0119558	77,867
BLADEN TC	189	0.0088962	57,941
BLUE RIDGE CC	248	0.0116733	76,028
BRUNSWICK CC	131	0.0061662	40,160
CALDWELL CC & TI	384	0.0180748	117,721
CAPE FEAR CC	326	0.0153448	99,940
CARTERET CC	387	0.0182161	118,640
CATAWBA VALLEY CC	433	0.0203813	132,742
CENTRAL CAROLINA CC	419	0.0197223	128,450
CENTRAL PIEDMONT CC	1162	0.0546952	356,227
CLEVELAND CC	226	0.0106378	69,283
COASTAL CAROLINA CC	489	0.0230172	149,910
COLLEGE OF THE ALBEMARLE	392	0.0184514	120,173
CRAVEN CC	411	0.0193457	125,998
DAVIDSON COUNTY CC	483	0.0227348	148,070
DURHAM TCC	350	0.0164745	107,297
EDGECOMBE CC	487	0.0229230	149,297
FAYETTEVILLE TCC	959	0.0451400	293,995
FORSYTH TCC	561	0.0264062	171,982
GASTON COLLEGE	391	0.0184043	119,866
GUILFORD TCC	419	0.0197223	128,450
HALIFAX CC	433	0.0203813	132,742
HAYWOOD CC	265	0.0124735	81,239
ISOHERMAL CC	216	0.0101671	66,218
JAMES SPRUNT CC	227	0.0106849	69,590
JOHNSTON CC	323	0.0152036	99,020
LENOIR CC	423	0.0199106	129,677
MARTIN CC	207	0.0097435	63,459
MAYLAND CC	323	0.0152036	99,020
MCDONELL TCC	266	0.0125206	81,546
MITCHELL CC	135	0.0063544	41,386
MONTGOMERY CC	140	0.0065898	42,919
NASH CC	309	0.0145446	94,726
PAMLICO CC	46	0.0021652	14,102
PIEDMONT CC	227	0.0106849	69,590
PITT CC	533	0.0250883	163,399
RANDOLPH CC	212	0.0099788	64,992
RICHMOND CC	453	0.0213227	138,873
ROANOKE-CHOWAN CC	384	0.0180748	117,721
ROBESON CC	289	0.0136032	88,597
ROCKINGHAM CC	294	0.0138386	90,130
ROWAN-CABARRUS CC	501	0.0235820	153,589
SAMPSON CC	267	0.0125677	81,853
SANDHILLS CC	472	0.0222170	144,698
SOUTHEASTERN CC	375	0.0176512	114,961
SOUTHWESTERN CC	446	0.0209932	136,727
STANLY CC	327	0.0153919	100,246
SURRY CC	391	0.0184043	119,866
TRI-COUNTY CC	202	0.0095081	61,926
VANCE-GRANVILLE CC	527	0.0248058	161,559
WAKE TCC	454	0.0213697	139,180
WAYNE CC	678	0.0319134	207,850
WESTERN PIEDMONT CC	411	0.0193457	125,998
WILKES CC	279	0.0131325	85,531
WILSON TCC	378	0.0177924	115,881
TOTAL	21,245	1.0000000	6,512,951

CORRECTIONS EDUCATION AGREEMENT

Whereas, the State Board of Community Colleges/Department of Community Colleges (SBCC/DCC) has been designated the State Agency for Corrections Education to administer vocational education programs for adult criminal offenders in correctional institutions in this state; and

Whereas, the SBCC/DCC and the Department of Correction (DOC) have reached a common understanding concerning the division of responsibilities for provision of corrections education in this state.

Now, therefore, SBCC/DCC and DOC hereby enter into the following agreement for providing corrections education in this state.

AGREEMENT

SBCC/DCC shall ensure compliance with all applicable requirements and regulations under the provisions of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 in the provision of corrections education.

SBCC/DCC shall, within the availability of funds, provide appropriate instructional personnel.

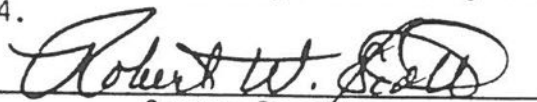
DOC shall provide, within the availability of funds, appropriate educational facilities including classrooms, utilities, and janitorial services and supplies.

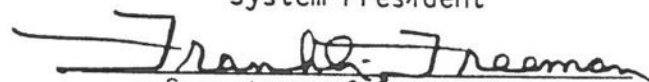
DOC and SBCC/DCC have jointly developed a process to select programs to receive criminal offenders funds available under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

The process for allocating these funds consist of the following elements:

- (A) A request for proposals based on the following priorities:
 - (1) New programs required as a result of DOC's construction of new facilities;
 - (2) New programs in existing facilities; and
 - (3) Upgrading existing programs.
- (B) The SBCC/DCC and DOC's interagency committee will recommend its final project selections to the System President for review. The System President will make final recommendations to the State Board of Community Colleges for approval subject to the availability of federal funds.

IN WITNESS WHEREOF, this agreement has been duly executed by SBCC/DCC and DOC this 10th day of March, 1994.


System President


Secretary of Corrections

CORRECTIONS EDUCATION AGREEMENT

Whereas, the State Board of Education/Department of Public Instruction (SBE/DPI) has been designated the sole state agency for federal vocational education funds in this state; and

Whereas, the SBE/DPI and the Department of Human Resources (DHR) have reached a common understanding concerning the division of responsibilities for provision of corrections education for delinquent and at-risk youth with special needs in correctional institutions in this state.

Now, therefore, SBE/DPI and DHR hereby enter into the following agreement for providing corrections education in this state.

AGREEMENT

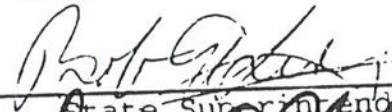
SBE/DPI shall ensure compliance with all applicable requirements and regulations under the provisions of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 in the provision of corrections education.

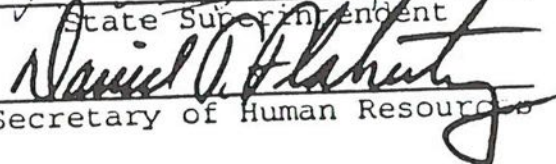
DHR and SBE/DPI designated five training schools to receive criminal offenders funds available under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

DHR shall, within the availability of funds,

- (1) provide inservice training for vocational teachers working with academic teachers to develop and implement strategies integrating basic skills and vocational education;
- (2) develop and implement systemwide program improvement plans;
- (3) acquire and use up-to-date instructional equipment and supplies;
- (4) enhance assessment strategies using technological and non-technological systems (VoCATS and a student performance rating form);
- (5) collaborate and cooperate with other agencies such as the NC Department of Public Instruction, the NC Department of Community Colleges, and the NC Department of Vocational Rehabilitation in providing services to youth in their care.

IN WITNESS WHEREOF, this agreement has been duly executed by SBE/DPI and DHR this 30th day of July, 1992.



State Superintendent


Secretary of Human Resources

This plan is due in the Program Support
Management Office on or before
May 20, 1994

APPLICATION FOR VOCATIONAL & TECHNICAL EDUCATION
STATE/FEDERAL FUNDING

FISCAL YEARS 1995 - 1996

All programs, services and activities administered in Part II will be in accord with the assurances listed in Part I of this application.

The development of this application for state/federal aid for secondary vocational & technical education was coordinated by the director for vocational & technical education. This plan and the programs, services and activities offered are in accord with State and Federal guidelines. The information and data included are accurate to the best of our knowledge and belief.

Local Education Agency

Number

Date

APPROVED BY:

Superintendent of Schools

Chairperson, Board of Education

This Annual Application, when completed, approved by the local board of education and the superintendent of schools, becomes an agreement between the local board of education and the State Board of Education. This annual Application is a necessary part of the State Board of Education's accountability to the General Assembly of North Carolina and the US Department of Education.

PREPARED BY:

Director, Vocational/Technical
Education

Telephone Number

**TWO YEAR LOCAL APPLICATION (PLAN)
FOR
FEDERAL VOCATIONAL AND APPLIED
TECHNOLOGY EDUCATION FUNDING**

FISCAL YEARS 1994-1996



INSTITUTION: _____

ADDRESS: _____

PREPARED BY: _____

DCC 1-13

REVISED 3/94

**1994-96
REQUEST FOR PROPOSALS
FOR**

**SINGLE PARENTS, DISPLACED HOMEMAKERS
AND SINGLE PREGNANT WOMEN PROGRAMS**

**TITLE II, PART B
CARL D. PERKINS
VOCATIONAL AND APPLIED TECHNOLOGY
EDUCATION ACT
AMENDMENTS OF 1990**

*Deadline
January 31, 1994*

**ISSUED BY
PROGRAM SUPPORT MANAGEMENT
VOCATIONAL AND TECHNICAL EDUCATION
DEPARTMENT OF PUBLIC INSTRUCTION
RALEIGH, NC 27601-2825**

Bob Etheridge, State Superintendent



DEPARTMENT OF COMMUNITY COLLEGES

NORTH CAROLINA STATE BOARD OF COMMUNITY COLLEGES

200 W. JONES STREET
RALEIGH, NC 27603-1337

ROBERT W. SCOTT
System President

919-733-7051

January 24, 1994

MEMORANDUM

TO: Presidents
Community College System

FROM: William R. Pursell, Director *WRP*
Employment Readiness Section

J. W. Eades, Associate Director *JWE*
Federal Vocational Education

SUBJECT: Request for Proposals - Vocational Education Single Parent/
Displaced Homemaker Program

The Department of Community Colleges is requesting proposals from community colleges for grants to support programs aimed at assisting single parents and displaced homemakers. The grants serve those who need child care and other direct services in order to complete training for an occupation. These grants will be supported with funds provided by the Carl D. Perkins Vocational and Applied Technology Education Act and are contingent on the availability of funds.

You and your staff should note three important changes for the program for 1994-95:

1. Community Colleges may request a maximum amount of money based on 1992-93 technical/vocational FTE. Please refer to page 1 of the proposal guidelines as well as the attachment, "Single Parent Allocations per FTE."
2. Grants will be awarded with the expectation that each participating college will remain in the funding program for two fiscal years. Please refer to page 5.
3. Proposals for the coming fiscal year will be reviewed primarily by staff from the field; DCC staff will play only a minimal role this year.

All community colleges in the system are eligible to apply for Single Parent/Displaced Homemaker funds. The deadline for submission of proposals is 5:00 p.m. on April 5, 1994.

If you have questions, please contact either of us or Doris Jacobs, coordinator for the program.

1994-95
REQUEST FOR PROPOSALS
FOR
VOCATIONAL EDUCATION PROGRAMS FOR
SINGLE PARENT/DISPLACED HOMEMAKERS



N.C. DEPARTMENT OF COMMUNITY COLLEGES
200 W. JONES STREET
RALEIGH, NC 27603-1337

**1994-96
REQUEST FOR PROPOSALS
FOR
SEX EQUITY PROGRAMS**

**TITLE II, PART B
CARL D. PERKINS
VOCATIONAL AND APPLIED TECHNOLOGY
EDUCATION ACT
AMENDMENTS OF 1990**

***Deadline
January 31, 1994***

**ISSUED BY
PROGRAM SUPPORT MANAGEMENT
VOCATIONAL AND TECHNICAL EDUCATION
DEPARTMENT OF PUBLIC INSTRUCTION
RALEIGH, NORTH CAROLINA 27601-2825**

BOB ETHERIDGE, STATE SUPERINTENDENT



DEPARTMENT OF COMMUNITY COLLEGES

NORTH CAROLINA STATE BOARD OF COMMUNITY COLLEGES

200 W. JONES STREET
RALEIGH, NC 27603-1337

ROBERT W. SCOTT
System President

919-733-7051

January 24, 1994

MEMORANDUM

TO: Presidents
Community College System

FROM: William R. Pursell, Director *WRP*
Employment Readiness Section

J. W. Eades, Associate Director *JWE*
Federal Vocational Education

SUBJECT: Request for Proposals - Sex Equity Program

The Department of Community Colleges is requesting proposals from community colleges for grants to recruit and retain men and women in nontraditional vocational curricula and to place them in job-related training. The grant originates from the Carl D. Perkins Vocational and Applied Technology Education Act and is contingent upon the availability of funds to the Department of Community Colleges.

You and your staff should be aware of important changes in the grant program:

1. The maximum limit of a grant will be up to \$100,000 rather than \$40,000; the Department expects to be able to fund two or three community colleges with demonstration projects. The purpose of the increased dollars is to produce systemic and permanent changes in the way community colleges recruit, educate, and place women and men into the work force;
2. Grants will be awarded with the expectation that each participating college will remain in the funding program for two fiscal years. Please refer to page 1.
3. Proposals for the coming fiscal year will be reviewed primarily by staff from the field; DCC staff will play only a minor role this year.

All community colleges in the system are eligible to apply for Sex Equity funds. The deadline for submission of proposals is 5:00 p.m. on April 12, 1994.

If you have questions, please contact either of us or Doris Jacobs, coordinator of the program.

CC-94-19
Paper Copy



DEPARTMENT OF COMMUNITY COLLEGES

NORTH CAROLINA STATE BOARD OF COMMUNITY COLLEGES

200 W. JONES STREET
RALEIGH, NC 27603-1337

ROBERT W. SCOTT
System President

919-733-7051

January 24, 1994

MEMORANDUM

TO: Presidents
Community College System

FROM: William R. Pursell, Director *WRP*
Employment Readiness Section

J. W. Eades, Associate Director *JWE*
Federal Vocational Education

SUBJECT: Request for Proposals - Sex Equity Program

The Department of Community Colleges is requesting proposals from community colleges for grants to recruit and retain men and women in nontraditional vocational curricula and to place them in job-related training. The grant originates from the Carl D. Perkins Vocational and Applied Technology Education Act and is contingent upon the availability of funds to the Department of Community Colleges.

You and your staff should be aware of important changes in the grant program:

1. The maximum limit of a grant will be up to \$100,000 rather than \$40,000; the Department expects to be able to fund two or three community colleges with demonstration projects. The purpose of the increased dollars is to produce systemic and permanent changes in the way community colleges recruit, educate, and place women and men into the work force;
2. Grants will be awarded with the expectation that each participating college will remain in the funding program for two fiscal years. Please refer to page 1.
3. Proposals for the coming fiscal year will be reviewed primarily by staff from the field; DCC staff will play only a minor role this year.

All community colleges in the system are eligible to apply for Sex Equity funds. The deadline for submission of proposals is 5:00 p.m. on April 12, 1994.

If you have questions, please contact either of us or Doris Jacobs, coordinator of the program.

CC-94-19
Paper Copy



DEPARTMENT OF COMMUNITY COLLEGES

NORTH CAROLINA STATE BOARD OF COMMUNITY COLLEGES

200 W. JONES STREET

RALEIGH, NC 27603-1337

ROBERT W. SCOTT

System President

919-733-7051

February 14, 1994

MEMORANDUM

TO: Presidents of All Community Colleges
Coordinators of Current Sex Equity Grants

FROM: William R. Pursell, Director *WRP*
Employment Readiness Section
J. W. Eades, Associate Director *JWE*
Federal Vocational Education

SUBJECT: 1994-95 Sex Equity Proposals

Because of the reported damage the new sex equity Requests for Proposals portend, we are revising the strategy for the 1994-95 proposal process.

Colleges that **CURRENTLY ARE IN THE PROGRAM** may choose to apply for the program as it currently exists. A revised copy of the RFP for 1993-94 accompanies this letter for those wishing to apply for continuation under the present program. The changes are mostly editorial and merely update the writing for 1994-95.

Alternatively a college **CURRENTLY IN THE PROGRAM** may apply for the new demonstration model that is described under cover of Memorandum No. CC-94-19 dated January 24, 1994, OR it may apply for BOTH the new and the old programs. However, grants will be awarded to the highest scorers, and a college may receive only **ONE** of the grants it applies for.

New applicants and former applicants that do not operate a current grant must apply under the new guidelines under the January 24, 1994 memorandum.

All applicants should understand that the new circumstances will allow us to award only one demonstration project in the \$80,000 - \$100,000 range.

If you have questions please call Doris Jacobs, coordinator of the program.

Attachment

CC-94-50
Paper Copy

1994-95
REQUEST FOR PROPOSALS
FOR
VOCATIONAL EDUCATION PROGRAMS FOR
SEX EQUITY



N.C. DEPARTMENT OF COMMUNITY COLLEGES
200 W. JONES STREET
RALEIGH, NC 27603-1337



DEPARTMENT OF COMMUNITY COLLEGES

NORTH CAROLINA STATE BOARD OF COMMUNITY COLLEGES
200 W. JONES STREET
RALEIGH, NC 27603-1337

ROBERT W. SCOTT
System President

919-733-7051

March 00, 1994

MEMORANDUM

TO: Presidents
Community College System

FROM: J. W. Eades, Assoc. Director
Federal Vocational Education

SUBJECT: Request for Proposals--Programs for Criminal Offenders under the
Carl D. Perkins Vocational and Applied Technology Education Act of
1990.

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 provides for vocational education training programs for criminal offenders by setting aside 1% of the funds available in Title II of the Act for this purpose. The estimated amount that will be available under the 1% set aside for 1994-96 will be \$250,000.

The Perkins Act requires that programs be of such size, scope and quality to be effective; therefore, the maximum amount of each award is not limited, but you are encouraged to be realistic when planning.

Grants will be made for two years 1994-96; from July 1, 1994 - June 30, 1996. The submission date is April 00, 1994, and individual proposal presentations will be scheduled for early May with recommendations going to the State Board of Community Colleges for approval in June.

If you have any questions about the proposal process, please call J. W. at (919) 733-7051, extension 445.

JWE/bh

Attachment

CC-94-00

Appendix 18



VOCATIONAL AND TECHNICAL EDUCATION

Technical Assistance Centers

Northeast Lorraine Davis
 Southeast Willie Randolph
 Raleigh Horace Robertson
 Southwest Diane Hogan
 Northwest Melinda Lassiter
 Western Shirley Ray

State Director

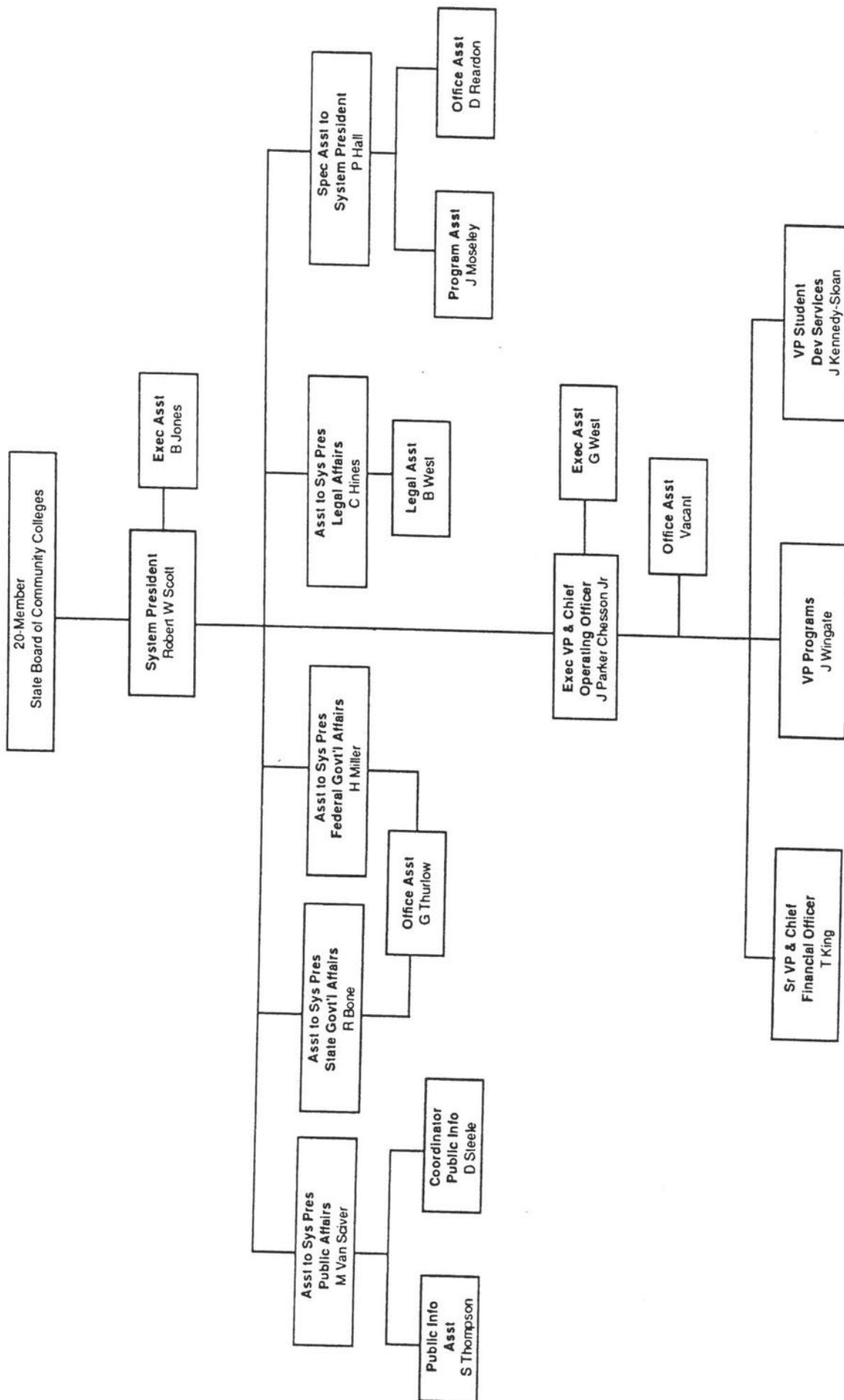
June S. Atkinson, 18500S (Ed Prg Dir III)
 Lynn Coats, Exec Sec 18540S

Staff Consultant

Sharon Royster, 18984F (Ed Prg Adm I)
 Deanna Carter, Stat Asst IV, 18993F (1/2)

*Subject Area Coordinators

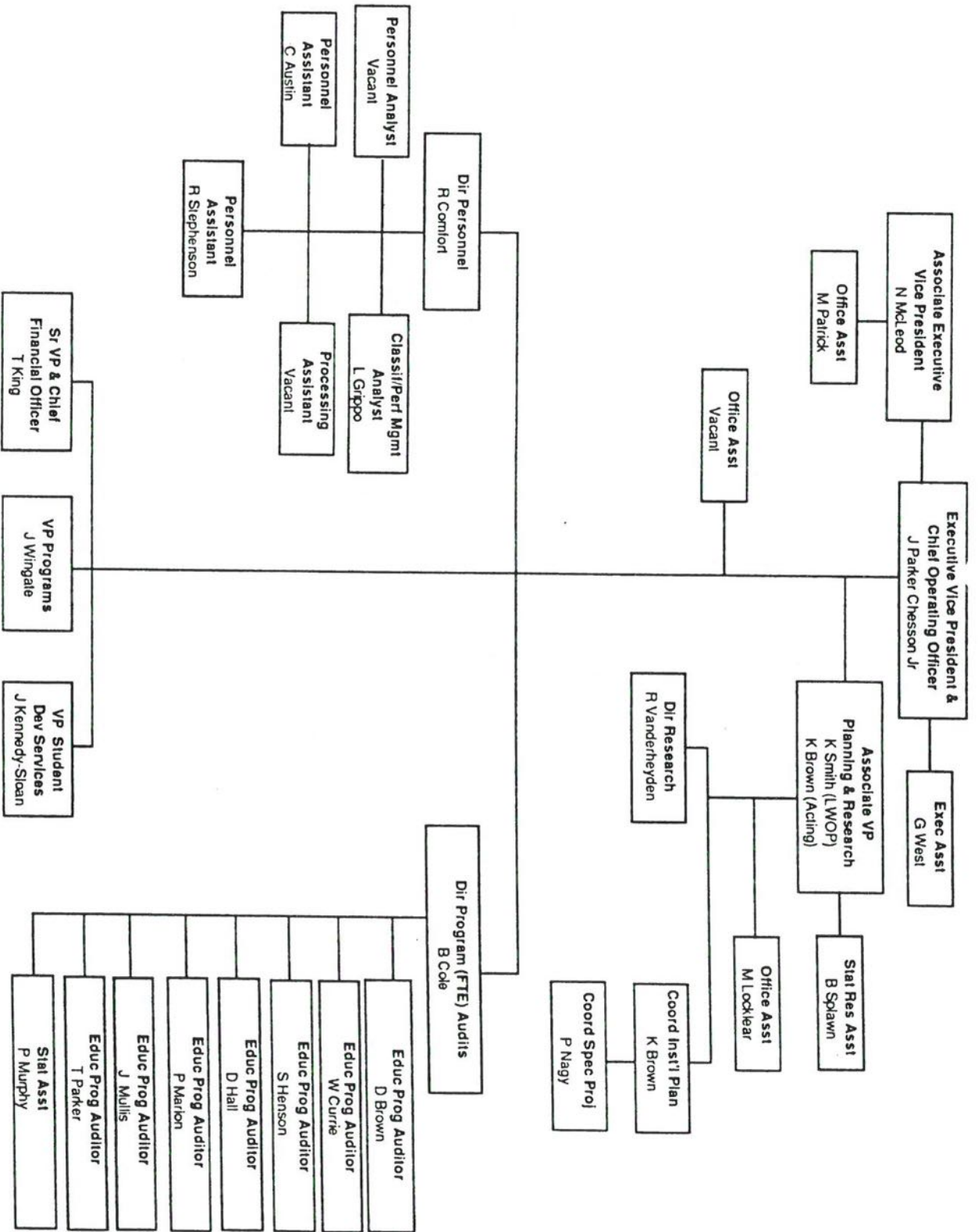
Biotechnology, Business & Marketing Careers		Industrial Technology, Family & Career Development		Program Support Management		Plan. & Performance Management	
Nancy Raynor*, Ed Con II, 18724S		Rebecca Payne*, Ed Con II, 18612S		Ken Smith, Ed Con III 18600S		Don Brannon, Ed Con III 18982F	
Agriculture *Charles Keels, Ed Con II 18718S Doug Powell, Ed Con I 18776S Health Occupations Kim Smith, Ed Con I 18732S		Technology *Deborah Shumate, Ed Con II 18983F Tom Shown, Ed Con I 18738S Trade and Industrial *Ken Thigpen, Ed Con II 18712S Sam Weeks, Ed Con I 18760S Vacant, Ed Con I 18907F Sherrill Goodman, Ed Con I 12604F (1/2)		Sex Equity Shirley Bullock, Ed Con I 18988F VoCATS Meg Murphy, Ed Res & Eval Con II 18925F Rhonda Welfare, Ed Prog Spec 18970F Vicki Puckett, Stat Asst IV, 18985F School-To-Work Willie Randolph, VE Info Mngr 18930F		State Planning/VEIS/Reporting/Civil Rights Pam Bello, Ed Con I 18905F Elizabeth Keene, Stat Asst IV 18652S JTPA Frances Melott, Ed Prog Adm I 12655F	
Business *Jim Taylor, Ed Con II 18720S James Smith, Ed Con I 18764S Debora Hollingsworth, Ed Con I 18782S Marketing *Dan Greaven, Ed Con I 18784S Sonya Dismuke, Ed Con I 18915F		Occupational HE Consumer HE Phyllis West, Ed Con I 18906F Sarah Hawes, Ed Plan & Dev Con I 10696F Career Development *David Edwards, Ed Con II 18750S Sherrill Goodman, Ed Con I 12604F (1/2)		Administrative Support Judy Evans, Sec IV 18654S Deanna Carter, Stat Asst IV 18993F (1/2)		Special Populations Pamela Davis, Ed Con II 18986F Administrative Support Frankie Marlowe, Sec IV 18802S Linda Rogers, Sec III 12610F	
Administrative Support Pam Bilbro, Sec III 18987F Jackie Griffin, Sec III 18940F Joan Jones, Sec III 18994F Yvonne Phillips, Clerk Typist IV 18656S		Administrative Support Michele Jarvis, Sec III 18910F Priscilla Weber, Sec IV 18834S Patsy Young, Sec III 18992F Vacant, Sec III 18989F					

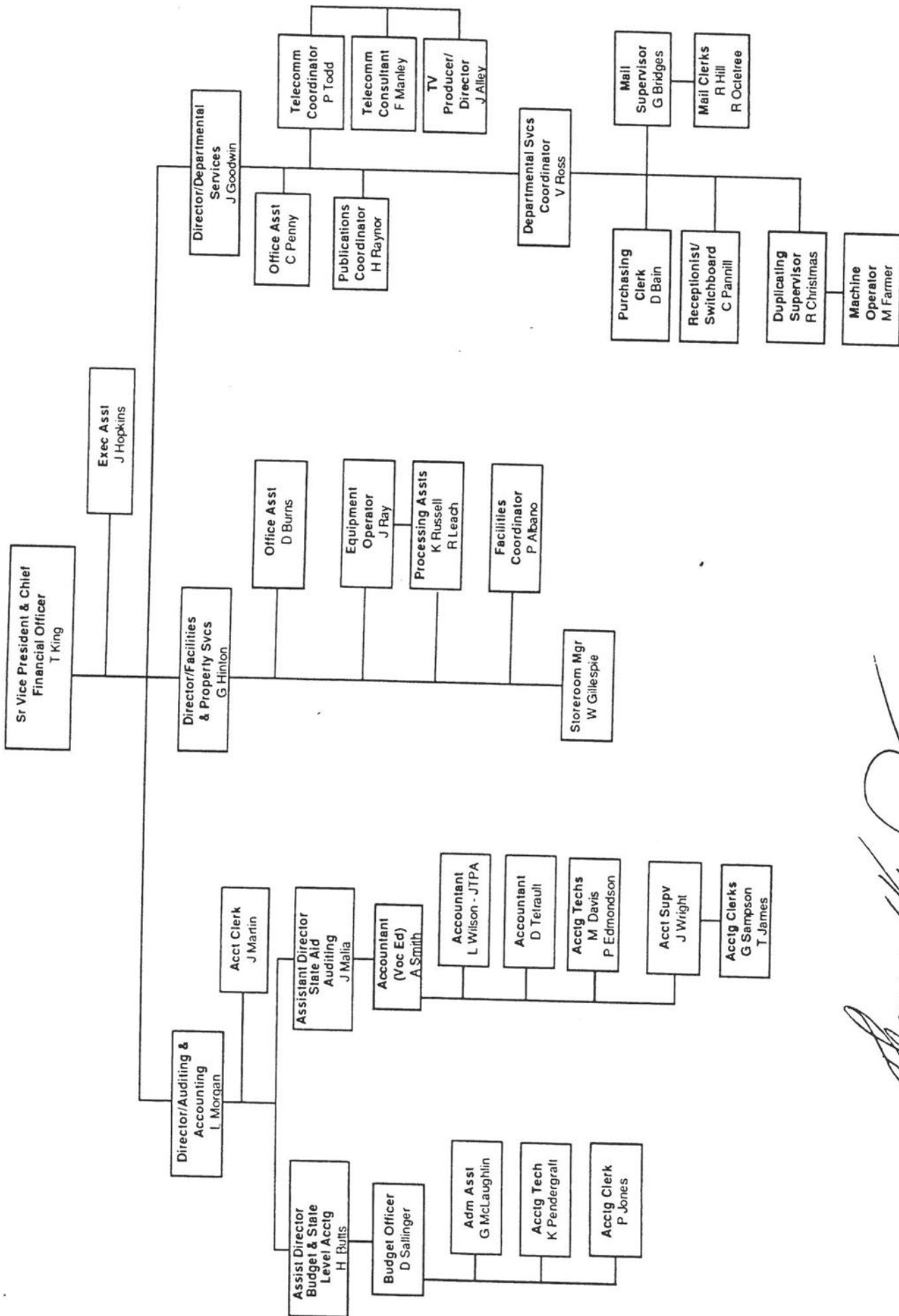


Revised 1/94
System Pres

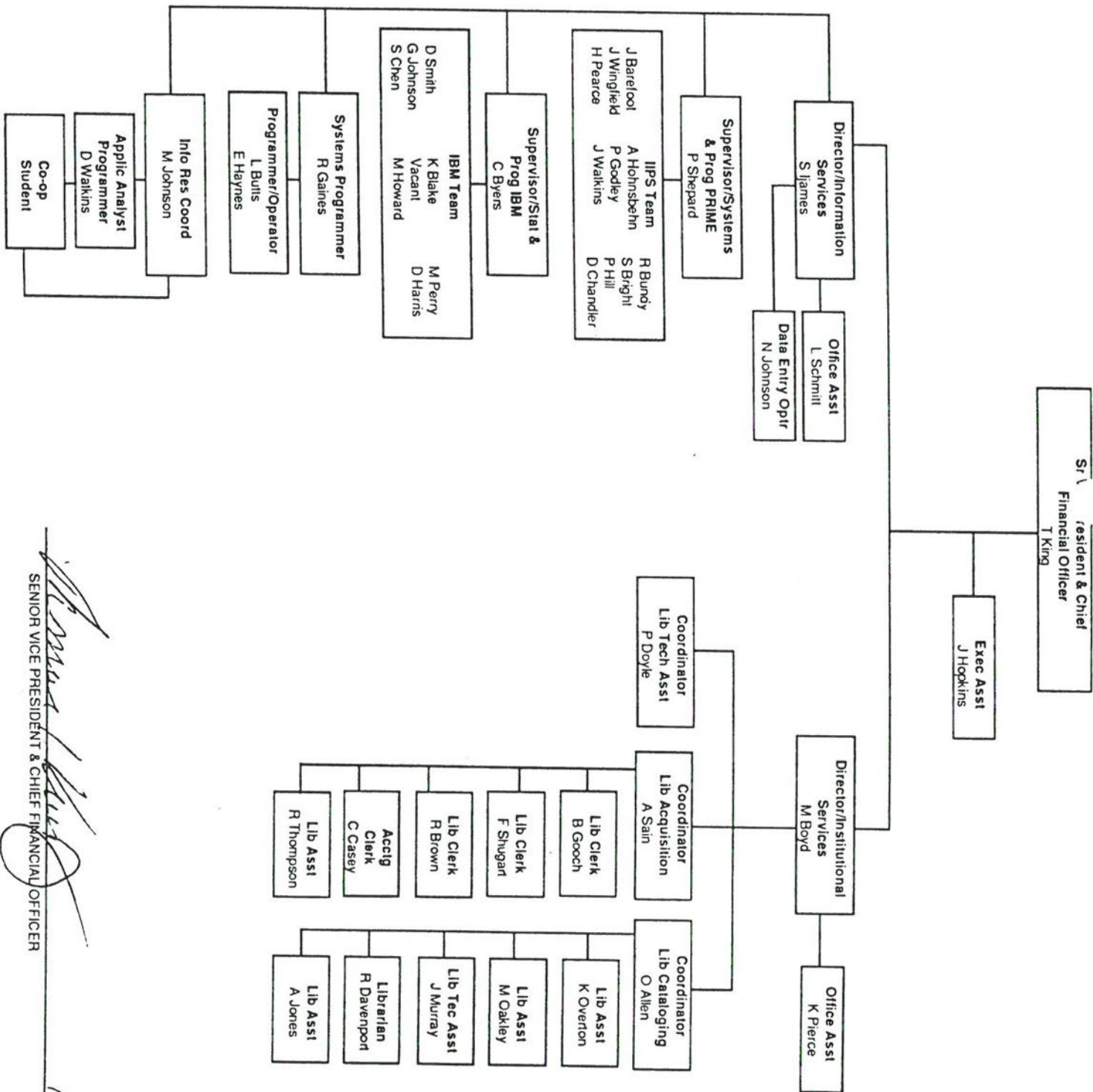
Robert W. Scott
SYSTEM PRESIDENT

1-18-94
DATE



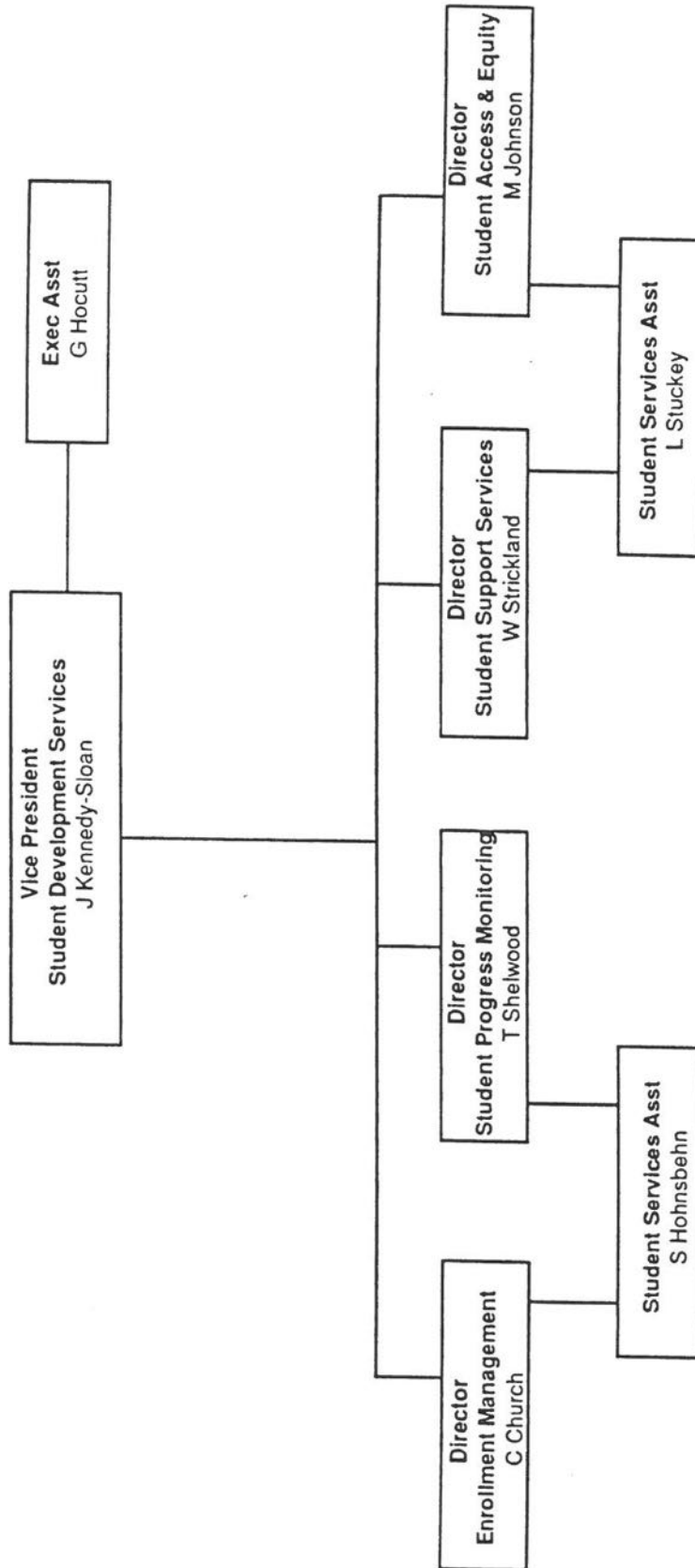


Thomas King
 SENIOR VICE PRESIDENT & CHIEF FINANCIAL OFFICER
 1-24-94
 DATE



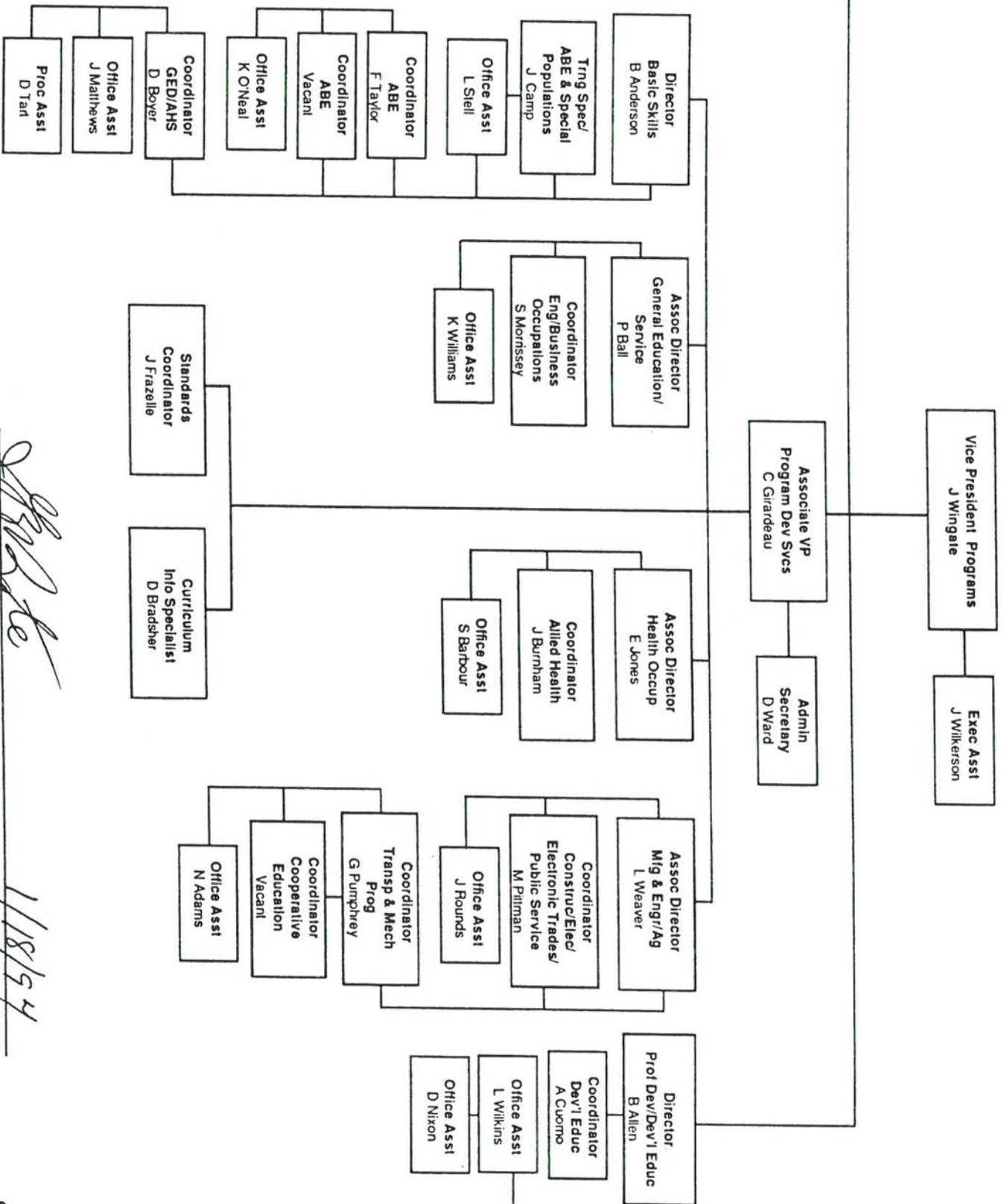
Michael King
SENIOR VICE PRESIDENT & CHIEF FINANCIAL OFFICER

1-24-94
DATE



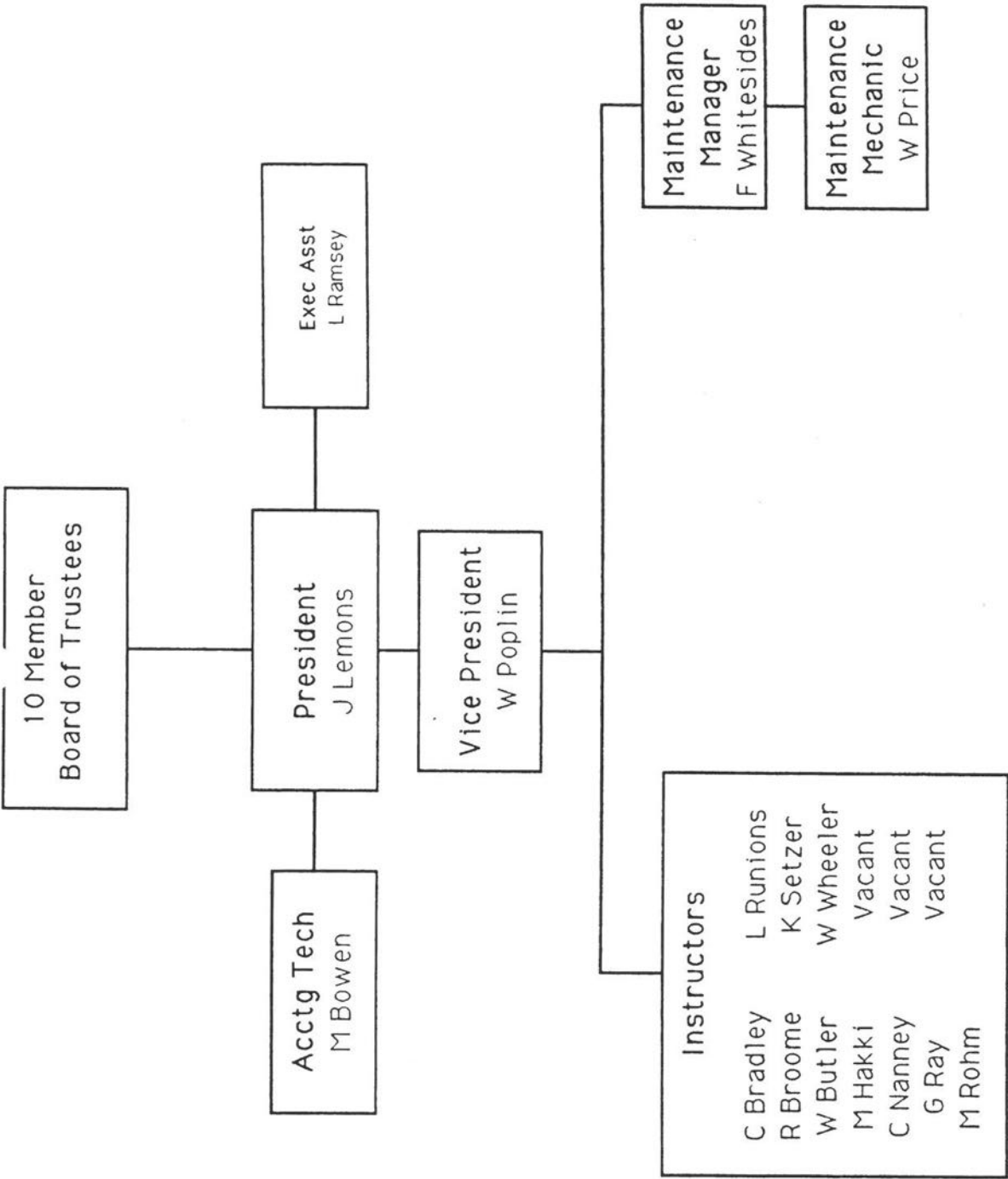
Revised 1/94
Student Svcs

Janice Kennedy-Sloan
VICE PRESIDENT STUDENT DEVELOPMENT SERVICES
1-19-94
DATE



J Wingate
VICE PRESIDENT, PROGRAMS

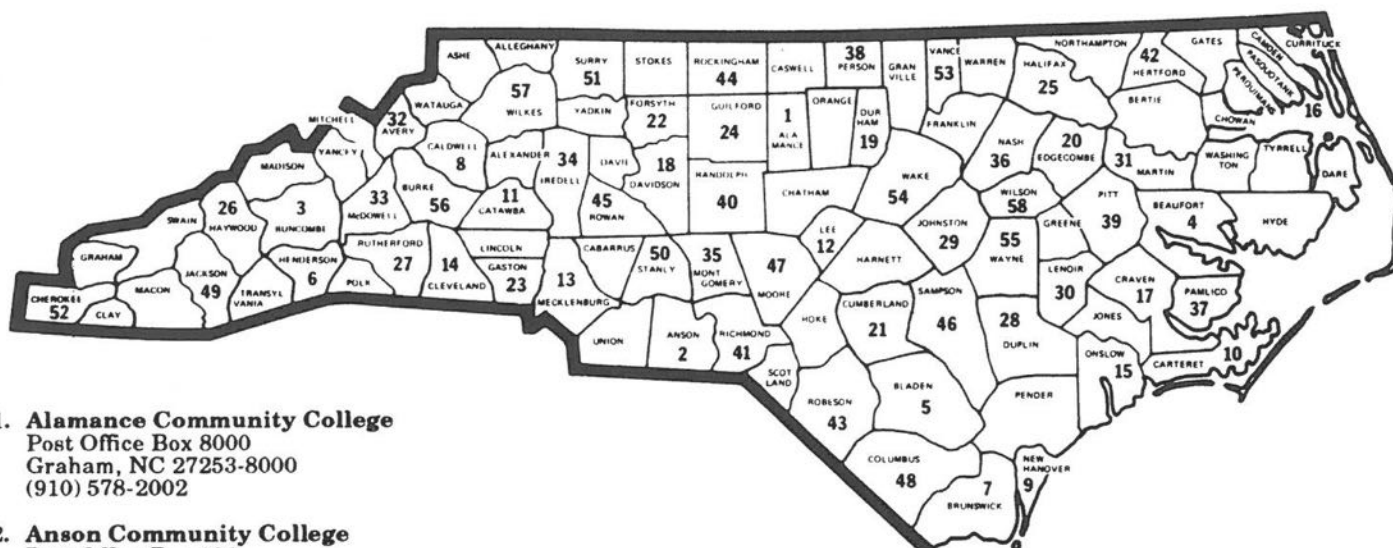
1/18/94
DATE



Revised 1/94
NC Center for Applied
Textile Technology

Jama R. Lemons 1/24/94
PRESIDENT, NC CENTER FOR APPLIED TEXTILE TECHNOLOGY DATE

The North Carolina Community College System



1. **Alamance Community College**
Post Office Box 8000
Graham, NC 27253-8000
(910) 578-2002
2. **Anson Community College**
Post Office Box 126
Polkton, NC 28135
(704) 272-7635
3. **Asheville-Buncombe Technical Community College***
340 Victoria Road
Asheville, NC 28801
(704) 254-1921
4. **Beaufort County Community College***
Post Office Box 1069
Washington, NC 27889
(919) 946-6194
5. **Bladen Community College**
Post Office Box 266
Dublin, NC 28332
(910) 862-2164
6. **Blue Ridge Community College***
College Drive
Flat Rock, NC 28731
(704) 692-3572
7. **Brunswick Community College**
Post Office Box 30
Supply, NC 28462
(910) 754-6900
8. **Caldwell Community College and Technical Institute***
1000 Hickory Boulevard
Hudson, NC 28638
(704) 726-2200
9. **Cape Fear Community College***
411 N. Front Street
Wilmington, NC 28401
(910) 251-5100
10. **Carteret Community College***
3505 Arendell Street
Morehead City, NC 28557
(919) 247-6000
11. **Catawba Valley Community College***
2550 Highway 70 S.E.
Hickory, NC 28602
(704) 327-7000
12. **Central Carolina Community College**
1105 Kelly Drive
Sanford, NC 27330
(919) 775-5401
13. **Central Piedmont Community College***
Post Office Box 35009
Charlotte, NC 28235
(704) 342-6719
14. **Cleveland Community College***
137 S. Post Road
Shelby, NC 28150
(704) 484-4000
15. **Coastal Carolina Community College***
444 Western Boulevard
Jacksonville, NC 28546
(910) 455-1221
16. **College of The Albemarle***
Post Office Box 2327
Elizabeth City, NC 27909-2327
(919) 335-0821
17. **Craven Community College***
800 College Court
New Bern, NC 28562
(919) 638-4131
18. **Davidson County Community College***
Post Office Box 1287
Lexington, NC 27292
(704) 249-8186
19. **Durham Technical Community College***
1637 Lawson Street
Durham, NC 27703
(919) 598-9222
20. **Edgecombe Community College***
2009 W. Wilson Street
Tarboro, NC 27886
(919) 823-5166
21. **Fayetteville Technical Community College***
Post Office Box 35236
Fayetteville, NC 28303-0236
(910) 678-8400
22. **Forsyth Technical Community College***
2100 Silas Creek Parkway
Winston-Salem, NC 27103-5150
(910) 723-0371
23. **Gaston College***
201 Highway 321 South
Dallas, NC 28034-1499
(704) 922-6200
24. **Guilford Technical Community College***
Post Office Box 309
Jamestown, NC 27282
(910) 334-4822
25. **Halifax Community College***
Post Office Drawer 809
Weldon, NC 27890
(919) 536-2551
26. **Haywood Community College***
1 Freedlander Drive
Clyde, NC 28721
(704) 627-2821
27. **Isothermal Community College***
Post Office Box 804
Spindale, NC 28160
(704) 286-3636
28. **James Sprunt Community College***
Post Office Box 398
Kenansville, NC 28349-0398
(910) 296-2400
29. **Johnston Community College***
Post Office Box 2350
Smithfield, NC 27577
(919) 934-3051

Offers College Transfer Curriculum Program

N.C. Department of Community Colleges
Robert W. Scott, System President
(919) 733-7051



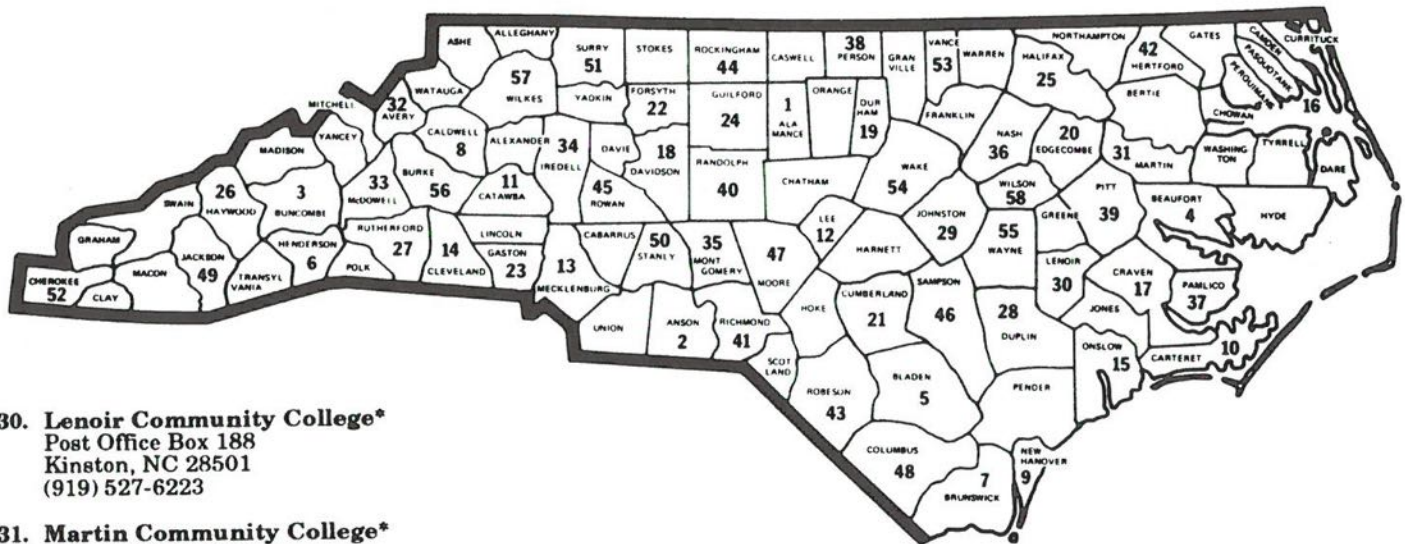
Caswell Building, 200 W. Jones Street
Raleigh, NC 27603-1337
FAX (919) 733-0680

printed on recycled paper



AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER

The North Carolina Community College System



30. Lenoir Community College*
Post Office Box 188
Kinston, NC 28501
(919) 527-6223

31. Martin Community College*
Kehukee Park Road
Williamston, NC 27892
(919) 792-1521

32. Mayland Community College
Post Office Box 547
Spruce Pine, NC 28777
(704) 765-7351

33. McDowell Technical Community College
Route 1, Box 170
Marion, NC 28752
(704) 652-6021

34. Mitchell Community College*
West Broad Street
Statesville, NC 28677
(704) 878-3200

35. Montgomery Community College*
Post Office Box 787
Troy, NC 27371
(910) 576-6222

36. Nash Community College*
Post Office Box 7488
Rocky Mount, NC 27804-7488
(919) 443-4011

37. Pamlico Community College
Post Office Box 185
Grantsboro, NC 28529
(919) 249-1851

38. Piedmont Community College
Post Office Box 1197
Roxboro, NC 27573
(910) 599-1181

39. Pitt Community College*
Post Office Drawer 7007
Greenville, NC 27834
(919) 321-4200

40. Randolph Community College
Post Office Box 1009
Asheboro, NC 27204-1009
(910) 629-1471

41. Richmond Community College*
Post Office Box 1189
Hamlet, NC 28345
(910) 582-7000

42. Roanoke-Chowan Community College
Route 2, Box 46-A
Ahoskie, NC 27910
(919) 332-5921

43. Robeson Community College*
Post Office Box 1420
Lumberton, NC 28359
(910) 738-7101

44. Rockingham Community College*
Wentworth, NC 27375
(910) 342-4261

45. Rowan-Cabarrus Community College*
Post Office Box 1595
Salisbury, NC 28145-1595
(704) 637-0760

46. Sampson Community College*
Post Office Box 318
Clinton, NC 28328
(910) 592-8081

47. Sandhills Community College*
2200 Airport Road
Pinehurst, NC 28374
(910) 692-6185

48. Southeastern Community College*
Post Office Box 151
Whiteville, NC 28472
(910) 642-7141

49. Southwestern Community College*
275 Webster Road
Sylva, NC 28779
(704) 586-4091

50. Stanly Community College*
Route 4, Box 55
Albemarle, NC 28001
(704) 982-0121

51. Surry Community College*
Box 304
Dobson, NC 27017
(910) 386-8121

52. Tri-County Community College*
2300 Highway 64 East
Murphy, NC 28906
(704) 837-6810

53. Vance-Granville Community College*
Box 917
Henderson, NC 27536
(919) 492-2061

54. Wake Technical Community College*
9101 Fayetteville Road
Raleigh, NC 27603
(919) 662-3400

55. Wayne Community College*
Caller Box 8002
Goldsboro, NC 27533-8002
(919) 735-5151

56. Western Piedmont Community College*
1001 Burkemont Avenue
Morganton, NC 28655
(704) 438-6000

57. Wilkes Community College*
Post Office Box 120
Wilkesboro, NC 28697
(910) 651-8600

58. Wilson Technical Community College*
Post Office Box 4305-Woodard Station
Wilson, NC 27893
(919) 291-1195

* Offers College Transfer Curriculum Program

N.C. Department of Community Colleges
Robert W. Scott, System President
(919) 733-7051



Caswell Building, 200 W. Jones Street
Raleigh, NC 27603-1337
FAX (919) 733-0680

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AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER

**CHALLENGE: A HANDBOOK FOR SERVING MEMBERS
OF
SPECIAL POPULATIONS**

1994
ISSUED BY
SPECIAL POPULATIONS COORDINATION SERVICE AREA
VOCATIONAL AND TECHNICAL EDUCATION
STATE DEPARTMENT OF PUBLIC INSTRUCTION
RALEIGH, NORTH CAROLINA 27601-2825

BOB ETHERIDGE, STATE SUPERINTENDENT

**1994-1995
REQUEST FOR PROPOSALS
FOR**

**VOCATIONAL EDUCATION SUPPORT
PROGRAMS BY COMMUNITY-BASED
ORGANIZATIONS**

**TITLE III, PART A
CARL D. PERKINS
VOCATIONAL AND APPLIED TECHNOLOGY
EDUCATION ACT
AMENDMENTS OF 1990**

***Deadline
February 25, 1994***

**Issued By
Planning and Performance Management
Vocational and Technical Education Support Team
Department of Public Instruction
Raleigh, North Carolina 27601-2825**

Bob Etheridge, State Superintendent

1994-1996
REQUEST FOR PROPOSALS
FOR

**CONSUMER HOME ECONOMICS
EDUCATION GRANTS**

TITLE III, PART B
CARL D. PERKINS
VOCATIONAL AND APPLIED TECHNOLOGY
EDUCATION ACT
1990

Deadline
January 14, 1994

ISSUED BY
HOME ECONOMICS EDUCATION
VOCATIONAL AND TECHNICAL EDUCATION
STATE DEPARTMENT OF PUBLIC INSTRUCTION
RALEIGH, NORTH CAROLINA 27601-2825

BOB ETHERIDGE, STATE SUPERINTENDENT

1994-1996
REQUEST FOR PROPOSALS
FOR
TECH PREP IMPLEMENTATION GRANT

TITLE III, PART E
CARL D. PERKINS
VOCATIONAL AND APPLIED TECHNOLOGY
EDUCATION ACT OF 1990

Deadline
April 22, 1994

ISSUED BY

Department of Public Instruction
Department of Community Colleges
Raleigh, NC 27601-2825

Bob Etheridge
Robert Scott

State Superintendent
President



NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

301 North Wilmington Street, Education Building
Raleigh, NC 27601-2825

BOB ETHERIDGE
State Superintendent

April 12, 1994

TO: Chrys Baggett, North Carolina Department of Administration

FROM: Pam Bello, Consultant *PB*
Planning and Performance Management
Vocational and Technical Education

TWO-YEAR STATE PLAN FOR VOCATIONAL AND TECHNICAL EDUCATION 1994-96

Enclosed for your review is the North Carolina State Plan for Vocational and Applied Technology, 1994-1996. This is a compliance document that will be submitted to the United States Department of Education.

If you have any comments or recommendations regarding this plan, please contact me at 715-1649.

Thank you.

Preliminary Findings, Statewide Assessment, Fall 1993

N. C. Department of Public Instruction¹
Technical Assistance Provided
for LEAs' Vocational and Technical Education
Greatest Improvement Needs, 1991-1993

The following shows the degree to which local vocational and technical education directors in North Carolina perceived in the fall of 1993 that the state education agency (SEA) provided technical assistance for the top 20 items which they identified as needing the most improvement in 1991. In other words, this shows where the Department aligned its services based on greatest perceived customer needs. These top 20 were identified by vocational directors as needing the most improvement from over 200 items used in the statewide survey in 1991.

These items are ranked based on local vocational director feedback in the fall of 1993. This ranking goes from the presently perceived highest to lowest of the top 20 having continued improvement needs. All improvement needs which are tied in priority are ranked the same below, and the next one will have the next ranking available. For example, there was a four-way tie for first place in continued improvement needs, with a 9.7 rating out of a possible 10. Therefore, the next ranking after first is fifth.

The continued improvement needs within each ranking are ordered from the ones receiving the lowest technical assistance provided as compared to need to the ones with the highest technical assistance provided as compared to need.

There is one major omission in this survey. When the original survey was done, the development of a career development plan by each vocational enrollee was not a top priority in North Carolina. Since the following items were taken from vocational directors' improvement priorities based on the first survey, career development plans are not included here.

¹ This includes technical assistance provided by both the technical assistance center (TAC) and Raleigh-based state staff.

% Tech. Asst. Provided
Compared to Need ² :
Rank

43% 1. Vocational teachers have sufficient training in working with special populations. **(Rank #1 = 9.7 out of 10 in contined improvements needed)**

51% 1. Policies and procedures are in place for the preparation and delivery of mastery skills records for each student as is a summary of class performance reports for each course and program.

53% 1. Preparation of teachers to work with special populations is ongoing.

73% 1. All pertinent vocational and related personnel participate in 10-20 hours of in-service training on how to implement the VoCATS process.

41% 5. Math, English, science and vocational teachers are using simultaneously or sequentially applied course materials in a coordinated manner. **(Rank #5 = 9.5 out of 10 in continued improvements needed)**

43% 5. Instructional teams, consisting of academic and vocational teachers, are established to:
a. explore options for delivering course content, and
b. identify priorities for staff development.

54% 5. Personnel development is provided on a continual basis about strategies to reinforce academic skills.

57% 5. Pre/post VoCATS data are examined for special populations.

58% 5. VoCATS-related equipment and supplies are available to each teacher to include the following:
a. copier
b. machine-readable answer sheets compatible with the software and scanner.

² The mean technical assistance compared to need was 53% on these 23 items. There were over 200 items on the survey, so 53% is a relative figure. Percentages over and under 53% represent tradeoffs made by service providers in the state education agency in providing more technical assistance for some local priorities at the expense of others.

- 61% 5. Desired levels of student mastery per competency and per course/program have been established.
 - 66% 5. Procedures are in place for calculating gain scores per competency per student per course and program by school in the school system.
 - 78% 5. A set of VoCATS-designated software is obtained and is accessible to teachers in each school in the LEA.
 - 81% 5. Procedures are in place for generating, administering, and scoring LEA system-wide pre- and posttests.
-

- 33% 14. Time is provided to academic and vocational teachers for coordinating instruction. **(Rank #14 = 9.3 out of 10 in continued improvements needed)**
 - 43% 14. Matrices are prepared to show connections between academic and vocational courses.
 - 43% 14. Staff development is done for each special populations category.
 - 47% 14. All vocational and academic teachers receive in-service training about reinforcing reading and writing through their content areas.
 - 55% 14. Pre- and post-assessments, including gains achieved are analyzed for disadvantaged schools.
 - 60% 14. A procedure is in place for aggregating and reporting individual student mastery results for the competencies in each course/program offered in the school system by class, course level, program, disadvantaging/handicapping condition, school and/or other variable.
-

- 47% 21. Local school board policies state that a primary purpose of vocational education is to advance students' academic competencies. **(Rank #21 = 8.1 out of 10 in continued improvements needed)**
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- 26% 22. Southern Region Education Board grants are used for disadvantaged schools. **(Rank #22 = 6.9 out of 10 in continued improvements needed)**
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- 31% 23. Community-Based Organization-funded projects are used for disadvantaged schools. **(Rank #23 = 6.8 out of 10 in continued improvements needed)**

DRAFT

Handbook

for Operating
the Secondary
Performance-Based
Vocational and Technical
Education System in
North Carolina

**Planning & Performance Management
and V&TE Performance System Team
Vocational & Technical Education
N.C. Department of Public Instruction
Bob Etheridge, State Superintendent**

1/11/94

Community Based Organizations
and
Local Education Agencies

Compliance Monitoring
1993-1994

Bob Etheridge, State Superintendent
North Carolina Department of Public Instruction
Raleigh, North Carolina

**A SUMMARY OF NORTH CAROLINA
TECH PREP FUNDING
PATTERNS AND EXPENDITURES**

**North Carolina Department of Public Instruction
Bob Etheridge, State Superintendent**

**North Carolina Department of Community Colleges
Bob Scott, President**

PUBLIC HEARING COMMENTS AND RESPONSES

As of March 14, 1994, no public hearing comments and responses have been received. Upon receipt we will include all comments and responses in the appendices.



STATE OF NORTH CAROLINA
OFFICE OF THE GOVERNOR
RALEIGH 27603-8001

JAMES B. HUNT JR.
GOVERNOR

April 6, 1994

The Honorable Bob R. Etheridge
Superintendent
Department of Public Instruction
301 N. Wilmington St.
Raleigh, NC 27601

Dear Superintendent Etheridge:

This is to report actions of the Governor's Commission on Workforce Preparedness regarding the State Plan for Vocational and Applied Technology Education, July 1, 1994 - June 30, 1996. A draft of the State Plan was reviewed by Commission staff and Commission members. A report on the State Plan was given by June Atkinson at the May 10, 1994 meeting of the Commission.

Accordingly, in carrying out the requirements of Sections 112 (d) (1,2) and 112 (e) of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, we offer the attached comments and recommendations for the State Board of Education's consideration and for inclusion in the State Plan to be submitted to the federal Department of Education.

Sincerely,

A handwritten signature in cursive script, reading "Sandra P. Babb".

Sandra P. Babb, Executive Director
Commission on Workforce Preparedness

cc: June Atkinson



**Governor's Commission on Workforce Preparedness
Comments on State Plan for Vocational Education
July 1, 1994 - June 30, 1996**

This State Plan is essentially a compliance document that responds to specific questions, assurances and certifications. In reviewing the draft State Plan, we also consulted the following documents:

- 1993-95 Management Plan for Vocational and Technical Education
- North Carolina Vocational and Technical Education Performance Report (Program Year 1992-93)
- A 20/20 Vision for Vocational and Technical Education.

We must note that because of the compliance nature of the State Plan, it provides limited understanding about what is actually happening in vocational education in North Carolina. A diligent effort to go beyond the document and to access other materials and information provides some additional insight.

We recommend that in addition to the State Plan compliance document required to access Perkins dollars, the State Board consider requiring a companion document to be developed and presented in conjunction with the compliance document plan. This document would identify and describe secondary and postsecondary plans and needs for vocational education in North Carolina in substantive and concrete terms, with specific goals, strategies and time frames. It should be user-friendly, readable, and provide an understanding of what is actually happening in North Carolina vocational education programs.

We recognize that much of the information we seek can be found in required performance reports which are prepared retrospectively. The most recent performance report available is for program year 1992-93. We believe that a substantive plan is necessary to be used in conjunction with the document which is presently required. The expenditure of almost \$500,000,000 (federal and state) annually for vocational education in North Carolina should be comprehensible to the general public.

The following recommendations and comments refer to issues in the State Plan compliance document which we consider particularly important. Where appropriate, we identify the specific section and page number in the State Plan to which our comments or recommendations refer.

1. Section 2.2.2 Standards and Performance Measures (page 14):

The State Board of Education and the State Board of Community Colleges adopted and are implementing statewide systems for measuring the performance of vocational/technical education programs. Neither system is fully operational because of a lack of data and because existing computer systems cannot accommodate the performance measures that were established. For example, aggregated statewide data are not available in three of the eight performance standards for the system adopted by the State Board of Education. These three standards are the basis for measuring competency attainment in vocational and technical education courses.

April 7, 1994

Recommendation. It is necessary that valid and reliable performance measures be in place and used to effectively monitor, manage and improve vocational and technical education programs. Barriers to full implementation of these two systems should be identified and removed immediately.

2. Section 2.3.1 Description-Postsecondary (page 17):

The community college system describes in this section of the State Plan its system for assuring that programs will give priority to assisting individuals with the greatest financial need. There appears to be *no uniform method* for making this determination of need within the community and technical colleges.

Recommendation. The absence of a standard method for determining financial need throughout the community college system can result in uneven and ineffective consideration and assistance to targeted groups. We recommend that a uniform system of financial need determination be developed and implemented to ensure fair, equitable and effective service to target populations.

3. Section 3.2.1 Program evaluation (page 40):

The postsecondary community college description of its program evaluation system is unclear and confusing as written.

Recommendation. We recommend that this description be revised to produce a description that is both more substantive and more clearly written.

4. Section 3.4.1 VoCATS — Assessment (page 42):

We affirm the emphasis in the plan on the utilization of the Vocational Education Competency Achievement Tracking System (VoCATS) in local school systems. We support the goal of VoCATS implementation in all local education systems.

Recommendation. We recommend setting a specific target date for full implementation of VoCATS across the state and the identification of resources necessary to achieve this goal. We also recommend continued review and upgrading of VoCATS and the targeting of program dollars to curriculum modification and integration.

5. Section 3.4.2 Academic and Vocational Integration (page 50):

The integration of academic and vocational curriculum is critical not only to the implementation of a state system of school-to-work transition, but to the ability of all of our young people to succeed whether in the workplace or in postsecondary institutions.

Recommendation. We recommend a formal assessment of the current status of academic/vocational integration conducted within the next year. We further recommend the development of a strategic plan to fully implement academic/vocational curriculum integration by the year 2000. The plan should include specific strategies and benchmarks to reach this goal, emphasis on in-service training for vocational and academic teachers, as well as school guidance counselors.

6. Section 3.4.4 Goal G (page 47):

This section of the State Plan requires the state to describe the progress that has been made towards accomplishing the goals established in the current State Plan for vocational and technical education programs from July 1, 1991 through June 30, 1994.

Goal G targeted 40% of all programs to have up-to-date equipment and materials by June 30, 1994. The current assessment of this goal shows that secondary school systems overall have *regressed* in the availability of up-to-date equipment and materials.

Recommendation. We affirm the projected allocation of \$3,000,000 from the Perkins Grant to upgrade equipment and materials in secondary vocational/technical programs. We recommend that additional funds be allocated for this item.

7. Section 3.5.4 Corrections Programs (page 68):

The Department of Community Colleges is the designated state correction education agency under the Perkins Act to administer vocational education programs in our state prisons. Given the tremendous amount of attention on crime and crime prevention currently in our state, it would be of great benefit to measure the effectiveness of education and training programs funded with Perkins dollars in state prisons.

Recommendation. We recommend that the State Board of Community Colleges conduct an assessment of corrections education and training programs to determine program outcomes and needs.

8. Workforce Development:

We strongly encourage the State Board of Education and the State Board of Community Colleges to jointly focus on workforce development issues. Work-based learning, curriculum integration and career counseling are essential to an effective system of school-to-work transition and workforce development. The Commission on Workforce Preparedness stands ready to work with the State Boards on these critical issues.

9. Section 3.4.2 Use of Funds (page 52):

Strong coordination with business/industry and labor groups is essential for effective school-to-work and other workforce development programs. We support activities identified in the plan to expand linkages and coordination with the business and labor community.

Recommendation. The \$10,000 allocated to expanding the coordination and linkages with business and labor may not be sufficient. We recommend the development of a plan for this expansion to ensure that the resources allocated are enough to meet this goal.

10. Section 3.4.7 Public Hearings on State Plan (page 62):

The Perkins Act requires the state to hold public hearings in order to receive comments and recommendations from the public in the development of the State Plan. Announcements of public hearings were sent to interested parties as well as legal notices in newspapers with wide distribution.

April 7, 1994

Recommendation. Increased attention to public input requirements for development of the State Plan is needed. We recommend that in addition to the current practice of advertising in newspapers, that other media outlets be used (radio, television, etc.). We also recommend the expansion of the list of organizations and individuals who receive notices concerning these public hearings. The Workforce Commission offers to assist in the dissemination of this information.

April 7, 1994

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