

**THE CARL D. PERKINS  
VOCATIONAL AND TECHNICAL EDUCATION ACT  
OF 1998, P. L. 105-332**

**NORTH CAROLINA  
STATE PLAN**

**North Carolina Department of Public Instruction  
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"It is the intent of the General Assembly that workforce development 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 workforce development education which shall be available to all students who desire it without regard to sex, socioeconomic status, ethnic origin, race, color, religion, or disability.



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## Introduction

This plan is intended to meet the requirements for the four-year plan completing the 5-year period of the Act. It covers the period from July 1, 2000 through June 30, 2004. The legal basis for the North Carolina Department of Public Instruction to apply for these funds is on the following page.

The procedures and steps for meeting these requirements are spelled out in the plan. The plan follows the same sequence and has the same categories as the DVTE/OVAE State Plan Guide expiring June 30, 2000. All funds, both new and carryover, covered by this plan will be obligated and spent under the authority of Perkins III.

If there are questions about the combined or the secondary portions of this plan, please contact Dr. June S. Atkinson, Director, Division of Instructional Services, NC Department of Public Instruction by email: [jatkinso@dpi.state.nc.us](mailto:jatkinso@dpi.state.nc.us), phone: 919.715.1626; or fax: 919.715.1628. If there are questions about the postsecondary portion, please contact Elizabeth Brown, Director, Federal Vocational Education, NC Community College System by email: [browne@ncccs.cc.nc.us](mailto:browne@ncccs.cc.nc.us); phone: 919.733.7051; fax: 919.715.5796.

June S. Atkinson, Director  
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## LEGAL AUTHORITY

The General Statutes of North Carolina-G.S. 115C-154 authorize and direct the State Board of Education, 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 technical 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 technical education programs, services, and other purposes specified in the Carl D. Perkins Vocational and Technical Education Act of 1998, P. L. 105-332.

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

The State Plan for Vocational and Technical Education, hereinafter referred to as the State Plan, provides direction for the operation of vocational and technical 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 7-12. Postsecondary refers to the public community college system.





## STATE PLAN

### **I. PLANNING, COORDINATION AND COLLABORATION PRIOR TO PLAN SUBMISSION**

#### **Secondary and Postsecondary**

- 1. Conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including employers, labor organizations, and parents), an opportunity to present their views and make recommendations regarding the State plan. [Sec. 122(a)(3)]**

Announcements of the public hearings for the State Plan for Vocational and Technical Education were sent more than three weeks in advance to Secondary Local Education Agency (LEA) Superintendents, Presidents of Community Colleges, Directors of Vocational and Technical Education, Teacher Educators and other interested citizens.

Legal notices were sent to more than 28 news outlets across the state including wire services, major dailies, TV and radio stations and minority focus newspapers and magazines. Copies of letters, legal notices and media outlets contacted are in Appendix 1. Representatives from both TV and the print media were at the hearings.

In addition, the draft plan was placed on the Department of Public Instruction's web page for viewing and comments.

- 2. A summary of [the above] recommendations and the eligible agency's response to such recommendations shall be included in the State plan. [Sec. 122(a)(3)]**

Though there was considerable discussion by local education professionals concerning systems and procedures, there were no recommendations as to plan formulation or operational methods from the public. Members of the press from television and newspapers were present at the meetings.

- 3. Develop the State plan in consultation with teachers, eligible recipients, parents, students, interested community members, representatives of special populations, representatives of business and industry, and representatives of labor organizations in the State, and shall consult the Governor of the State with respect to such development. [Sec. 122(b)(1)]**

The State plan has been developed in continuing consultation with the numerous stakeholders through various formats. In addition to the public hearings, the Department



of Public Instruction sent notices to representatives of the required groups, especially those representatives known to be involved with vocational education, inviting them to sessions with the State Director. The first meeting was with representatives of community members at large, including students, representatives of special populations, parents, community members, and labor. The second was with teachers, counselors, representatives of special populations, and labor. A third meeting was held between representatives of nine community colleges and ten LEAs.

Two key recommendations coming from these meetings were to provide more professional development, especially during the summer workshops, for teachers and to improve the instructional management system called the Vocational Competency Achievement Tracking System.

The Community College System held three regional meetings with instructors and administrators from all institutions in the system. Discussions of the Act and its requirements were followed with implementation strategy, focusing especially on accountability.

**4. Develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals described in [Sec. 122(b)(1)] to participate in State and local decisions that relate to development of the State plan. [Sec. 122(b)(2)]**

To assure access to information, the following avenues were used:

- Mailings and emailings went out across the state about availability of the draft State Plan.
- Copies of the draft plan were mailed based on phone calls.
- The draft plan was posted on the Department of Public Instruction's Web site.
- Relevant components of the plan were included in a number of workshops with all constituents.

Meetings were held with representatives of the Workforce Investment Act and School-to-Work and involved discussions about:

- Their relationships to requirements of the plan
- Collaboration
- Performance measures and standards
- A seamless system
- Career development planning
- Use of data between and among partners
- The establishment of academies
- Work-based learning initiatives and guidelines



On three occasions, performance standards were calculated and shared, showing proposed state level measures and standards, and how LEA standards and levels would be calculated from those. Beginning in January 2000, regional workshops were held on the implementation of the State Plan via the local planning process. Three statewide and two combined regional meetings were held.

At least 22 meetings were held with administrators and other personnel. They were to, respectively:

- Discuss the timelines and major decisions to be made about the plan
- Review the requirements and options for the measures and standards
- Formulate initial performance review measures
- Gather input and review the performance measures and standards
- Discuss state and local operational implications of the measures and standards
- Select the measures and standards

These activities provided access to information and participation in decision making.

- 5. Develop the portion of the plan relating to the amount and uses of any funds proposed to be reserved for adult vocational and technical education, postsecondary vocational and technical education, tech prep education, and secondary vocational and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary vocational and technical education, and the State agency responsible for secondary education. If a State agency finds that a portion of the final State plan is objectionable, the State agency shall file its objections with you. Responses to any objections shall be included in the State plan. [Sec. 122(e)(3)]**

State policy requires that one-third of the funds be allocated to the Community College System and two-thirds to the secondary system.

The portion of the plan relating to the amount and uses of funds proposed to be reserved for postsecondary vocational and technical education and secondary vocational and technical education were developed upon consultation with the State agencies responsible for these areas. Additionally, regional meetings and interactive information highway sessions were held. No state agency found that a portion of the State Plan was objectionable.



## II. PROGRAM ADMINISTRATION

1. **Prepare and submit to the Secretary a State plan for a 5-year period, together with such annual revisions as the eligible agency determines to be necessary. [Sec. 122(a)(1)]**

The North Carolina State Board of Education is the eligible agency for North Carolina to prepare and implement a plan for vocational and technical education. A copy of the governance structure for vocational and technical education is in Appendix 2.

The State of North Carolina, in response to the Carl D. Perkins Vocational and Technical Education Act of 1998, submits in this document its four-year State Plan.

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2. **Describe the vocational and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance. [Sec.122(c)(1)]**

### Secondary

Activities designed to meet or exceed the State adjusted levels of performance are targeted to provide services at the local and state levels. Such activities include those to:

- Develop the local plan
- Recruit and retain teachers
- Provide technical assistance
- Involve business and industry
- Support Tech Prep articulation agreements
- Develop curriculum
- Develop test-item banks
- Plan facilities
- Identify equipment
- Develop professionals to include state of the art technology
- Manage vocational student organizations
- Assess and account for programs
- Promote business and industry partnerships

### Postsecondary

Priorities for activities to be assisted that are designed to meet or exceed the State adjusted levels of performance will include:

- Curriculum improvement to meet new and emerging technology advances and emphasizing integration, assessment, full involvement of technical committees, and secondary education involvement.





- Support for Tech Prep articulation agreements.
- Promotion of partnerships among business, industry, labor, education, and governmental agencies.
- Support of leadership and instructional programs in the increased use of technology.
- Professional development activities for vocational and academic faculty, counselors, and administrative personnel.
- Support for program assessment and accountability.
- Technical assistance to colleges.

In their local applications, eligible recipients will target their dollars to those activities designed to assist students in achieving their goals. This may include counseling services, job placement, or special provisions for individuals who are members of special populations.

3. **Describe the secondary and postsecondary vocational and technical education programs to be carried out, including programs that will be carried out by the eligible agency to develop, improve, and expand access to quality, state-of-the-art technology in vocational and technical education programs. [Sec. 122(c)(1)(A)]**

### **Secondary**

The secondary programs include a *Workforce Development Education Programs of Study and Support Services Guide* in eight content areas:

- Agricultural Education
- Business Education
- Career Development
- Family and Consumer Sciences Education
- Health Occupations Education
- Marketing Education
- Technology Education
- Trade and Industrial Education

Within each content area are course sequences that lead a student to further education and employment. These courses are combined with English, mathematics, social studies, physical education, foreign languages, and the arts to support career pathways. Approximately 350,000 students are enrolled in vocational and technical education, grades 7 - 12.

The course sequences are correlated with national industry standards as well as with national curriculum standards. They were developed with extensive input from business and industry as well as from lead teachers and teacher educators. There is a state facility plan and equipment list for course sequences based on the competencies and objectives of



the courses in these content areas. The state-of-the-art technology in the competencies, facility plan, and equipment list provide guidance to local school systems to update existing and begin new programs.

The equipment list is used also by the local education agencies to determine equipment purchases. The list is based on state-of-the-art technology and the items are keyed to the courses' competencies. The local plan approval process is used to set priorities for equipment. The list is on-line and is revised as needed for up-to-date purchases.

State-of-the-art technology will be infused through new courses being initiated throughout the North Carolina program. These courses will be correlated to national curriculum or content standards. Course sequences which will be based on state-of-the-art technology include:

- Automotive Service Technology
- Biomedical Technology
- Computer Engineering Technology
- Food Science
- Marketing Technology & Media
- Network Administration
- Network Engineering Technology
- Scientific and Technical Visualization

Technical assistance, professional development, and curriculum development will enhance the capacity for schools to include these and other programs and courses. Business and industry will be partners in all of these efforts. Teachers in all school systems will continue to use a fully computerized instructional management system to manage instruction of students.

Technology will be used to deliver curriculum, classroom assessment, and professional development. Teachers, workforce development directors, and other school administrators will participate in distance learning by satellite, Information Highway, CD-ROM, Internet, Web pages, and local plan online development. Technology will provide for more immediate responses to a larger number of people and a cost savings in time and travel.

### **Postsecondary**

The Community College System offers a comprehensive range of educational programs to meet the needs of local communities for higher academic education, employment skills, basic educational skills, job retraining, personal growth and development, and community and economic development. A major emphasis is to develop, improve, and expand access to quality, state-of-the-art technology in vocational and technical education programs.



A continuing effort is the coordination of the colleges with the skills upgrading needs of their local industries and with new industries being recruited to locate in their area. Various sources of funds, both public and private, are allocated to provide state-of-the-art equipment required to train for these industries.

Curriculum programs offer credit courses leading to certificates, diplomas, or degrees. These may be technical, vocational, or academic. The majority of the more than 1,900 programs offered are technical, with particular emphasis on associate in applied science degrees in business and office skills, nursing and allied health, engineering technologies, transportation technologies, and technical industrial occupations. There are also a significant number of trade and industry programs leading to certificates or diplomas in areas such as construction trades, machine and metalworking occupations, and industrial maintenance occupations.

In order to reach students in remote or sparsely populated areas of the state, as well as those whose time frames don't conveniently allow classroom attendance, distance learning is being pursued by the colleges. The Internet, the North Carolina Information Highway (which employs satellite transmission), and teleconferencing are currently being utilized to teach 767 courses with over 12,500 enrollees. The web pages of the system and of the colleges are established and are continually being upgraded to allow better access to the offerings of the system.

The agency will provide support for the development, improvement and expansion of vocational and technical education programs. Professional leadership training in the utilization of technology is being offered at instructors' conferences. The New and Expanding Industries section in the system office is constantly working with companies which operate on the cutting edge of technology and is linking these industries with their local community colleges for employee training. Student services programs play an especially important role in the life of the colleges. Students receive academic, personal and career counseling services, special assessment and placement assistance, help in transition to work and job development, and a variety of other services which are essential to the success of the instructional programs.

4. **Describe the criteria that will be used in approving applications by eligible recipients for funds under Perkins III. [Sec. 122(c)(1)(B)]**

**Secondary**

State consultants will work with the local education agencies (LEAs) to ensure that the application is in complete compliance with the Perkins III Act and that documentation of the requirements of the Act are on file. State consultants 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 134 of the Act. Generally, these cover descriptions of:



- Size, scope, sequence, and quality of vocational and technical education programs and services offered to provide strong experiences in all aspects of an industry.
- Vocational and technical programs which will be conducted in order to ensure that all students meet the state adjusted levels of performance.
- Integration of academic and vocational and technical education in courses and course sequences so as to ensure that all students are taught the same challenging academic and technical proficiencies.
- Provisions for making available, and ensuring student success in vocational and technical education programs, including services and activities for individuals who are members of special populations.
- Funds used to promote participation and completion of nontraditional training and employment programs.
- Comprehensive professional development for vocational and technical, academic, guidance and administrative personnel.
- Involvement of groups and individuals in the development, implementation, and evaluation of vocational and technical education.
- Funds used to support program improvements, expand the use of technology, and increase student achievement.
- Processes to be used to evaluate and continuously improve the performance of students.
- Linkages between secondary and postsecondary vocational and technical education to include use of statewide articulation agreements to implement Tech Prep programs.
- Evaluation processes to be used in carrying out and improving vocational and technical programs.

The planning process is presented to the administrators responsible for vocational and technical education in each local education agency. Training and technical assistance are provided by the state staff to ensure that the administrator follows the regulations and requirements in developing the annual plan and conducting the vocational and technical education programs.

The local plan will be developed and approved via the Internet. Once applications are reviewed and are in compliance with the criteria provided, the state staff members assigned the local education agency approve the local plan.

Documentation of Perkins III requirements will be audited by a single local audit conducted annually in the local education agency per State law.

The local application for secondary education is at the following Internet address:  
<http://wdeppms.dpi.state.nc.us/wdeppms.nsf> The logon and password are both "guest."  
 A paper copy also in Appendix 3.





## Postsecondary

The State Board of Community Colleges shall require a local application from eligible recipients for all programs, services, and activities funded under section 112(a)(1) of the Act.

The state vocational education staff will provide technical assistance to colleges in preparation and implementation of the application. Approval of the local applications will be based on the content of the application in relation to the requirements of Section 134 of the Act. This includes descriptions of:

- How required programs will be carried out.
- How funded activities will assist in meeting State adjusted levels of performance.
- Programs, services and activities to improve academic and technical skills including integration of academic and vocational and technical education programs through a coherent sequence of courses; providing students with experience in and understanding of all aspects of an industry; and teaching all students at the same challenging level.
- The involvement of students, faculty, business and industry, labor organizations, representatives of special populations, and others in the development, implementation and evaluation of vocational programs. This will also include the methods employed to inform the above individuals of the requirements.
- Improvement goals and strategies to ensure progress in meeting State adjusted levels of performance.
- Strategies to assist special populations overcome barriers in access to and success in vocational programs in order to meet State adjusted levels of performance.
- How special populations students will not be discriminated against on the basis of their status as members of special populations.
- How funds will be used to prepare students for nontraditional training and employment.
- Proposed professional development activities.

Local applications may be amended or revised at any time during the program year as necessary.

The postsecondary local application is in Appendix 4.

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5. **Describe how such programs will prepare vocational and technical students for opportunities in postsecondary education or entry into high skills, high wage jobs in current and emerging occupations. [Sec. 122(c)(1)(C)]**

## Secondary

Secondary vocational and technical education programs will prepare students for



opportunities in postsecondary education or entry into high skill, high wage jobs in current and emerging occupations. These programs will:

- Implement the State Board policy eliminating the “general” track for all North Carolina schools.
- Encourage each vocational student to take a rigorous academic core.
- Implement statewide articulation agreements, building on existing Tech Prep programs between public and postsecondary institutions, and concurrent enrollment initiatives.  
Establish further development of dual enrollment/Huskins bill courses.
- Maintain and develop state supported curriculum that meets the needs and standards of business/industry.
- Align state supported curriculum with national skills standards, national curriculum standards and industry standards where appropriate.
- Use the Vocational Competency Achievement Tracking System (VoCATS) to document technical competency of students in vocational and technical courses.
- Use High Schools That Work (HSTW) data and/or other national assessment data to direct academic and vocational course improvement.
- Use state and local labor market data to help make program offering decisions.
- Conduct staff development for secondary vocational and technical education teachers.
- Further implement programs within the secondary schools leading to an industry recognized and issued certificate of skill attainment.
- Implement career pathways in all LEAs.
- Encourage all LEAs to develop and implement career planning programs for students.
- Encourage within all LEAs the development of 4-year plans with appropriately sequenced courses within a career focus for students.
- Provide current labor market information to students and parents.
- Encourage students to engage in work-based learning.
- Implement national integrated models such as federal “Building Linkages” projects.

### **Postsecondary**

Vocational and technical programs in the North Carolina Community College System are designed around training needs expressed by the various industries. Programs are based upon an occupational analysis of the jobs for which training is required. After the competencies are identified, the courses are developed to teach the competencies in a sequential manner. The collaboration with the industry is the key to identifying the emerging jobs and related skills that are needed by the industry. When possible, collaboration between community college and high school program instructors are held to share curriculum content and align high school courses with the college courses so the students move in an orderly progression without repetition of content.



Each college must annually review all curriculum programs and services using a standard state survey format called the Annual Program Review. The review for vocational and technical education programs includes enrollment data, student satisfaction, certification/licensure exam passing rate, graduation and retention rate, vocational and technical advisory committee activity, date of last curriculum upgrade, employment placement rate, and employer satisfaction with completers and non-completers. If a program is seen to have low enrollment or poor placement rates over a period of time, the college must either be able to justify that program's continued existence or drop the offering.

Vocational and technical education advisory committees, composed of area business and industry personnel, are instrumental in maintaining program currency. Colleges also periodically survey their community to ensure they are meeting the needs of both business and industry and the general population.

To better prepare students for high skill, high wage jobs in a global economy, the North Carolina Community College System has created a Virtual Learning Community. The Community is a collaboration between all 58 community colleges who share resources and expertise to expand student access to quality online credit and non-credit courses and support services. The benefits include: a library of online credit and non-credit courses which can be offered as-is or adapted to local needs, training for faculty and staff, help materials for online students, online support services, and a central web site that promotes online offerings.

6. **Describe how funds will be used to improve or develop new vocational and technical education courses. [Sec. 122(c)(1)(D)]**

**Secondary**

Funds will be used to bring together leaders in the field such as teachers, teacher educators, and business and industry to assess the need to improve or develop courses or course sequences. They will be used to research material on the market as well as to develop new material. Curriculum teams will be supported to develop:

- Competencies
- Objectives
- Content outlines
- Test-item banks
- Teacher activities when appropriate
- Evaluation of new curriculum products
- Revision of products if needed



Funds will be used to support collaborative projects to improve or develop new courses. Consortium membership will assist in extending our resources for joint initiatives. The department will consult with the following Workforce Investment entities:

- Labor Department
- Commerce Department
- Health and Human Services Department
- Employment Security Commission
- Community College System
- Other agencies and departments when appropriate

Resources will be used to support state approved modifications of courses that may serve a specific local need and/or may lead to new courses. Such resources will support academies such as a Finance, Manufacturing, and Health. Funds may be used for teacher education and business and industry to research issues related to curriculum needs.

### **Postsecondary**

An emphasis will be placed on curriculum improvement and development, particularly in curricula affected by changes in technology, demand from business and industry, and the increasing globalization of the economy.

Professional development will be encouraged and assisted both at the State and local level. Seminars, short-courses, and workshops will be implemented locally and regionally as well as in the statewide Instructors' Conference.

Each college will be given the opportunity to make proposals for Perkins assistance for projects which they determine critical for their institutions. Included in these are improvements in the use of technology in the classroom, use of the Internet to facilitate teaching and research, and the implementation of state-of-the-art distance learning through the North Carolina Virtual Learning Community.

- II 3 7. **Describe how comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel will be provided. [Sec. 122(c)(2)]**

### **Secondary**

The State will coordinate programs of professional development as required by Section 122(c)(2). 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 and to help attain performance standards. Priorities include preparation of personnel in the following categories with activities designed to develop/strengthen their professional skills.





## Vocational and Technical Instructors

The focus of professional development activities for vocational and technical instructors will be to

- Reinforce reading, writing, speaking, mathematics, social studies, and science through the teaching of vocational content.
- Develop thinking skills, including problem-solving.
- Develop understanding of all aspects of the industry, including planning, management, finances, technical and production skills, 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 and national academic and skill standards.
- Develop advanced technical skills in various occupational areas.
- Work effectively with special populations.
- Increase expectations for student achievement.
- Use the electronic instructional management and learning system, NC Vocational Competency Achievement Tracking System (VoCATS).
- Use multi-measure assessment strategies as means to improving student performance.
- Use advanced technology in the instructional process.
- Develop an appreciation for and competence in providing instructional strategies supportive of nontraditional employment.
- Provide preparatory and transitional services.
- Facilitate effective work-based learning experiences.
- Coordination of vocational student organizations.
- Enhance communications with parents.
- Develop thinking skills, including problem-solving.
- Prepare and execute lessons based on relevance and/or contextual learning.

## Academic Instructors

The focus of professional development activities for academic instructors will be to

- Develop collaborative efforts with vocational and technical teachers to integrate appropriate aspects of vocational and academic curriculum, including Tech Prep and national academic and skill standards.
- Increase expectations for all student achievement in vocational and technical classes.
- Integrate academic assessment measures with the NC-VoCATS.
- Use advanced technology in the instructional process.
- Develop collaborative partnerships with local community business/industry



- representatives.
- Develop and implement student career development plans.
- Collaborate with vocational and technical personnel on implementation of advanced studies.

#### Guidance via Career Development Coordinators

The focus of professional development activities for career development personnel will be to

- Develop competence in providing career guidance and enhance communications with parents' assistance founded upon the National Career Development Guidelines and including career planning and career development plans.
- Provide/facilitate preparatory and transitional services.
- Access and use effective assessment instruments that guide students toward effective career planning.
- Provide internships for new career development coordinators.

#### Administration

The focus of professional development activities for administrators will be to

- Access and use data to improve program planning.
- Ensure provision of preparatory and transitional services.
- Attain state and locally adjusted levels of performance.

Delivery strategies for the above activities will include developing a process for initial certification/licensure (preservice), collaborating with the Community College and University Systems as well as with private colleges and universities, using the N. C. Information Highway for distance learning and virtual classrooms, and expanding the use of the Department of Public Instruction's web page.

#### **Postsecondary**

The North Carolina Community College System will provide comprehensive professional development for vocational and technical, academic, guidance, and administrative personnel as required by Section 122(c)(2).

Professional development activities for vocational, academic, guidance, and administrative personnel will include:



- Administration and implementation of programs to carry out the provisions of the Act.
- Use of advanced technology in the instructional process.
- Integration of academic and vocation and technical education.
- Applied learning.
- Career counseling, particularly for members of special populations.
- Curriculum improvement.

As appropriate, the above activities will be conducted in conjunction with Tech Prep programs and activities, and involve secondary education personnel.

A survey of professional development needs was conducted in the fall of 1999. Colleges indicated they needed the most help in providing training in the use of technology, integrating academics and vocational education, career counseling and job placement, and meeting the needs of special populations students.

8. **Describe how the State will actively involve parents, teachers, local businesses (including small- and medium-sized business), and labor organizations in the planning, development, implementation, and evaluation of such vocational and technical education programs. [Sec. 122(c)(3)]**

#### Secondary

The State will coordinate efforts to actively involve parents, teachers, local businesses (including small- and medium-sized business), and labor organizations in the planning, development, implementation, and evaluation of vocational and technical education programs. The following strategies will be used to involve these groups:

Planning

- Use research published by the various groups to develop the *Workforce Development Education Programs of Study and Support Services Guide*.
- Provide input into the review of the *Workforce Development Education Programs of Study and Support Services Guide*.
- Provide input into the revision of initial development of curriculum products.

#### Development

- Serve on curriculum development teams.
- Provide input into the development of equipment and facilities standards.

#### Implementation

- Provide for participation in the on-going evaluation of curriculum products via



- focus groups and evaluation forms.
- Provide technical update for appropriate groups to implement programs, especially in the implementation of programs for special populations.
  - Provide technical update on emerging technologies and careers.
  - Provide leadership development opportunities for vocational student organizations.
  - Serve as mentors for students enrolled in vocational and technical education.
  - Provide work-based learning opportunities.
  - Use electronic media delivery strategies.

#### Evaluation

- Serve as a judge at vocational student organization competitive events.
- Serve as an evaluator of vocational and technical programs and student achievement.
- Serve on *High Schools That Work* site visits.

Local education agencies will be encouraged to use the same strategies as those of the State to involve the various groups. They also will be encouraged to use local Workforce Development Boards in the planning, development, implementation and evaluation of vocational and technical education programs.

#### Postsecondary

Vocational and technical education programs are upgraded, developed and evaluated with the full input from students, faculty, representatives of the business community, and the at-large population in the college community. Programs are upgraded based on changes in technology and community need. The goal is to upgrade programs every five years. Faculty are provided the necessary training in order to implement the upgraded curricula. New programs are established as a response to local, regional, national and international labor markets. Curricula are designed and developed by the business community to ensure that students gain the skills and proficiencies needed for employment.

Institutions are required to review all curriculum programs and services annually using a standard survey. Part of this survey includes satisfaction from employers as well as students' satisfaction with their courses.

New programs are developed only after extensive surveys to assess need for such programs. As has been the practice, a great deal of input is requested from area industry, but increasingly global market needs are taken into consideration. Business and industry are instrumental in identifying the skills and competencies needed for student success. From those identified competencies and skills, the curriculum is developed and approved. Technical advisory committees remain active and continue to provide input





for the course or program.

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9. **Describe how the eligible agency will improve the academic and technical skills of students participating in vocational and technical education programs, including strengthening the academic, and vocational and technical, components of vocational and technical education programs through the integration of academics with vocational and technical education to ensure learning in the core academic, and vocational and technical, subjects, and provide students with strong experience in, and understanding of, all aspects of an industry. [Sec. 122(c)(5)(A)]**

### **Secondary**

The State will coordinate programs of curriculum and assessment development as one means of meeting Section 122 (c)(5)(A) requirements. A primary use of these funds will be to develop and provide up-to-date competency-based curriculum and assessments that emphasize integration of academics with vocational and technical education to ensure learning in the core academic, and vocational and technical subjects, and to provide students with strong experience in, and understanding of all aspects of an industry. Committees composed of business/industry partners, parents, educators, and students, utilizing a recognized process, will be involved in the developmental and revision processes.

Competency-based curriculum priorities are to

- Revise the *North Carolina Workforce Development Education Programs of Study and Support Services Guide* in collaboration with business/industry partners, parents, educators, and students.
- Develop, adopt, adapt, and/or revise competency-based curriculum, including course blueprints, guides, supportive materials.
- Integrate/correlate English/Language Arts (communication, reading, writing) mathematics, science, and social studies' competencies with vocational competencies, using state and national standards.
- Revise the *North Carolina Workforce Development Education Work-Based Learning Guide*.
- Integrate content that relates to all aspects of the industry within course competencies.
- Maintain/upgrade the electronic instructional management and learning system, the North Carolina Vocational Competency Tracking System (NC-VoCATS) in 117 LEAs.
- Maintain a statewide electronic information system (Help Desk).
- Develop/expand/evaluate/adopt model integration academic and vocational instructional materials.
- Expand the Southern Regional Education Board - High Schools that Work sites



(SREB-HSTW).

- Revise and implement cooperative education policies/guidelines.
- Revise the *North Carolina Workforce Development High School and Postsecondary Education Opportunities Guide*.
- Develop and distribute a *North Carolina Workforce Development Education Work-Based Learning Guide*.
- Integrate career development competencies into curriculum/instructional course blueprints, guides, resource materials using National Career Development Guidelines.
- Integrate language and guidelines that support gender equity and nontraditional employment.
- Involve focus group response including business/industry personnel and parents.
- Develop or revise course/student multi-measure assessments.
- Validate and determine reliability levels for course/student assessment measures.
- Maintain/upgrade NC-VoCATS in 117 LEAs.
- Maintain a statewide electronic information system.

Competency-based assessment priorities are to

- Provide technical assistance to LEAs in analyzing and interpreting assessment data to improve student performance.
- Ensure that course assessment measures include all aspects of the industry, career development/planning, and principles/concepts that support nontraditional employment.
- Ensure all SREB-HSTW sites participate in the National Assessment of Education Programs (NAEP) testing.

### **Postsecondary**

The North Carolina Community College System recently completed a comprehensive re-engineering of all curricula. All degree programs require a minimum of 15 semester hours in general education of which six hours must be in communications and a minimum of 49 semester hours in their program major which includes work or clinical experience.

Diploma programs require a minimum of six semester hours of general education, three of which must be in communications and a minimum of 30 semester hours in their program major which includes work or clinical experience. General education is optional in certificate programs which require a minimum of 12 semester hours in the program major and includes work experience.

Through comprehensive professional development activities, faculty and staff will be better equipped to use advanced technology in the instructional process, use applied learning strategies, maintain currency in curriculum, and provide meaningful career information.



10. Describe how the State will ensure that students who participate in vocational and technical education programs are taught to the same challenging academic proficiencies as are taught to all other students. [Sec. 122(c)(5)(B)]

### Secondary

Students in vocational and technical education programs will:

- Complete N.C. graduation requirements for four credits in English; three in mathematics including Algebra; three in science including a physical science, biology and earth and environmental science; and four in vocational and technical education.
- Take six state end-of-course tests in Algebra I, English I, English II, biology, Economic and Legal and Political Systems, respectively.
- Pass a state end-of-grade competency tests at grade eight until replaced by a high school exit exam.
- Pass a high school exit exam beginning in 2003.
- Meet the same statewide promotion standards
- Take state end-of-course tests in Algebra II, chemistry, geometry, physical sciences, and/or physics (for students completing these courses), respectively.

Program standards may be reviewed at [www.dpi.state.nc.us/workforce\\_development](http://www.dpi.state.nc.us/workforce_development).

### Postsecondary

The North Carolina Community College Curriculum Standards provide common standards for each curriculum program. All students seeking a degree, diploma, or certificate must meet all the requirements for their course of study. Degree programs require a minimum of 15 semester hours in general education which includes six hours in communications and a minimum of 49 semester hours in the program major. Diploma programs require a minimum of six semester hours of general education, three of which must be in communications and a minimum of 30 semester hours in the program major. Course requirements for each program area are detailed by required core courses, concentration requirements when applicable, and elective or other major hour choices.

One program title from the curriculum program standards is in Appendix 5. All program standards may be viewed at [www.ncccs.cc.nc.us/index.htm](http://www.ncccs.cc.nc.us/index.htm). Under "contents", click on "Program Standards."

11. Describe how the State will provide local educational agencies, area vocational and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(14)]

### Secondary



State consultants will involve all local customers in deciding how to provide needed technical assistance. State consultants will work throughout the year with vocational and technical education directors to determine their needs for technical assistance. A series of activities, such as professional development, on site consultations, and conferences will be conducted to ensure that their needs are met. The professional organization of the vocational and technical education directors will be a partner in providing technical assistance. The state consultants who have regional assignments will include administrative and service personnel who are not normally served by the program specialists.

The state consultant staff with program-specific assignments will work with the teachers in the respective program/service areas in order to determine their needs for technical assistance. The program area consultant staff working with the professional organizations of teachers will design the activities to provide technical assistance on a group basis. Individual consultations will be provided primarily by phone or e-mail.

Help desks will be operated by the vocational and technical education state staff. A vocational and technical education specialist will provide immediate technical assistance when clients request help by phone or e-mail. An online Internet discussion group will be provided for local planning and performance management.

Colleges and universities with teacher preparation programs will be updated regularly by the Department of Public Instruction so they may provide technical assistance to administrators, guidance personnel, and teachers.

Business partnerships will be developed so that LEAs can receive technical assistance from business people about all aspects of an industry.

Technical assistance will be provided for the implementation of programs, services, and activities for individuals who are members of special populations to ensure they meet or exceed the State adjusted levels of performance.

### **Postsecondary**

State vocational education staff will provide the eligible institutions with assistance in developing and implementing their local applications. Technical assistance will also be provided for the implementation of programs, services, and activities for individuals who are members of special populations to ensure they meet or exceed the State adjusted levels of performance. Assistance with Tech Prep programs and activities will be provided by the Tech Prep coordinator, with assistance from other staff. Other assistance will be provided as requested by the individual colleges.





12. Describe how vocational and technical education relates to State and regional occupational opportunities. [Sec. 122(c)(15)]

II9  
**Secondary**

The planning documents for vocational and technical education establish the philosophy and framework of the State Board of Education for vocational and technical education. Two specifics from the framework are

- Input from local advisory committees, employment data, community surveys, student surveys, and student follow-up are necessary in planning, implementing, and evaluating local programs.
- Coordination of programs by counselors and teachers with business and industry to ensure that educational objectives match work requirements. Additionally, work experiences achieved through shadowing, internships, cooperative on-the-job training, or apprenticeships ensure the transition from being a student to being a competent, wage earner.

These two items are to ensure that the vocational and technical education offerings in local schools prepare students for jobs that exist now, or will exist in the future.

Linking programs/services with the business community ensures that offerings mesh with occupational opportunities.

When the *North Carolina Workforce Development Education Programs of Study and Support Services Guide* is revised, national and state labor market data will be used to project the courses and course sequences to be offered.

When local education agencies desire to teach local specialized skill development courses, they must justify employment opportunities through a local survey or statewide employment data prior to receiving approval to fund such a course.

The checklist used in the approval process for offering vocational and technical education courses not in the *North Carolina Workforce Development Education Programs of Study and Support Services Guide* requires employment trend and forecast to show employment demand for the skill development courses.

Chapter 115C-154.1 of the General Statutes of North Carolina requires the State Board of Education to ensure that new vocational and technical education programs are approved only when there are student demand and labor market demand. Local administrators are charged with ensuring that labor needs in new and emerging occupations, including small business ownership, are considered when determining local vocational and technical program offerings. Also, labor needs in existing occupations



with greater than average anticipated growth along with rates of increase in employment projected for the service sector of the public and private economy are part of the considerations in determining local program offerings.

### **Postsecondary**

Beginning in 1995, the State Board of Community Colleges required institutions to review all curriculum programs and services annually using a standard Annual Program Review process. For vocational and technical education programs, the review includes information on enrollment data, student satisfaction, certification/licensure exam passing rate, graduation and retention rate, vocational and technical advisory committee activity, date of last curriculum upgrade, employment placement rate, employer satisfaction with completers and non-completers. If a program is seen to have low enrollment or poor placement rates over a period of time, the college must either be able to justify that program's continued existence or drop the offering.

Vocational and technical advisory committees, at both the local and state levels, are key in developing and upgrading curriculum to meet the needs of business and industry. Through the use of State Occupational Information Coordinating Committee (SOICC) data, colleges are able to identify occupational growth or decline in their service areas. Specific procedures are in place for the addition or deletion of programs.

The colleges' link with local business and industry community is a close one with industries often approaching the colleges when training needs arise.

Before a college can implement a new program, it must first survey local industry as to the number of jobs available and the entry level salary ranges. A survey of the community including high school students, current college enrollees, and current employees is completed in order to determine interest and demand. Advisory committees, representing business and industry, list the skills and competencies necessary for the occupation, then develop the curriculum around those identified skills. Programs are approved by the State Board of Community Colleges following the state curriculum review process.

The implementation of online courses will increasingly assist students in training for State and regional opportunities.

13. **Describe the methods proposed for the joint planning and coordination of programs carried out under Perkins III with other Federal education programs. [Sec. 122(c)(16)]**

### **Secondary and Postsecondary**



The State will foster coordination at the state and local levels. The three primary means at the state level are via the Commission on Workforce Development, the State Occupational Information Coordinating Committee (SOICC), and the Interagency Coordinating Committee (ICC). Through both the Commission on Workforce Development and the SOICC, the State has set performance measures and measurement mechanisms, and developed an annual report showing how each performs, and how each serves the other's clients. This report is generated from the state Common Follow-Up System.

The ICC sponsors a number of activities throughout the year that improve coordination. This has included developing common computerized intake and processing mechanisms for One-Stop Career Centers. In addition to these three agencies, there is coordination with the administrators of the Individuals with Disabilities Education Act (IDEA) and Improving America's Schools Act (IASA).

There is a continuing effort at the postsecondary level to work with federally funded adult education programs to develop strategies for enrolling English as a Second Language students into curriculum vocational education programs.

**14. Describe how funds will be used effectively to link secondary and postsecondary education [Sec. 122(c)(19)]**

**Secondary and Postsecondary**

The State will distribute funds in accordance with North Carolina General Statute 115C-158 and through cooperative agreements between the North Carolina Department of Public Instruction and the North Carolina Community College System. The linkage between the North Carolina Department of Public Instruction and the North Carolina Community College System will be in the following three areas: (1) Cooperative Endeavors, (2) Career Pathways, and (3) Formation of Alliances using the identified strategies.

**Cooperative Endeavors**

- Implement a statewide articulation agreement plan between secondary and community college institutions.
- Support the continuation of the Huskins Bill (G.S. 115D), enabling high school students to take courses at local community colleges that grant college credit toward certificates, degrees and diplomas.
- Support the continuation of "dual enrollment" that enables high school students, with permission of their principals, to enroll in courses offered to adults by a community college.
- Maintain and expand secondary course sequence offerings that recognize student completers with college credit toward certificates, degrees, or diplomas.
- Strengthen Tech Prep initiatives.



- Collaborate with the North Carolina University System and the North Carolina Community College System to maintain/update the *North Carolina Workforce Development High School and Postsecondary Education Opportunities Guide*.
- Plan and conduct joint workshops, projects, committees, and task forces as applicable.

#### Career Pathways

- Improve career guidance and academic counseling through materials and professional development.
- Provide assistance to participating students while preparing for and continuing their education, especially in nontraditional pathways.
- Ensure all course sequences integrate academic and all aspects of the industry concepts.
- Support counseling personnel's preparation in National Career Development Guidelines.
- Improve statewide electronic transcript transferal between secondary and postsecondary institutions.

#### Alliances

- Develop/expand business/industry partnerships.
- Promote mentoring strategies for both educators and business/industry personnel.
- Support the expansion of local articulation agreements between secondary and community college institutions.
- Support expansion of work-based learning.
- Seek support from parental groups/organizations and professional organizations representing business/industry.

- 15. Describe how the State will address the equity provisions contained in Section 427(b) of the General Education Provisions Act, as amended [20 U.S.C.1228a]**

#### Secondary and Postsecondary

North Carolina will provide equal access to, and equitable participation in, Perkins funded programs and activities by:

- Providing necessary services to enable faculty and staff to fully participate in professional development activities.
- Providing technical assistance to subrecipients to enable them to identify barriers, including ones based on gender, race, color, national origin, disability, limited English proficiency, and age, and to develop strategies that improve access to and participation in vocational and technical education programs.
- Assisting subrecipients in the evaluation and assessment of the progress of special populations students in meeting the State's core indicators of performance.





- Providing training opportunities for vocational and technical faculty, administrators, and counselors in methods and strategies for successfully recruiting and retaining students; especially minority students, student with special needs and students in nontraditional programs.
- Requiring subrecipients to provide assurances and/or descriptions of how they will identify and eliminate barriers as well as how they will use the data to improve access to and success in vocational and technical education programs.
- Continuing to audit subrecipients for civil right compliance in their enrollment and employment practices in vocational and technical education programs and activities.

**16. 2 Describe the procedures in place to develop the memoranda of understanding outlined in section 121(c) of the Workforce Investment Act of 1998. [Sec. 122(c)(21)]**

**Secondary and Postsecondary**

The North Carolina Division of Employment and Training, the administrative agent for the Workforce Investment Act of 1998, asked for input from involved State agencies in a variety of ways during the planning process for the State's five-year strategic plan. The Commission on Workforce Development, the State's Workforce Investment Board, reviewed workforce development and related plans of the State agencies through its State Workforce Programs Planning and Evaluation Committee with emphasis on collaboration with the Workforce Investment Act Title I programs and the JobLink Career Center system. Also, the Executive Committee of the Commission on Workforce Development is working with State agency heads to develop a state level memorandum of understanding and a guidance document to assist local agencies and Workforce Development Boards in negotiating local memoranda of understanding.

**17. 2 Describe the procedures the State will develop to ensure coordination of non-duplication among programs listed in section 112(b)(8)(A) of the Workforce Investment Act of 1998. [Section 122(c)(21)]**

**Secondary**

Not Applicable.

**Postsecondary**

The Commission on Workforce Development, the State's Workforce Investment Board, will address operational and collaboration issues through an Executive Committee structure. This committee's initial effort involved the development of a State level memorandum of understanding between the various agencies of State government involved in the One-Stop initiative. The results of this process are an agreement between the State agencies for the support, operation, and provision of services in each of the JobLink Career Centers and guidelines for local board and elected officials to use in negotiating local JobLink Career Center memoranda of understanding.



Center memoranda of understanding.

The committee structure allows issues to be addressed either as statewide issues or local issues, with an appropriate committee assigned to each. The State Workforce Programs Planning and Evaluation Committee will review workforce agency plans and grant applications to ensure coordination and collaboration across program lines. A task of this committee is the development of the five-year consolidated plan that will include as many funding sources as possible. This committee will continue the Commission's commitment to the development of common data definitions and evaluation of the workforce investment system. The committee will build on prior efforts, such as the Commission on Workforce Development's *Workforce Development System Outcome Report: Program Year 1995-1996*.

The Local Workforce Area Planning and Program Delivery Committee will work with local Workforce Development Boards, administrative staffs, and elected officials to identify and resolve issues affecting local operations. Where local issues involve state-level action, the Committee will act to resolve or recommend solutions.

The formation of an Interagency Coordinating Committee was included in the mandate of the Commission on Workforce Development. This committee is composed of the senior management of the State agencies involved in workforce and economic development. It meets monthly to share updates from each agency's current activities and upcoming initiatives.

### **III. ACCOUNTABILITY AND EVALUATION**

The responses for the six requirements in Section III, Accountability and Evaluation, are described first for secondary, then postsecondary.

#### **Secondary**

**1. Describe the procedures employed to include input from eligible recipients in establishing performance measures for core indicators. [Sec. 113(b)(1)(A), Sec. 113(b)(2)(D)]**

Major activities employed to gather input from eligible recipients include the following:

- The Departments of Public Instruction and Community Colleges held one meeting with approximately 90% of the local vocational and technical education directors. During this meeting, Perkins III requirements and alternatives were presented, and then tentatively selected by the group.
- In the spring of 1999, there were two retreats for these vocational and technical education directors. At that time their feedback was summarized and shared with them, along with the logistics necessary to carry out the performance measures and standards at the state level. The implications of carrying out these, including for



Tech Prep, at the local level were discussed and synthesized. The directors shared this information for local input from teachers and principals.

- In the spring and summer of 1999, regional hearings were held for public reaction and input for the performance measures.

In October 1999, discussions were conducted via information broadcasts for six regions.

In November 1999, a statewide workshop was held at which time the measures and timelines were shared with local directors. Based on feedback, all but one measure was selected.

In December 1999, a field test was conducted jointly by selected LEAs and community colleges to get the feasibility and statewide performance level of final measure.

During the spring of 2000, three workshops were held in each of six regions and two joint-region workshops were held on establishing and making operational performance measures for core indicators.

**2. Describe the procedures employed to include input from eligible recipients in establishing a State level of performance for each core indicator of performance. [Sec. 113(b)(1)(C), Sec. 122(C)(9)]**

The following meetings were held to obtain input about the performance levels:

Date: August 1999

Activity: Draft state and local performance levels were shared with four representatives from each LEA. These four represented local administrators, teachers, special populations coordinators, and curriculum selected at each LEA's discretion.

Results: From feedback, some levels were reinforced and others recalibrated.

Date: November 1999

Activity: During breakout sessions were used to share the measures at the state level, and how to calculate local levels.

Results: State and local levels were recalibrated.

Date: Fall 1999

Activity: The third year of sample statewide information was collected on one measure without comprehensive data.

Result: A pattern was developed from which to establish a performance level.



Date: December 1999

Activity: A statewide field test was held between LEAs and community colleges to establish the statewide performance level in one measure.

Results: The measure was established.

Date: March 1999

Activity: Field tests were conducted in selected LEAs to determine efficacious means of collecting and moving these data from local levels to the State and then into local plans.

Results: Not fully completed at time of submission of the plan. Anticipated to be successful during the coming school year.

3. **Describe the procedures employed to include input from eligible recipients in establishing any additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(B)]**

There are no additional indicators of performance.

4. **Describe the procedures employed to include input from eligible recipients in establishing State levels of performance for each additional indicator of performance. [Sec. 113(b)(1)(C)]**

There are no additional indicators of performance.

5. **Identify and describe the core indicators to be used to meet the requirements of Section 113. [Sec. 113(b)(2)(A)(I-iv)]**

Core Indicator 1: Student attainment of challenging State established academic and vocational and technical skill proficiencies.

Measure 1-A. *The percentage increase of graduating vocational and technical education concentrators scoring at or above the national average on the four ASSET tests: reading, writing, numerical skills, and elementary algebra.*

Rationale: Beginning with the North Carolina high school graduates of 2003, students must score at a proficiency level on an exit exam. This exit exam will assess communications, problem solving, processing information, and using data and numbers. Until this exam is implemented, North Carolina will use ASSET to assess the academic skills of vocational concentrators.

- Thirty-eight of the 58 North Carolina Community colleges use ASSET to assess academic skills of incoming freshmen. The competencies assessed with ASSET --





reading, communications, algebra, and using numbers -- are aligned with the North Carolina Public Schools Standard Course of Study.

- In the past three years, an average of between 35 and 40 per cent of North Carolina's vocational completers (past vocational concentrators) have enrolled in community colleges.

*Measure 1-B: The percentage increase in the number of vocational and technical education concentrators scoring at or above the same proficiency levels as chosen for the academic areas in the North Carolina Public Schools Accountability System.*

Rationale: Students in vocational and technical education should pass tests with the same rigor as those in academic education. To this end, tests generated from the Vocational Competency Achievement Tracking System (VoCATS) will be used. VoCATS is a nationally recognized achievement test which is proposed to become part of the North Carolina Accountability program. It has undergone repeated reliability and validity studies.

Core Indicator 2: Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential.

*Measure 2: The percentage increase in the number of vocational and technical education concentrators meeting requirements for a rigorous course of study adopted by the State Board.*

Rationale: Just as students should meet the same levels of rigor in testing set by the State Board, so should they meet the same levels of rigor in a statewide course of study set by the State Board. North Carolina has adopted rigorous statewide graduation requirements in three areas, with another pending. The three are Career Preparation, Technical Preparation, and College Preparation. The fourth pending is Occupational Preparation for disabled students. This measure will focus on all students who meet the requirements to be a vocational concentrator while also meeting the requirements to be a Tech Prep graduate or a combined Tech Prep/College Prep graduate.

Core Indicator 3: Placement in, retention in, and completion of postsecondary education or advanced training, placement in military service, or placement or retention in employment.

*Measure 3: The increase in the percentage of vocational and technical education concentrators who attain positive outcomes the year following high school graduation. Positive outcomes include further education, employment, or both.*

Rationale: Vocational and technical education is designed not only to help students perform better while in school but also to attain related outcomes in the real world. This standard counts as success those vocational and technical education concentrators who graduate and are successful in enrolling in further education or students who are successful in finding employment the year following graduation. With either outcome, both they and society benefit.



Core Indicator 4: Student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment.

Measure 4A: *The percentage increase in the participation rate for underrepresented gender groups in vocational and technical education courses nontraditional to their genders.*

Measure 4B: *The percentage increase in the completion rate of underrepresented vocational and technical education concentrators from programs nontraditional to their genders.*

Rationale: Both of these are required.

**6. Identify and describe a State level of performance for each core indicator of performance for the first two program years covered by the State plan. [Sec. 113(b)(3)(A)(ii)]**

Core Indicator 1: Student attainment of challenging State established academic and vocational and technical skill proficiencies.

1-A, Academic Proficiencies: *By the end of school year 2000 - 2001, 43 percent of vocational concentrators will score at or above the national average on each of the four ASSET tests: reading, writing, numerical skills, and elementary algebra.*

Rationale: These figures were calculated based on a field test. The actual statewide numbers will not be available until May 2001. The baseline figure was 41%. See Method of Calculating Performance Levels below.

Numerator: the number of vocational concentrators who score at or above the national average on each of the four ASSET tests: reading, writing, numerical skills, and elementary algebra. (This will entail four separate scores for each LEA and the state for this part of academic achievement.)

Denominator: all vocational concentrators.

Vocational concentrators are defined as those who take at least four vocational and technical education courses in a pathway, including a capstone course, and graduate.

1-B, Vocational and Technical Skill Proficiencies: *By the end of school year 2000 - 2001, 56% of vocational and technical education enrollees will score at level III or above on end-of-course VoCATS tests.*

Rationale: North Carolina has developed a statewide accountability testing strategy for normalizing acceptable achievement levels. The mechanism it uses separates test scores into four levels. Levels III and IV are proficiency levels recognized statewide. Through rigorous and continued investigation, the Compliance Commission for Accountability is considering adopting these levels for VoCATS tests also. The baseline figure was 54.7%. See Method of Calculating Performance Levels below.



Numerator: the number of vocational and technical education enrollees in each vocational and technical education course who score at level III or above on an end-of-course VoCATS test.

Denominator: the total number of enrollees in vocational and technical education courses.

Core Indicator 2: Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential.

*2: By the end of school year 2000 - 2001, 26.9% of graduating vocational and technical education concentrators who meet advanced requirements will have completed a Tech Prep or a combined Tech Prep/College Prep course of study*

The baseline figure was 25%. These figures were excerpted from a statewide sample, and actual figures which meet Perkins III disaggregation requirements will not be available until June 2000. See Method of Calculating Performance Levels below.

Numerator: the number of graduating vocational and technical education concentrators who also meet requirements for Tech Prep or combined College Prep/Tech Prep = 10,164.

Denominator: all vocational and technical education concentrators who graduate = 40,890.

Core Indicator 3: Placement in, retention in, and completion of postsecondary education or advanced training, placement in military service, or placement or retention in employment.

*3: By the end of school year 2000 - 2001, 94.9% of graduating vocational and technical education concentrators will go on to further education, work, or both during the year following graduation.*

These figures were calculated via figures from the Vocational Education Information System. They are available every year. The baseline was 94.8% in 1998 - 1999, the latest year for which we have follow-up data on graduates. See Method of Calculating Performance Levels below.

Numerator: the number of graduating vocational and technical education concentrators in 1997 - 1998 who in 1998-1999 are employed, are in further education, or are in both = 43,848.

Denominator: the number of graduating vocational and technical education concentrators in 1997 - 1998 = 46,253.

Core Indicator 4: Student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment.



*4-A. By the end of school year 2000 - 2001, 24.4% of student enrolled in vocational and technical education courses leading to nontraditional employment and training will be from underrepresented genders.*

These figures were calculated from data in the Vocational Education Information System. They are available every year. The baseline was 23.7% in 1999 - 2000. See Method of Calculating Performance Levels below.

Numerator: the number of underrepresented gender individuals in vocational and technical education courses nontraditional to their genders = 32,241.

Denominator: the number of all students enrolled in the same programs = 138,562.

*4B. By the end of school year 2000 - 2001, 12.9% of students completing vocational and technical education programs leading to nontraditional employment and training will be from underrepresented genders.*

These figures were calculated from data in the Vocational Education Information System. They are available every year. The baseline was 11.96% in 1997 – 1998, the latest year for which these data are available. See Method of Calculating Performance Levels below.

Numerator: the number of underrepresented students completing nontraditional vocational and technical education programs nontraditional to their genders = 1,758.

Denominator: the number of students eligible to be completers = 14,705.

#### Method of Calculating Performance Levels

Levels are calculated for the first four standards (a through d) by using a formula containing the ideal level of performance of 100%. Levels for the last two standards are based on gender equity, which, for the purposes of this plan, we calculate as 50%. Therefore, in the two standards for gender equity, the level is calculated based on 50%, representing an equal balance, rather than 100%. Both are derived from an evaluation technique called gap analysis.

Gap based on 100%: In the first four levels, the ideal score of 100% minus the actual score equals the gap between the ideal and the actual.

Gap based on 50%: In the levels related to nontraditional genders, the ideal score of 50%, which refers to an equal balance of genders, minus the actual score equals the gap between the ideal and the actual.

Gap reduction: The overall goal will be to reduce all gaps by 10% in four years, or to reduce them by 2.5% per year. Therefore, each 2000 -2001 performance standard level will be a 2.5% reduction in the gap as compared to its baseline. The performance levels for each of the remaining three years in Perkins III will represent a further 2.5% decrease in





that gap.

3. **Identify and describe any additional indicators identified by the eligible agency.**  
[Sec. 113(b)(2)(B)]

There are no additional indicators.

4. **Identify and describe a State level of performance for each additional indicator.**  
[Sec. 113(b)(3)(B)]

There are no additional indicators.

5. **Describe how you will annually evaluate the effectiveness of vocational and technical education programs, and describe, to the extent practicable, how the eligible agency is coordinating such programs to ensure nonduplication with other existing Federal programs.** [Sec. 122(c)(6)]

The Department of Public Instruction's Internet-based Planning and Performance Management System (PPMS) will calculate for each LEA and insert in its interactive, online Internet plan the performance measures, their levels, and actual scores each year. It will do this for each LEA overall, its special populations groupings, Tech Prep, and program areas. It will also calculate these scores on screens for each school in that LEA. For each, it also will subtract the actual score from the intended performance level for each year to show if the LEA has met the standard, and then will subtract the actual score from the next year's level to show the LEA how far it needs to go during the next year to attain the next level of performance. Again, the program will do this for the LEA, special populations categories, tech prep, and program areas, and for these in each school in the LEA.

Using these data and the following year's performance benchmarks in each of the categories above, the LEA will develop a local plan to be approved by the Department of Public Instruction. Local improvement priorities will be given to those categories in which the gap between the actual performance and needed performance is the greatest; stated differently, to where the opportunities for improvement are the greatest.

The local plan is online at <http://wdeppms.dpi.state.nc.us/wdeppms.nsf>. The logon and password are "guest."

The public school focus on performance standards will complement those of other acts. The state staff meets with other federal program representatives to assure nonduplication. These include working with staff of the Workforce Investment Act and the School-to-Work Act to improve collaboration, coordination, and ongoing communications. Examples include alignment of goals, strategic planning, joint meetings, joint staff development reviews of grants, onsite technical visits, and jointly obtaining insurance for students on work-based learning sites.



**6. Describe how you will report data relating to students participating in vocational and technical education in order to adequately measure the progress of students, including special populations. [Sec. 122(c)(12)]**

The data will be reported statewide, including by each LEA, each school within the LEA, and programs within each school, and will include information on special populations. For those students eligible to graduate the data will be reported for those who have completed four eligible credits in a career major and graduate. These students are considered vocational concentrators.

The data from 117 LEAs will be collected electronically at the state level using individual vocational education student records with individual student identification numbers. The data will be processed and sent back to each LEA on disks and by hard copy. Relevant data about performance standards attainment are inserted into each LEA's electronic local plan. An Internet-based local planning and performance management system will be operational to collect and share local information beginning with the first year of this State Plan. Before the end of Perkins III, all local data will be in statewide computer servers for LEAs, schools, and other customers and stakeholders to access via the Internet.

Each LEA will review its performance data annually in regards to the annual performance benchmarks approved by the state. LEAs will allocate resources during each coming year to attain those standards not yet met. Six regional coordinators will review the 117 LEAs' progress in order to evaluate and approve strategies, including resource allocation. Regional and statewide meetings will be held to review the information and to provide each LEA with technical assistance. Data will be collected, processed, and returned in several categories, such as enrollments, student characteristics, performance standards attainment, completer follow-up, employer follow-up (every other year), and cooperative education wage and hour reports.

**7. Describe how you will ensure that the data reported to you from local education agencies and eligible institutions under Perkins III and the data you report to the Secretary are complete, accurate, and reliable. [Sec. 122(c)(20)]**

The Department of Public Instruction has developed templates via its Vocational Education Information System (VEIS) and will use them for collecting and formatting data from LEAs. Edit checks will be used throughout each step of the system to assure the reliability and validity of all data. Each report will be spot checked to determine possible errors before it is run and distributed. We will use regional planning coordinators to work with LEAs to use the resulting information in order to determine if the data are accurate. Each local recipient will review the numerical and verbal information and inform us if they are not accurate. An ongoing help desk will facilitate error identification and correction. A full-time programmer will be available to make needed corrections.



described in Sec. 112(b)(8)(A)(iii) of the Workforce Investment Act of 1998, and to postsecondary vocational education activities. [Sec. 122(c)(21)]

N/A

### **Postsecondary**

- 1. Describe the procedures employed to include input from eligible recipients in establishing performance measures for core indicators. [Sec. 113(b)(1)(A), Sec. 113(b)(2)(D)]**

An initial joint meeting of postsecondary workforce development directors and community college personnel was held to gain input on establishing core indicators. During the following months, a series of regional meetings were held with college staff to continue discussion of the indicators. As data are available, additional meetings with college personnel are being held to further refine the indicators.

- 2. Describe the procedures employed to include input from eligible recipients in establishing a State level of performance for each core indicator of performance. [Sec. 113 (b)(1)(c), Sec. 122(c)(9)]**

A statewide meeting was held for community college staff to examine baseline data, both at the individual college level and the System total, and to reach consensus on levels of performance. As more data become available, further discussions with college personnel will be held. A committee will be formed to periodically review these levels of performance and suggest changes as necessary.

- 3. Describe the procedures employed to include input from eligible recipients in establishing any additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(B)]**

There are no additional indicators of performance.

- 4. Describe the procedures employed to include input from eligible recipients in establishing State levels of performance for each additional indicator of performance. [Sec. 113(b)(1)(C)]**

There are no additional indicators of performance.

- 5. Identify and describe the core indicators to be used to meet the requirements of Section 113. [Sec. 113(b)(2)(A)(I-iv)]**



Core indicators of performance were developed and refined using the following assumptions: attempts would be made to use existing data; state measures and standards would be incorporated when applicable; and the OVAE Framework would guide the reporting of the data.

The following definitions were established:

Threshold level of vocational education – completion of 75% or more of the hours required in a student's major program of study.

Vocational and technical student – students enrolled in state-approved curriculum programs leading to an Associate of Applied Science degree, a diploma, or a certificate.

Core Indicator 1: Student attainment of challenging State established academic and vocational and technical skill proficiencies

Measure 1-A: *Increase the percent of vocational/technical students mastering program-defined academic standards.*

Measure 1-B: *Increase the percent of vocational/technical students mastering program-defined vocational standards.*

The North Carolina State Board of Community Colleges has approved curriculum standards for each program area to which colleges must adhere. Appendix 5 is a sample from the Curriculum Standards. The complete set of standards may be found at [www.ncccs.cc.nc.us](http://www.ncccs.cc.nc.us). The standards require completion of a minimum of 15 hours of specified general education courses plus 49 hours of specified major courses for completion of an Associate of Applied Science degree. For completion of a diploma, a minimum of 6 hours of specified general education courses plus 30 hours of specified major courses are required. Certificate programs may or may not require general education courses.

Core Indicator 2: Student attainment of a postsecondary degree or credential

Measure 2: *Increase the percent of vocational/technical education students receiving a postsecondary degree, diploma, or certificate.*

Core Indicator 3: Placement and retention of vocational/technical education students in further education, employment, and/or military service

Measure 3-A: *Increase the percent of students who successfully transition to further postsecondary education, employment, and/or military service.*

To be consistent with the Workforce Investment Act of 1998, data will be collected six months after a student has left the community college system.

Measure 3-B: *Increase the percent of students who are retained in further postsecondary*





*education, employment, and/or military service.*

Data will be collected 12 months after a student has left the community college system.  
Core Indicator 4: Participation in and completion of vocational education programs that lead to non-traditional training and employment

Measure 4-A: *Increase the participation of under-represented gender groups in programs nontraditional to their gender.*

Measure 4-B: *Increase the completion rate of non-traditional students enrolled in programs nontraditional to their gender.*

**6. Identify and describe a State level of performance for each core indicator of performance for the first two program years covered by the State plan. [Sec. 113(b)(3)(A)(ii)]**

Core Indicator 1: Student attainment of challenging State established academic and vocational and technical skill proficiencies

1-A: *By the end of school year 2000-2001, ~~70.00~~ <sup>70.23</sup> percent of vocational/technical students who have a GPA of 2.5 or higher and who have reached the threshold level will have mastered program defined academic standards.*

Numerator: number of students reaching the threshold level of vocational education to complete a postsecondary program who have met program-defined academic standards with a GPA of 2.5 or higher and have stopped program participation in the reporting year = 7,783.

Denominator: number of students reaching the threshold level of vocational education to complete a postsecondary program and have stopped program participation in the reporting year = 11,242.

~~69.23~~ <sup>OK 69.23</sup> percent of the designated vocational/technical students mastered program defined academic standards in the baseline period.

1-B: *By the end of school year 2000-2001, ~~76.79~~ <sup>77.18</sup> percent of vocational/technical students who have a GPA of 2.5 or higher and who have reached the threshold level will have mastered program defined vocational/technical standards.*

Numerator: number of students reaching the threshold level of vocational education to complete a postsecondary program who have met program-defined vocational standards with a GPA of 2.5 or higher and have stopped program participation in the reporting year = 8,565.



Denominator: number of students reaching the threshold level of vocational education to complete a postsecondary program and have stopped program participation in the reporting year = 11,242.

~~76.19~~ 76.18 (751)

76.19 percent of the designated vocational/technical students mastered program defined vocational/technical standards in the baseline period

Core Indicator 2: Student attainment of a postsecondary degree or credential

65.08

*By the end of school year 2000-2001, ~~64.98~~ percent of vocational/technical education students will receive a postsecondary degree, diploma, or certificate.*

Numerator: number of students reaching the threshold level of vocational education who received or were eligible to receive a postsecondary degree, diploma, or certificate and who left the postsecondary program in the reporting year = 16,910.

Denominator: number of students reaching the threshold level of vocational education who are not yet eligible to complete plus those students who received or were eligible to receive a postsecondary degree, diploma, or certificate. = 26,387.

64.08 percent of vocational/technical education students attained a degree, diploma, or certificate in the baseline period.

Core Indicator 3: Placement and retention of vocational/technical education students in further education, employment, and/or military service

*3-A: Ninety percent of the vocational/technical education students reaching the threshold level of vocational/technical education will successfully transition to further postsecondary education, employment, and/or military service.*

Ninety percent is the State-approved standard for community college students reaching a threshold level to complete a postsecondary program. Individual colleges may adjust this standard for local unemployment conditions.

Numerator: number of students reaching the threshold level of vocational education to complete a postsecondary program who completed the program in the reporting year and who were placed in further postsecondary education, employment, and/or military service six months after stopping participation in the postsecondary program.

Denominator: number of students reaching the threshold level of vocational education to complete a postsecondary program who have stopped participation in the postsecondary program in the reporting year.

Baseline data is not yet available.





3-B: *By the end of school year 2000-2001, 80 percent of vocational/technical education students will have been retained in further postsecondary education, employment, and/or in military service one year from program completion.*

Numerator: number of students reaching the threshold level of vocational education to complete a postsecondary program who completed the postsecondary program and were placed in further postsecondary education, employment, and/or military service in the reporting period and were retained in one or more of these types of placement within one year from program completion.

Denominator: number of students reaching the threshold level of vocational education to complete a postsecondary program who stopped participation in the postsecondary program and who were placed in further postsecondary education, employment, and/or military service in the reporting year.

Baseline data is not yet available.

Core Indicator 4: Participation in and completion of vocational education programs that lead to non-traditional training and employment

4-A: *By the end of school year 2000-2001, <sup>7.32</sup>~~8.00~~ percent of the under-represented gender will participate in non-traditional programs.*

Numerator: number of students in under-represented gender groups who participated in a non-traditional postsecondary program in the reporting year = 4,580.

? Denominator: Number of students who participated in a non-traditional postsecondary program in the reporting year = 60,598.

<sup>7.32</sup>  
7.56 percent of vocational/technical students were of the under-represented gender in non-traditional education programs during the baseline period.

4-B: *By the end of school year 2000-2001, <sup>7.32</sup>~~7.32~~ percent of the under-represented gender will complete a non-traditional program.* <sup>7.36</sup>

Numerator: Number of students in under-represented gender groups who completed a non-traditional postsecondary program in the reporting year = 1,201.

Denominator: Number of students who completed a non-traditional postsecondary program in the reporting year = 17,488.

<sup>6.86(756)</sup>  
6.87 percent of vocational/technical students of the under-represented gender completed a non-traditional education program during the baseline period.

6. **Identify and describe any additional indicators identified by the eligible agency.**  
[Sec. 113(b)(2)(B)]

There are no additional indicators.



7. **Identify and describe a State level of performance for each additional indicator. [Sec. 113(b)(3)(B)]**

There are no additional indicators.

8. **Describe how you will annually evaluate the effectiveness of vocational and technical education programs, and describe, to the extent practicable, how the eligible agency is coordinating such programs to ensure nonduplication with other existing Federal programs. [Sec. 122(c)(6)]**

Each college's data will be input locally and then transmitted to the state level to be processed and formatted. The reports will be returned to the colleges in time for them to determine which programs and/or populations met or did not meet the levels of performance and then develop strategies to assist the programs and/or populations. Assistance will be available from the State vocational education staff in interpreting the data and using it for improvement and focusing of funds. As a One-stop partner, each college will report results to their area Workforce Board, as the State results will be reported to the State Workforce Commission

9. **Describe how data relating to students participating in vocational and technical education will be reported in order to adequately measure the progress of students, including special populations. [Sec. 122(c)(12)]**

The Curriculum Student Progress Information System (CSPIS) provides annual summary statistical information on the progress of curriculum students in the North Carolina Community College System as reported by individual colleges. The CSPIS is used to provide reports on program completers as well as non-completers.

Using CSPIS and curriculum registration data, the agency will extract data on all vocational and technical education students. Data will be extracted by program, special population area (disabled, economically disadvantaged, nontraditional, single parents including single pregnant women, displaced homemakers, and others to include academically disadvantaged), and by Tech Prep programs for each college. This information will be provided to each college so they can more closely examine the areas for improvement.

10. **Describe how it will be ensured that the data reported from local education agencies and eligible institutions under Perkins III and the compiled data reported to the Secretary are complete, accurate, and reliable. [Sec. 122(c)(20)]**

During the past years, the System office has stressed the importance of complete, accurate, and reliable data. Workshops have been held to explain the importance of the reporting and the use of the data. State and regional workshops involving college registrars and administrative personnel will be held to explain the data collection and the importance of





accuracy. Legislative reporting mandates have also helped in more accurate reporting of data.

At the college level, an initial check of the annual reporting is performed and verified by administrative personnel. When approved by the college, the data are delivered electronically to the System office for compilation.

Various automated edits are run at the State level to identify any entries, which may vary markedly from previous or expected levels. Compiled reports are then manually reviewed by staff for comparison of performance.

11. **As required by Sec. 112(b)(8)(B) of the Workforce Investment Act of 1998, describe the common data collection and reporting processes used for the programs and activities described in Sec. 112(b)(8)(A)(iii) of the Workforce Investment Act of 1998, and to postsecondary vocational education activities. [Sec. 122(c)(21)]**

Where feasible, data are collected in the same time frames and shared between the Governor's Commission on Workforce Preparedness and the North Carolina Community College System.

#### **IV. SPECIAL POPULATIONS AND OTHER GROUPS**

1. **Describe program strategies for special populations. [Sec. 122(c)(7)]**

Special populations include individuals: with disabilities; from economically disadvantaged families, including foster children; preparing for nontraditional training and employment; and single parents, including single pregnant women; displaced homemakers; and individuals with other barriers to educational achievement, including individuals with limited English proficiency.

##### **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 by category who attain and do not attain performance measures.
- 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.
- Each LEA will identify strategies to evaluate and improve the performance of special populations.



## Postsecondary

Each eligible institution will describe in its local application the program goals, objectives, and strategies for serving special populations. Each recipient will subsequently evaluate its performance annually with respect to how these goals, objectives, and strategies meet the performance standards of the appropriate core indicator.

2. **Describe how individuals who are members of special populations will be provided with equal access to activities under Perkins III. [Sec. 122(c)(8)(A)]**

## Secondary

**Outreach and Recruitment Activities:** These activities may begin as early as the seventh grade in the local education agencies offering a middle grades vocational and technical education program. Students and their parents will be informed of the middle grades courses prior to their enrollment into the program.

Most school districts will schedule WDE courses in order that all students may participate in at least a portion of the program they desire. While enrolled in the middle grades program the students and their parents will receive the mandated information about the secondary *Workforce Development Education Programs of Study and Support Services Guide*.

This information will be provided during a designated time span and in an appropriate format. Local education agencies may employ special populations coordinators (SPCs) and career development coordinators (CDCs) to ensure that the specific information is addressed. In addition to the above, special populations coordinators will provide outreach activities, in special education classes and on an individual basis when needed.

**Enrollment Activities:** Vocational support personnel will actively participate in the registration process. Career Development Coordinators and Special Populations Coordinators will assist guidance counselors, parents, and students in choosing the most appropriate vocational and technical education programs for students. Special Populations Coordinators will also provide pre-registration counseling to ensure that the students enroll in programs based on their interests and abilities. After the registration process, coordinators will 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 in a career pathway according to the plan, the coordinator will seek explanations and corrections. The Career Development Plans will be revised when the students and/or parents agree with the change. The coordinator will become an advocate for the students when the changes are not appropriate or are not in the



students' best interests.

**Placement Activities:** Opportunities for placement offered by the vocational and technical education program will include work-study, cooperative education positions, apprenticeships, internships, shadowing experiences, and other job-related activities. Additional assistance for placement in postsecondary institutions, advanced training and military service will be coordinated. These services will be 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 four WDE courses within a career pathway will be conducted each year.

**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 continually to determine access to, progress in, and success through the full range of vocational education programs.

### **Postsecondary**

It is the policy of the North Carolina Community College System to sustain an "open door" admission in each of the 58 community colleges.

Anyone, regardless of disability, economic disadvantage, single parent or displaced homemaker status, nontraditional preference for career, limited English proficiency, or other barrier, has complete access to recruitment, enrollment, counseling, placement, and the full range of vocational education programs available to all students.

In their local plans, member institutions of the System will be asked to describe how they review vocational and technical education programs at their college to identify barriers which may result in lower rates of access to and success in these programs by members of special populations. In order to help the colleges address barriers, special population enrollment data, by program, is being provided. Following the identification of barriers, strategies must then be developed to overcome them. These plans will be scrutinized by the System office during the approval process to ensure that local strategies are appropriate and complete for the barriers they address.



Colleges may employ special populations counselors to ensure special populations students receive services, activities and programs necessary for their success.

To assist colleges in overcoming barriers, technical assistance will be offered, as needed, by the System office in such areas as:

- Identifying and serving the needs of special populations, including distinguishing among varying learning styles and sensitivity training. Successful strategies in reaching and properly serving special populations will be stressed.
- Integration of academic and vocational and technical education.
- Use of advanced technology in the instruction process.
- Applied learning.

The System office will emphasize and encourage collaboration between secondary and postsecondary institutions in helping special populations transition between the two.

To assist in reviewing local activity, each college's core indicator will be displayed by program by special population enrollment. State staff will carefully observe these reports and provide suggestions for improvement in deficient areas.

**3. Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations. [Sec. 122(c)(8)(B)]**

**Secondary**

Members of special populations in each category will be enrolled in the vocational and technical programs. Local education agencies will employ support personnel including SPCs and CDCs to assess the special needs of students. Vocational assessments of the students' interests, aptitudes, personality styles, abilities and learning styles may be used to determine the appropriate vocational placement and support services needed for success in regular classrooms. To reduce duplication of efforts, the coordinators will coordinate services with other service providers per *Challenge: A Handbook for Serving Members of Special Populations*. Following the guidance and counseling activities, the academic and vocational courses will be outlined in each student's Career Development Plan (CDP). The support services, including supplementary services, will be recorded for special populations in each student's CDP+.

**Postsecondary**





It is the policy of the North Carolina Community College System to sustain an "open door" admission in each of the 58 community colleges. Anyone, regardless of disability, economic disadvantage, single parent or displaced homemaker status, nontraditional preference for career, limited English proficiency or other barrier, has complete access to recruitment, enrollment, counseling, placement and the full range of vocational education programs available to all students.

A part of the enrollment process includes placement testing, and oftentimes, career testing, as well as one-on-one conferencing. The testing results enable colleges to provide appropriate services for all students.

Eligible recipients will describe in their local applications how dollars will be targeted to help members of special populations meet or exceed the State adjusted levels of performance.

4. **Describe how individuals who are members of special populations will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how it will prepare special populations for further learning and for high skill, high wage careers. [Sec. 122(c)(8)(C)]**

#### **Secondary**

In North Carolina, these services will refer to the preparatory and transition services function. The goal of these functions will be 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 will include appropriate assessment services, vocational and related counseling and course registration; occupations, 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:

- Expansion of the High Schools that Work model, which promotes high academic achievements for career-bound students.
- Coordination of the College Prep/Tech Prep component of the North Carolina State Boards's ABCs initiative.
- Provision for nontraditional training shall include careers in computer science technology emerging high skill, high wage occupations and occupations and fields of work identified in the nontraditional core indicators.



## **Postsecondary**

Special populations will have access to the same programs available to all students that will enable them to meet or exceed State adjusted levels of performance, and to prepare them for further learning and for high skill, high wage careers. Colleges will be provided the data on how special populations performed in meeting the State levels of performance. From this information, locals will develop and adopt activities to assist these students such as, but not limited to, tutoring, interpreters, readers, and counseling.

In addition, as explained in section II, A, 10 (Sec. 122(c)(5)(B) of the Act), State approved standards are established for each curriculum program. All students seeking a degree, diploma, or certificate must meet all the established requirements for their course of study. Programs are annually reviewed to ensure curriculum is current and that the need for the program still exists.

5. **Describe how the State will adequately address the needs of students in alternative education programs, if appropriate. [Sec. 122(c)(13)]**

### **Secondary**

Not applicable

### **Postsecondary**

Not applicable

6. **Describe how funds will be used to promote preparation for nontraditional training and employment. [Sec. 122(c)(17)]**

### **Secondary and Postsecondary**

Funds available for the promotion of preparation in nontraditional training and employment will result in a joint effort by the Department of Public Instruction and the Community College System to:

- Promote nontraditional career exploration and training in the public schools and community colleges.
- Identify program areas for nontraditional recruitment, training and employment based on North Carolina employment data.
- Promote effective practices for nontraditional counseling.
- Assist LEAs and colleges to identify strategies and resources to improve the performance of non-traditional students.



7. **Describe how funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(18)]**

#### **Secondary and Postsecondary**

The State Board of Education will provide curriculum materials, opportunities for professional development, technical assistance, and core indicator assessment for individuals in correctional institutions.

### **V. TECH PREP**

#### **Secondary and Postsecondary**

##### **A. Program Requirements**

1. **Describe how each funded tech prep program will be carried out under an articulation agreement between the participants in the consortium, as defined in section 204(a)(1) of Perkins III. [Sec. 204(c)(1)]**

The State Board of Education for the Public Schools of North Carolina and the State Board of Community Colleges for the North Carolina Community College System adopted a joint policy for Tech Prep in North Carolina in March, 1993 (See Appendix 6) and endorsed the North Carolina High School-to-Community College Articulation Agreement in September 1999. This policy and articulation agreement are consistent with the requirements outlined in Perkins III and are used to guide and govern state and federally funded Tech Prep initiatives.

For 2000-2004, funds shall be available under Title II, Tech Prep Education to eligible consortia on a competitive basis for the enhancement and innovation/demonstration of Tech Prep. Eligible consortia will prepare a request for proposal or plan of action, which will include:

- Signed assurances the consortia will operate under an articulation agreement.
- Objectives and activities that address the (RFP) plan of action requirement for a revised Articulation and Curriculum Alignment Document based on the current Community College Curriculum Standards, the current Community College program of Study, and the 1997 State Board of Education Programs of Study (Revised).
- Only budgeted expenditures to support existing articulation agreements



- or the development of new articulation agreements.
- A completed copy of the Summary of Articulation Curriculum Agreements Form.

2. **Describe how each funded tech prep program will consist of at least two years of secondary school preceding graduation and two years or more of higher education, or an apprenticeship program of at least two years following secondary instruction with a common core of required proficiency. [Sec. 204(c)(2)]**

The North Carolina Tech Prep course of study approved by the North Carolina Board of Education requires academic and technical course work which spans the equivalent of four years of high school. The joint policy for Tech Prep in North Carolina, adopted March 1993 by both boards, requires at a minimum, two years of postsecondary training leading to an associate degree, two year certificate, or a two year registered apprenticeship. The North Carolina Community College System and the University of North Carolina System have a statewide articulation agreement in place which facilitates the transfer of coursework taken at the community college to the university system.

3. **Describe how each funded tech prep program will meet academic standards developed by the state, link secondary and postsecondary institutions through nonduplicative sequences of courses, use work-based learning, educational technology and distance learning. [Sec. 204(c)(3)(A-D)]**

The State Boards' joint policy for Tech Prep describes their expectations for academic and technical preparation in Tech Prep initiatives. Each funded consortia will sign statements of assurance requiring consortia to:

- Document Tech Prep program completers' academic and technical achievement using nationally recognized assessment instruments.
- Provide programs, services, and activities that conform to the applicable standards of performance and measures of effectiveness required of academic and technical education programs in North Carolina.

Each eligible consortia will describe in their application:

- Previous Tech Prep student outcomes.
- The process for measuring Tech Prep program completers' academic and technical competencies.
- The community college partner(s) will report the number of Tech Prep students enrolled.





In addition to local consortia being required to operate under articulation agreements that minimize duplication of curriculum content, the Public Schools and the Community College System have developed a statewide articulation agreement model. A statewide articulation agreement also exists between the Community College System and the University of North Carolina System.

High Schools are held accountable as a part of the high school accountability model for the growth in the percentage of students graduating having completed the College Prep/Tech Prep course of study. Local education agencies and the State Board, using a statewide computer program, will track students' progress in the fulfillment of the curriculum requirements. The status of each school will be reported to the public each year. The public schools and the Community College System will work together to develop a seamless data base to track Tech Prep students' enrollment, progress, completion and employment trends.

In a collaborative effort, the Public Schools, the Community College System, the Department of Labor, and the Workforce Investment Councils have adopted a common set of career pathways that foster seamless transition from secondary to postsecondary education. These pathways include all forms of work based learning education. Students may receive credit toward the fulfillment of their high school college Tech Prep technical requirements by completing either a cooperative education and/or a Department of Labor registered high school apprenticeship experience. High school apprenticeship credits help fulfill their adult apprenticeship program requirements.

Consortia will be encouraged to develop new programs and initiatives in the use of educational technology and distance learning through the Tech Prep Innovation/Demonstration Request for Proposals. Consortia have:

- Developed demonstration sites for Network Administration Programs and Automotive Technology Programs based upon national industry standards and industries' advanced technologies. Staff development for these efforts is provided by business/industry partnerships
- Developed an innovative Scientific Visualization Curriculum involving business/industry, public schools, community college, and university engineering departments. Staff development for this effort has been provided by a business/industry and university partnership. On line technical assistance is provided to students and teachers by North Carolina State University's College of Engineering.
- Developed a demonstration site by using the worldwide web to conduct a



Virtual Career Day for Tech Prep students.

- Worked with public schools, community colleges and the United States military to develop advanced Electronics Technology, advanced Computer Technology and Nuclear Technology programs. Exploration of providing Tech Prep course work using public schools, community colleges and university distant learning networks is underway.
- Taken advantage of staff development opportunities using the latest technologies available such as distance learning opportunities provided by the Southern Regional Education Board's High Schools That Work network, video conferences, and virtual course work being provided by the community college and university systems.

**4. Describe how each funded tech prep program includes in-service training for teachers that addresses the concerns of Perkins III. [Sec. 204(c)(4)(A-E)]**

Tech Prep resources will be used to provide staff development to academic and vocational/technical faculty, counselors, principals, and other administrators.

Staff development activities will be determined based upon the needs identified in the application, during the interim project review, and an analysis of student outcome data.

Sites will participate in a variety of professional development activities on such topics as:

- Curriculum integration, contextual learning, Tech Prep completers, and outcome measures.
- Statewide conferences and workshops such as the annual Tech Prep Conference.
- National conferences and workshops such as National Tech Prep Conference and the High Schools That Work Conference.
- Community college and university on-site and virtual course work.
- Video Conferences.
- Distance Learning Workshops.
- Business/Industry Training sessions.
- Summer business internships and return to industry programs.

**5. Describe how each funded tech prep program includes training programs for counselors that addresses the concerns of Perkins III. [Sec. 204(c)(5)(A-E)]**

Counselors and other student support personnel will participate in staff development opportunities provided for all consortia members. Additional topics are encouraged for all career and core counselors. Special topics provided to this group include:



- Career planning - Regional.
- National Career Development Guidelines - Regional.
- Postsecondary education admission requirements - Regional.
- Career Pathway Development and Implementation - Statewide.
- Career guidance and guidance administration software training - Statewide.
- Tech Prep high school and community college accountability training - Statewide.
- Administration of the HSTW/TP Assessment - Statewide.
- Using HSTW/TP data for program improvement - Statewide.

**6. Describe how each funded tech prep program provides equal access to the individuals who are members of special populations. [Sec. 204(c)(6)]**

Each consortium receiving funding will sign a statement of assurance requiring they publish the full range of Tech Prep programs and services to all students without regard to gender, race, color, ethnicity, national origin, or disability.

A common State Board definition of Tech Prep is used among all consortia in North Carolina. The definition provides accommodation for all students pursuing a high school diploma, a two-year associate's degree, two-year certificate or a two-year registered apprenticeship. To ensure success, students are provided supplemental services such as:

- English as a second language.
- Educational diagnostic services.
- Tutoring services.
- After school assistance.
- Remedial/developmental coursework.
- Job Placement/career counseling services.
- Financial aid assistance.

In consortia with large non-English speaking populations, consortia will provide career counseling information to parents in their native language.

**7. Describe how each funded tech prep program provides for preparatory services that assist participants in tech prep programs. [Sec. 204(c)(7)]**

In North Carolina, Tech Prep students and their parents are provided with the statewide requirements for completion of a Tech Prep course-of-study, at the beginning of their 9<sup>th</sup> grade year. Tech Prep students are encouraged to declare a six-year course-of-study when entering into the 9<sup>th</sup> grade. This course-of-study is monitored annually by students, parents, teachers, and counselors for adjustments. All students and their parents are provided a wide range of career decision and



course taking information. Preparatory services include: career counseling, academic counseling, assessment, financial guidance, career/job placement information and work-based learning opportunities.

## **B. Administrative Requirements**

### **1. Describe the competitive basis or formula you use to award grants to tech prep consortia. [Sec. 204(a)(1)]**

The State Board shall make funds available to eligible consortia on a competitive basis for Enhancement and Innovative Tech Prep education programs. (See Appendix 8 for Tech Prep Request for Proposals).

Request for Proposals for Eligible Consortia: Each eligible consortium will prepare a request for proposal covering July 1, 2000 – June 30, 2002 and July 1, 2002 – June 30, 2004.

- A copy of the consortium College Tech Prep Four-Year Plan.
- 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, student services, and postsecondary vocational/technical education, academic education, student services, and collaboration with business, industry, labor, and other organizations and agencies.
- A description of how workbased learning will be connected to the Tech Prep program.
- A description of the use of distance learning in the implementation of the Tech Prep program.
- A description of the evaluation procedures to be applied to the project and how program completers' achievement will be measured.
- Proposals for implementation grants must include a clear description of prior planning and preparation for Tech Prep implementation, evidence of the ability to develop advanced programs, and the proposal must be tied to the College Tech Prep Four-Year Plan.





**2. Describe how the State will give special consideration to applications that address the areas identified in Sec. 205(d). [Sec. 205(d)(1-5)]**

The grant proposal review and selection process indicates that the State Board will give special considerations to consortia that provide for:

- Effective employment placement activities or transfer of students to four-year baccalaureate programs.
- Partnership with business, industry, and labor unions.
- Effective dropout prevention and re-entry initiatives.
- Special needs of minority students, students of limited English proficiency, students with disabilities, and disadvantaged students, and students in other categories of special populations.

In the statements of assurance, the consortia agree to comply to all civil rights requirements and to provide activities that are in compliance with the education standards of the State Board and of regional accrediting agencies. The Innovative and Demonstration Grants are specifically designed to provide research and development resources to encourage consortia to develop programs and activities that encourage program development in emerging occupational areas and emerging new technologies.

**3. Describe how the State will ensure an equitable distribution of assistance between urban and rural consortium participants. [Sec. 205(e)]**

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 and local Tech Prep partners 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 that:

- Provide for effective employment placement activities or transfer of students to four-year baccalaureate degree programs.



- Are developed in consultation with business, industry, and labor unions and address effectively the issues of dropout prevention and reentry 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.

**4. Describe how tech prep programs will be evaluated using the State system of core indicators and levels of adjusted performance.**

The Statements of Assurance in the grant request include an assurance that the consortia will:

- Document Tech Prep program completers' academic and technical achievements.
- Work cooperatively with the State Boards in monitoring and evaluating the program.

The grant reporting requirements require that during the annual project review hearing the consortia will document and report Tech Prep student progress in:

- Program completers' academic and technical competency achievement.
- Completion of the requirements of their Tech Prep career major.
- Completion and placement rates of their two year postsecondary education.

Consortia will use a nationally recognized assessment instrument to document technical skills achievement and academic achievement in mathematics, science, and communication skills. The high school component may document technical competency by using the North Carolina Vocational Competency Achievement Tracking System (VoCATS).

Data will be collected at the state level for the performance measures and levels of performance for Tech Prep students. Data for Tech Prep students will be disaggregated from the rest of the State's Perkins students. They will be compared to the other categories, and plans will be developed locally for improvements for the coming year.

**5. Describe how the State plans to collect data to address the reporting requirements in Perkins III. [Sec. 206]**

During the annual grant reviews consortia will report progress being made in the collection of data and student progress in meeting the performance measures. Annually a review panel of secondary and postsecondary state consultants will conduct a review with each funded consortia. During this review each consortia



must present evidence of progress being made in the fulfillment of its grant objectives and grant evaluation goals.

Additionally, each consortia shares documentation of students':

- Rate of completion of the high school component of Tech Prep. (The completion rate of College Prep/Tech Prep course of study is collected statewide by the State Board as a part of the high school accountability model.)
- Academic and technical competency achievement.
- Enrollment data, grade point averages, and hours completed
- Developmental studies rate - GPA, hours completed, continuation, graduation of postsecondary education Tech Prep students.

Biannually, the state will invite consortia to participate in the High Schools That Work Assessment using NAEP items. The assessment measures Tech Prep student progress in reading, mathematics, and science.

## **VI. FINANCIAL REQUIREMENTS**

### **Secondary and Postsecondary**

#### **A. Assurances**

- 1. Assure compliance with the requirements of Title I and the provisions of the State Plan, including the provision of a financial audit of funds received under this title which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(10)]**

The State will comply with the requirements of Title I and the provisions of the State Plan, including the provision of a financial audit of funds received under this title which may be included as part of an audit of other Federal or State programs. The State will assure these through the local planning, approval, and monitoring processes, through the State auditing process, and through the required annual single local audit process.

- 2. Assure that none of the funds expended under Title I 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, the employees of the purchasing entity, or any affiliate of such an organization. [Sec. 122(c)(11)]**



None of the funds expended under Title I 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, the employees of the purchasing entity, or any affiliate of such an organization. The state will assure this through the local planning, approval, and monitoring processes, through the State auditing process, and through the required annual single local audit process.

## **B. Descriptions**

- 1. Describe how funds received through the allotment made under Section 111 will be allocated among secondary school vocational and technical education, or postsecondary and adult vocational and technical education, or both, including the rationale for such allocation. [Sec. 122(c)(4)(A)]**

The estimated FY 2001 Budget Summary Sheet is in Appendix 8.

### **Secondary**

FY 2001-2004

Formula Distribution (85%)

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

- (1) 70 percent. 70 percent shall be allocated to such local educational agencies in proportion to the number of individuals age 5 through 17, inclusive, who reside in the school district served by such local educational agencies from families with incomes below the poverty line applicable to a family of the size involved for the fiscal year for which the determination is made compared to the number of such individuals who reside in the school districts served by all the local educational agencies in the state from the most recent Census Bureau data.
- (2) 30 percent. 30 percent shall be allocated to such local educational agencies in proportion to the number of individuals aged 5 through 17, inclusive, who reside in the school district served by such local educational agency to the total number of such individuals who reside in the school districts served by all local educational agencies in the state from the most recent Census Bureau data.





The State may waive the application of Section 131(a) for the following LEAs: Camden County, Elkin City, Hyde County and Tyrrell County. 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 State Board of Community Colleges will allocate funds made available under section 112(a)(1) to community colleges through a formula process based on the number of individuals enrolled in vocational and technical education programs who are Federal Pell Grant recipients or are recipients of assistance from the Bureau of Indian Affairs. Any college not meeting the \$50,000 minimum is dropped and the amounts redistributed to the remaining eligible colleges.

The State may waive the minimum allotment for those colleges located in rural, sparsely populated areas and/or in a geographical area such that entering into a consortium with another college is not feasible.

- 2. Describe how funds received through the allotment made under Section 111 will be allocated among consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(4)(B)]**

Not applicable.



## VII. EDGAR AND OTHER CERTIFICATIONS

### Edgar Certifications - Secondary

The North Carolina State Board of Education assures that this plan, which serves as an agreement between state and Federal Governments under The Carl D. Perkins Vocational and Technical Education Act of 1998 (P.L. 105-332), will be administered in accordance with applicable Federal laws and regulations, including the following certifications and assurances:

1. The plan is submitted by the State agency that is eligible to submit the plan.
2. The state agency has authority under State law to perform the functions of the State under the program.
3. The State legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with State law.
5. A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
6. The State officer submitting the plan, specified by title in the certification, has authority to submit the plan.
7. The agency that submits the plan has adopted or otherwise formally approved the plan.
8. The plan is the basis for State operation and administration of the program.
9. A copy of the North Carolina State plan was submitted for review by the Governor's Commission on Workforce Preparedness, the State Intergovernmental Review Process entity.

For the State Board of Education

Phillip J. Kirk, Jr.  
Chairman, N.C. State Board of Education

4-7-00  
Date

Michael K. Ward  
State Superintendent, Department of Public Instruction

4-7-00  
Date



**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 judgement 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 (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (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 Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. 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)


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

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
North Carolina Department of Public Instruction	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Phillip J. Kirk, Jr., Chairman, State Board of Education	
SIGNATURE	DATE
	

#### 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 Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.



# ASSURANCES - NON-CONSTRUCTION PROGRAMS

OMB Approval No. 0348-0040

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protection of components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Act Amendments of 1996 and OMB Circular No. A-115, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL

*Phillip J. Kirk, Jr.*

TITLE

*Phillip J. Kirk, Jr.*  
Chairman, State Board of Education

APPLICANT ORGANIZATION

NC Department of Public Instruction

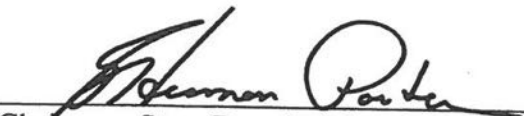
DATE SUBMITTED



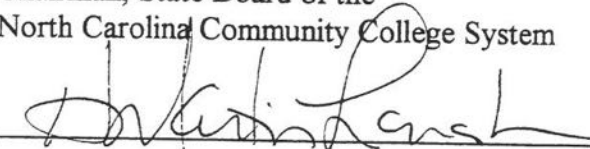
## VII. EDGAR CERTIFICATIONS

The North Carolina State Board of Education assures that this plan, which serves as an agreement between state and Federal Governments under The Carl D. Perkins Vocational and Technical Education Act of 1998 (P.L. 105-332), will be administered in accordance with applicable Federal laws and regulations, including the following certifications and assurances:

1. The plan is submitted by the State agency that is eligible to submit the plan.
2. The state agency has authority under State law to perform the functions of the State under the program.
3. The State legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with State law.
5. A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
6. The State officer submitting the plan, specified by title in the certification, has authority to submit the plan.
7. The agency that submits the plan has adopted or otherwise formally approved the plan.
8. The plan is the basis for State operation and administration of the program.
9. A copy of the North Carolina State plan was submitted for review by the Governor's Commission on Workforce Preparedness, the State Intergovernmental Review Process entity.

  
\_\_\_\_\_  
Chairman, State Board of the  
North Carolina Community College System

3-20-00  
Date

  
\_\_\_\_\_  
President, North Carolina Community College System

3-17-00  
Date



**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 certifies 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 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 judgement 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 (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (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 Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. 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)

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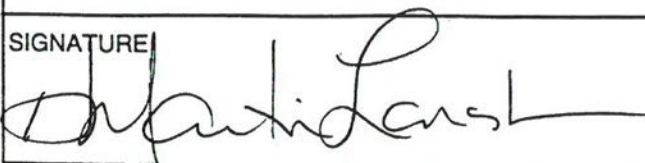
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Check ☐ if there are workplaces on file that are not identified here.

---

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
North Carolina Community College System	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
H. Martin Lancaster, President	
SIGNATURE	DATE
	3-17-00



## ASSURANCES - NON-CONSTRUCTION PROGRAMS

OMB Approval No. 0348-0040

Reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

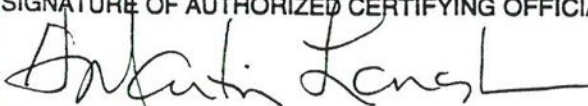
**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protect components or potential components of the nation's wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 		TITLE President
APPLICANT ORGANIZATION North Carolina Community College System		DATE SUBMITTED 3-17-00

## Appendix 1

### Letters, Legal Notices, and Media Outlets Contacted for Public Hearings





**From:** Chancy Kapp  
**To:** Thompson, Mike  
**Date:** 5/26/99 11:47AM  
**Subject:** Media alerts for hearings

Three weeks in advance of the first hearing, the full text of the public hearing notice provided by DPI was faxed with a cover sheet containing a media alert with the full schedule and a brief summary of the event to the following media outlets: (we know they were received because we received telephone calls from reporters interested in covering the hearings...you know better than I whether they did so..):

**STATEWIDE PRINT OUTLETS**

Associated Press

The Insider (daily on-line journal of state government news)

The NY Times Newspaper Group (owns several NC dailies)

**MAJOR DAILY NEWSPAPERS (EDUCATION DESKS)**

Charlotte Observer

News and Observer (Raleigh)

Greensboro News and Record

Durham Herald-Sun

Winston-Salem Journal

Asheville Citizen-Times

Fayetteville Observer-Times

Daily Reflector (Greenville)

**STATEWIDE BROADCAST OUTLETS**

UNC-TV Public Affairs (statewide public TV network)

NC News Network (statewide commercial radio network)

**LOCAL TV AND RADIO (focused on hearing sites)**

WFMY-TV Greensboro

WGHP-TV High Point

WNCT-TV Greenville

WLOS-TV Asheville

WHNS-TV Asheville

WWNC (radio) Asheville

WNAA (radio) Greensboro

WOOW (radio) Greenville

**MINORITY FOCUS NEWSPAPERS/MAGAZINES (most of these have regional or statewide readership)**

Cherokee One Feather

El Progreso Hispano

Minority Voice

Carolina Peacemaker

Wilmington Journal

The Chronicle

Carolina Times

Text of media alert cover sheet attached.



**FAX****TO:****Fax:****MEDIA ALERT**

**WHAT:** Public Hearings on State Plan for Vocational and Technical Education

**WHEN/WHERE:** May 25, 1999 4 - 7 p.m.  
Applied Technology Building  
Guilford Technical Community College, Jamestown, NC

May 26, 1999 4 - 7 p.m.  
Laurel Hall Auditorium  
Asheville-Buncombe Technical Community College, Asheville, NC

June 2, 1999 4 - 7 p.m.  
Everette Building, Room 145  
Pitt Community College, Greenville, NC

**CONTACT:** Mike Thompson 919-733-7051 ext. 460

The State Board of Education, in cooperation with the North Carolina Community College System, will conduct three regional public hearings on North Carolina's State Plan for Vocational and Technical Education on the schedule listed above. The hearings are convened for the purpose of obtaining public comments on important funding decisions. Coverage is welcomed and encouraged. A formal notice containing all details and deadlines for comment submission is attached.

###



## Legal Notice

To comply with requirements of the Carl D. Perkins Vocational Education and Technical Education Act of 1998, the State Board of Education will conduct statewide public hearings on the FY 2001-2004 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:

May 25, 1999 4 - 7 PM	Guilford Technical Community College Jamestown, NC Applied Technology Building, Room 115
May 26, 1999 4 - 7 PM	Asheville-Buncombe Technical Community College Asheville, NC Laurel Hall Auditorium
June 2, 1999 4 - 7 PM	Pitt Community College Greenville, NC Everette Building, Room 145



## Participation In The Purchase Program

...ped by the HIF program.  
h. Applicant is reminded  
that any work other than spec-  
ified in the bided package, shall  
be the responsibility of the  
applicant.

i. Applicant is reminded  
that you should NOT PUR-  
CHASE a home prior to the  
final approval by the HIF  
Committee, but you should  
only provide an intent or other  
type of purchase agreement.

(NOTE) Applicant has a  
period of Six Months following  
Site Work Preparation to Purchase  
or being Construction of a Home.

For further information you  
may contact Bob Driver, HIF  
Chairman at 497-7647.

## Big Cove Youth Group News

Youth Group had  
their first meeting on May 5  
at the Rec. Center and  
because it was not advertised  
we did not have a good turn  
out. We have scheduled  
another meeting for May 19  
at 10 a.m. we will be doing  
a cleaning up in the Big Cove  
area the location will be  
decided when we meet in two  
weeks.

Anyone who would like  
to join can come to this meet-  
ing and sign up we are also  
looking for some people to  
come volunteer to help keep  
an extra eye on the youth. So  
if you know of someone  
please ask them to bring you  
to this meeting!

**Youth Meeting (Big  
Cove) Rec Center, May  
29 10 a.m. till ??.** We  
hope to see you there!

For more information  
if you need a ride to this meet-  
ing call Totsie at 497-7172

## Notice Of Public Hearings

To comply with the Carl D.  
Perkins Vocational and Technical  
Education Act of 1998, G.S. 115C,  
the State Board of Education will  
conduct statewide public hearings  
on the FY 2001 - 2004 State Plan  
for Vocational and Technical Educa-  
tion.

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 allo-  
cation of responsibility for pro-  
grams to be offered in the various  
levels of education and institutions  
(d) the processes for transactions to  
fully comply with the Perkins III  
Legislation, and the allocation of  
local, state and federal resources to  
meet these goals.

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

**May 25, 4-7 p.m.:**  
Guilford Technical Com-  
munity College, James-  
town, NC, Applied Tech-  
nology Building, Room  
115

**May 26, 4-7 p.m. :**  
Asheville-Buncombe  
Technical Community  
College, Asheville, NC,  
Laurel Hall Auditorium

**June 2, 4-7 p.m.:**  
Pitt Community Col-  
lege, Greenville, NC,  
Everett Building, Room  
145.

Those who wish to present  
statements at the hearings concern-  
ing the FY 2001-2004 State Plan  
should notify Mike Thompson at  
Community College System, 200  
West Jones, Street, Caswell Build-  
ing, Raleigh, NC 27603-1379 or  
919-733-7051.

Five minutes for each presenta-  
tion 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 submit-  
ted to the hearing officer.

Anyone unable to attend the  
public hearing may submit a writ-  
ten statement to **Mike Thomp-  
son** at the address in the paragraph  
above. Mailed statements must be  
received **no later than 5 p.m.  
on May 18, 1999.** Responses to  
all comments, presentations, and  
statements received will appear in  
the FY 2001-2004 State Plan.

For additional information, or  
a copy of the latest State Plan, con-  
tact Dr. Donald R. Brandon, Con-  
sultant, Performance Systems, and  
Planning, Work force Development,  
Education, Department of Public  
Instruction, 301 N. Wilmington  
Street, Raleigh, NC 27601-2825 or  
919-715-1647. **5/26**

## Health Professions Summer Youth Program

The Education and Training  
Office (JTPA) is now accepting  
applications for the Health Profes-  
sions Summer Youth Program.  
Applicants must be 16-21 and be  
interested in majoring in, or cur-  
rently majoring in a health related  
field. Applications will be accepted  
through June 4 at 4:30 p.m. at  
the training office located in John  
Crowe Hill, across from Cablevi-  
sion.

Applicants must be a member  
of a federally recognized Tribe and  
currently attending junior high,  
high school, a community college  
or university.

If you have questions or need  
further information, please contact  
**Kim Lambert at 497-5959** or  
**Doni Plummer at 497-9754.**  
**5/26.**

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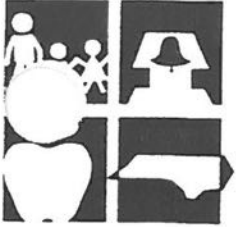
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# Public Schools of North Carolina

State Board of Education  
Phillip J. Kirk, Jr., Chairman

<http://www.dpi.state.nc.us>

Department of Public Instruction  
Michael E. Ward, State Superintendent

April 28, 1999

TO LEA Superintendents, Presidents of Community/Technical Colleges, Directors of Workforce Development Education, Teacher Educators, and Other Interested Citizens

FROM Michael E. Ward, State Superintendent  
Department of Public Instruction

H. Martin Lancaster, President  
Community College System

## PUBLIC HEARINGS ON THE FY 2001-2004 N. C. STATE PLAN FOR VOCATIONAL AND TECHNICAL EDUCATION

To comply with the requirements of the Carl D. Perkins Vocational and Technical Education Act of 1998, the State Board of Education will conduct public hearings about what should be included in the FY 2001-2004 State Plan for Vocational and Technical 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:

May 25, 1999 4 - 7 PM	Guilford Technical Community College Jamestown, NC Applied Technology Building, Room 115
May 26, 1999 4 - 7 PM	Asheville Buncombe Technical Community College Asheville, NC Laurel Hall Auditorium
June 2, 1999 4 - 7 PM	Pitt Community College Greenville, NC Everette Building, Room 145

(over)



## Appendix 2

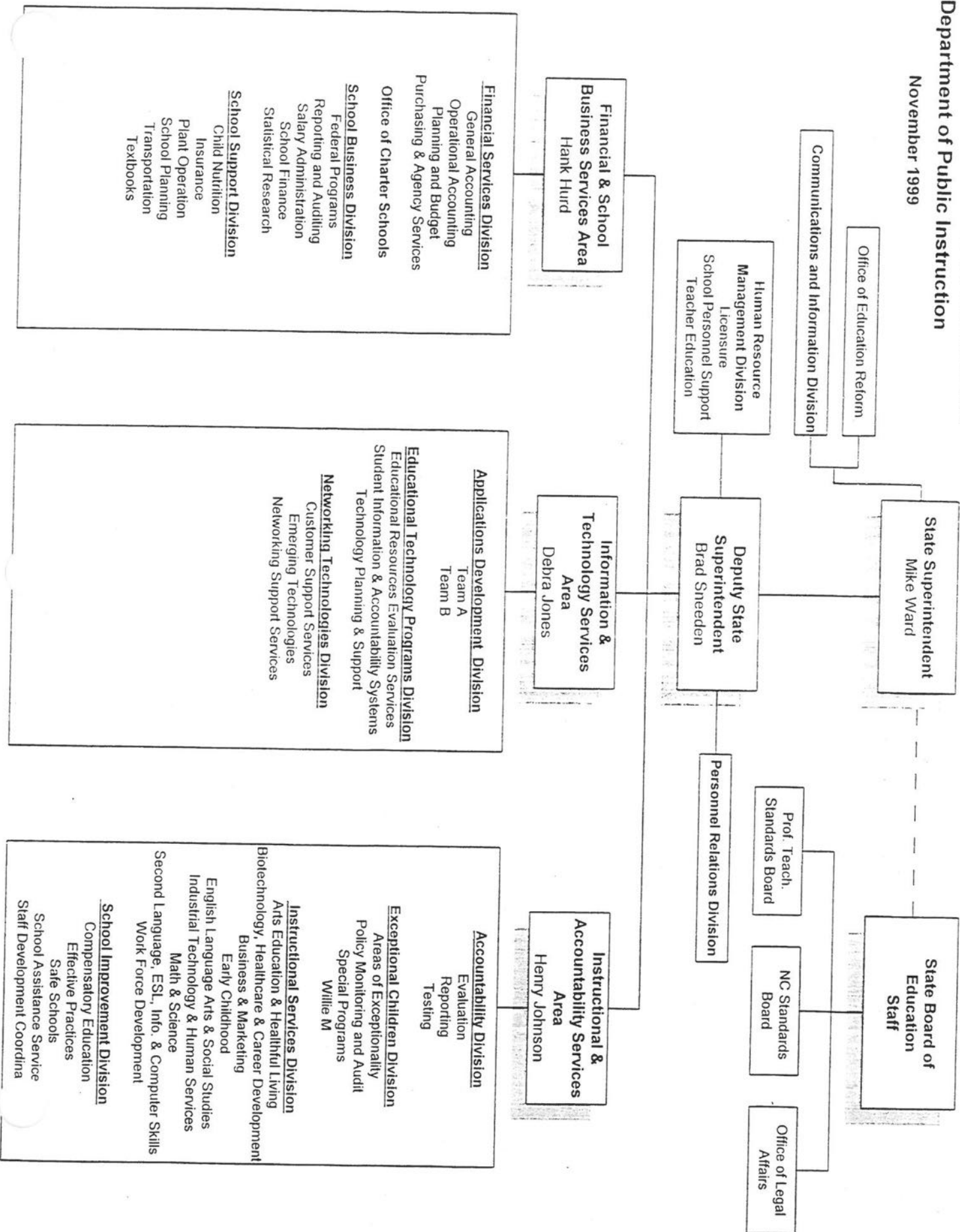
# North Carolina's Governance Structure for Vocational and Technical Education



# PUBLIC SCHOOLS OF NORTH CAROLINA

## Department of Public Instruction

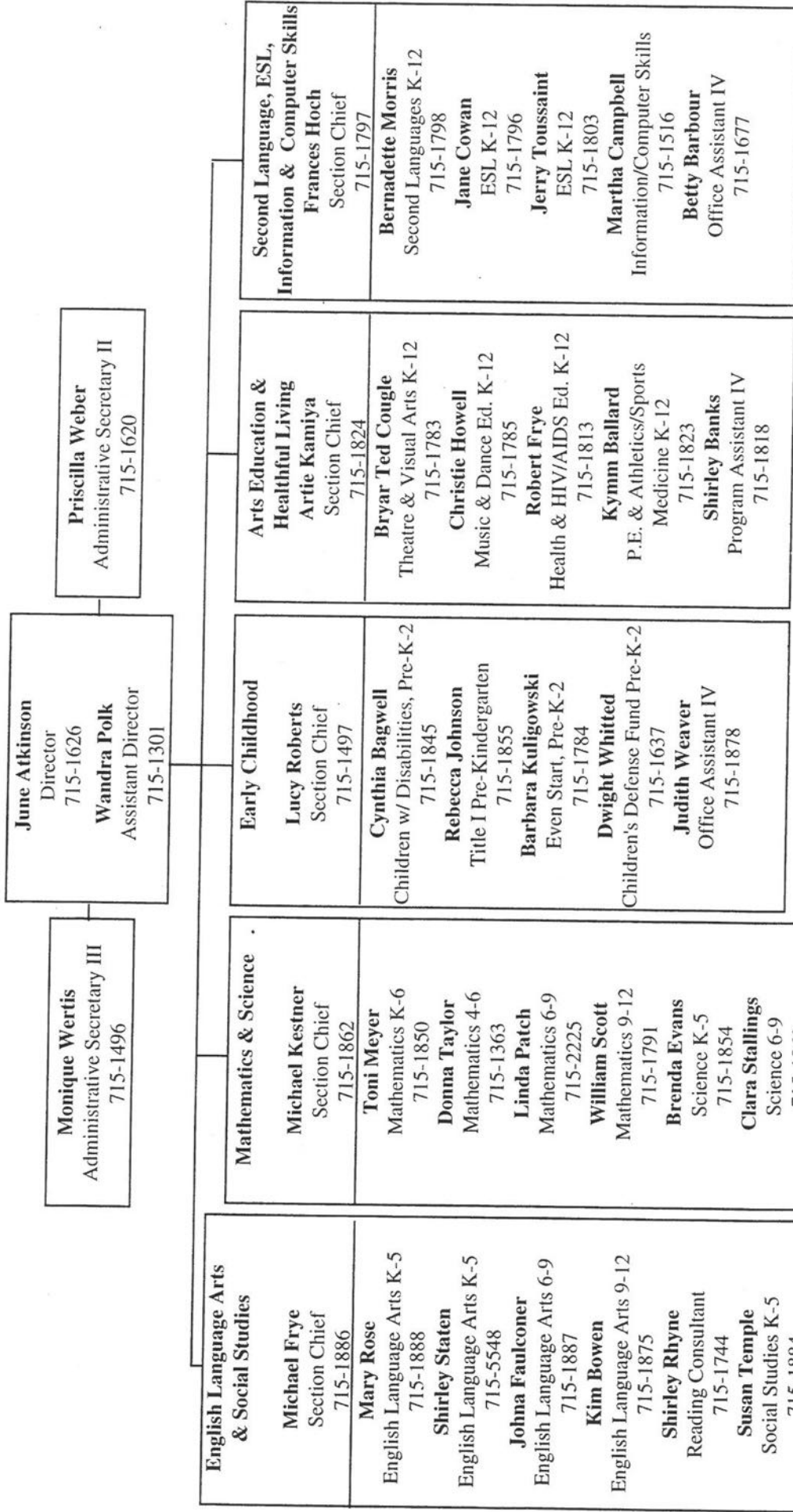
November 1999





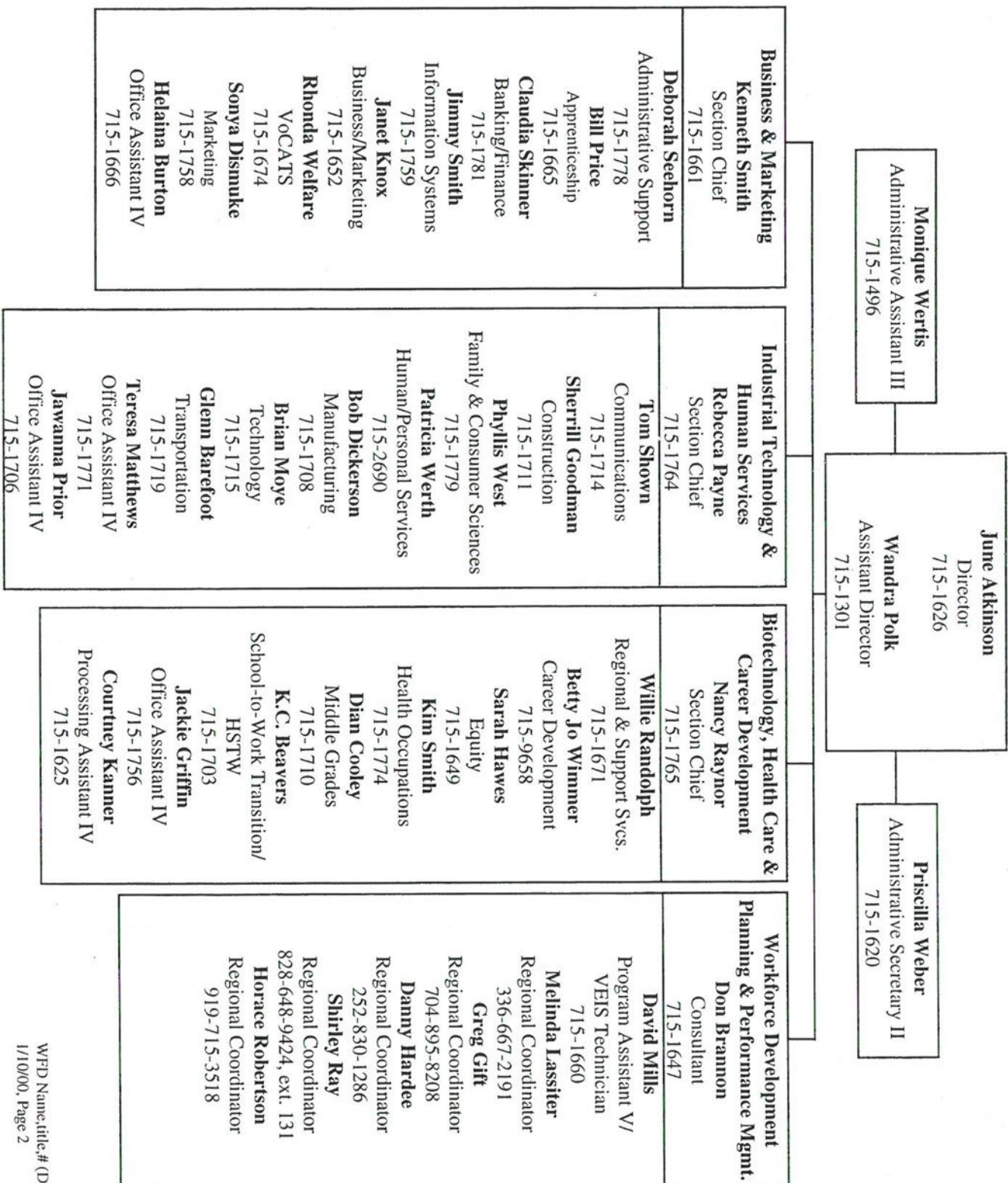
# OFFICE OF INSTRUCTIONAL ACCOUNTABILITY SERVICES

## DIVISION OF INSTRUCTIONAL SERVICES



# OFFICE OF INSTRUCTIONAL AND ACCOUNTABILITY SERVICES

## DIVISION OF INSTRUCTIONAL SERVICES





# OFFICE OF THE PRESIDENT

20 Member  
State Board of Community Colleges

President  
M Lancaster

Executive Assistant to President  
D Sullivan

Special Asst to President  
P McKenzie

Administrative Assistant  
M Patrick

Executive VP & Chief Operating Officer  
B Russell

Executive Asst  
R Dement

Asst to President  
Governmental Relations  
Vacant

Asst to President  
Special Projects  
C Kapp

Adm Asst  
L Stuckey

Asst to President  
Board & Education Liaison  
D Hunter

Asst to President Legal Affairs  
C Hines

Adm Asst  
S McCreary

Director  
Economic Development  
S Ralls

Adm Asst  
B West

Office Asst  
J Strother

Assoc Director  
Economic Development  
L Weaver

Regional Econ Dev Mgr  
T Rhodes

Regional Econ Dev Mgr  
Vacant

Regional Econ Dev Mgr  
Vacant

Assoc Director Small Business  
G Harvey

Office Asst  
J Farmer

Regional Econ Dev Mgr  
B Poore

Regional Econ Dev Mgr  
R Kimrey

Office Asst  
Vacant

VP Acad/Student Svcs  
E Johns

VP Business & Finance  
K Briggs

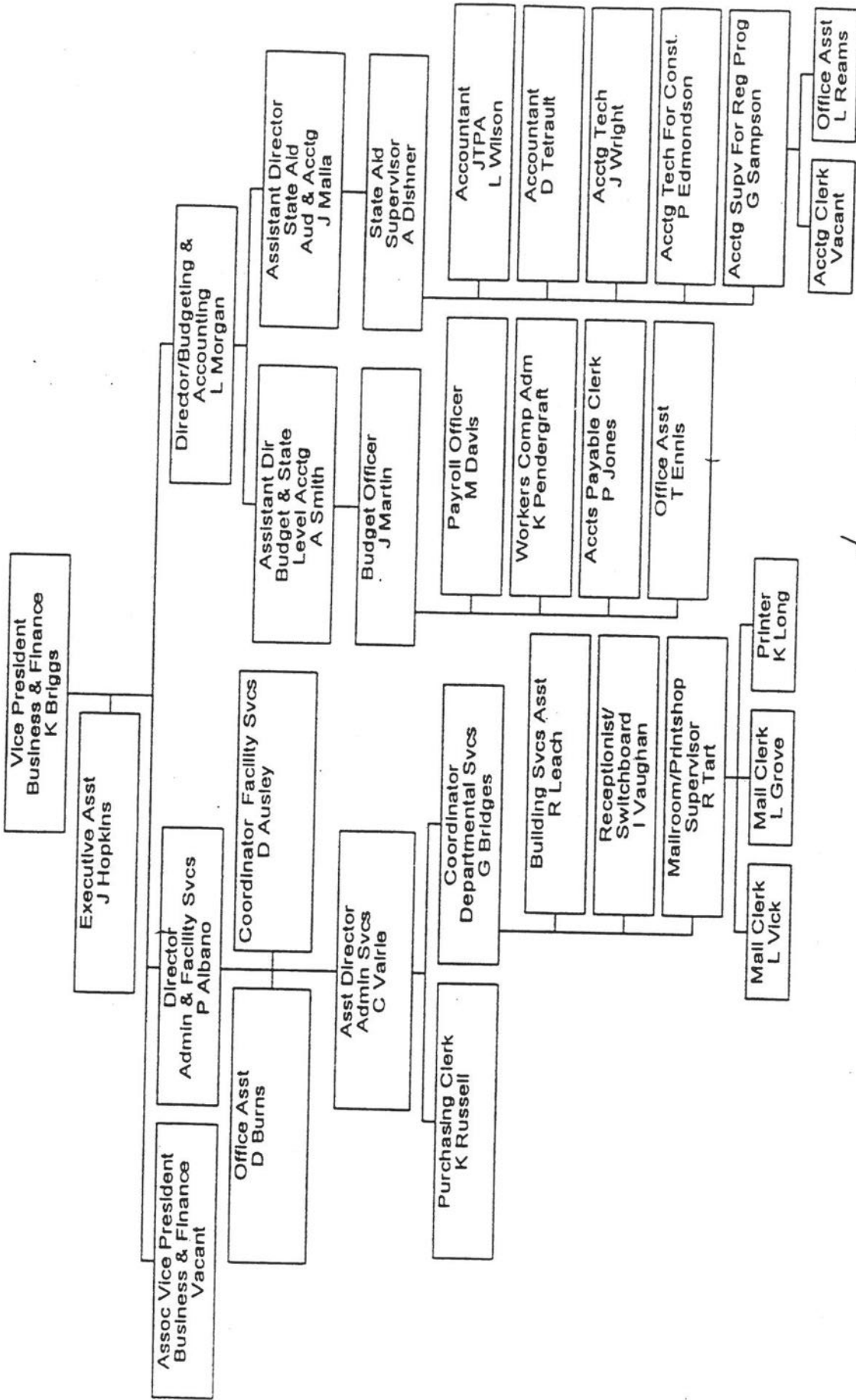
VP Administration  
B Rogers

*[Signature]*  
President

Date



# BUSINESS AND FINANCE DIVISION



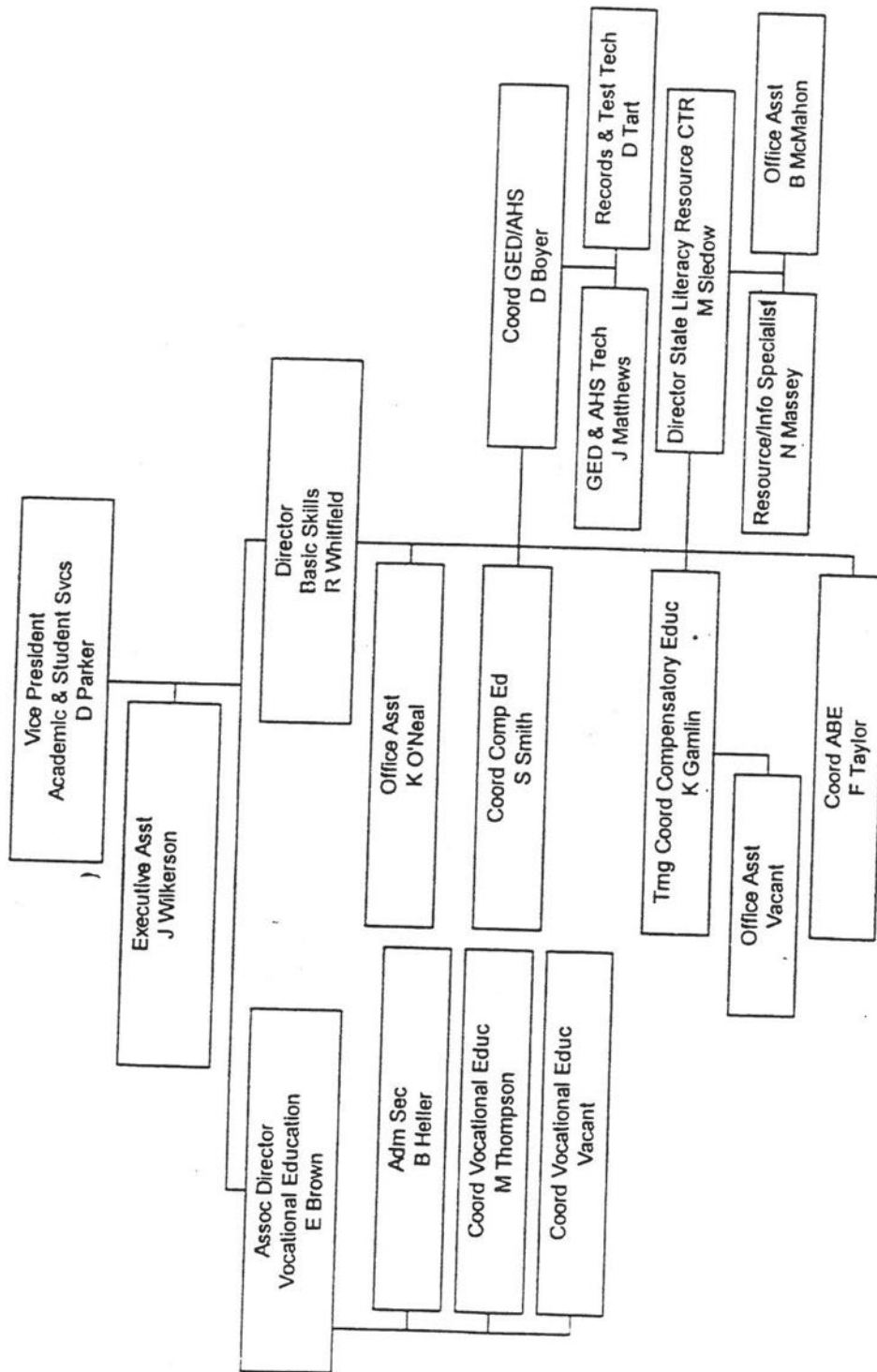
*Kenn D Briggs*  
Vice President

1/21/98

Date



# Academic and Student Services Division



11/99

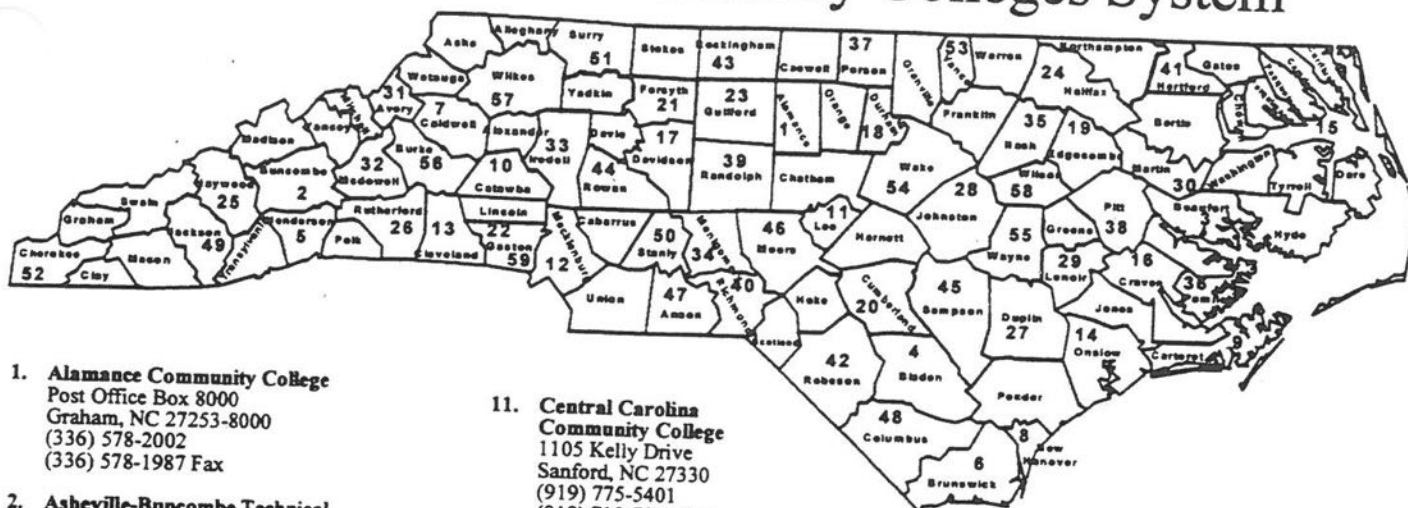
*Debra A. Parker* 11/22/99

Vice President

Date



# North Carolina Community Colleges System



1. **Alamance Community College**  
Post Office Box 8000  
Graham, NC 27253-8000  
(336) 578-2002  
(336) 578-1987 Fax
2. **Asheville-Buncombe Technical Community College**  
340 Victoria Road  
Asheville, NC 28801  
(828) 254-1921  
(828) 251-6355 Fax
3. **Beaufort County Community College**  
Post Office Box 1069  
Washington, NC 27889  
(252) 946-6194  
(252) 946-0271 Fax
4. **Bladen Community College**  
Post Office Box 266  
Dublin, NC 28332  
(910) 862-2164  
(910) 862-3484 Fax
5. **Blue Ridge Community College**  
College Drive  
Flat Rock, NC 28731  
(828) 692-3572  
(828) 692-2441 Fax
6. **Brunswick Community College**  
Post Office Box 30  
Supply, NC 28462  
(910) 755-7300  
(910) 754-7805 Fax
7. **Caldwell Community College and Technical Institute**  
2855 Hickory Boulevard  
Hudson, NC 28638  
(828) 726-2200  
(828) 726-2216 Fax
8. **Cape Fear Community College**  
411 North Front Street  
Wilmington, NC 28401  
(910) 251-5100  
(910) 763-2279 Fax
9. **Carteret Community College**  
3505 Arendell Street  
Morehead City, NC 28557  
(252) 247-6000  
(252) 247-2514 Fax
10. **Catawba Valley Community College**  
2550 Highway 70, Southeast  
Hickory, NC 28602  
(828) 327-7000  
(828) 327-7276 Fax
11. **Central Carolina Community College**  
1105 Kelly Drive  
Sanford, NC 27330  
(919) 775-5401  
(919) 718-7378 Fax
12. **Central Piedmont Community College**  
Post Office Box 35009  
Charlotte, NC 28235  
(704) 330-2722  
(704) 330-5045 Fax
13. **Cleveland Community College**  
137 South Post Road  
Shelby, NC 28152  
(704) 484-4000  
(704) 484-4036 Fax
14. **Coastal Carolina Community College**  
444 Western Boulevard  
Jacksonville, NC 28546  
(910) 455-1221  
(910) 455-7027 Fax
15. **College of The Albemarle**  
Post Office Box 2327  
Elizabeth City, NC 27906-2327  
(252) 335-0821  
(252) 335-2011 Fax
16. **Craven Community College**  
800 College Court  
New Bern, NC 28562  
(252) 638-4131  
(252) 638-4232 Fax
17. **Davidson County Community College**  
Post Office Box 1287  
Lexington, NC 27293-1287  
(336) 249-8186  
(336) 249-0088 Fax
18. **Durham Technical Community College**  
1637 Lawson Street  
Durham, NC 27703  
(919) 686-3300  
(919) 686-3601 Fax
19. **Edgecombe Community College**  
2009 West Wilson Street  
Tarboro, NC 27886  
(252) 823-5166  
(252) 823-6817 Fax
20. **Fayetteville Technical Community College**  
Post Office Box 35236  
Fayetteville, NC 28303-0236  
(910) 678-8400  
(910) 484-6600 Fax
21. **Forsyth Technical Community College**  
2100 Silas Creek Parkway  
Winston-Salem, NC 27103-5197  
(336) 723-0371  
(336) 761-2399 Fax
22. **Gaston College**  
201 Highway 321, South  
Dallas, NC 28034-1499  
(704) 922-6200  
(704) 922-6440 Fax
23. **Guilford Technical Community College**  
Post Office Box 309  
Jamestown, NC 27282  
(336) 334-4822  
(336) 454-2510 Fax
24. **Halifax Community College**  
Post Office Drawer 809  
Weldon, NC 27890  
(252) 536-2551  
(252) 536-4144 Fax
25. **Haywood Community College**  
185 Freedlander Drive  
Clyde, NC 28721  
(828) 627-2821  
(828) 627-3606 Fax
26. **Isothermal Community College**  
Post Office Box 804  
Spindale, NC 28160  
(828) 286-3636  
(828) 286-1120 Fax
27. **James Sprunt Community College**  
Post Office Box 398  
Kenansville, NC 28349-0398  
(910) 296-2400  
(910) 296-1636 Fax
28. **Johnston Community College**  
Post Office Box 2350  
Smithfield, NC 27577  
(919) 934-3051  
(919) 934-2823 Fax
29. **Lenoir Community College**  
Post Office Box 188  
Kinston, NC 28502-0188  
(252) 527-6223  
(252) 527-1199 Fax

North Carolina Community Colleges System  
H. Martin Lancaster, President  
(919) 733-7051



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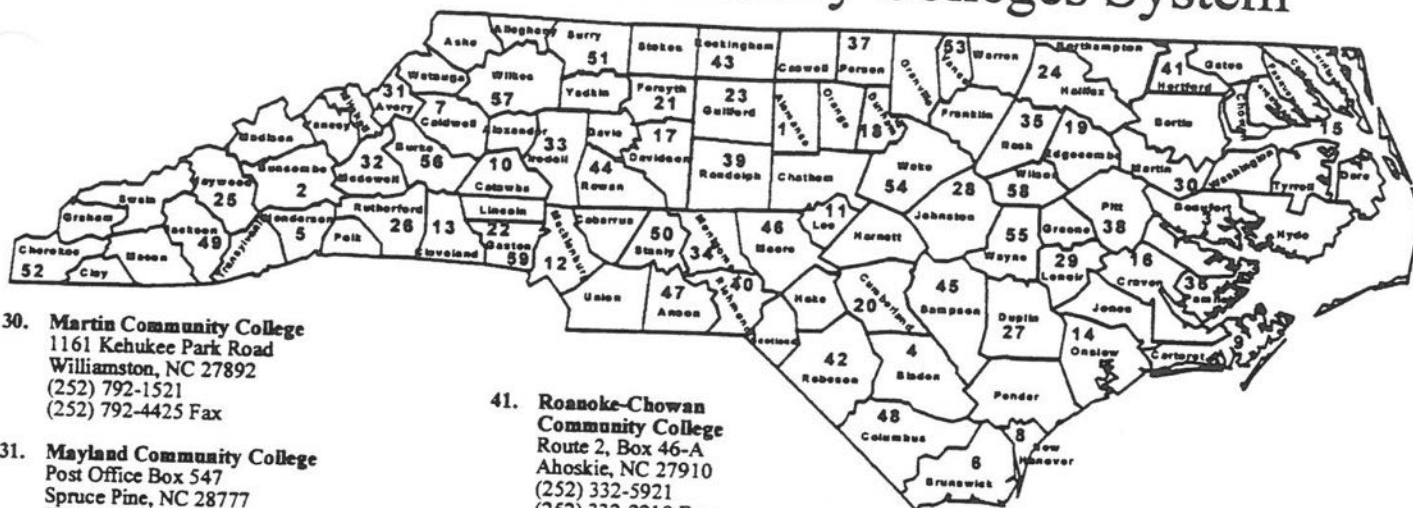
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# North Carolina Community Colleges System



30. **Martin Community College**  
1161 Kehukee Park Road  
Williamston, NC 27892  
(252) 792-1521  
(252) 792-4425 Fax
31. **Mayland Community College**  
Post Office Box 547  
Spruce Pine, NC 28777  
(828) 765-7351  
(828) 765-0728 Fax
32. **McDowell Technical Community College**  
Route 1, Box 170  
Marion, NC 28752  
(828) 652-6021  
(828) 652-1014 Fax
33. **Mitchell Community College**  
500 West Broad Street  
Statesville, NC 28677  
(704) 878-3200  
(704) 878-0872 Fax
34. **Montgomery Community College**  
Post Office Box 787  
Troy, NC 27371  
(910) 576-6222  
(910) 576-2176 Fax
35. **Nash Community College**  
Post Office Box 7488  
Rocky Mount, NC 27804-7488  
(252) 443-4011  
(252) 443-0828 Fax
36. **Pamlico Community College**  
Post Office Box 185  
Grantsboro, NC 28529  
(252) 249-1851  
(252) 249-2377 Fax
37. **Piedmont Community College**  
Post Office Box 1197  
Roxboro, NC 27573  
(336) 599-1181  
(336) 597-3817 Fax
38. **Pitt Community College**  
Post Office Drawer 7007  
Greenville, NC 27835-7007  
(252) 321-4200  
(252) 321-4401 Fax
39. **Randolph Community College**  
Post Office Box 1009  
Asheboro, NC 27204-1009  
(336) 633-0200  
(336) 629-4695 Fax
40. **Richmond Community College**  
Post Office Box 1189  
Hamlet, NC 28345  
(10) 582-7000  
(10) 582-7028 Fax
41. **Roanoke-Chowan Community College**  
Route 2, Box 46-A  
Ahoskie, NC 27910  
(252) 332-5921  
(252) 332-2210 Fax
42. **Robeson Community College**  
Post Office Box 1420  
Lumberton, NC 28359  
(910) 738-7101  
(910) 618-5685 Fax
43. **Rockingham Community College**  
Post Office Box 38  
Wentworth, NC 27375-0038  
(336) 342-4261  
(336) 349-9986 Fax
44. **Rowan-Cabarrus Community College**  
Post Office Box 1595  
Salisbury, NC 28145-1595  
(704) 637-0760  
(704) 637-3692 Fax
45. **Sampson Community College**  
Post Office Drawer 318  
Clinton, NC 28329  
(910) 592-8081  
(910) 592-8048 Fax
46. **Sandhills Community College**  
2200 Airport Road  
Pinehurst, NC 28374  
(910) 692-6185  
(910) 695-1823 Fax
47. **South Piedmont Community College**  
Post Office Box 126  
Polkton, NC 28135  
(704) 272-7635  
(704) 272-8904 Fax
48. **Southeastern Community College**  
Post Office Box 151  
Whiteville, NC 28472  
(910) 642-7141  
(910) 642-5658 Fax
49. **Southwestern Community College**  
447 College Drive  
Sylva, NC 28779  
(828) 586-4091  
(828) 586-3129 Fax
50. **Stanly Community College**  
141 College Drive  
Albemarle, NC 28001  
(704) 982-0121  
(704) 982-0819 Fax
51. **Surry Community College**  
Post Office Box 304  
Dobson, NC 27017  
(336) 386-8121  
(336) 386-8951 Fax
52. **Tri-County Community College**  
4600 East U.S. Highway 64  
Murphy, NC 28906  
(828) 837-6810  
(828) 837-3266 Fax
53. **Vance-Granville Community College**  
Post Office Box 917  
Henderson, NC 27536  
(252) 492-2061  
(252) 430-0460 Fax
54. **Wake Technical Community College**  
9101 Fayetteville Road  
Raleigh, NC 27603  
(919) 662-3400  
(919) 779-3360 Fax
55. **Wayne Community College**  
Post Office Box 8002  
Goldsboro, NC 27533-8002  
(919) 735-5151  
(919) 736-3204 Fax
56. **Western Piedmont Community College**  
1001 Burkemont Avenue  
Morganton, NC 28655  
(828) 438-6000  
(828) 438-6015 Fax
57. **Wilkes Community College**  
Post Office Box 120  
Wilkesboro, NC 28697  
(336) 838-6100  
(336) 838-6277 Fax
58. **Wilson Technical Community College**  
Post Office Box 4305  
Wilson, NC 27893  
(252) 291-1195  
(252) 243-7148 Fax
59. **North Carolina Center for Applied Textile Technology**  
Post Office Box 1044  
Belmont, NC 28012  
(704) 825-3737  
(704) 825-7303 Fax

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## Appendix 3

### Secondary Local Application



# Workforce Development Education Local/State Planning and Performance Management System\*

Version 1.0 (PPMS 1.0)

March, 2000

Workforce Development Education  
Division of Instructional Services  
Instructional and Accountability Services  
NC Department of Public Instruction  
Raleigh, NC

\* This system is Internet-based and is compatible with the Malcolm Baldrige System requirements for performance.



**DRAFT -- This LEA's Plan Has Not Yet Been Approved by the  
NC Department of Public Instruction  
PART I -- THE WORKFORCE DEVELOPMENT EDUCATION FOUR-YEAR  
STRATEGIC PLAN TEMPLATE (F. 134 (A))**

The WDE Four-Year Strategic Plan consists of five sections. Each represents strategic ways to help your key stakeholders, customers, employees, volunteers, and partners agree on what workforce development cumulatively entails, and what the LEA needs to do perform better during the next four years of Perkins III. With each section, identify who you need to help make better decisions better. And then to make them good. Use only the parts which your LEA considers strategic to planning, implementing, and improving comprehensive WDE in your system. FOR APPROVAL OF THE 2000-2001 LOCAL PLAN, ITEMS NOT STRATEGIC TO WDE IN YOUR LEA ARE OPTIONAL.

**Part I.A -- Basic Description of WDE Within the Overall Structure Affecting it's Performance**

This section should provide basic information on:

1. The WDE system's core programs, services, and activities.

a. Total WDE Student Enrollments Over the Last Three Years, Grades 6 - 8, 9 - 12

Using your 1999-2000 duplicated VEIS data, confirm below the number of students currently enrolled in Vocational & Technical Education:

---

Year			
*Grade Level	<u>1997 - 1998</u>	<u>1998 - 1999</u>	<u>1999 - 2000</u>
6-8			
9-12			

\*Grade six is eligible for state funding only.

b. Special Populations Enrollments Over the Last Three Years, Grades 9 - 12.

Using your 1999-2000 duplicated VEIS data, confirm below the number of students currently enrolled in Vocational & Technical Education who are members of special populations:

<u>Special Populations</u>	<u>1997 - 1998</u>	<u>1998 - 1999</u>	<u>1999 - 2000</u>
<u>Conditions</u>			
Nontraditional			
Academically Gifted			
Economically Disadvantaged			
Limited English Proficiency			
Single Parents			
Exceptional Children			
<b>Duplicated Count Totals</b>			

2. The major geographic and demographic service area including for instance: economy status/trends, location/geographic factors, and/or business/industry/agriculture mix.

Select the most applicable: Primarily urban, rural or mixed.

3. Special relationships, such as partnerships with other providers, and with volunteers, customers and stakeholders, or customer and stakeholder groups:

a. College Tech Prep Partnerships with community college(s)? Specify:

b. Workforce Development Board? Specify:

c. JobReady Council? Specify:

d. Involvement in planning and evaluation of key customer groups (who directly use and evaluate WDE programs, services, activities, and products) and key stakeholder groups (who indirectly receive yet evaluate programs and services, and who exercise sanctions over the WDE system)? The asterisked ones are required under Perkins III.

Workforce Investment Act Reps

Business Advisors\*

Labor\*

Students\*

Improving America's Schools Act

Reps

Community Colleges Reps

JobReady

Others (specify)

Counselors

Special Populations Reps\*

Parents\*

ABCs reps

Teachers\*

4. WDE's size and location(s).

See Part III.A., School Profiles in this Plan for Middle and High Schools for this information.

5. Indicate special considerations/situations/problems you face in assuring quality personnel.

**Part I.B – Customer Requirements** – *Customer*: anyone who receives something of value, usually by choice, from a supplier. Customers and suppliers are both inside and outside an organization. **Stakeholder Requirements** -- *Stakeholder*: anyone who has a stake in (a) how well something is done, and/or (b) how good results are. Stakeholders can affect directly or indirectly rewards and punishments.

1. Key customer and stakeholder requirements for programs, services, and activities. Briefly describe all important requirements, and note significant differences in



requirements among customer and/or stakeholder groups. Customers include students and clients, as appropriate.

- a. See *Part II, Performance* for federal Perkins III performance requirements.
- b. See, (specify) for College Tech Prep performance requirements.
- c. See, (specify) for JobReady performance requirements.
- d. See, (specify) for High Schools That Work performance requirements.
- e. See, (specify) for Workforce Investment Act performance requirements for youth.

**Part I.C – Supplier Relationships** – *Supplier*: anyone who provides something of value, usually by choice, to a customer. **Partnering Relationships** – *Partner*: anyone who by mutual agreement expects, furnishes to, and receives something of value from another partner. The agreement can range from an informal one through formal contracts.

1. The most important suppliers and partners which your LEA can affect, including suppliers of personnel, programs, services, activities, and goods. Consider agencies, businesses, and education institutions that affect WDE's performance.
2. Any limitations, special relationships, or special requirements that may exist with some suppliers and partners.

**Part I.D -- Performance Factors**

1. WDE's position in the overall structure affecting its performance:
2. Principal factors that determine performance success for customers and stakeholders.
  - a. See performance requirements specified above in I.B. above for Perkins III, JobReady, ABCs, and/or High Schools That Work.
  - b. Other local principal performance factors:
3. Changes taking place that affect performance and success.
  - a. Growth or declines in enrollments (Specify):
  - b. New equipment?
  - c. Funding?
  - d. Labor market?

e. Other ?

4. Numbers and types of performance leaders in similar systems: LEAs similar to yours which lead in performance related to each performance measure.

**Part I.E -- Other Factors Important to WDE's Performance**

1. The regulatory environment affecting WDE, such as local, state, and federal requirements; occupational health and safety; environmental, and financial factors:

See Part IV *Assurances and Certifications* and Part II *Requirements and Permissive Uses of Funds* (with each Performance Indicator) in this Plan.

2. Major new thrusts for WDE.

a. In your locality?

b. In the state? VoCATS in the ABCs, for instance, if and when it happens. Others?

3. New alliances and partnerships.

a. With business and industry?

b. With other educational programs?

c. With other local groups or agencies?

d. With the Workforce Investment Act constituents?

e. With suppliers?

4. Introduction of new technologies.

a. For administration?

b. For guidance?

c. For classroom management?

5. Changes in strategy.

a. In WDE's place in the overall local system?

- b. In alliances, partnerships, suppliers, customers, and/or stakeholders?
  - c. In performance requirements?
  - d. In getting sufficient qualified personnel?
  - e. Other? Specify.
6. Other unique factors?

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**PART II -- PERFORMANCE MANAGEMENT  
2000-2001 Local Performance-Based Improvement Plan (F.123)  
Workforce Development Education**

Local Education Agency  
Number:

**Part II.A -- Performance Indicator #1.** By school year 2003-2004, 43 percent of vocational (called workforce development education or WDE in North Carolina) concentrators scheduled to graduate will score at or above the national mean on ASSET, a national assessment of reading, English, and using numbers and data.

	1999-2000		2000-2001		2001-2002		2002-2003		2003-2004	
<b>CATEGORY</b>	B1	A1	B2	A2	B3	A3	B4	A4	B5	A5
<b>Overall LEA System</b>										
<b>Special Population</b>										
Nontraditional										
Academically Disadv.										
Economically Disadv.										
Limited English Prof.										
Disabled										
<b>College Tech Prep</b>										
<b>Program Areas</b>										
Agriculture										
Business										
Health Occupations										
Marketing										
Family & Consumer Sci.										
Trade & Industrial										
Career Development										
Technology										

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**PART II -- PERFORMANCE MANAGEMENT  
2000-2001 Local Performance-Based Improvement Plan (F.123)  
Workforce Development Education**

Local Education Agency  
Number:

**Part II.A -- Performance Indicator #2.** By 2003-2004, 59 percent of vocational and technical education enrollees will score at Level III or above on end-of-course VoCATS tests.

---

	1999-2000		2000-2001		2001-2002		2002-2003		2003-2004	
<b>CATEGORY</b>	B1	A1	B2	A2	B3	A3	B4	A4	B5	A5
<b>Overall LEA System</b>										

**Special**

**Population**

Nontraditional

Academically

Disadv.

Economically

Disadv.

Limited English

Prof.

Disabled

**College Tech Prep**

**Program Areas**

Agriculture

Business

Health Occupations

Marketing

Family &

Consumer Sci.

Trade & Industrial

Career

Development

Technology



DRAFT --- For Your Information

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PART II -- PERFORMANCE MANAGEMENT  
2000-2001 Local Performance-Based Improvement Plan (F.123)  
Workforce Development Education

Local Education Agency  
Number:

**Part II.A -- Performance Indicator #3.** By 2003-2004, 32.5 percent of graduating vocational and technical education concentrators who meet advanced requirements will have completed a Tech Prep or a combined Tech Prep/College Prep course of study.

	1999-2000		2000-2001		2001-2002		2002-2003		2003-2004	
CATEGORY	B1	A1	B2	A2	B3	A3	B4	A4	B5	A5
Overall LEA System										

Special  
Population  
Nontraditional  
Academically  
Disadv.  
Economically  
Disadv.  
Limited English  
Prof.  
Disabled

**College Tech Prep**

**Program Areas**  
Agriculture  
Business  
Health Occupations  
Marketing  
Family &  
Consumer Sci.  
Trade & Industrial  
Career  
Development  
Technology

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**PART II -- PERFORMANCE MANAGEMENT  
2000-2001 Local Performance-Based Improvement Plan (F.123)  
Workforce Development Education**

Local Education Agency  
Number:

**Part II.A -- Performance Indicator #4.** By 2003-2004, 95.3 percent of graduating vocational and technical education concentrators will go on to further education, work, or both during the year following graduation.

	1999-2000		2000-2001		2001-2002		2002-2003		2003-2004	
<b>CATEGORY</b>	B1	A1	B2	A2	B3	A3	B4	A4	B5	A5
<b>Overall LEA System</b>										
<b>Special Population</b>										
Nontraditional										
Academically Disadv.										
Economically Disadv.										
Limited English Prof.										
Disabled										
<b>College Tech Prep</b>										
<b>Program Areas</b>										
Agriculture										
Business										
Health Occupations										
Marketing										
Family & Consumer Sci.										
Trade & Industrial										
Career Development										
Technology										



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**PART II -- PERFORMANCE MANAGEMENT  
2000-2001 Local Performance-Based Improvement Plan (F.123)  
Workforce Development Education**

Local Education Agency  
Number:

**Part II.A -- Performance Indicator #5.** By 2003-2004, 26 percent of students enrolled in vocational and technical education courses leading to nontraditional employment and training will be from underrepresented genders.

	1999-2000		2000-2001		2001-2002		2002-2003		2003-2004	
<b>CATEGORY</b>	B1	A1	B2	A2	B3	A3	B4	A4	B5	A5
<b>Overall LEA System</b>										
<b>Special Population</b>										
Nontraditional										
Academically Disadv.										
Economically Disadv.										
Limited English Prof.										
Disabled										
<b>College Tech Prep</b>										
<b>Program Areas</b>										
Agriculture										
Business										
Health Occupations										
Marketing										
Family & Consumer Sci.										
Trade & Industrial										
Career Development										
Technology										

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**PART II -- PERFORMANCE MANAGEMENT  
2000-2001 Local Performance-Based Improvement Plan (F.123)  
Workforce Development Education**

Local Education Agency  
Number:

**Part II.A -- Performance Indicator #6.** By 2003-2004, 15.8 percent of students completing vocational and technical education programs leading to nontraditional employment and training will be from underrepresented genders.

---

	1999-2000		2000-2001		2001-2002		2002-2003		2003-2004	
<b>CATEGORY</b>	B1	A1	B2	A2	B3	A3	B4	A4	B5	A5
<b>Overall LEA System</b>										

**Special**

**Population**

Nontraditional

Academically

Disadv.

Economically

Disadv.

Limited English

Prof.

Disabled

**College Tech Prep**

**Program Areas**

Agriculture

Business

Health Occupations

Marketing

Family &

Consumer Sci.

Trade & Industrial

Career

Development

Technology

## PART II -- PERFORMANCE MANAGEMENT

**Part II.A -- Performance Indicator #1.** By school year 2003-2004, 43 percent of vocational concentrators will score at or above the national mean on each of the four ASSET tests: reading, writing, numerical skills, and elementary algebra.

### **Performance Standards Strategies**

**OVERALL SYSTEM STRATEGY** --- Milestone to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

**SPECIAL POPULATIONS**--- Milestone to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

**Nontraditional** --- Milestone to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

**Academically Disadvantaged** --- Milestone to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

**Economically Disadvantaged** --- Milestone to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

**Limited English Proficiency** --- Milestone to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

**Disabled** --- Milestone to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

**COLLEGE TECH PREP** --- Milestone to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

**PROGRAM AREAS**

**Agriculture** --- Milestone to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

**Business** --- Milestone to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

**Health Occupations** --- Milestone to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

**Marketing** --- Milestone to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

**Family & Consumer Sciences** --- Milestone to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

**Trade & Industrial** --- Milestone to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

**Career Development** --- Milestone to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

**Technology** --- Milestone to Reach Benchmark:

Strategies/Activities for Attaining Benchmark:

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NC Department of Public Instruction**

**PART II - PERFORMANCE MANAGEMENT**

**PART II.A -- PERFORMANCE INDICATOR 1.** By school year 2003-2004, 43 percent of vocational concentrators will score at or above the national mean on each of the four ASSET tests: reading, writing, numerical skills, and elementary algebra.

**RESPONSE SHEET AND CHECKLIST**

**I. REQUIREMENTS:** Each LEA must fund at least one activity in each of the first eleven areas below. Twelve through twenty-seven contain permissible uses of funds.

**1. Improve Academic and Technical Skills**

The LEA will improve the academic and technical skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical, components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical, subjects. (F. 134.b.3.A)

**A. Administration** -- such as reviewing performance data with teachers, counselors, principals, supervisors, superintendents, school board; reviewing college placement/remediation data with academic faculty; monitoring of academic skill attainment of special populations students by special populations coordinators.

**B. Planning/Policy** -- such as implementing career pathways, differentiated courses of study, pretesting of 10th Grade students using community college academic placement tests, encouraging implementation of High Schools That Work; implementing comprehensive career guidance and registration procedures that ensures students follow sequenced course of study; implementing new and improved CTP course of study to include higher academic levels and integrated academic/vocational courses.

**C. Fiscal** -- such as securing funding for academic tutorial/remediation strategies for vocational students; reviewing equipment, material and supply requests to determine relationship to academic performance improvement; obtaining additional funds through competitive grants for curriculum integration.

**D. Curriculum/Instruction** -- such as team teaching, shared curriculum, reinforcement of competencies, thematic units,



curriculum alignment, and curriculum mapping.

**E. Personnel Development** -- such as providing staff development on curriculum alignment, integration strategies, teaching styles, and learning styles.

**F. Program Improvement** -- such as monitoring ABCs data to determine need for improvement in academic skill attainment, and monitoring master schedule and academic class assignments to determine additional opportunities for curriculum integration.

## **2. All Aspects of an Industry**

The LEA will provide students with strong experience in and understanding of all aspects of an industry

(F. 134.b.3.B) and assure that teachers and personnel stay current in all aspects of an industry (F. 135.a.4.B).

**A. Administration** -- such as reviewing VoCATS data to determine student performance related to all aspects of the industry, reviewing employer follow-up data with teachers, principals, counselors to determine student performance in all aspects of the industry.

**B. Planning/Policy** -- such as initiating community/business/industry based instruction, organizing industry specific industry councils, initiating program area advisory committees.

**C. Fiscal** -- such as securing funding/opportunities for students to develop competencies in all aspects of industry, reviewing requests for equipment, materials and supplies.

**D. Curriculum/Instruction** -- such as job shadowing, internships, clinicals, apprenticeships, career fairs/showcases, senior projects, cooperative education programs.

**E. Personnel Development** -- such as teacher internships in business and industry, providing opportunities for teachers to develop matrices which focus on course blueprints and their relationship to all aspects of the industry; providing teachers with opportunities to develop skill in all aspects of industries related to their teaching assignments.

**F. Program Improvement** -- such as initiating business school partnerships with focus on providing students with broad-based experiences in all aspects of the industry; reviewing student training plans and placements with attention to opportunities in all aspects of an industry; securing work-based learning opportunities for students that focus on all aspects of the industry, using student placement data to determine new program/curriculum directions; using labor market trend data to establish new curriculum/program area directions.

### **3. Same Challenging Academic Proficiencies**

The LEA will ensure that students who participate in such vocational and technical education course are taught the same challenging academic proficiencies as are taught all other students. (F. 134.b.3.C)

**A. Administration** -- such as sharing high expectations with the vocational and technical education faculty; developing pathways and registration processes that ensure that challenging academic proficiencies are taught to all students.

**B. Planning/Policy** -- such as planning registration processes to ensure that all students are enrolled in challenging academic proficiencies; planning with counseling staff to ensure that all students meet the challenging academic proficiency requirements; providing policy leadership to ensure that all students meet challenging academic proficiencies.

**C. Fiscal** -- such as providing funding for staff development to ensure that all teachers and support staff understand that all students are to meet the same challenging academic proficiencies.

**D. Curriculum/Instruction** -- such as challenging academic courses included in each career pathway; course content aligned with components of the ABC model; high level math, science and communication skills are emphasized in WDE courses; the application of challenging academic proficiencies through the practical application of vocational/technical course blueprint objectives; incorporate writing, reading and communication skills across the WDE curriculum; counsel vocational/technical students to enroll in challenging academic courses.

**E. Personnel Development** -- such as train vocational/technical teachers to teach high level academic skills and to plan and implement integrated activities. Include as a part of each teacher's Individual Growth Plan required training for teaching high level academic skills.

**F. Program Improvement** -- such as utilization of the instructional management systems (VoCATS) to monitor student progress and improve student mastery and gains of course competency.

### **4. Involvement of Parents, Teachers, Students, B & I...**

Parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of vocational and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of local planning. (F. 134.b.4)





**A. Administration** -- such as develop and give presentations about program purposes and activities to such as Chamber of Commerce, Economic Development, Commissions, Civic Organizations, and Parent-Teacher Organizations.

**B. Planning/Policy** -- such as using advisory councils that include parents, students, teachers, business and industry to assist in all aspects of program planning, program implementation, and program evaluation; keeping all advisory committee members informed regarding programs and activities.

**C. Fiscal** -- such as funding is provided to print essential materials so that various audiences can have input into the decisions that are being made relative to vocational and technical education.

**D. Curriculum/Instruction** -- such as public service radio announcements as well as locally developed informational programs aired on public cable television channels to inform parents, students and teachers about WDE programs and activities; regularly release information to media about programs and activities; use newspaper ads to inform community about programs and courses offered; distribute LEA and school newsletters to parents as well as to the community-at-large; produce and distribute informational materials such as brochures, registration handbooks, and newspaper bulletins to students, parents, and specific targeted groups as well as to the community at-large; regularly involve parents and advisory members in career days and vocational student organization contests; hold orientation sessions for rising ninth graders and their parents.

**E. Personnel Development** -- such as providing staff training to equip staff to work with all customers and stateholders who should be involved in the development, implementation, and evaluation of vocational and technical education.

**F. Program Improvement** -- such as public service radio announcements as well as locally developed informational programs aired on public cable television channels to inform parents, students and teachers about WDE programs and activities; regularly release information to media about programs and activities; use newspaper ads to inform community about programs and courses offered; distribute LEA and school newsletters to parents as well as to the community-at-large; produce and distribute informational materials such as brochures, registration handbooks, and newspaper bulletins to students, parents, and specific targeted groups as well as to the community at-large; regularly involve parents and advisory members in

career days and vocational student organization contests; hold orientation sessions for rising ninth graders and their parents.

#### **5. Voc Tech Programs of Sufficient Size, Scope and Quality**

The LEA will provide a vocational and technical education program that is of such size, scope, and quality to bring about improvement in the quality of vocational and technical education programs. (F. 134.b.5)

**A. Administration** -- such as adhere to state approved guidelines for equipment and facilities.

**B. Planning/Policy** -- such as use labor market data, VEIS reports, graduate follow-up surveys, community college retention reports, graduate analysis 195 report, VoCATS test results, monitor - WDE enrollments by non-tradition, special population and regular students.

**C. Fiscal** -- such as secure grants and donations.

**D. Curriculum/Instruction** -- such as use VoCATS course blueprints, test item banks, & pre-post assessment to monitor student mastery & gain adhering to the state approved Programs of Study & Support Guide, expand course offerings through approved modification process, offer courses which designed career pathways, implement the High Schools that Work and/or College Tech Prep curriculum, provide comprehensive counseling services to ensure students are completing a career pathway based on career goals of the student, develop and implement community college articulation agreements.

**E. Personnel Development** -- such as recruits and retain qualified, certified personnel.

**F. Program Improvement** -- such as conduct student, business/industry and community/parent surveys, expand the use of technology within vocational and technical education.

#### **6. Independently Evaluate**

The processes that will be used to independently evaluate and continuously improve the performance of the LEA. (F. 134.b.6)

**A. Administration** -- such as managing the processes that are used to independently evaluate and continuously improve the performance of the vocational and technical education program.

**B. Planning/Policy** -- such as use performance data to monitor process - VoCATS results, HSTW NAEP Assessment, graduate analysis 195 report, VEIS reports.

**C. Fiscal** -- such as funding the processes that are used to independently evaluate and continuously improve the performance of the vocational and technical education program; and providing training experiences for staff members to learn of

new processes to independently evaluate.

**D. Curriculum/Instruction** -- such as use tranquility or info tracker software to improve the quality of career development, use VoCATS results to identify needed equipment and instructional supplies.

**E. Personnel Development** -- such as use VoCATS results to identify needed staff development.

**F. Program Improvement** -- such as providing training opportunities for staff to focus on evaluation results so that program improvements can be institutionalized.

## **7. Comprehensive Personnel Development**

Comprehensive personnel development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel will be provided. (F. 134.b.10)

**A. Administration** -- such as training related to the administration and management of Workforce Development Education.

**B. Planning/Policy** -- such as policies will be developed and implemented which ensure personnel development is provided for all personnel who can influence improved student performance.

**C. Fiscal** -- such as providing financial support to identified staff development activities.

**D. Curriculum/Instruction** -- such as inservice and preservice training in state-of-the art WDE programs and techniques, teacher preparation programs that assist individuals who are interested in becoming WDE instructors, Instructional Management System-VoCATS related training, internship programs, training related to SREB HSTW and CTP, technology training, training for the management of work-based learning programs, Annual WDE Summer Workshop, special populations training, all aspects of an industry training, career major/cluster related training, effective teaching skills, SOICC/NOICC workshops, career development training.

**E. Personnel Development** -- such as comprehensive personnel development will be provided for vocational and technical, academic, guidance, and administrative personnel.

**F. Program Improvement** -- such as training needs assessments or surveys, focus group training, data analysis training, staff development plan creation.

## **8. Nontraditional Training and Employment**

Promote preparation for nontraditional training and employment. (F. 134.b.9)



**A. Administration** -- such as outreach and recruitment, marketing materials such as brochures and video tapes, parent conferences, middle school linkages.

**B. Planning/Policy** -- such as developing a policy that ensures that all staff promotes non-traditional training and employment opportunities; planning for programs to attract non-traditional enrollees.

**C. Fiscal** -- such as providing financial support to identified nontraditional training and employment activities.

**D. Curriculum/Instruction** -- such as curriculum/materials and supplies, work- based learning opportunities, field trips, speakers and presenters representing nontraditional careers, summer camps, guidance and counseling career development services, career assessments, career fairs displaying nontraditional career opportunities, job placement.

**E. Personnel Development** -- such as nontraditional training, gender equity training, career development training.

**F. Program Improvement** -- such as focusing on needed improvements so that vocational and technical programs attract non-traditional students.

## **9. Special Populations Access and Success**

Review vocational and technical education programs, and identify strategies to overcome barriers that result in lowering the rates of access to or lowering success in the programs for special populations. (F. 134.b.7.A)

**A. Administration** -- such as CDP+ Compliance; Notification of program offerings; Programs offered in least restrictive settings; SPCs serve on Student Assistance Team; IEP and 504 plans in place for identified students.

**B. Planning/Policy** -- such as planning to overcome barriers identified that result in lowering the rate of access to or lowering success in the programs for special populations; monitoring policies that grant access and encourage success for special populations students.

**C. Fiscal** -- such as funding needed improvements to ensure that barriers to access or success are no longer a problem for members of special populations.

**D. Curriculum/Instruction** -- such as appropriate curriculum and facility modifications, work-based learning experiences for Special Population students, VoCATS modifications.

**E. Personnel Development** -- such as SPC provides staff training relative to Assessment techniques, innovative teaching strategies to teach Special Populations, support services provided by a SPC.

**F. Program Improvement** -- such as involvement of agencies, parents, employers, Exceptional Children staff, etc. in planning and review of programs and services for Special Population students.

#### **10. Special Populations Performance**

Provide programs that are designed to enable the special populations to meet the State adjusted levels of performance. (F. 134.b.7B)

**A. Administration** -- such as involvement of WDE teachers in IEP development, placement of students according to CDP and CDP+, involvement of WDE teachers in development of transition plans.

**B. Planning/Policy** -- such as planning with teachers and special populations coordinators so that strategies can be implemented to ensure that members of special populations reach the state adjusted levels of performance.

**C. Fiscal** -- such as funding the intervention strategies that allow members of special populations to reach the state adjusted levels of performance.

**D. Curriculum/Instruction** -- such as work-based learning experiences, VoCATS Coordinator to disaggregate scores for Special Population students, curriculum and test modification for identified students, support materials and supplemental instruction.

**E. Personnel Development** -- such as SPC assist with integration activities, staff development relative to helping Special Population students master VoCATS competencies, staff training on teaching methodologies and "Learning styles."

**F. Program Improvement** -- such as adjusting the programs to ensure that members of special populations reach the state adjusted levels of performance.

#### **11. Non-Discrimination of Special Populations**

Make sure that individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations. (F. 134.b.8)

**A. Administration** -- such as administrators ensuring that special populations students are provided instruction that meets their needs.

**B. Planning/Policy** -- such as ensuring that the LEA policies are followed to ensure that members of special populations are not discriminated against on the basis of their status as members of special populations.

**C. Fiscal** -- such as funding the special populations coordinator to



have time to monitor the handling of special populations students to ensure that they are not discriminated against.

**D. Curriculum/Instruction** -- such as all faculty serving special populations students, all faculty appealing to special populations student's learning needs/styles, Special Populations Coordinators verifying by the end of the first month of instruction that special populations students are enrolled in courses according to their CDP and/or CDP+.

**E. Personnel Development** -- such as special populations coordinator working with all faculty to ensure that they understand their obligations to serve special populations students in the least restrictive environment.

**F. Program Improvement** -- such as acting to ensure that members of special populations are not discriminated against because of them being members of special populations; acting to ensure that all staff members understand their responsibility to help members of special populations meet performance standards.

**II. PERMISSIVE USES OF FUNDS. THE LEA WILL FUND (CHECK ALL THAT APPLY): THERE MUST BE A RELATIONSHIP BETWEEN ITEMS CHECKED AND STRATEGIES IN THE IMPROVEMENT PLAN.**

**12. Training/State-of-the-Art Technology**

Training for vocational and technical education personnel to use state-of-the-art technology, which may include distance learning. (F. 135.b.3.A)

**A. Administration** -- such as managing the processes for ensuring that all personnel can use state-of-the-art technology; providing incentives for staff to use state-of-the-art technology.

**B. Planning/Policy** -- such as planning for the installation of state-of-the-art technology to be used by vocational and technical educators; developing policies regarding acceptable use of state-of-the-art technology that is available to use in vocational and technical programs.

**C. Fiscal** -- such as preparing the financial plan to install state-of-the-art technology; planning for funding the training essential to use effectively state-of-the-art technology.

**D. Curriculum/Instruction** -- such as linking the state-of-the-art technology to the classroom delivery on a daily basis; focusing the state-of-the-art technology so that the skills delivered will be those needed in the neighboring workplaces; integrating state-of-the-art technology into every class so that all students are appropriately prepared for the future workplaces.

**E. Personnel Development** -- such as activities in the LEA to prepare personnel to use the most current instructional technology, staff will be sent to training to ensure that they can implement the latest technology related to their instructional area, distance learning instruction will be provided in the LEA in order to allow personnel to be trained and receive technical assistance regarding instructional technology.

**F. Program Improvement** -- such as using state-of-the-art technology to improve programs that may not have high placement rates; using state-of-the-art technology to create programs that meet the needs of the neighboring employers.

### **13. High Tech and Telecommunication**

Vocational and technical education students with the academic, and vocational and vocational and technical skills that lead to entry into the high technology and telecommunications fields. (F. 135.b.3.A)

**A. Administration** -- such as outreach and recruitment, marketing materials.

**B. Planning/Policy** -- such as developing policies that ensure that vocational and technical programs are offered with the skills essential for entry into high technology and telecommunications fields; planning with employers to offer programs that provide the skills essential for entry into high technology and telecommunications fields.

**C. Fiscal** -- such as related to the support in providing students with the academic and technical skills that lead to entry into high technology and telecommunication career fields.

**D. Curriculum/Instruction** -- such as mentoring programs, work-based learning, high technology programs, telecommunications programs, materials and supplies, equipment, field trips, tours, speakers, presenters, job placement, career development and counseling, summer camps.

**E. Personnel Development** -- such as teacher and support staff internships.

**F. Program Improvement** -- such as changing course offerings to ensure that the courses offered provide the skills essential for entry into high technology and telecommunications fields; working with instructional staff to ensure that they stay connected to the high technology of the work place.

### **14. High Tech Internships/Mentoring**

Ways to encourage schools to work with high technology industries to offer voluntary internships and mentoring programs. (F. 135.b.3.C)

**A. Administration** -- such as managing staff in ways that allows



staff time to connect with neighboring business and industries.

**B. Planning/Policy** -- such as holding meetings with high technology industries to plan for voluntary internships and mentoring programs; putting in place credit policies that encourage students to participate in voluntary internships and to work with mentors in businesses.

**C. Fiscal** -- such as educational personnel will be funded to allow extra time for developing voluntary internships and mentoring programs.

**D. Curriculum/Instruction** -- such as designing curriculum to utilize mentors and internship experiences in the classes; use instructional strategies that capitalize on the mentor relationships and experiences of interns.

**E. Personnel Development** -- such as funding personnel to participate in information/training sessions that inform them about internship and mentoring programs in high technology industries, paying travel costs to allow business and educational personnel to visit locations that have successful internships and mentoring programs.

**F. Program Improvement** -- such as partnership development sessions will be funded in order to allow business and educational personnel to work together to develop voluntary internships and mentoring programs, providing rewards and incentives that encourage internships and mentoring.

### **15. Career Guidance/Counseling**

Career guidance and academic counseling for students participating in vocational and technical education programs. (F. 135.c.2)

**A. Administration** -- such as managing the career guidance and academic counseling so that vocational and technical education participants receive as much attention as the top of the class college bound students.

**B. Planning/Policy** -- such as providing policies that ensure that all students receive career guidance and academic counseling; planning the instructional schedule so that time is available for career guidance and academic counseling.

**C. Fiscal** -- such as employ full-time and/or part-time Career Development Counselor(s); purchase career development materials (printed/audio-visual/computer software), interest inventories/aptitude tests.

**D. Curriculum/Instruction** -- such as provide such career development activities as shadowing, internships, and career days; develop and monitor implementation of career



development plans for all WDE students; develop student portfolios.

**E. Personnel Development** -- such as train teachers for their role in implementing a comprehensive career development program.

**F. Program Improvement** -- such as utilizing information from career guidance and academic counseling to improve the delivery of the vocational and technical programs.

#### **16. Work-Related Experiences**

Work-related experience such as internships, cooperative education, school-based enterprises, entrepreneurships, and job shadowing that are related to vocational and technical education programs. (F. 135.c.3)

**A. Administration** -- such as developing, producing, and distributing promotional materials for students, parents, business/industry to market student mentoring, internships, and job shadowing experiences with emphasis on high technology industries and non-traditional employment. Employ personnel to develop and implement mentoring, internships, and job shadowing programs for students; and managing staff in ways that allows staff time to connect with neighboring business and industries in order to develop work-related experiences.

**B. Planning/Policy** -- such as funding personnel to allow extra time for developing work-related experiences.

**C. Fiscal** -- such as funding travel costs for students to participate in internships, mentoring experiences, and job shadowing; and funding staff to provide the necessary services to students and businesses to ensure success of the work-related experiences for those student who are involved; and funding through work-study those student experiences that require incentives for businesses to work with them.

**D. Curriculum/Instruction** -- such as develop/secure and implement curriculum for students participating in work-related experiences such as apprenticeships, cooperative education, internships, job shadowing, or mentoring.

**E. Personnel Development** -- such as funding personnel to participate in informational/training sessions that inform them about work-related experiences, travel costs will be paid to allow business and educational personnel to visit locations that have successful work-related experiences.

**F. Program Improvement** -- such as funding partnership development sessions to allow business and educational personnel to work together to develop work-related experiences, providing rewards and incentives that encourage work-related

experiences.

### **17. Programs for Special Pops**

Programs for special populations students. (F. 135.c.4)

**A. Administration** -- such as providing the programs needed by members of special populations; managing the services essential for success of members of special populations.

**B. Planning/Policy** -- such as developing policies that ensure that members of special populations have the programs essential to them reaching performance standards.

**C. Fiscal** -- such as funding programs for members of special populations and the training for staff that will implement and support the program.

**D. Curriculum/Instruction** -- such as extra help, inclusion models, develop WDE students IEPs, develop necessary CDP plus, monitor classroom performance of each special population student at least four times per semester, provide work-based learning experiences.

**E. Personnel Development** -- such as learning styles, classroom management techniques, safety.

**F. Program Improvement** -- such as examining the programs for members of special population to ensure that everything possible is being done to ensure that members of special populations meet the performance levels.

### **18. Local Education and Business Partners**

Local education and business partnerships. (F. 135.c.5)

**A. Administration** -- such as Workforce Investment Act linkages- Youth Council, Job Link Center.

**B. Planning/Policy** -- such as providing policies that encourage local education and business partnerships; planning with business and education officials to implement partnership activities.

**C. Fiscal** -- such as program resource for equipment, materials and supplies, scholarship sponsor.

**D. Curriculum/Instruction** -- such as development and implementation of WDE programs and activities, advisory committees, work-based learning for students, career day, career fair, program or course sponsor, guest speaker, workshop presenter, mentor to students, workplace and industry tours, support to high academic and technical skill attainment, materials and supplies, equipment, school-based enterprises, entrepreneurial activities, community service activities, job placement facilitation.

**E. Personnel Development** -- such as Teacher/Support Service personnel internships, advisory committee training, work-based learning sponsor and mentor training.

**F. Program Improvement** -- such as activities/involvement related to the evaluation of WDE.

**19. Vocational Student Organization (VSO) Assistance**

Assistance for vocational and technical student organizations. (F. 135.c.6)

**A. Administration** -- such as managing the schedules of teachers who work with VSO activities; encouraging all vocational and technical teachers to provide VSO activities to all their students.

**B. Planning/Policy** -- such as providing policies that encourage all vocational and technical education teachers to provide VSO activities for all their students; planning to provide transportation for VSO regional and state activities.

**C. Fiscal** -- such as funding registration costs, transportation costs and instructional materials to provide the student development opportunities that VSO activities provide.

**D. Curriculum/Instruction** -- such as instructional materials related to leadership and effective participation in group activities will be purchased, paying travel and subsistence for teachers to participate in district/regional/state/national leadership and competitive events meetings, paying travel for students to participate in district/regional/state/national leadership and competitive events meetings, providing substitute teachers for teachers to participate in district/regional/state/national leadership and competitive events meetings.

**E. Personnel Development** -- such as providing the training to ensure that the teachers know how to integrate the VSO activities in the curriculum they are teaching; providing the leadership skill training essential to leading the student organization.

**F. Program Improvement** -- such as providing rewards and incentives that encourage teachers to provide vocational student organization experiences for all students.

**20. Mentoring and Support Services**

Mentoring and support services. (F. 135.c.7)

**A. Administration** -- such as peer helping program, providing funds for mentoring workshops, allocation of adequate funds to provide services, work-based learning activities.

**B. Planning/Policy** -- such as producing a policy that guides mentoring and support services in vocational and technical



education; and planning to connect mentors and support services to those needing them.

**C. Fiscal** -- such as funding support services and mentor training opportunities to ensure effective delivery of these services.

**D. Curriculum/Instruction** -- such as adequate provisions for materials and supplies, SPC services available, assisting teachers with instructional methodologies, modification of curriculum.

**E. Personnel Development** -- such as staff development for teachers relative to mentoring, "How To" workshops for serving Special Population students.

**F. Program Improvement** -- such as focusing on the results of the mentoring and support services to put in place improvement strategies to ensure that these services are optimized.

## **21. Equipment**

Leasing, purchasing, upgrading or adapting equipment, including instructional aides. (F. 135.c.8)

**A. Administration** -- such as managing the purchase process; installing the equipment in a timely fashion, and making changes as needed.

**B. Planning/Policy** -- such as planning a replacement schedule for equipment so that state-of-the-art equipment is available for instruction.

**C. Fiscal** -- such as train teachers for their role in implementing a comprehensive career development programs.

**D. Curriculum/Instruction** -- such as purchasing equipment according to those pieces needed to teach competencies in the course blueprints.

**E. Personnel Development** -- such as providing training on each piece of equipment that is purchased so the instructors can optimize it in their instruction; working with instructors to plan for equipment usage with students in the most efficient manner.

**F. Program Improvement** -- such as purchasing the equipment that is essential to providing proficiencies that are essential in the business and industry in the area workplace.

## **22. Teacher Preparation**

Teacher preparation programs that assist individuals who are interested in becoming vocational and technical education instructors, including individual with experience in business and industry. (F. 135.c.9)

**A. Administration** -- such as reviewing personnel employment, retention, retirement, re-employment, recruitment trends/ data; review new teachers teaching and extra-curricular assignments with principals.

**B. Planning/Policy** -- such as developing local business/industry sponsored scholarships, location incentives, signing bonuses.

**C. Fiscal** -- such as designating funds for attracting/retaining new teachers, designating funds for tuition/training assistance for new teachers.

**D. Curriculum/Instruction** -- such as providing the opportunity for vocational and technical education instructors with experience in business and industry performing functions that are essential to teaching their course blueprints.

**E. Personnel Development** -- such as providing locally accessible licensure courses including Internet-based courses.

**F. Program Improvement** -- such as developing strategies/procedures for recruiting/retaining new teachers.

**23. Improving/Developing New Courses**

Improving or developing new vocational and technical education courses. (F. 135.c.10)

**A. Administration** -- such as determining what new courses need to be offered in order meet the student's career pathway possible; determining what course modifications need to be made in order to meet student and community needs.

**B. Planning/Policy** -- such as review labor market trend data for the county, state & nation, visit model schools, advisory boards, develop Program/course marketing strategies.

**C. Fiscal** -- such as secure necessary funds to operate courses.

**D. Curriculum/Instruction** -- such as provide necessary lab equipment & supplies, provide teacher time to set up lab, purchase curriculum material for teacher and student secure industry certification for the lab.

**E. Personnel Development** -- such as provide necessary staff development in course content, secure industry certification for the teacher, provide the teacher with time to learn new curriculum.

**F. Program Improvement** -- such as providing the essential materials and equipment for new courses; providing the key component to improve existing courses based on the VoCATS analysis.

**24. Family and Consumer Sciences (FACS)**

Support for family and consumer sciences programs. (F. 135.c.11)

**A. Administration** -- such as reviewing family and consumer science market share data with teachers, principals, counselors, reviewing enrollment/placement data to determine program area effectiveness, Career Development Counselor review of CDP



and to determine that students' placement in family and consumer science courses is career pathway related.

**B. Planning/Policy** -- such as using student follow-up data to determine program area directions/course offerings, using labor market/trend data to establish new/local course offerings, developing additional articulation agreements in areas related to family and consumer science.

**C. Fiscal** -- such as providing extended employment for family and consumer science teachers to develop new curriculum for specialized local courses, securing additional funding/grants to provide additional opportunities for students in family and consumer science courses to participate in VSO activities; enhance and upgrade technology, i.e., modular teaching systems, computer hardware, computer software, sewing machines.

**D. Curriculum/Instruction** -- such as providing additional work-based learning experiences, establishing Advanced Studies courses, developing interactive learning strategies, developing technologically enhanced courses, develop materials for non-traditional students.

**E. Personnel Development** -- such as providing teacher/counselor internships, teacher/business and industry exchanges, providing opportunities for teacher training in new technology related to family and consumer science, provide leadership training for teachers.

**F. Program Improvement** -- such as developing additional career pathways in areas related to consumer and family science, developing locally specialized courses based on community/business and industry input and labor market data, establishing student follow-up process for family and consumer courses to determine new course directions/needs, developing program area marketing materials, providing local grant awards to teachers to develop curriculum materials.

## **25. School Dropouts**

Vocational and technical education programs for school dropouts to complete their secondary school education. (F. 135.c.12)

**A. Administration** -- such as providing programs in an alternative setting, collaborating with JTPA and extended day providers, assist community colleges with their alternative diploma programs and services.

**B. Planning/Policy** -- such as setting policies as to how vocational and technical education programs will be offered for school dropouts to complete their secondary education; planning to offer vocational and technical education in alternative schools

to serve dropouts.

**C. Fiscal** -- such as funding alternative programs for school dropouts or developing agreements with the community college to provide the training for students who have dropped out of high school.

**D. Curriculum/Instruction** -- such as attainment of appropriate instructional materials, share instructional materials with appropriate personnel.

**E. Personnel Development** -- such as staff development activities relating to dropout prevention, teacher training relative to recruitment of dropouts to complete their education.

**F. Program Improvement** -- such as involvement of agencies, parents, employers, and other service providers in establishing/identifying needed programs and services, provide modern technology for programs and services where possible, use alternative delivery systems to provide services.

## **26. Placement in Job/Further Education**

Assistance to students who have participated in services and activities under Perkins III in finding an appropriate job and continuing their education. (F. 135.c.13)

**A. Administration** -- such as provide job placement services; assist students in securing JobLink services; set up interviews for students with potential employers/military.

**B. Planning/Policy** -- such as planning service delivery with the JobLink Center; providing policies that ensure delivery of placement services to all students who have been served in vocational and technical education; planning with community partners to provide job/career/community college fairs/placement events.

**C. Fiscal** -- such as funding the time for working with community partners to ensure involvement of students in the JobLink Center services, career days and job fairs.

**D. Curriculum/Instruction** -- such as conduct Job Fairs for students with potential employers/military; conduct Career Days with community college and other post secondary education providers; assist students with the application process for post secondary education; assist students in identifying and applying for financial assistance for further education.

**E. Personnel Development** -- such as providing the staff development to teachers and support staff members to assist them in understanding the need to ensure student placement in either employment or post-secondary education at the end of



high school.

**F. Program Improvement** -- such as evaluating the placement services currently offered and the placement information from VEIS to determine service improvement strategies.

**27. Nontraditional Training and Employment**

Support for nontraditional training and employment activities. (F. 135.c.14)

**A. Administration** -- such as outreach and recruitment, marketing materials such as brochures and video tapes, parent conferences, middle school linkages.

**B. Planning/Policy** -- such as establishing policies that all staff members will encourage nontraditional training and employment activities; planning for nontraditional speakers to be in classrooms and job fairs, etc.

**C. Fiscal** -- such as providing financial support to identified nontraditional training and employment activities.

**D. Curriculum/Instruction** -- such as curriculum/materials and supplies, work-based learning opportunities, field trips, speakers and presenters representing nontraditional careers, summer camps, guidance and counseling career development services, career assessments, career fairs displaying nontraditional career opportunities, job placement.

**E. Personnel Development** -- such as nontraditional training, gender equity training, career development training.

**F. Program Improvement** -- such as evaluating the information regarding nontraditional enrollments, participation, and successes to determine what improvement strategies should be put into place.



**DRAFT -- This Plan Has Not Been Approved by the  
NC Department of Public Instruction**

**PART II - PERFORMANCE MANAGEMENT**

**PART II.A -- PERFORMANCE INDICATOR 1.** By 2003-2004, 15 percent of vocational (called workforce development education or WDE in North Carolina) concentrators scheduled to graduate will score at or above the national mean on ASSET, a national assessment of reading, English, and using numbers and data.

**RESPONSE SHEET AND CHECKLIST**

**I. REQUIREMENTS/PERMISSIVES**

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*DRAFT --- For Your Information*

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**DRAFT -- This LEA's Plan Has Not Yet Been Approved by the  
NC Department of Public Instruction**

**PART III - PROJECTED WORKFORCE DEVELOPMENT EDUCATION  
PROGRAMS AND SERVICES**

**Application for State/Federal Aid for  
Workforce Development Education  
in Public Middle and High Schools**

**Part III.A -- School Profiles**

. Complete a form for each school in which there are recognized workforce development education programs/services. Refer to title Workforce Development Education Programs of Study, Approved Revision, October, 1997.

. A form for each school in the LEA where there are recognized workforce development education programs/services will be initially provided.

. The form will contain information such as:

**School Name**

**School Number**

**Grade Levels**

**Principal's Name**

**School Enrollment**

**WDE Enrollment**

**Courses Offered** at that school from the previous school year

. Should there be **courses listed that are not being offered for the upcoming school year**, click the **No** button to the left of the appropriate course code. This will disable that course.

. Should there be **additional courses being offered for the upcoming school year** that are not selected, click the **Yes** button to the left of the appropriate course code. This will enable that course. Continue completing columns 2, 3, and 4 as appropriate for that course.

. Should there be **local courses being offered for the upcoming school year**, move the cursor to the blank row following the last listed course code. Click the **Yes** button to the left of the first blank course code. Click in the Course Code Column and type the course code. Click in the Course/Service Title Column and type the course title. Continue to complete Columns 2, 3, and 4 as appropriate for that course.

. Decisions on workforce development education programs/services to be offered will reflect the principal's recommendations based on student aspirations, employment data, and resources available.

**"COURSE CODE":** This column contains a listing of the valid course codes.

**Column 1: "COURSE/SERVICE TITLE".** The correct title of each course/service as reflected in the Workforce Development Education Programs of Study, Approved Revision, October, 1997 will appear in this column. These titles cannot be changed.

**Column 2: "CHANGE".** A box is provided with the values.

None                  New                  Deleted                  Modified

Click to choose the appropriate selection. **If the course is to be modified, a copy of the approved Programs of Study Modification form must be completed.** This form is to be manually completed and filed with the Regional Coordinator that represents your LEA. Plans are for this form to be made available as part of the electronic process during the upcoming school year. Details on accessing and completing this form electronically will be forthcoming.

**Column 3: "LENGTH".** A box is provided with the values.

None

Y = Year

CY = Concentrated Year

Q = Quarter

9 Wks

2CY

S = Semester

CS = Concentrated Semester

6 Wks

18 Wks

Click to choose the most appropriate selection. The "LENGTH" column is used to designate how long the course is taught. See notes under **Column 4: "BLOCK"** to determine how to code each course. "Concentrated" year or semester refers to block scheduling.

**Column 4: "BLOCK".** A box is provided with the values.

1

2

3

Click to choose the appropriate selection. The "BLOCK" column is used to indicate the time period. A one-hour course which is taught for one hour each day would be coded with a "1". A two-hour course which is taught for two hours each day would be coded with a "2". A three-hour course which is taught for three hours each day would be coded with a "3". Under block scheduling a one-hour course which is taught in the CY for the two-hour block would still be coded "1". If a two-hour course is taught for two blocks in a CY, it would be coded "2". If a two-hour course is taught for one block in a CY it is coded "1". To show that the course will be taught throughout the school year, it should be coded 2CY -- 1. If a year-long course is taught in a two-period block for one semester, it is coded as a CY. **A block of time should correspond to what is considered to be one period in your school's schedule.**

**DRAFT -- This Plan Has Not Been Approved by the  
NC Department of Public Instruction**

**PART III – SCHOOL PROFILES  
School Year 2000-2001**

**PART III.A -- SCHOOL PROFILES**

School Name

School Number

Grade Levels

Principal's Name

School Enrollment

WDE Enrollment

\*Y = Year, S = Semester, CY = Concentrated Year Course  
CS = Concentrated Semester Course, Q = Quarter

	COURSE CODE	1 COURSE/SERVICE TITLE	2 CHANGE	*3 LENGTH	4 BLOCK
<b>Agricultural Education</b>					
<input type="radio"/> Yes <input type="radio"/> No	6809	Agricultural Pilot Program	<input type="radio"/> None <input type="radio"/> New <input type="radio"/> Deleted <input type="radio"/> Modified	<input type="radio"/> None <input type="radio"/> Q <input type="radio"/> Y <input type="radio"/> 6 Wks <input type="radio"/> S <input type="radio"/> 9 Wks <input type="radio"/> CY <input type="radio"/> 18 Wks <input type="radio"/> CS <input type="radio"/> 2CY	<input type="radio"/> None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3
<input type="radio"/> Yes <input type="radio"/> No	6810	Agriscience Applications	<input type="radio"/> None <input type="radio"/> New <input type="radio"/> Deleted <input type="radio"/> Modified	<input type="radio"/> None <input type="radio"/> Q <input type="radio"/> Y <input type="radio"/> 6 Wks <input type="radio"/> S <input type="radio"/> 9 Wks <input type="radio"/> CY <input type="radio"/> 18 Wks <input type="radio"/> CS <input type="radio"/> 2CY	<input type="radio"/> None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3
<input type="radio"/> Yes <input type="radio"/> No	6811	Agricultural Production & Management I	<input type="radio"/> None <input type="radio"/> New <input type="radio"/> Deleted <input type="radio"/> Modified	<input type="radio"/> None <input type="radio"/> Q <input type="radio"/> Y <input type="radio"/> 6 Wks <input type="radio"/> S <input type="radio"/> 9 Wks <input type="radio"/> CY <input type="radio"/> 18 Wks <input type="radio"/> CS <input type="radio"/> 2CY	<input type="radio"/> None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3



**DRAFT -- This LEA's Plan Has Not Yet Been Approved by the  
NC Department of Public Instruction**

**PART IV -- ASSURANCES AND CERTIFICATION**

**Part IV.A -- Local Plan Assurances**

**These assurances signal the local educational agency's capacity to carry out the State and Federal legal requirements during the timeframe of this local plan. State legal requirements are designated by an (S) and Federal Perkins III (P.L. 105-332) ones by an (F). APA refers to the North Carolina Administrative Procedures Act.**

**1. General Administration**

- a. The purposes of vocational and technical education as established in Chapter 115C, Article 10 of the NC General Statutes are adhered to in planning, designing, implementing, supervising and evaluating the workforce development education programs within this local education agency (LEA). (S. General Statutes)
- b. Vocational and technical education programs are supervised, directed, or coordinated by persons qualified under the State Board of Education policies. (S. 115C-154.(6) and (7))
- c. The LEA will provide free appropriate vocational and technical education instruction, activities, and services in accordance with this Part for all youth who elect the instruction and shall have responsibility for administering the instruction, activities, and services in accordance with federal and State law and State Board of Education policies. (S. 115C-157)
- d. The LEA will provide activities necessary for the proper and efficient performance of its duties under P.L. 105-332 (Perkins III), including supervision. (F. 3.1)
- e. The expenditures in this plan will adhere to the most recent N.C. Workforce Development Education (WDE) Fiscal and Policy Guide. (S)
- f. The programs in this plan will adhere to the most recent N.C. WDE Programs of Study and Support Services Guide. (S)
- g. Nothing in Perkins III shall be construed to be inconsistent with applicable Federal law prohibiting discrimination on the basis of race, sex, national origin, age, or disability in the provision of Federal programs or services. (F. 316)
- h. Nothing in Perkins III shall be construed by the LEA to permit, allow, encourage, or authorize any Federal control over any aspect of a private, religious, or home school, regardless of whether a home school is treated as a private school or home school under State law. This section shall not be construed to bar students attending private, religious, or home schools from participation in programs or services under this Act. (F. 313)

**2. Planning/Policy**

- a. The LEA has developed a vocational and technical education plan which describes the vocational education needs of students and potential students in the LEA and indicates how and to what extent the programs proposed in the application meet such needs. (S. APA 2E. 1603 115C-154(8))
- b. The LEA will establish effective programs and procedures to enable informed and effective participation in such programs as are authorized under this title. (F. 135.c.1)

- c. The vocational programs and courses are not duplicated within the LEA unless the LEA has data to justify the duplication or has a plan to redirect the duplicative program within three years. (S. 115C-154.1(2))
- d. For all current job skill programs, there is a documented need, based on labor market data or follow-up data, or there is a plan to redirect the program within two years. (S. 115C-154.1(3))

### **3. Fiscal**

- a. The LEA will not use more than five (5) percent of the funds for administrative costs associated with the administration of activities assisted under this section. (F. 135.d)
- b. Funds allocated for vocational education will be transferred only in accordance with any rules that the State Board of Education considers appropriate to ensure compliance with federal regulations. (S. 115C-105.25(b)(6))
- c. No funds from Perkins III shall be used to require any secondary school student to choose or pursue a specific career path or major; and to mandate that any individual participate in a vocational and technical education program. (F. 314)
- d. Funds made available under this Act for vocational and technical education activities shall not supplant non-federal funds expended to carry out vocational and technical education and tech-prep activities. (F. 131.a)
- e. None of the funds expended under this title 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, the employees of the purchasing entity, or any affiliate of such an organization. (F. 122.b.11)
- f. No funds under Perkins III may be used to provide vocational and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students. (F. 315)

### **4. Curriculum/Instruction**

- a. Vocational & Technical Education programs in the LEA are in accordance with the purposes of G.S. 115C-151. (S. 115C-154.1(1):
  - 1. Occupational Skill Development - To prepare individuals for paid or unpaid employment in recognized occupations, new occupations, and emerging occupations. (S. 115C-151(1))
  - 2. Preparation for Advanced Education - To prepare individuals for participation in advanced or highly skilled vocational and technical education. (S. 115C-151(2))
  - 3. Career Development; Introductory - To assist individuals in the making of informed and meaningful occupational choices. (S. 115C-151(3))
- b. New vocational programs show documented need based on student demands, or for new job skill programs, based on student and labor market demands. (S. 115C-154.1(4))
- c. All vocational and technical programs are responsive to technological advances, including characteristics of the work force, and the academic, technical, and attitudinal development of students. (S. 115C-154.1(5))
- d. Local programs using the cooperative vocational and technical education method will be approved subject to students enrolled being placed in employment commensurate with the respective program criteria (S. 115C-154.1(1))



- e. Vocational and technical education programs, services, and activities will be carried out with respect to meeting State adjusted levels of performance. (F. 134(b)(2))
- f. The LEA will ensure that students who participate in vocational and technical education programs are taught to the same challenging academic proficiencies are taught for all other students. (F. 134.b.3.C)
- g. The LEA will provide students with strong experience in and understanding of all aspects of an industry (F. 135.b.2)
- h. The LEA will provide a vocational and technical education program that is of such size, scope, and quality to bring improvement in the quality of vocational and technical education programs. (F. 135.b.7)
- i. The definitions of specific workforce development education program elements are adhered to. (S. 113(b)(19))
- j. The LEA will link secondary vocational and technical education and postsecondary vocational and technical education, including implementing tech-prep programs. (F. 135.b.8)
- k. The LEA will strengthen the academic and vocational and technical skills of students participating in vocational and technical education programs by strengthening the academic and vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical subjects. (F. 135.b.1)

#### **5. Personnel Development**

- a. The LEA will provide professional development programs to teachers, counselors, and administrators (F. 135.b.3), including
  - (1) Inservice and preservice training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement;
  - (2) Support of education programs for teachers of vocational and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to vocational and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
  - (3) Internship programs that provide business experience to teachers; and
  - (4) Programs designed to train teachers specifically in the use and application of technology.
- b. If the LEA uses funds under this Act for inservice and preservice vocational and technical education professional development programs for vocational and technical education teachers, administrators, and other personnel, it may, upon request, permit the participation in such programs of vocational and technical education teachers, administrators, and other personnel in nonprofit private schools offering vocational and technical education programs located in the geographic area serviced by such agency or recipient. (F. 318)

#### **6. Program Improvement**

- a. A formal system of evaluation is conducted annually to determine how the programs meet their state objectives, and are relevant to employment and occupational needs of



students. Evaluation results are maintained in the LEA file designated by the superintendent and are used for improvement in programs. (S. APA 2E. 1608)

b. An organized system for conducting follow-up studies to determine the effectiveness of the vocational and technical education programs and guidance and counseling is used by the principal, and a compilation of all schools maintained in the office of the workforce development education director. Records and other information needed to carry out this function are maintained in the teacher's files. (S. APA 2E.1608 115C-154(10))

c. The LEA has on file the findings of evaluations of vocational and technical education programs operated in the LEA during the previous one year and five years to ascertain the effectiveness of instruction, services, and activities. (S. 115C-154 (10))

d. The LEA will involve parents, students, teachers, representatives of business and industry, and labor organizations, representatives of special populations, as appropriate, in the development, implementation, and evaluation of vocational and technical education programs authorized under this title. (F. 134.b.4)

e. The LEA will develop, improve, or expand the use of technology in vocational and technical education. (F. 135.b.3)

f. The LEA will initiate, improve, expand, and modernize quality vocational and technical education programs. (F. 135.b.6)

**DRAFT -- This LEA's Plan Has Not Yet Been Approved by the  
NC Department of Public Instruction**

**PART IV -- ASSURANCES AND CERTIFICATION**

**Part IV.B -- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary  
Exclusion Lower Tier Covered Transactions**

This certification is required by the regulations implementing Executive Order 12549, debarment and suspension, 34 CFR Part 85, Section 85.510, Participants' responsibilities. The regulations were published as Part VII of the May 26, 1988 Federal Register (pages 160-19211). Copies of the regulations may be obtained by contacting the person to which this proposal is submitted.

**Before Completing Certification,  
Read Instructions on Following Pages**

(1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

**Name and Title of Authorized Representative:**

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1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into, if it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that should the

proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification on all lower tier covered transactions and in all solicitations for all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.



**DRAFT -- This LEA's Plan Has Not Yet Been Approved by the  
NC Department of Public Instruction**

**PART IV -- ASSURANCES AND CERTIFICATION**

**Part IV. C -- Certification Regarding Lobbying for Grants and Cooperative Agreements**

Submission of this certification is required by Section 1352, Title 31 of the U. S. Code and is a prerequisite for making or entering into a grant or cooperative agreement over \$100,000.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) 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.

(2) 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.

(3) 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 subcontracts) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact on which the Department of Education relied when it made or entered into this grant or cooperative agreement. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

**Organization Name:**

**PR/Award (or Application) Number or Project Name:** Carl D. Perkins Vocational and Technical Education Act of 1998

**Name and Title of Authorized Representative:**

**DRAFT -- This LEA's Plan Has Not Yet Been Approved by the  
NC Department of Public Instruction**

**PART V -- OPTIONAL FORMS**

**STATE DEPARTMENT OF PUBLIC INSTRUCTION  
WORKFORCE DEVELOPMENT EDUCATION**

**FISCAL YEAR 2000 - 2001**

**Part V.A -- Application for Work-Study Program**

---

**Local Education Agency**

---

**Number**

---

**Date**

The above agency desires to participate in the work-study program under the Carl D. Perkins Vocational and Technical Education Act of 1998, in cooperation with the North Carolina State Board of Education and the State Department of Public Education, Division of Workforce Development Education Services. If the above agency's application is approved, we agree to participate pursuant to the following conditions:

1. Students participating in the program are:

- (a) enrolled and in good standing in a bonafide workforce development education program;
- (b) accepted for enrollment in a bonafide workforce development education program;
- (c) full-time students;
- (d) in need of the earnings from such employment to commence or continue their workforce development education program;
- (e) at least 15 years of age and less than 21 years of age at the date of commencement of employment; and
- (f) in the opinion of appropriate school authorities, are capable of maintaining good standing in their academic and workforce development education program while employed under the work-study program.
- (g) gaining knowledge attainment and skills related to their career pathways.

2. Hours and compensation/limitations are:

- (a) maximum of 20 hours per week while classes are in session;
- (b) no limitation on amount earned during regular school term;
- (c) no limitation upon hours or amount earned during summer if student is not enrolled in classes except for 15 year olds, who may work only eight hours per day and 40 hours per week; and
- (d) rate per hour - Minimum: Effective State minimum wage rate;

Maximum: Effective Federal minimum wage rate

3. Place of employment may be:

- (a) Local education agency, or
- (b) Public or non-profit, private agency or institution -- Federal, State, or Local.

4. Programs will be coordinated such that:

- (a) Work will be performed pursuant to a written agreement between the local educational agency and participating public agency or institution;
- (b) Work so performed will be adequately supervised and coordinated; and
- (c) Work will not supplant present employees of participating agency or institution.
- (d) In cases where work is performed for a Federal agency or institution, the written agreement between the local educational agency and the Federal agency or institution will state that the students so employed are not Federal employees for any purpose.

5. Check the criteria used to determine eligibility to participate in work-study program:

- (a) Family or individuals' annual income are at or below the official poverty line.
- (b) Family or individuals are eligible for free or reduced price lunch.
- (c) Family or individuals are eligible for Aid to Families with Dependent Children or other public assistance.
- (d) Family or individuals are eligible for participation in programs assisted under Title II of JTPA.
- (e) If handicapped; each student also meets disadvantaged criteria (plus 1 or more of (a) - (d)).

6. This application covers the amount of Federal Vocational Education work-study funds indicated in A. and will serve the students identified in B. below. Funds identified must be shown on program budget 18AA-323-A under Code 100 - Salaries.

A. Federal Funds --

B. Estimated Number of Students Participating --

7. Identification of Work-Study Supervisor

<u>Name</u>	<u>Title</u>
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8. Description of work-study activities:



**DRAFT -- This LEA's Plan Has Not Yet Been Approved by the  
NC Department of Public Instruction**

**2000-2001 LOCAL PLAN  
APPLICATION FOR WORKFORCE DEVELOPMENT EDUCATION (WDE)\*  
STATE/FEDERAL FUNDING**

**FISCAL YEAR 2000-2001**

**FINAL SUBMISSION FOR OVERALL APPROVAL**

All programs, services and activities administered in through this local plan will be in accord with the assurances listed in Part IV of this application.

The development of this application for state/federal aid for secondary workforce development education was coordinated by the director for workforce development education. This plan and the programs, services and activities offered are in accord with State and Federal guidelines. The information, data, and certifications included are accurate to the best of our knowledge and belief. The Assurances in Part IV will be carried out.

**Local Education Agency (LEA)**

**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, Workforce Development Education**

**Telephone Number**

\*Workforce Development Education is the administrative name which encompasses vocational and technical education in North Carolina. In state and federal laws, however, the terms vocational and technical education are used. For the purposes of this plan, these terms are synonymous.





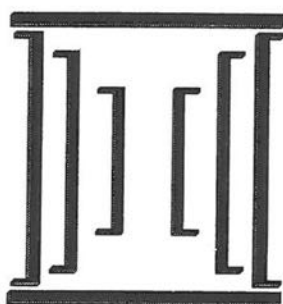
## Appendix 4

# Postsecondary Local Application



***LOCAL APPLICATION (PLAN)  
FOR  
FEDERAL VOCATIONAL AND TECHNICAL  
EDUCATION FUNDING***

***FISCAL YEAR 2001 - 2004***



***INSTITUTION:*** \_\_\_\_\_

***PREPARED BY:*** \_\_\_\_\_

***TITLE:*** \_\_\_\_\_

***PHONE:*** \_\_\_\_\_ ***Ext.*** \_\_\_\_\_

***FAX:*** \_\_\_\_\_

***NORTH CAROLINA COMMUNITY COLLEGE SYSTEM  
200 W. JONES STREET  
RALEIGH, NC 27603-1379***



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





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

**INTRODUCTION**

The U.S. Congress has enacted the Carl D. Perkins Vocational and Technical Education Act of 1998 (P.L. 105-332) (hereinafter referred to as Perkins III). This application package is being transmitted by the North Carolina Community College System office to each eligible college in the System as a means of making funds provided by the Act available to the member institutions.

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

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

The application includes **five** parts:

- Part I - General Information
- Part II - Allotment and Options
- Part III - Local Plan
- Part IV - Accountability
- Part V - Appendices



## PART I - GENERAL INFORMATION ABOUT THE ACT AND PROGRAMS

The attached application must be used to access funds for fiscal years (FY's) 2001-2004 (for use July 1, 2000 through June 30, 2004) provided by Perkins III. Any college desiring such financial assistance should submit an application **postmarked no later than XXXX XX, 200X**.

The allotment available to each college is calculated by using the formula specified in the Act; i.e., the total number of Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in eligible programs in each college during the preceding year as a percentage of the total number of those recipients enrolled in eligible programs in the entire system. Any individual college whose allocation amounts to less than \$50,000 using this formula does not qualify to receive a grant under Perkins III unless a waiver has been requested.

Your college's estimated allotment for FY 200X is shown under Part II, page six of this application package. This amount is subject to change pending approval of the State Plan and final allocation from the U.S. Department of Education.

You have two options regarding the allocation:

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

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

Any allotments which are declined will be reallocated to those colleges which accept using the original allocation formula. Therefore, it is possible that your final allotment may be larger than the initial amount shown in Part II of the package. If this is the case, final allocation notifications will be transmitted as soon as possible.

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



## USES OF FUNDS

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

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

- Funds no longer must be targeted to those programs having the highest concentration of special populations. Dollars may be spent in any vocational/technical program. **However**, there are still requirements for meeting the needs of special population students, such as eliminating barriers to access and success and enabling special populations to meet levels of performance.
- Local use of funds is divided into two sections: Required and Permissible. The eight required factors listed on the next page describe the elements that a program must contain to be eligible for funding under Perkins III. Before committing money to the permissible uses, you must be able to show that all the required uses are being met either with Perkins dollars or through other sources.
- Perkins III funds may be used to provide direct assistance to individuals, including dependent care, tuition, transportation, books and supplies **if all** of the following conditions are met:
  - Recipients of the assistance must be individuals who are members of special populations who are participating in vocational and technical education activities that are consistent with the goals and purposes of Perkins III.
  - Assistance may only be provided to an individual to the extent that it is needed to address barriers to the individual's successful participation in vocational and technical education.
  - Direct financial assistance to individuals must be part of a broader, more generally focused effort to address the needs of individuals who are members of special populations. Direct assistance to individuals who are members of special populations is not, by itself, a "program for special populations." It should be one element of a larger set of strategies designed to address the needs of special populations.
  - Funds must be used to supplement, and not supplant, assistance that is otherwise available from non-Federal sources.
  - A maximum of 10% of a college's allotment may be used for direct assistance to individuals.



## **USES OF FUNDS (continued)**

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

### **Required uses of funds:**

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

### **Permissible uses of funds (pertaining to postsecondary education):**

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





## LOCAL APPLICATION REVIEW

The receipt of funds through Perkins III should not be considered an entitlement. The FY 200X allotment shown in Part II will be transmitted only after the local application has been approved by the North Carolina Community College System. All local applications will undergo extensive review in accordance with the criteria contained in the North Carolina State Plan for Vocational and Technical Education. All funding is contingent on the receipt of funds from the U.S. Department of Education.

## LOCAL APPLICATION COMPLETION PROCEDURES

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

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

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

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

**U. S. Postal Address:** 5022 Mail Service Center  
Raleigh, NC 27699-5022

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

Questions regarding the Local Application should be addressed to Elizabeth Brown (919) 733-7051, Ext. 445.

**COMPLETED LOCAL APPLICATIONS MUST BE POSTMARKED BY**  
**XXX XX, 200X**



## **PART II: ALLOTMENT AND OPTIONS**

### **Section A - FY 200X Allotment**

FIELD(college) Community College's allotment for FY 200X as determined by the formula under the Act is \$FIELD(\$amount).

### **Section B - Additional Allotments**

Any initial allotments which are not distributed will be reallocated using the original allocation formula. Does your institution want to receive its portion of any reallocated funds that may be available?

1. Yes

2. No

### **Section C - Community College Option**

A college must select one of the following options regarding its FY 200X allocation under the Act. Please place a check beside your selected option.

\_\_\_\_(1) Accept the federal allotment for FY 200X. (Go to Section D.)

\_\_\_\_(2) Decline the federal allotment for FY 200X. (Go to Section E.)



**Section D - Acceptance of Allotment**

As an authorized representative of **FIELD(College) Community College**, I **accept** the FY 200X federal vocational allotment under the Carl D. Perkins Vocational and Technical Education Act of 1998.

\_\_\_\_\_  
President

\_\_\_\_\_  
Date

As the authorized representative of the Board of Trustees of **FIELD(College) Community College**, I acknowledge this action to **accept** the FY 200X federal vocational education basic grant in the amount of **SFIELD(\$amount)**.

\_\_\_\_\_  
Chair, Board of Trustees

\_\_\_\_\_  
Date



**Section E - Decline of Allotment**

As an authorized representative of **FIELD(College) Community College**, I **decline** the FY 200X federal vocational allotment under the Carl D. Perkins Vocational and Technical Education Act of 1998.

\_\_\_\_\_  
President

\_\_\_\_\_  
Date

As the authorized representative of the Board of Trustees of **FIELD(College) Community College**, I acknowledge this action to **decline** the FY 200X federal vocational education basic grant in the amount of **SFIELD(\$amount)**.

\_\_\_\_\_  
Chair, Board of Trustees

\_\_\_\_\_  
Date

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





### **PART III - LOCAL APPLICATION AND PLAN**

Any college eligible for funds under Section 132 of Perkins III must submit a local plan. This part includes program descriptors, a budget, and program evaluation criteria. Section A will be in effect FY 2001-2004. Section B, the budget, will be required yearly.

#### **Section A - Required Descriptions**

**Instructions - Attach pages to respond to the following nine program descriptions.**

- 1-Describe how you will improve the academic and technical skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical, components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical, subjects.
- 2-Describe how you will ensure that students who participate in vocational and technical education programs are taught to the same challenging academic proficiencies as are taught for all other students.
- 3-Describe how you will provide students with strong experience in and understanding of all aspects of an industry.
- 4-Describe how students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of vocational and technical education programs assisted under this Act, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this Act.
- 5-Describe how you will provide a vocational and technical education program that is of such size, scope, and quality to bring about improvement in the quality of vocational and technical education programs.
- 6-Describe how comprehensive professional development for vocational and technical, academic, guidance, and administrative personnel will be provided.
- 7-Describe how individuals who are members of the special populations will not be discriminated against on the basis of their status as members of the special populations.
- 8-Describe how funds will be used to promote preparation for nontraditional training and employment.
- 9-Describe how the vocational and technical education activities will be carried out with respect to meeting the State adjusted levels of performance.
10. Describe how you will review vocational and technical education programs to identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the program by members of special populations.
11. Describe how you will provide programs that are designed to enable the special populations to meet the State adjusted levels of performance.
12. Attach a copy of the Memorandum of Understanding (MOU) between the college and the local Job-Link Center.



## **Section B - Use of Funds - BUDGET**

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

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

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

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

### **Directions for Completing Section B - BUDGET**

Title I, Section 135 of Perkins III lists the allowable uses of the Basic Grant funds. Eight of these are **required**. As you develop your budget for FY 200X, you must, at the same time, complete Section C. This will ensure you have met the obligation of Required Uses of Funds before spending on the permissible activities. You do not have to spend dollars in all eight required areas if they are being met from other resources; i.e., state and/or local money, or other federal resources.

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

#### **Column I: Allowable Activity**

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

#### **Column II: Program/Activity**

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

#### **Column III: Amount Budgeted**

Indicate the amount of your Perkins III allotment that will be used to carry out the allowable activity.



**Section B - Budget --- See definitions of allowable activities under Part V, Section B**

I. Allowable Activity	II. Description of Expenditure	III. Budgeted Amount
1) Academic Integration		Perkins \$ _____
2) All Aspects of an Industry		Perkins \$ _____
3) Use of Technology		Perkins \$ _____
4) Professional Development		Perkins \$ _____



**Section B - Budget (continued) --- See definitions of allowable activities under Part V, Section B**

I. Allowable Activity	II. Description of Expenditure	III. Budgeted Amount
5) Modernization and Expansion		Perkins \$ _____
6) Services and Activities		Perkins \$ _____
7) Postsecondary-Secondary Links		Perkins \$ _____
8) Guidance and Counseling		Perkins \$ _____





**Section B - Budget (continued) --- See definitions of allowable activities under Part V, Section B**

I. Allowable Activity	II. Description of Expenditure	III. Budgeted Amount
9) Nontraditional Training and Employment		Perkins \$ _____
10) <b>Other</b>  A. Administration (5% max.)		Perkins \$ _____
<b>B.</b> Equipment		Perkins \$ _____
<b>C.</b> Supportive Personnel		Perkins \$ _____



**Section B - Budget (continued) --- See definitions of allowable activities under Part V, Section B**

I. Allowable Activity	II. Description of Expenditure	III. Budgeted Amount
D. Instructional Supplies, or aids and devices		Perkins \$ _____



### **Section C - Required Uses of Funds Checklist**

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

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



## **PART IV: ACCOUNTABILITY/EVALUATION**

### **(Complete Section B ONLY)**

Perkins III strongly emphasizes programmatic and fiscal accountability at both the state and local level. Each community college receiving federal vocational education funds will be required to annually evaluate the effectiveness of the funds. Two components are required in reporting: the progress made toward meeting or exceeding the core indicators of performance, and the strategies used to improve performance in the following year.

### **Section A - Core Indicators of Performance**

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

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

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

- 1-A: By the end of school year 2000-2001, 70.00 percent of vocational/technical students who have a GPA of 2.5 or higher and wh have reached the threshold level will have mastered program defined academic standards.
- B: By the end of school year 2000-2001, 76.79 percent of vocational/technical students wh have a GPA of 2.5 or higher and wh have reached the threshold level will have mastered program defined vocational/technical standards.
- 2: By the end of school year 2000-2001, 64.98 percent of vocational/technical education students will receive a postsecondary degree, diploma, or certificate.
- 3-A: Ninety percent of the vocational/technical education students reaching the threshold level of vocational/technical education will successfully transition to further postsecondary education, employment, and/or military service.
- B: By the end of school year 2000-2001, 80 percent of vocational/technical education students will have been retained in further postsecondary education, employment, and/or in military service one year from program completion.
- 4-A: By the end of school year 2000-2001, 8.00 percent of the under-represented gender will participate in non-traditional programs.
- B: By the end of school year 2000-2001, 7.32 percent of the under-represented gender will complete a non-traditional program.





[illegible]



## **Part V: Appendices**

### **Section A. Definitions**

- (1) **ADMINISTRATION** --- activities necessary for the proper and efficient performance of the eligible agency or eligible recipient's duties under this Act, including supervision, but does not include curriculum development activities, personnel development, or research activities.
- (2) **ALL ASPECTS OF AN INDUSTRY** --- means strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter.
- (3) **CAREER GUIDANCE AND ACADEMIC COUNSELING** --- means providing access to information regarding career awareness and planning with respect to an individual's occupational and academic future that shall involve guidance and counseling with respect to career options, financial aid, and postsecondary options.
- (4) **DISPLACED HOMEMAKER** --- an individual who --
- (A)(i) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;
  - (ii) has been dependent on the income of another family member but is no longer supported by that income; or
  - (iii) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under this title; and
- (B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.
- (5) **INDIVIDUAL WITH LIMITED ENGLISH PROFICIENCY** --- a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and ---
- (A) whose native language is a language other than English; or
  - (B) who lives in a family or community environment in which a language other than English is the dominant language.
- (6) **INDIVIDUAL WITH A DISABILITY** ---
- (A) **IN GENERAL** --- an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).
  - (B) **INDIVIDUALS WITH DISABILITIES** --- more than one individual with a disability.
- (7) **NONTRADITIONAL TRAINING AND EMPLOYMENT** --- occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.



(8) POSTSECONDARY EDUCATIONAL INSTITUTION ---

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

(9) SPECIAL POPULATIONS ---

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

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

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

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

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

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



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

1. Academic Integration

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

Funds **may** be used for:

- Workshops.
- Release time for academic and vocational faculty to develop integrated curriculum.
- Other activities supporting the integration of academic and vocational curriculum.

2. All Aspects of an Industry

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

Funds **may** be used for:

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

Funds **may not** be used for:

- Support Services for students.

3. Use of Technology

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

Funds **may** be used for:

- Training of vocational education personnel to use state-of-the-art technology, including distance learning.
- Providing vocational and technical education students with academic and vocational skills that lead to entry into the high technology and telecommunications fields.
- Offering faculty internships and mentoring programs in high technology industries.
- Workshops, seminars, tuition/books, etc. for the above activities. "state-of-the-art technology and telecommunications" are the key words here. Other faculty training would possibly be under "Professional Development".





Funds **may not** be used for:

- Equipment.

#### 4. Professional Development

To provide professional development programs to teachers, counselors, and administrators.

Funds **may** be used for:

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

Funds **may not** be used for:

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

#### 5. Modernization and Expansion

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

Funds **may** be used for:

- Staff release time from instruction to re-design or modify curriculum (this person may not participate in classroom or other instruction while working on project paid from these funds).
- The hiring of additional faculty for a period not to exceed three years to improve the



program by lowering the student/teacher ratio. Attendant costs such as fringe benefits, travel, and materials are allowable.

6. Services and Activities

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

Funds **may** be used for:

- Remediation.
- Collaborative Learning.

7. Secondary-Postsecondary Links

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

Funds **may** be used for:

- Costs associated with developing curriculum articulation agreements (staff costs may not be associated with classroom instruction).

Funds **may not** be used for:

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

8. Guidance and Counseling

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

Funds **may** be used for :

- Salaries.
- Fringe benefits.
- Travel.
- Supplies and materials.

9. Nontraditional Training and Employment

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

- Workshops/seminars for students.
- Classroom training.



## 10. Other

Funds **may** be used for:

- Leasing, purchasing, upgrading, or adapting equipment for vocational/technical education programs. Each item of equipment purchased must remain assigned to that program for its usable life and continue to be used for its original and intended purpose.
- Supportive personnel such as tutors, signers, note takers for students enrolled in vocational/technical education programs.
- Instructional supplies, instructional aids and devices.
- Administrative costs (not to exceed 5% of budget) - all administrative costs charged to a basic grant must be used in the direct support of the programs and activities that are authorized elsewhere in the local application. Administrative costs may include:
  - salaries
  - fringe benefits
  - travel

Funds **may not** be used for:

- Office equipment.



## Appendix 5

Program Title from Postsecondary Curriculum  
Program Standards





# CURRICULUM STANDARD

Curriculum Program Title	Agribusiness Technology	Code	A15100
Concentration	(not applicable)		
<p><b>Curriculum Description</b></p> <p>The Agribusiness Technology curriculum is designed to prepare individuals for careers in the agribusiness segment of the agricultural industry. It provides an understanding of basic business concepts and principles as they relate to the agricultural industry.</p> <p>Students will learn the principles of organization and management in agricultural businesses and the application of these principles in agricultural production. Students will also learn the basic principles of our economic system and government policies and programs relating to agriculture.</p> <p>Graduates should qualify for a variety of jobs in agricultural businesses such as equipment, feed, and agricultural supply sales; store management; farm operations; and office management for agricultural products marketing firms.</p>			

## Curriculum Requirements\*

- I. **General Education.** Degree programs must contain a minimum of 15 semester hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Degree programs must contain a minimum of 6 semester hours of communications. Diploma programs must contain a minimum of 6 semester hours of general education; 3 semester hours must be in communications. General education is optional in certificate programs.
- II. **Major Hours.** AAS, diploma, and certificate programs must include courses which offer specific job knowledge and skills. Work experience, including cooperative education, practicums, and internships, may be included in a degree or diploma program up to a maximum of 8 semester hours and in a certificate program up to a maximum of 2 semester hours. (see back of page for Major Hours requirements)
- III. **Other Required Hours.** A college may require other subjects or courses to complete graduation requirements. These requirements may include electives, orientation, study skills courses, or other graduation requirements.

	AAS	Diploma	Certificate
Minimum General Education Hours	15	6	0
Minimum Major Hours	49	30	12
Other Required Hours	0-7	0-4	0-1
Total Semester Hours Credit in Program	64-76	36-48	12-18

\*Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic use of computers.

## Major Hours

- A. Core.** The subject/course core is comprised of subject areas and/or specific courses which are required for each curriculum program. A diploma program offered under an approved AAS program standard or a certificate which is the highest credential level awarded under an approved AAS program standard must include a minimum of 12 semester hours credit derived from the subject/course core of the AAS program.
- B. Concentration** (if applicable). A concentration of study must include a minimum of 12 semester hours credit from required subjects and/or courses. The majority of the course credit hours are unique to the concentration. The required subjects and/or courses that make up the concentration of study are in addition to the required subject/course core.
- C. Other Major Hours.** Other major hours must be selected from prefixes listed on the curriculum standard. A maximum of 9 semester hours credit may be selected from any prefix listed, with the exception of prefixes listed in the core or concentration. Work experience, including cooperative education, practicums, and internships, may be included in associate in applied science degree and diploma curriculum programs up to a maximum of 8 semester hours credit and in certificate programs up to a maximum of 2 semester hours credit.

### Agribusiness Technology

	AAS	Diploma	Certificate
<b>Minimum Major Hours Required</b>	<b>49 SHC</b>	<b>30 SHC</b>	<b>12 SHC</b>
<b>A. CORE</b> <i>A diploma offered under this AAS degree requires a minimum of 12 SHC extracted from the required subject/course core of the AAS degree.</i> <b>Required Courses:</b> AGR 212    Farm Business Management                      3 SHC AGR 214    Agricultural Marketing                              3 SHC ANS 110    Animal Science    3 SHC  <b>Required Subject Areas:</b> <b>Pesticides. Select one:</b> AGR 120    Pesticide Use and Handling                      2 SHC AGR 140    Agricultural Chemicals                              3 SHC HOR 164    Horticulture Pest Management                      3 SHC FOR 245    Forest Pesticides                                      3 SHC  <b>Soils. Select one:</b> AGR 170    Soil Science    3 SHC FOR 173    Soils and Hydrology                                  3 SHC HOR 166    Soils and Fertilizers                                  3 SHC	14-15 SHC	12 SHC	
<b>B. CONCENTRATION</b> (Not applicable)			
<b>C. OTHER MAJOR HOURS</b> <i>To be selected from the following prefixes:</i>  ACC, AGR, ANS, BUS, CIS, COE, CSC, ECO, FOR, and HOR.			

## Appendix 6

### Joint Policy for Tech Prep



TECH PREP/ASSOCIATE DEGREE  
JOINT POLICY STATEMENT  
For  
N.C. STATE BOARD OF EDUCATION  
And  
N.C. STATE BOARD OF COMMUNITY COLLEGES

The N. C. State Board of Education and N. C. State Board of Community Colleges have jointly supported the creation of the Tech Prep/Associate Degree program in North Carolina and now commit to the expansion of the program to all public school districts and community college service areas in the state.

The Tech Prep/Associate Degree program was developed to guide students into a course of study leading from high school preparation to the Associate in Applied Science Degree at community colleges. The Tech Prep/Associate Degree course of study will form a firm academic and technological foundation for high school students who heretofore did not prepare for collegiate-level education after high school.

Tech-prep education program means a combined secondary and postsecondary program that:

- (1) leads to an associate degree or two-year certificate; or completion of a registered apprenticeship program of at least two years length;
- (2) provides technical preparation in at least one field of engineering technology, applied science, mechanical, industrial, or practical art or trade, or agriculture, health, or business;
- (3) builds student competence in mathematics, science and communications (including through applied academics) through a sequential course of study; and,
- (4) leads to placement in employment.

The goal of the Tech Prep/Associate Degree program in North Carolina is to prepare at least 85 percent of all high school students through a Tech Prep or College Prep course of study. These students, thus prepared, will be equipped to enter, without remediation, post-secondary education and to enter the work force with technological skills appropriate to the majority of new and existing jobs.

The two state boards jointly agree to establish an inter-agency Tech Prep/Associate Degree Committee to guide the continuing development and implementation of the program. This committee will report annually to the State Superintendent, President of the Community College System and the two boards.

The two state boards also jointly agree that the framework for the Tech Prep/Associate Degree course of study includes the following in all public high school programs:

(OVER)





1. The course of study for Tech Prep will include all core courses and requirements for a high school diploma.
2. All high school academic courses shall include competencies outlined in the state standard course of study and students shall achieve mastery at grade level or better.
3. Math requirements shall include Algebra I and Geometry competencies, with Algebra II as the preferred goal.
4. Science courses sequence shall include competencies related to Tech Prep/Associate Degree career cluster.
5. Appropriate contemporary technology course sequences shall be made available utilizing computer-assisted learning, scientific principles and concepts, integration of basic skills, involving higher order thinking and problem-solving skills, and using state-of-the-art equipment.
6. Local education agencies will establish student achievement standards which meet or exceed national or state performance measures.

The comprehensive career guidance program, built upon a competency based approach, will assist every student in grades 7 - 14 to identify aptitudes, interests and career options, and to select the appropriate academic or technical course of study.

The community college role is particularly important. Articulation of the approved Tech/Prep Associate Degree course of study must be jointly developed and approved by local Boards of Education and Community Colleges. Associate degree and certificate level community college curriculums should:

1. articulate with high school programs to assure that competency repetition is minimized;
2. be designed with employer input to meet current technology requirements of the employing market;
3. meet or exceed State, regional and national standards and/or accreditation requirements for the curriculum; and,
4. be accredited/certified by the appropriate agency when required as a condition of curriculum offering or employability of the graduate.

A Tech Prep/Associate Degree Program agreement shall be developed and approved by the local boards. ~~and submitted to the two state boards for approval~~ The Tech Prep/Associate Degree Program designation also applies to plans jointly developed with 4-year colleges that issue a certificate after successful completion of a four plus two approved course of study or registered apprenticeship programs developed with industry of at least two years following secondary instruction with a common core of required proficiency in mathematics, science, communications and technologies designed to lead to an associate degree or certificate in a specific career field.

The State Board of Education and State Board of Community Colleges are jointly responsible for carrying out a successful Tech Prep/Associate Degree program in North Carolina.

\_\_\_\_\_  
Chairman  
State Board of Education

\_\_\_\_\_  
Chairman  
State Board of Community Colleges





## Appendix 7

# Tech Prep Request for Proposals



**REQUEST FOR PROPOSAL**  
**FOR**  
**COLLEGE TECH PREP**  
**ENHANCEMENT GRANT**  
**(July 1, 2000 - June 30, 2002)**

**TITLE II**  
**CARL D. PERKINS**  
**VOCATIONAL AND APPLIED TECHNOLOGY**  
**EDUCATION ACT OF 1998**

*Proposal Submission Due Date*  
*Monday, May 22, 2000*

**Issued by**

**North Carolina Community College System, H. Martin Lancaster, President**  
**State Board of Community Colleges, Dr. Herman G. Porter, Chairman**  
**and**  
**Department of Public Instruction, Michael E. Ward, State Superintendent**  
**Public Schools of North Carolina, State Board of Education, Phillip J. Kirk, Jr., Chairman**



The North Carolina Community College System and the Public Schools of North Carolina do not discriminate in their employment practices and offer all programs, activities, and services without regard to race, color, gender, disability, religion, age, political affiliation, or national origin.



## **College Tech Prep ENHANCEMENT GRANT**

### **July 1, 2000 - June 30, 2002**

***Proposal Submission Due Date***  
***Monday, May 22, 2000***

### **INTRODUCTION**

The purpose of the Carl D. Perkins Vocational and Technical Education Act of 1998, Title II, is to make the United States more competitive in the world economy by developing more fully the academic and technical skills of all segments of the population. This purpose will primarily be achieved through improved educational programs leading to academic and technical competencies needed in a technologically advanced society.

College Tech Prep (CTP):

- combines at a minimum 2 years of secondary, a minimum of 2 years of postsecondary education;
- integrates academic, vocational/technical instruction, and utilizes work-based work site learning where appropriate and available;
- provides technical preparation in a career field such as engineering technology, applied science, a mechanical, industrial, or practical art or trade, agriculture, health occupations, business, or applied economics;
- builds student competence in mathematics, science, reading, writing, communications, economics, and workplace skills through applied, contextual academics, and integrated instruction, in a coherent sequence of courses;
- leads to an associate or a baccalaureate degree or a 2-year postsecondary certificate in a specific career field; and,
- leads to placement in appropriate employment or to further education.

The goal of the North Carolina State Board of Education is to prepare high school graduates for a College Tech Prep or College Prep course of study. These students should be better equipped to enter postsecondary education and to enter the work force with technological skills appropriate for the majority of new jobs.

### **Mission of College Tech Prep**

The goal of College Tech Prep is to prepare students to enter the high wage, highly technical, and rapidly changing jobs available in the present and future workplace. College Tech Prep is a seamless educational program that begins in the 9<sup>th</sup> grade and continues through high school into the community college and ends with a student obtaining a 2-year associate degree, 2-year certificate, or completion of a 2-year registered apprenticeship. College Tech Prep combines a rigorous academic (Math, Science, & Communication) core of courses with a focused sequence of technical courses in a career pathway. Students who excel in their high school technical courses may receive college credit for introductory college classes when those classes have



comparable competencies. High school College Tech Prep students may align their high school courses to any Associate in Applied Science Degree program at the community college. Eligible College Tech Prep curricula are found in all of the occupational career pathways.

### **PURPOSE**

The purpose of this grant is to provide funds to consortia of local educational agency(ies) and postsecondary educational institution(s) which provide College Tech Prep education programs that lead to a **two-year associate degree and/or a two-year certificate and/or a two-year registered apprenticeship program and leads to placement in appropriate employment or to further education**. Systemic, strong, comprehensive links between secondary schools and postsecondary education institutions should be persistent elements of these partnerships.

## MINIMAL PROGRAM CHARACTERISTICS

Each College Tech Prep consortia must have on file:

- a. a signed articulation agreement between participants in the consortium;
- b. a CTP Four-Year Plan as described on page 4 of this RFP under **Funding Priorities For Enhancement Grants**;
- c. a prepared curriculum matrix that lists competencies or tasks being taught and/or projected to be taught at each level;
- d. a published College Tech Prep course of study guide;
- e. established collaboration and partnership agreements with business, industry, labor, and other organizations and agencies;
- f. provisions for equal access to the full range of College Tech Prep programs for special populations that includes the development of program services appropriate to meet their needs;
- g. provisions for preparatory services that assist all College Tech Prep participants;
- h. publications to students, guidance counselors, teachers, business and industry, parents, and the community-at-large about the College Tech Prep program. This includes sample schedules with course alignments that detail secondary and postsecondary components.

The College Tech Prep/Associate Degree Boards of Education Joint Policy emphasizes that the planned high school component of the College Tech Prep program shall operate within a framework that includes:

- a. competencies for all academic courses, as outlined in the state Standard Course of Study with student mastery at grade level or better;
- b. math requirements of Algebra I, Geometry, and Algebra II; or Algebra I, Tech Math I, and Tech Math II; or Integrated Math I, Integrated Math II, and Integrated Math III;
- c. science course sequence with competencies that relate to a College Tech Prep Associate Degree career cluster;
- d. four technical credits related to a articulated career cluster, one of which must be a completer course credit;
- e. appropriate contemporary technology course sequences that utilize computer-assisted learning, scientific principles and concepts; integration of basic skills; higher-order thinking and problem-solving skills; and usage of current technology equipment;
- f. achievement standards for students that meet or exceed national or state performance measures;
- g. a comprehensive career guidance program, built upon an objective data base, which assists every student in grades 7-14 to identify aptitudes, interests, and career options, and to select the appropriate academic or technical course of study.

The College Tech Prep/Associate Degree Boards of Education Joint Policy emphasizes that the planned community college component of the College Tech Prep program should:

- a. articulate with high school programs to assure that competency repetition is minimized;

- b. be designed with employer input to meet current technology requirements of the employing market;
- c. meet or exceed state, regional, and national standards and/or accreditation requirements for the curriculum;
- d. be accredited/certified by the appropriate agency when required as a condition of curriculum offering or employability of the graduate.

## **FUNDING PRIORITIES FOR ENHANCEMENT GRANTS**

By regulation, College Tech Prep consortia that submit a proposal for an enhancement grant in 2000-2002 must submit a CTP Four-Year Plan. The CTP Four-Year Plan must address each of the areas (1-5) listed below, and must include a description with objectives, strategies and evaluation criteria for both secondary and postsecondary partners. This CTP Four-Year Plan must accompany your RFP. The RFP submitted must support your CTP Four-Year Plan. The RFP may address an activity, a portion of, or the entire first two years of the CTP Four-Year Plan. Funding priority will be given to consortia who best relate their RFP to the CTP Four-Year Plan.

The CTP Four-Year Plan must address each of the following five areas:

1. Development of CTP programs that:
  - a. meet academic standards developed by the state;
  - b. link secondary schools and 2 -year postsecondary institutions, and if possible and practicable, 4-year institutions of higher education through nonduplicative sequences of courses in career fields, including the investigation of opportunities for tech-prep secondary students to enroll concurrently in secondary and postsecondary course work;
  - c. use, if appropriate and available, work-based or worksite learning in conjunction with business and all aspects of an industry;
  - d. use educational technology and distance learning, as appropriate, to involve all the consortium partners more fully in the development and operation of programs.
2. Include in-service training for teachers that:
  - a. is designed to train vocational and technical teachers to effectively implement tech-prep programs;
  - b. provides for joint training for teachers in the College Tech Prep consortia;
  - c. is designed to ensure that teachers and administrators stay current with the needs, expectations, and methods of business and all aspects of an industry;
  - d. focuses on training postsecondary education faculty in the use of contextual and applied curricula and instruction;
  - e. provides training in the use and application of technology.
3. Include training programs for counselors designed to enable counselors to more effectively:
  - a. provide information to students regarding College Tech Prep education programs;
  - b. support student progress in completing College Tech Prep programs;
  - c. provide information on related employment opportunities;



- d. ensure that such students are placed in appropriate employment;
  - e. stay current with the needs, expectations, and methods of business and all aspects of an industry.
4. Provide equal access, to the full range of technical preparation programs, to individuals who are members of special populations, including the development of tech-prep program services appropriate to the needs of special populations; and,
  5. Provide for preparatory services that assist participants in College Tech Prep programs.

Additional authorized activities - each CTP consortium may:

1. provide for the acquisition of College Tech Prep program equipment;
2. acquire technical assistance from State or local entities that have designed, established, and operated College Tech Prep programs that have effectively used educational technology; and
3. establish articulation agreements with institutions of higher education, labor organizations, or businesses located inside or outside the State and served by the consortium, especially with regard to using distance learning and educational technology to provide for the delivery of services and programs.

### **BUDGET DEVELOPMENT GUIDELINES**

Grant funds are to be distributed to consortia of local educational agency(ies) and postsecondary education institution(s). The Enhancement grant must focus on the funding priorities outlined in the CTP Four-Year Plan as listed in this RFP(see page 4, **Funding Priorities for Enhancement Grants**). The grant will accommodate multi-member consortia. The funds will be distributed by the grant's fiscal agents among members of the consortium based on the proposal's budget. One secondary and one postsecondary consortium member must be designated as the grant's fiscal agents. The grant's budget will be shared by the consortium with 2/3 of the budget assigned to the secondary members and 1/3 of the budget assigned to the postsecondary members. *The project description must clearly and concisely address what activities will take place at the secondary education level and what activities will take place at the postsecondary education level. The budget must address the project description at both the secondary and postsecondary level.*

Each grant must be of significant size, scope, and quality to be effective in achieving the objectives and outcomes of the project as identified in the proposal. Consortia may apply for funds for a **two-year period - July 1, 2000 through June 30, 2002**. The grant proposal should document the plans for the two years of the project. Cancellation of the second year by the Public Schools of North Carolina (PSNC) and the North Carolina Community College System (NCCCS) will result from the grant recipient's demonstrated inability to carry out the objectives and outcomes of the project.

Enhancement Grant budget may be used to fund approved project activities which are identified below:

Description of Approved Project Activities
Salaries (Stipends to teachers and instructors for developing curriculum matrix and ancillary materials, substitute pay, release time)
Fringe Benefits
Purchased Services (Travel and subsistence, professional staff development, telephone, postage, marketing materials)
Supplies and Materials (must support articulated curriculum)
Equipment (must support articulated curriculum)

#### Budget Planning Guidelines

The following budget planning guidelines must be used to determine the **maximum** budgets for the Enhancement Grants in 2000-2002. The State Board of Education and the State Board of Community Colleges may make budget adjustments subject to the availability of funds to be awarded. The project will be funded each year at the same level if federal funds permit.

NOTE Budgets submitted with the proposal that exceed the budget planning guidelines below may make the proposal **ineligible** for a review.

Consortium Base Budget Amount	Additional Budget Adjustments
\$43,000 each year	Plus an additional <b>\$7,000</b> each year per high school with grades 11-12 in the consortium

#### Budget Constraints

- a. **NO ADMINISTRATIVE PERSONNEL COSTS CAN BE PAID FROM THE GRANT'S BUDGET;**
- b. a coordinator for the College Tech Prep project and any necessary technical assistance must be provided by the consortium. However, the coordinator's salary, benefits, etc., or administrative salaries, benefits, etc., will not be paid from the grant's budget;
- c. **a minimum of 10% of the budget must be used to support the College Tech Prep program evaluation;**

- d. expenditures of these funds must be used only to support approved project objectives and outcomes;
- e. only expenses that support the articulated College Tech Prep curriculum or the development of additional articulated College Tech Prep curricula will be eligible for funding;
- f. food items and facility rental **cannot** be purchased using the grant's budget.

### PROPOSAL DEVELOPMENT GUIDELINES

To receive a grant the proposal that is submitted must follow these established guidelines:

- a. The proposal should be prepared simply and economically. It should provide a straightforward and concise description of capabilities to satisfy the requirements of the RFP listed on page 4, **Funding Priorities**. Emphasis should be placed on completeness and clarity of content.

NOTE:           Proposals that fail to follow the established guidelines for submission **may be ineligible** for a review. Proposals that fail to submit all information by the submission deadline **will be ineligible** for a review.

- b. All information requested must be submitted. Mandatory requirements are those required by law, regulation, policy, or are such that they cannot be waived, and are not subject to negotiation.
- c. Each proposal must include the following seven elements:
  1. **Title and Authorization Page** which is page 1 of the proposal that is submitted. See Appendix A in the RFP. The LEA superintendent(s) and community college president(s) must sign four copies of this page with original signatures in **blue ink**.
  2. **General Assurances Page** which is page 2 of the proposal that is submitted. See Appendix B in the RFP. The LEA superintendent(s) and community college president(s) must sign four copies of this page with original signatures in **blue ink**.
  3. **Budget form** which is page 3 of the proposal that is submitted. See Appendix C (page 1 of 3). The budget form(s) will identify the use of funds from July 1, 2000, through June 30, 2001, and July 1, 2001, through June 30, 2002. The allocation of these funds for the fiscal year beginning July 1, 2000, is contingent upon availability of funds from the U.S. Department of Education. Budgets submitted must reflect the first two years (2000-2002) of the CTP Four-Year Plan submitted. Funds must be used in accordance with the PSNC Fiscal & Policy



Guide/A Guide for Administering Vocational/Technical Education and the NCCCS Accounting Procedures Manual.

NOTE: If the budget will include any salaried positions, then the “Summary of Salaried Positions” budget form must be included as page 3a in the proposal that is submitted. See Appendix C (page 2 of 3).

NOTE: If the budget will include any equipment costs, then the “Equipment List” budget form must be included as page 3b in the proposal that is submitted. See Appendix C (page 3 of 3).

4. **One page Executive Summary** which is page 4 of the proposal that is submitted.
5. **Narrative Description** which is pages 5-16 of the proposal that is submitted. In order to receive the maximum number of points in each category, the reviewer must clearly be able to determine what activities have taken/will take place at the secondary education level and what activities have taken/will take place at the postsecondary education level. Failure to clearly address objectives and strategies at both the secondary and postsecondary level will reduce the rating of the proposal. The format of the narrative description (including the 100 point distribution used for the review) is explained below.

**Prior Implementation (20 points)**

**Secondary: 10 points**

**Postsecondary: 10 points**

Describe previous College Tech Prep efforts and **student** outcomes from all funding sources. Provide a concise overview of the need for additional funding for your College Tech Prep program.

**Establishment of Need (20 points)**

**Secondary: 10 points**

**Postsecondary: 10 points**

Describe the processes that were used to establish the need for this project, and to develop the consortia’s CTP Four-Year Plan.

**Project Description (30 points)**

**Secondary: 15 points**

**Postsecondary: 15 points**

Describe, for both the secondary and postsecondary levels, the purpose of the College Tech Prep project, objectives, strategies, evaluation, criteria, budget, tasks to be accomplished, timeliness, and the persons that comprise the project management team. This can also include descriptions of collaborative efforts among and between secondary and postsecondary institutions, as well as partnerships with business and industry. The project must be tied to the CTP Four-Year Plan.

Describe how the budget and associated equipment costs (if any) will be used to support the project activities.

**Outcomes (30 points)**

**Secondary: 15 points**

**Postsecondary: 15 points**

Describe specific outcomes that will be achieved from the project. All projects must describe the process for measuring College Tech Prep program completers' academic and technical competencies. All consortia must be able to report the information attached on the Data Sheet provided in Appendix D.

The narrative description (pages 5-16 of the proposal) must:

- (1) not exceed twelve (12) pages
- (2) be printed on one side of standard size (8 ½" x 11") unruled, white, bond paper using 1" margins at top, bottom, left, and right
- (3) be double-spaced using an unaltered 12 point type
- (4) include page numbers centered at the bottom of each page beginning with page number five (5) and ending with page number sixteen (16) if the narrative description is twelve (12) pages in length

6. **Summary of Articulated Curriculum Agreements** which is (are) the **last page(s)** of the proposal. See Appendix E in the RFP. These pages are in addition to the 16-page limit. Articulation agreements must also be on file in each of the consortium member's office.

NOTE: If consortia are using the NC High School-to-Community College Articulation Agreement, a statement to that effect will suffice and courses do not need to be listed. If other courses in addition to those on the statewide agreement have been articulated, list them on the forms in Appendix E.

**7. A Copy of the CTP Four-Year Plan**

**d. DO NOT:**

- (1) use notebooks or binding for proposals
- (2) attach letters of endorsement or sample materials
- (3) fax any proposals

NOTE: This document was developed in WordPerfect 6.1 with Windows 3.1. If you would like a copy of the document so you can extract the forms, please e-mail Stephen Athans (athanss@ncccs.cc.nc.us.) and request an e-mail with the file attached. If you would like to get the document on disk, then send a disk and a return self-addressed, stamped envelope to:

Stephen L. Athans  
Associate Director for College Tech Prep  
North Carolina Community College System Office  
5021 Mail Service Center  
200 West Jones Street  
Raleigh, North Carolina 27699-5021



## **INSTRUCTIONS FOR SUBMITTING A PROPOSAL**

- a. All seven components of the proposal (see RFP checksheet in Appendix F) must be presented according to guidelines and specifications of this RFP (see **Proposal Development Guidelines**).

**SUBMIT A TOTAL OF EIGHT (8) COPIES OF THE PROPOSAL.**

**FOUR (4) COPIES OF THE PROPOSAL MUST INCLUDE THE ORIGINAL SIGNATURES OF THE SUPERINTENDENT(S) AND COMMUNITY COLLEGE PRESIDENT(S) IN BLUE INK ON THE FOLLOWING PAGES:**

**Page 1 (Title and Authorization Page)**

**Page 2 (General Assurances Page)**

**NO FAX COPIES WILL BE ACCEPTED !!!**

- b. **ALL REQUIRED COPIES OF THE PROPOSAL MUST ARRIVE IN THE OFFICE OF STEPHEN ATHANS BY 5 P.M. ON Monday, May 22, 2000**

**SUBMIT TO:     Stephen L. Athans  
Associate Director for College Tech Prep  
NC Community College System Office  
5021 Mail Service Center  
200 West Jones Street  
Raleigh, NC 27699-5021**

Questions regarding proposals may be directed to:

William "Bill" Price  
Consultant, Youth Apprenticeship  
NC-DPI/NC-DOL  
Phone: (919)715-1665  
E-mail: [wprice@dpi.state.nc.us](mailto:wprice@dpi.state.nc.us)

Stephen L. Athans  
Associate Director for College Tech Prep  
NC Community College System Office  
Phone: (919) 733-7051, Ext 447  
E-mail: [athanss@ncccs.cc.nc.us](mailto:athanss@ncccs.cc.nc.us)

## GRANT PROPOSAL REVIEW AND SELECTION PROCESS

Each application will be evaluated by a panel of five or more individuals. Following this review of applications, results will be statistically compiled to obtain the individual proposal score. The proposals will be rated using the Rating Form in the RFP (see Appendix G). Ensure that the proposal is properly completed and submitted. Grants which do not meet minimum RFP requirements may not be funded.

Once individual proposal scores are determined, consortia will be funded according to the following steps:

- Step One:** Consortia that have not been funded in the past five years (funding cycles 1995-96, 1996-98, 1998-2000) will compete for approximately 50% of the funds available for College Tech Prep Enhancement Grants. Consortia in this category will be rank ordered by their individual proposal scores, and, based upon the formula listed in the **Budget Planning Guide** of this RFP (see page 4), will be awarded funds (highest score to lowest score) until the funds allotted to Step One are exhausted. Consortia who do not get funded in Step One will compete with the remaining consortia in Step Two.
- Step Two:** Consortia which did not get funded in Step One and consortia which have received funding in the past five years will compete for the remaining funds available for College Tech Prep Enhancement Grants. Consortia in this category will be rank ordered by their individual proposal scores, and, based upon the formula listed in the **Budget Planning Guide** of this RFP (see page 4), will be awarded funds (highest score to lowest score) until the funds allotted to Step Two are exhausted.

Review panel members will be instructed to give special consideration to applications that provide for effective employment placement activities or transfer of students to four-year baccalaureate programs; that are developed in partnership with business, industry, and labor unions; and that address effectively the issues of remediation at the community college and the needs of minority youth, youth of limited English proficiency, youth with disabilities, and disadvantaged youth. Projects supported by these grants will be administered through the Workforce Development Sections of the NC DPI and the College Tech Prep Section of the NCCCS. The State Board of Education and the State Board of Community Colleges shall ensure an equitable distribution of grants between urban and rural consortium participants.

## REPORTING REQUIREMENTS

Once a proposal has been funded, each consortium must submit an interim report by June 30, 2001 and a final report by June 30, 2002. As a minimum, the report must include for each consortium member:

- a. an executive summary of the project's accomplishments;
- b. a completed Data Sheet (see Appendix D) for each funded year;

- c. a description of the best practices at the local school systems and postsecondary institutions;
- d. a description of the objectives and outcomes resulting from the project to include a copy of revisions to articulation agreements, policy agreements, program agreements, and program completion data;
- e. a timeline schedule that indicates the persistence of College Tech Prep activities and processes;
- f. an explanation of expenditures as they relate to the objectives and outcomes;

All grant recipients will document College Tech Prep program completers' academic and technical competency achievement, and support the integration of academic and technical program curriculum. Assessment of completers is to take place at the completion of the high school component of the program as well as during the postsecondary two-year program. Each grant recipient will document the results from an annual review of transcripts to determine students' progress in completing the requirements for the College Tech Prep career majors.

Appendix A

College Tech Prep ENHANCEMENT GRANT  
July 1, 2000 - June 30, 2002

Title and Authorization Page

Project Title: \_\_\_\_\_

LEA Fiscal Agent: \_\_\_\_\_

Community College Fiscal Agent: \_\_\_\_\_

Consortium Members : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

LEA Contact Name: \_\_\_\_\_ Phone: \_\_\_\_\_

E-mail \_\_\_\_\_ Fax: \_\_\_\_\_

CC Contact Name: \_\_\_\_\_ Phone: \_\_\_\_\_

E-mail: \_\_\_\_\_ Fax: \_\_\_\_\_

Total Funds Requested - 2000-01: \_\_\_\_\_ 2001-2: \_\_\_\_\_

Authorization

We, the undersigned have read and understand the requirements contained in the grant's request for proposal and hereby make application for the funds. Furthermore, we agree to adhere to the general assurances specified in the proposal. All expenditures will be in compliance with the grant requirements.

\_\_\_\_\_

Superintendent(s) Signature(s)

Date

\_\_\_\_\_

Community College President(s) Signature(s)

Date



Appendix B

**College Tech Prep ENHANCEMENT GRANT**  
**July 1, 2000 - June 30, 2002**

**General Assurances Page**

We agree to comply with the following:

1. To provide the appropriate administrative supervision and support necessary to foster success of the project.
2. To operate under a written articulation agreement, policy agreement, and program agreement.
3. To work cooperatively with the U. S. Department of Education, Public Schools of North Carolina, and the North Carolina Community College System, in monitoring and evaluating the program and to submit evaluation data as requested.
4. To document College Tech Prep program completer's academic and technical achievement by using nationally recognized assessment instruments.
5. To supplement, expand, and not supplant funding for existing programs, activities or services.
6. To demonstrate commitment to the project by providing:
  - a. Appropriate time and personnel to complete the objectives and outcomes of the project;
  - b. All overhead costs, classrooms, and laboratories.
7. To ascertain that members of the consortium are in compliance with applicable federal and state laws to promote equal opportunity for all participants without regard to race, color, religion, gender, age, disability, political affiliation or national origin.
8. To provide programs, services, and activities that conform to the applicable standards of performance and measures of effectiveness required of academic and technical education programs in North Carolina.
9. To attest that all funds will be used to support the cost of only those activities described in the proposal and approved by the State Board of Education and the State Board of Community Colleges.
10. To establish such fiscal control and accounting procedures as may be necessary for proper disbursement of and accounting for all project funds.
11. To have an audit made in accordance with Circular A-128 pursuant to the Single Audit Act of 1984, if awarded \$25,000 or more.

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Superintendent(s) Signature(s)

Date

---

Community College President(s) Signature(s)

Date





**College Tech Prep ENHANCEMENT GRANT  
July 1, 2000 - June 30, 2002**

**PROPOSED BUDGET**

LEA Fiscal  
Agent: \_\_\_\_\_

Community College Fiscal Agent: \_\_\_\_\_

ACCOUNT CLASSIFICATION	ACCOUNT CODE	SECONDARY FUNDING		POSTSECONDARY FUNDING	
		2000-2001	2001-2002	2000-2001	2001-2002
INSTRUCTIONAL PROGRAMS:					
Salaries*					
Employee Benefits					
Purchased Services					
Supplies & Materials					
Capital Outlay**					
SUPPORTING SERVICES:					
Salaries*					
Employee Benefits					
Purchased Services					
Supplies & Materials					
Capital Outlay**					
Other Objects					
Indirect Costs					
COLUMN TOTALS:					

NOTE: \* Appendix C (page 2 of 3) must also be completed which is the Summary of Salaried Positions.

\*\* Appendix C (page 3 of 3) must also be completed which is the Equipment List.

Approved proposals must submit an appropriate line item budget in accordance with the two State agencies.



**College Tech Prep ENHANCEMENT GRANT**  
**July 1, 2000 - June 30, 2002**

**PROPOSED BUDGET**

**Summary of Salaried Positions**

Account Code	Number of People	Description of Activities	Amount of Time (Total Hours)	Budgeted Amount
Secondary:				
Postsecondary:				

**No Administrative Costs Can Be Paid From The Grant Budget**

**College Tech Prep ENHANCEMENT GRANT**  
**July 1, 2000 - June 30, 2002**

**PROPOSED BUDGET**

**Equipment List**

LEA(S): \_\_\_\_\_

Description of Item	Quantity	Unit Cost	Total Cost (Qty x Unit Cost)	O / R*	Name of Articulated Program where equipment is to be used
<b>TOTAL BUDGETED AMOUNT</b>			<b>\$</b>		

COMMUNITY COLLEGE: \_\_\_\_\_

Description of Item	Quantity	Unit Cost	Total Cost (Qty x Unit Cost)	O / R*	Name of Articulated Program where equipment is to be used
<b>TOTAL BUDGETED AMOUNT</b>			<b>\$</b>		

\* **O** for an Original Purchase; **R** for a Replacement Purchase  
Account for all expenditures in the capital outlay budget codes.



Appendix D  
(1 of 3)

## College Tech Prep Data Packet

**Key to Abbreviations:**

**CP**-College Prep

**AA**-Associate in Arts

**HS**-High School

**CTP**-College Tech Prep

**AS**-Associate in Science

**AFA**- Associate in Fine Arts

**CP/CT**-Both CP & CTP

**AAS**-Associate in Applied Science

**RFP**-Request for Proposal

Consortia must be able to report data for the High School Classes of 1999-2002. The following data, at a minimum, must be tracked and reported:

### Part I: Secondary Report:

I -a. For each high school class, report the postsecondary intentions of College Tech Prep completers (CTP and CP/CT) by LEA:

Four Year College or University \_\_\_\_\_  
Two-Year Community College \_\_\_\_\_  
Registered Apprenticeship \_\_\_\_\_  
Military \_\_\_\_\_  
Employment \_\_\_\_\_  
Two-Year \_\_\_\_\_

I-b. For each high school class, report (according to SIMS, Report 195, Part 2) the following information:

Number of completers:

	#	%
CP	_____	_____
CTP	_____	_____
CP/CT (both)	_____	_____
Vocational	_____	_____
General	_____	_____

I-c. For each high school class, report (according to SIMS, Report 195, Part 3) the overrides by LEA:

Number of overrides:

	#	%
CP	_____	_____
CTP	_____	_____
CP/CT (both)	_____	_____
Vocational	_____	_____
General	_____	_____

## Part II: Postsecondary Report

II-a. For the high school class, report the number and percentage of completers enrolled at the community college:

	#	%
CP	_____	_____
CTP	_____	_____
CP/CT (both)	_____	_____
Vocational	_____	_____
General	_____	_____

II-b. For the high school class, report the mean GPA for the following:

CP	_____
CTP	_____
CP/CT (both)	_____
Vocational	_____
General	_____

II-c. For the high school class, report the number and percentage of students taking remedial English:

	#	%
CP	_____	_____
CTP	_____	_____
CP/CT (both)	_____	_____
Vocational	_____	_____
General	_____	_____

II-d. For the high school class, report the number and percentage of students taking remedial reading:

	#	%
CP	_____	_____
CTP	_____	_____
CP/CT (both)	_____	_____
Vocational	_____	_____
General	_____	_____

II-e. For the high school class, report the number and percentage of students taking remedial mathematics:

	#	%
CP	_____	_____
CTP	_____	_____
CP/CT (both)	_____	_____
Vocational	_____	_____
General	_____	_____

Appendix D  
(3 of 3)

II-f. For the high school class, report the mean hours of credit earned for the following:

	#	%
CP	_____	_____
CTP	_____	_____
CP/CT (both)	_____	_____
Vocational	_____	_____
General	_____	_____

II-g. For the high school class, report the mean hours of articulated credit awarded for the following:

CP	_____
CTP	_____
CP/CT (both)	_____
Vocational	_____
General	_____
Total	_____

II-h. For the high school class, report the number and percentage of College Tech Prep (CTP and CP/CT) completers who graduated with an associate degree (AS, AA, AFA, AAS):

	#	%
Total	_____	_____

II-I. For the high school class, report the number and percentage of College Tech Prep (CTP and CP/CT) completers who are employed:

	#	%
Total	_____	_____

II-j. For the high school class, report the mean initial salary for College Tech Prep (CTP and CP/CT) completers who are employed:

Total \_\_\_\_\_



**College Tech Prep ENHANCEMENT GRANT**  
**July 1, 2000 - June 30, 2002**

Articulation is a cooperative partnership process that involves high schools, the community college, and industry. Articulation efforts facilitate continuity and coherence to a student's education from one level to another without experiencing delay, duplication of courses, or loss of credit. Articulation agreements link high schools and community college curriculum. Agreements that are developed identify the secondary courses or competencies that enable students to articulate, without remediation, courses at the postsecondary level. Articulation is viewed as an opportunity for students to acquire the advanced skills they need to excel in tomorrow's workplace.

“Granting credit through articulation is neither the strength nor the potential of College Tech Prep. Getting students through school as quickly as possible is not the point; neither is getting all community college students into the university. A more appropriate objective for the majority of students is to provide them with a smooth, seamless, and logical transition from high school to community college and beyond - and an opportunity to acquire the advanced skills they need to excel in tomorrow’s workplace.” (Hull, D. 1993. Opening Minds, Opening Doors, The Rebirth of American Education. CORD Communications, p. 152)

[illegible]





Consortium Name:

Program Name	High School		Community College	
	Course Number	Course Name	Course Number	Course Name
Construction Technologies				
Engineering Technologies				
Health Sciences				
Industrial Technologies				

Consortium Name: \_\_\_\_\_

[illegible]

Consortium Name:

[illegible]



Appendix F

## College Tech Prep RFP Checksheet

Ensure each submitted Proposal includes and/or meets the following:

- \_\_\_\_\_ Title and Authorization Page
- \_\_\_\_\_ General Assurances Page
- \_\_\_\_\_ Budget Form(s)
- \_\_\_\_\_ One Page Executive Summary
- \_\_\_\_\_ Narrative Description
  - \_\_\_\_\_ Prior Implementation
  - \_\_\_\_\_ Establishment of Need
  - \_\_\_\_\_ Project Description
  - \_\_\_\_\_ Outcomes
- \_\_\_\_\_ Summary of Articulated Curriculum Agreements
- \_\_\_\_\_ Copy of CTP Four-Year Plan
- \_\_\_\_\_ Submit a total of eight (8) copies of the Proposal. Four (4) copies must include the original signatures of the superintendent(s) and the community college president(s) in *blue ink* on the Title and Authorization Page and the General Assurances Page.
- \_\_\_\_\_ All required copies of the proposal must arrive in the Office of Stephen L. Athans by 5 P.M. on Monday, May 22, 2000.



Appendix G

**College Tech Prep ENHANCEMENT GRANT**  
**July 1, 2000 - June 30, 2002**

**PROPOSAL RATING FORM**

**CONSORTIUM NAME**

\_\_\_\_\_  
\_\_\_\_\_  
(indicate all community college and LEA names)

**The maximum number of points available is 100 points.**

	<b>POINTS</b>
<b>Prior Implementation (0 - 20 points)</b>	_____
Secondary: 10 points	
Postsecondary: 10 points	
Comments:	
<b>Establishment of Need (0-20 points)</b>	_____
Secondary: 10 points	
Postsecondary: 10 points	
Comments:	
<b>Program Description (0-30 points)</b>	_____
Secondary: 15 points	
Postsecondary: 15 points	
Comments:	
<b>Outcomes (0-30 points)</b>	_____
Secondary: 15 points	
Postsecondary: 15 points	
Comments:	
<b>Sub-Total:</b>	_____
<b>This funded consortium has failed to fulfill current funded objectives. (Subtract 0-10 points)</b>	_____
Comments:	
<b>Overall Review:</b>	
<b>TOTAL POINTS</b> (100 points maximum)	_____

Reviewer's Name: \_\_\_\_\_ Date: \_\_\_\_\_





Appendix 8

Estimated FY 2001-2004 Budget Summary Sheet



# ESTIMATED FISCAL YEAR 2001-2004 BUDGET SUMMARY SHEET

<u>FUNDING CATEGORY</u>		<u>FEDERAL FUNDS</u>		<u>NON-FEDERAL FUNDS</u>		<u>TOTAL</u>	
	<b>Title I:</b>	Secondary	Post Secondary	Secondary	Post Secondary	Federal	Non-Federal
	State Administration (5%)	1,059,414	379,635	1,388,887	466,471	1,439,049	1,855,358
*	State Leadership (10%)	1,918,827	959,270			2,878,097	
	Local Programs (85%)	16,210,034	8,253,794	225,928,878	281,858,095	24,463,828	507,786,973
	Total Title I	19,188,275	9,592,699	227,317,765	282,324,566	28,780,974	509,642,331
	<b>Title II:</b>	Secondary	Post Secondary	Secondary	Post Secondary	Federal	Non-Federal
	Tech Prep	2,010,137	1,004,917	100,000		3,015,054	100,000
	Estimated 2000-2004 Total Distribution	21,198,412	10,597,616	227,417,765	282,324,566	31,796,028	509,742,331

\* Of this amount, no more than 1% will be used for serving individuals in correctional facilities or institutions serving individuals with disabilities. At least \$60,000 and no more than \$150,000 will be used for services that prepare individuals for nontraditional training and employment.



## Appendix 9

### Waiver for Minimum Allocation



## **Waiver for Minimum Allocation**

The State Board of Education waives the minimum allocation requirement for the following local education agencies:

Camden County Schools  
Hyde County Schools  
Tyrell County Schools  
Elkin City Schools

This waiver is in compliance with Part C, Section 131b(2) of the Carl D. Perkins Vocational and Technical Education Act of 1998.







## UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF VOCATIONAL AND ADULT EDUCATION

THE ASSISTANT SECRETARY

JUL 3 2000

COPY

Dr. June Atkinson  
Director, Division of Instructional Services and  
Head, Workforce Development  
North Carolina Department of Public Instruction  
301 North Wilmington, Room 535  
Raleigh, North Carolina 27601-2825

Dear Dr. Atkinson:

This letter informs you of the approval of North Carolina's four-year State plan submitted earlier this year under the Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III), 20 U.S.C. 2301 *et seq.*, as amended by Public Law 105-332, except that the adjusted performance levels for the core indicators are approved for only one year. Enclosed are the grant award notifications for the first installment of your vocational education basic grant and for your tech-prep grant, which are made subject to the conditions specified in this letter. This letter and the conditions and terms described below, including the *Final Agreed-Upon Baseline and Adjusted Performance Levels*, are hereby incorporated into the enclosed grant awards. Funds for the second installment of your basic grant will become available on October 1, 2000, and will be added as a supplement to the enclosed basic grant award.

#### Conditions Related to the Adjusted Performance

Your State and this Department have worked hard during the first and second years of the implementation of Perkins III to identify core indicators specified by Perkins III and to negotiate adjusted levels of performance for these indicators. We have reached agreement on the State adjusted levels of performance for each core indicator for the year beginning July 1, 2000, which are set forth in the enclosed attachment entitled *Final Agreed-Upon Baseline and Adjusted Performance Levels*. These adjusted performance levels are incorporated into your State plan as a condition of approval pursuant to section 113(b)(3)(A)(iii) of Perkins III. The accountability portion of your State plan has been approved for only one year in accordance with section 113(b)(3)(A)(v) of Perkins III. This provision requires the Secretary and each eligible agency to reach agreement on the adjusted performance levels for the third through fifth program years under Perkins III prior to the third year. Thus, prior to receiving your grant next year, you must negotiate adjusted performance levels for the third, fourth, and fifth program years.



Moreover, because your State relied on estimated or tentative data to establish some of the baselines used to negotiate the adjusted performance levels for this grant, we consider these adjusted performance levels to be in transition. See section 4 of Perkins III. The baselines for which you relied on estimated or tentative data are identified in the enclosed *Final Agreed-Upon Baseline and Adjusted Performance Levels*. Your State must confirm the accuracy of the identified estimated or tentative baseline data by October 1, 2000, as a condition of receiving your second installment of the basic grant. If your State cannot confirm the data, you must provide other verified data and negotiate new adjusted performance levels prior to October 1.

#### **Conditions Related to the Distribution Formula for Secondary Funds**

As part of your State plan, you relied on the substitute data elements identified in Program Memoranda OVAE/DVTE FY 99-8 and FY 2000-2 to distribute secondary funds under section 131(b) of Perkins III. Please note that your proposed distribution method is approved only until such time as the data elements specified in section 131(b) become available for use by States, which we expect will be in April 2001. At that time, you will have the opportunity to amend your plan to utilize this newly available data as required by section 131(b) or to submit a waiver request for an alternative formula using this newly available data as the basis for comparison instead of the substitute data.

This Department will continue to work with your State to ensure that your State continues to make a smooth transition to the requirements of Perkins III. We appreciate your continuing cooperation.

Sincerely,



*P* Patricia W. McNeil

Enclosures



JUL 3 2001

### North Carolina— Final Agreed-Upon Baseline and Adjusted Performance Levels for 2000-2001

These are the final baseline and adjusted performance levels agreed upon by the State and the U.S. Department of Education for the year beginning July 1, 2000. These baselines and adjusted performance levels are incorporated into the State plan as a condition of approval pursuant to section 113(b)(3)(A)(iii) of the Carl D. Perkins Vocational and Technical Education Act of 1998, 20 U.S.C. 2301 et seq., as amended by Public Law 105-332.

Core Indicator	Measurement Approach	Method and Years for Estimating Baseline	Final Agreed-Upon Baseline Level	Final Agreed-Upon Performance Levels for 2000-2001
1S1	National Assessment System (ASSET)	Most recent year—1998-1999—random sample field test #	41.0 % <i>ASSET</i>	42.0 %
1S2	State Standards and Assessment System (VoCATS)	Most recent year—1998-1999—field test—calculated on enrollments not students #	54.7 % <i>VoCATS</i>	55.7 %
2S1	State/Local Administrative Data	Most recent year—1998-1999—statewide sample #	25.0 % <i>CTPP</i>	26.0 %
3S1	State Developed and Locally Administered Surveys/Placement Forms	Most recent year—1998-1999	94.8 %	94.8 %
3S2	<b>NOT REQUIRED</b>		<i>Positive Completion</i>	
4S1	State/Local Administrative Data	Most recent year—1999-2000	23.7 % <i>North Carolina</i>	24.2 %
4S2	State/Local Administrative Data	Most recent year—1997-1998	12.0 % <i>North Carolina</i>	12.5 %
1P1	Grade Point Average	Most recent year—1998-1999	69.2 %	70.2 %
1P2	Grade Point Average	Most recent year—1998-1999	76.2 %	77.2 %
2P1	State/Local Administrative Data	Most recent year—1998-1999	64.1 %	65.1 %
3P1	Administrative Record Exchange	Most recent year—1997-1998—employment only #	75.5 %	76.5 %



3P2	Administrative Record Exchange	Most recent year - 1997-1998 #	76.1%	77.1%
4P1	State/Local Administrative Data	Most recent year-(1998-1999) #	7.3 %	7.8 %
4P2	State/Local Administrative Data	Most recent year (1998-1999) #	6.9 %	7.5 %

Note: Pound sign (#) indicates those measures, which must be re-negotiated using verified State data, with OVAE prior to October 1, 2000.







**U.S. Department of Education**  
**Washington, D.C. 20202**

## GRANT AWARD NOTIFICATION

<b>1</b> RECIPIENT NAME: STATE DIRECTOR, INSTRUCTIONAL SERVICES NC DEPT OF PUBLIC INSTRUCT 301 N. WILMINGTON STREET RALEIGH, NC 27601-2825	<b>5</b> AWARD INFORMATION PR/AWARD NUMBER V048A000033 ACTION NUMBER 01 ACTION TYPE New AWARD TYPE Formula														
<b>2</b> PROJECT DESCRIPTION 84.048A VOCATIONAL EDUCATION - BASIC GRANTS TO STATES	<b>6</b> AWARD PERIODS BUDGET PERIOD 07/01/2000 - 09/30/2001 FEDERAL FUNDING PERIOD 07/01/2000 - 09/30/2001														
<b>3</b> EDUCATION STAFF EDUCATION PROGRAM CONTACT Ronald Castaldi (202) 205 - 9441 EDUCATION PAYMENT CONTACT GAPS PAYEE HOTLINE (888) 336 - 8930															
<b>4</b> KEY PERSONNEL N/A	<b>7</b> AUTHORIZED FUNDING CURRENT AWARD AMOUNT \$6,762,770.00 PREVIOUS CUMULATIVE AMOUNT \$0.00 CUMULATIVE AMOUNT \$6,762,770.00														
	<b>8</b> ADMINISTRATIVE INFORMATION DUNS/SSN 067195610 REGULATIONS EDGAR AS APPLICABLE ATTACHMENTS S														
<b>9</b> LEGISLATIVE AND FISCAL DATA AUTHORITY: PL 105-332 CARL D PERKINS VOC & TECH ED ACT OF 1998, 20 USC 2301 ET SEQ, AS AMENDED PROGRAM TITLE: VOCATIONAL EDUCATION - BASIC GRANTS TO STATES CFDA/SUBPROGRAM NO: 84.048A <table border="1"> <thead> <tr> <th><u>FUND CODE</u></th> <th><u>FUNDING YEAR</u></th> <th><u>AWARD YEAR</u></th> <th><u>ORG. CODE</u></th> <th><u>PROJECT CODE</u></th> <th><u>OBJECT CLASS</u></th> <th><u>AMOUNT</u></th> </tr> </thead> <tbody> <tr> <td>0400M2</td> <td>2000</td> <td>2000</td> <td>EV</td> <td>M010481</td> <td>4110A</td> <td>\$6,762,770.00</td> </tr> </tbody> </table>		<u>FUND CODE</u>	<u>FUNDING YEAR</u>	<u>AWARD YEAR</u>	<u>ORG. CODE</u>	<u>PROJECT CODE</u>	<u>OBJECT CLASS</u>	<u>AMOUNT</u>	0400M2	2000	2000	EV	M010481	4110A	\$6,762,770.00
<u>FUND CODE</u>	<u>FUNDING YEAR</u>	<u>AWARD YEAR</u>	<u>ORG. CODE</u>	<u>PROJECT CODE</u>	<u>OBJECT CLASS</u>	<u>AMOUNT</u>									
0400M2	2000	2000	EV	M010481	4110A	\$6,762,770.00									





U.S. Department of Education  
Washington, D.C. 20202

# GRANT AWARD NOTIFICATION

PR/AWARD NUMBER: V048A000033

RECIPIENT NAME: STATE DIRECTOR, INSTRUCTIONAL SERVICES  
NC DEPT OF PUBLIC INSTRUCT

## TERMS AND CONDITIONS

- (1) THIS GRANT AWARD IS MADE SUBJECT TO THE CONDITIONS AND TERMS DESCRIBED IN THE TRANSMITTAL LETTER FROM PATRICIA W. MCNEIL, ASSISTANT SECRETARY FOR VOCATIONAL AND ADULT EDUCATION, DATED JUL 3 2000 WHICH IS HEREBY INCORPORATED INTO THIS GRANT AWARD, INCLUDING THE FINAL AGREED-UPON BASELINE AND ADJUSTED PERFORMANCE LEVELS.
- (2) UNDER THE "TYDINGS AMENDMENT," SECTION 421(b) OF THE GENERAL EDUCATION PROVISIONS ACT, 20 U.S.C. 1225(b), ANY FUNDS THAT ARE NOT OBLIGATED AT THE END OF THE FEDERAL FUNDING PERIOD SPECIFIED IN BLOCK 6 SHALL REMAIN AVAILABLE FOR OBLIGATION FOR AN ADDITIONAL PERIOD OF 12 MONTHS.
- (3) CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998, 20 U.S.C. 2301 ET SEQ., AS AMENDED BY PUBLIC LAW 105-332.

PAYMENTS UNDER THIS AWARD WILL BE MADE AVAILABLE THROUGH THE GRANT ADMINISTRATION AND PAYMENT SYSTEM (GAPS) OF THE DEPARTMENT OF EDUCATION. THIS GRANT AWARD IS MADE SUBJECT TO THE PROVISIONS OF THE APPROVED STATE PLAN AND THE APPLICABLE ACTS AND REGULATIONS.

DISCLOSURE OF FEDERAL FUNDING IN PUBLIC ANNOUNCEMENTS.

WHEN ISSUING STATEMENTS, PRESS RELEASES, REQUESTS FOR PROPOSALS, BID SOLICITATIONS, AND OTHER DOCUMENTS DESCRIBING THIS PROJECT, THE RECIPIENT SHALL STATE CLEARLY:

- 1) THE DOLLAR AMOUNT OF FEDERAL FUNDS FOR THE PROJECT;
- 2) THE PERCENTAGE OF THE TOTAL COST OF THE PROJECT THAT WILL BE FINANCED WITH FEDERAL FUNDS; AND
- 3) THE PERCENTAGE AND DOLLAR AMOUNT OF THE TOTAL COST OF THE PROJECT THAT WILL BE FINANCED BY NON-GOVERNMENTAL SOURCES.

  
AUTHORIZING OFFICIAL

JUL 3 2000  
DATE



## EXPLANATION OF BLOCKS ON THE GRANT AWARD NOTIFICATION

### For Discretionary, Formula, and Block Grants

(See Block 5 of the Notification)

**RECIPIENT NAME** - The legal name of the recipient, name of the primary organizational unit that will undertake the funded activity, and the complete address of the recipient. The recipient is commonly known as the "grantee."

**2. PROJECT TITLE AND CFDA NUMBER** - Identifies the Catalog of Federal Domestic Assistance (CFDA) subprogram title and the associated subprogram number.

**3. PROJECT STAFF** - This block contains the names and telephone numbers of the U.S. Department of Education and recipient staff who are responsible for project direction and oversight.

**\*RECIPIENT PROJECT DIRECTOR** - The recipient staff person responsible for administering the project. This person represents the recipient to the U.S. Department of Education.

**EDUCATION PROGRAM CONTACT** - The U.S. Department of Education staff person responsible for the programmatic, administrative and business-management concerns of the Department.

**EDUCATION PAYMENT CONTACT** - The U.S. Department of Education staff person responsible for payments or questions concerning electronic drawdown and financial expenditure reporting.

**4. \* KEY PERSONNEL** - Name, title and percentage (%) of effort the key personnel identified devotes to the project.

**5. AWARD INFORMATION** - Unique items of information that identify this notification.

**PR/AWARD NUMBER** - A unique, identifying number assigned by the Department to each application. On funded applications, this is commonly known as the "grant number" or "document number."

**ACTION NUMBER** - A numeral that represents the cumulative number of steps taken by the Department to date to establish or modify the award through fiscal or administrative means. Action number "01" will always be "NEW AWARD"

**ACTION TYPE** - The nature of this notification (e.g., NEW AWARD, CONTINUATION, REVISION, ADMINISTRATIVE)

**AWARD TYPE** - The particular assistance category in which funding for this award is provided, i.e., DISCRETIONARY, FORMULA, or BLOCK.

**6. AWARD PERIODS** - Project activities and funding are approved with respect to three different time periods, described below:

**BUDGET PERIOD** - A specific interval of time for which Federal funds are being provided from a particular fiscal year to fund a recipient's approved activities and budget. The start and end dates of the budget period are shown.

**PERFORMANCE PERIOD** - The complete length of time the recipient is proposed to be funded to complete approved activities. A performance period may contain one or more budget periods.

**\*FUTURE BUDGET PERIODS** - The estimated remaining budget periods for multi-year projects and estimated funds the Department proposes it will award the recipient provided substantial progress is made by the recipient in completing approved activities, the Department determines that continuing the project would be in the best interest of the Government, Congress appropriates sufficient funds under the program, and the recipient has submitted a performance report that provides the most current performance information and the status of budget expenditures.

**7. AUTHORIZED FUNDING** - The dollar figures in this block refer to the Federal funds provided to a recipient during the award periods.

**\*THIS ACTION** - The amount of funds obligated (added) or de-obligated (subtracted) by this notification.

**\*BUDGET PERIOD** - The total amount of funds available for use by the grantee during the stated budget period to this date.

**\*PERFORMANCE PERIOD** - The amount of funds obligated from the start date of the first budget period to this date.

**RECIPIENT COST-SHARE** - The funds, expressed as a percentage, that the recipient is required to contribute to the project, as defined by the program legislation or regulations and/or terms and conditions of the award.

**RECIPIENT NON-FEDERAL AMOUNT** - The amount of non-federal funds the recipient must contribute to the project as identified in the recipient's application. When non-federal funds are identified by the recipient where a cost share is not a legislation requirement, the recipient will be required to provide the non-federal funds.

**8. ADMINISTRATIVE INFORMATION** - This information is provided to assist the recipient in completing the approved activities and managing the project in accordance with U.S. Department of Education procedures and regulations.

**DUNS/SSN** - A unique, identifying number assigned to each recipient for payment purposes. The number is based on either the recipient's assigned number from Dun and Bradstreet or the individual's social security number.

**\*REGULATIONS** - The parts of the Education Department General Administrative Regulations (EDGAR) and specific program regulations that govern the award and administration of this grant.

**\*ATTACHMENTS** - Additional sections of the Grant Award Notification that discuss payment and reporting requirements, explain Department procedures, and add special terms and conditions in addition to those established, and shown as clauses, in Block 10 of the award. Any attachments provided with a notification continue in effect through the project period until modified or rescinded by the Authorizing Official.

**9. LEGISLATIVE AND FISCAL DATA** - The name of the authorizing legislation for this grant, the CFDA title of the program through which funding is provided, and U.S. Department of Education fiscal information.

**FUND CODE, FUNDING YEAR, AWARD YEAR, ORG. CODE, PROJECT CODE, OBJECT CLASS**

- The fiscal information recorded by the U.S. Department of Education's Grant Administration and Payment System to track obligations by award.

**AMOUNT** - The amount of funds provided from a particular appropriation and project code. Some notifications authorize more than one amount from separate appropriations and/or project codes. The total of all amounts in this block equals the amount shown on the line, "THIS ACTION" (See "AUTHORIZED FUNDING" above (Block 7)).

**10. TERMS AND CONDITIONS OF AWARD** - Requirements of the award that are binding on the recipient.

**\*AUTHORIZING OFFICIAL** - The U.S. Department of Education official authorized to award Federal funds to the recipient, establish or change the terms and conditions of the award, and authorize modifications to the award.

### FORMULA AND BLOCK GRANTS ONLY:

(See Blocks 1, 2, 5, 6, 8, 9 and 10 above)

### 3. EDUCATION STAFF

- The U.S. Department of Education staff persons to be contacted for programmatic and payment questions.

### 7. AUTHORIZED FUNDING

**CURRENT AWARD AMOUNT**

- The amount of funds that are obligated (added) or de-obligated (subtracted) by this action.

**PREVIOUS CUMULATIVE AMOUNT**

- The total amount of funds awarded under the grant before this action.

**CUMULATIVE AMOUNT**

- The total amount of funds awarded under the grant, this action included.





UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF THE CHIEF FINANCIAL OFFICER  
& CHIEF INFORMATION OFFICER

June 28, 2000

JUNE ATKINSON  
STATE DIRECTOR, INSTRUCTIONAL SERVICES  
NC DEPT OF PUBLIC INSTRUCT  
301 N. WILMINGTON STREET  
RALEIGH, NC 27601-2825

SUBJECT: Payee Verification for Grant Award V048A000033

This is to inform you of the payee for the above listed grant award issued by the United States Department of Education.

Grantee DUNS/SSN: 067195610

Grantee Name: STATE DIRECTOR, INSTRUCTIONAL SERVICES  
NC DEPT OF PUBLIC INSTRUCT

Payee DUNS/SSN: 067195610

Payee Name: North Carolina Dpt Pblic Instrn

If any of the above information is not correct, please contact a Payee Customer Support Representative at 1-888-336-8930. Please send all correspondence relating to payee or bank information changes to the following address:

U.S. Department of Education  
400 Maryland Ave., SW  
Room 4C138  
Washington, DC 20202

Attn: Claudia Staplefoote  
Phone: (202) 401-1117  
Fax: (202) 260-5505







U.S. Department of Education  
Washington, D.C. 20202

## GRANT AWARD NOTIFICATION

<b>1</b>	RECIPIENT NAME: STATE DIRECTOR OF VOCATIONAL-TECHNICAL EDUCATION NC DEPT OF PUBLIC INSTRUCT 301 NORTH WILMINGTON ST. RALEIGH, NC 27601	<b>5</b>	AWARD INFORMATION PR/AWARD NUMBER V243A000033 ACTION NUMBER 01 ACTION TYPE New AWARD TYPE Formula														
<b>2</b>	PROJECT DESCRIPTION 84.243A TECH-PREP EDUCATION	<b>6</b>	AWARD PERIODS BUDGET PERIOD 07/01/2000 - 09/30/2001 FEDERAL FUNDING PERIOD 07/01/2000 - 09/30/2001														
<b>3</b>	EDUCATION STAFF  EDUCATION PROGRAM CONTACT Ronald Castaldi (202) 205 - 9441 EDUCATION PAYMENT CONTACT GAPS PAYEE HOTLINE (888) 336 - 8930	<b>7</b>	AUTHORIZED FUNDING  CURRENT AWARD AMOUNT \$2,995,591.00 PREVIOUS CUMULATIVE AMOUNT \$0.00 CUMULATIVE AMOUNT \$2,995,591.00														
<b>4</b>	KEY PERSONNEL N/A	<b>8</b>	ADMINISTRATIVE INFORMATION DUNS/SSN 067195610 REGULATIONS EDGAR AS APPLICABLE  ATTACHMENTS S														
<b>9</b>	LEGISLATIVE AND FISCAL DATA AUTHORITY: PL 105-332 CARL D PERKINS VOC & TECH ED ACT OF 1998, 20 USC 2301 ET SEQ. AS AMENDED PROGRAM TITLE: TECH-PREP EDUCATION  CFDA/SUBPROGRAM NO: 84.243A <table border="1"><thead><tr><th><u>FUND CODE</u></th><th><u>FUNDING YEAR</u></th><th><u>AWARD YEAR</u></th><th><u>ORG. CODE</u></th><th><u>PROJECT CODE</u></th><th><u>OBJECT CLASS</u></th><th><u>AMOUNT</u></th></tr></thead><tbody><tr><td>0400M2</td><td>2000</td><td>2000</td><td>EV</td><td>M132431</td><td>4110A</td><td>\$2,995,591.00</td></tr></tbody></table>			<u>FUND CODE</u>	<u>FUNDING YEAR</u>	<u>AWARD YEAR</u>	<u>ORG. CODE</u>	<u>PROJECT CODE</u>	<u>OBJECT CLASS</u>	<u>AMOUNT</u>	0400M2	2000	2000	EV	M132431	4110A	\$2,995,591.00
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0400M2	2000	2000	EV	M132431	4110A	\$2,995,591.00											





U.S. Department of Education

Washington, D.C. 20202

## GRANT AWARD NOTIFICATION

PR/AWARD NUMBER: V243A000033

RECIPIENT NAME: STATE DIRECTOR OF VOCATIONAL-TECHNICAL EDUCATION  
NC DEPT OF PUBLIC INSTRUCT

## TERMS AND CONDITIONS

- (1) THIS GRANT AWARD IS MADE SUBJECT TO THE CONDITIONS AND TERMS DESCRIBED IN THE TRANSMITTAL LETTER FROM PATRICIA W. MCNEIL, ASSISTANT SECRETARY FOR VOCATIONAL AND ADULT EDUCATION, DATED JUL 2 2000, WHICH IS HEREBY INCORPORATED INTO THIS GRANT AWARD, INCLUDING THE FINAL AGREED-UPON BASELINE AND ADJUSTED PERFORMANCE LEVELS.
- (2) UNDER THE "TYDINGS AMENDMENT," SECTION 421(b) OF THE GENERAL EDUCATION PROVISIONS ACT, 20 U.S.C. 1225(b), ANY FUNDS THAT ARE NOT OBLIGATED AT THE END OF THE FEDERAL FUNDING PERIOD SPECIFIED IN BLOCK 6 SHALL REMAIN AVAILABLE FOR OBLIGATION FOR AN ADDITIONAL PERIOD OF 12 MONTHS.
- (3) CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998, 20 U.S.C. 2301 ET SEQ., AS AMENDED BY PUBLIC LAW 105-332.

PAYMENTS UNDER THIS AWARD WILL BE MADE AVAILABLE THROUGH THE GRANT ADMINISTRATION AND PAYMENT SYSTEM (GAPS) OF THE DEPARTMENT OF EDUCATION. THIS GRANT AWARD IS MADE SUBJECT TO THE PROVISIONS OF THE APPROVED STATE PLAN AND THE APPLICABLE ACTS AND REGULATIONS.

## DISCLOSURE OF FEDERAL FUNDING IN PUBLIC ANNOUNCEMENTS.

WHEN ISSUING STATEMENTS, PRESS RELEASES, REQUESTS FOR PROPOSALS, BID SOLICITATIONS, AND OTHER DOCUMENTS DESCRIBING THIS PROJECT, THE RECIPIENT SHALL STATE CLEARLY:

- 1) THE DOLLAR AMOUNT OF FEDERAL FUNDS FOR THE PROJECT;
- 2) THE PERCENTAGE OF THE TOTAL COST OF THE PROJECT THAT WILL BE FINANCED WITH FEDERAL FUNDS; AND
- 3) THE PERCENTAGE AND DOLLAR AMOUNT OF THE TOTAL COST OF THE PROJECT THAT WILL BE FINANCED BY NON-GOVERNMENTAL SOURCES.

  
AUTHORIZING OFFICIAL

DATE

JUL 2 2000



## EXPLANATION OF BLOCKS ON THE GRANT AWARD NOTIFICATION

### For Discretionary, Formula, and Block Grants

(See Block 5 of the Notification)

**RECIPIENT NAME** - The legal name of the recipient, name of the primary organizational unit that will undertake the funded activity, and the complete address of the recipient. The recipient is commonly known as the "grantee."

**2. PROJECT TITLE AND CFDA NUMBER** - Identifies the Catalog of Federal Domestic Assistance (CFDA) subprogram title and the associated subprogram number.

**3. PROJECT STAFF** - This block contains the names and telephone numbers of the U.S. Department of Education and recipient staff who are responsible for project direction and oversight.

**\*RECIPIENT PROJECT DIRECTOR** - The recipient staff person responsible for administering the project. This person represents the recipient to the U.S. Department of Education.

**EDUCATION PROGRAM CONTACT** - The U.S. Department of Education staff person responsible for the programmatic, administrative and business-management concerns of the Department.

**EDUCATION PAYMENT CONTACT** - The U.S. Department of Education staff person responsible for payments or questions concerning electronic drawdown and financial expenditure reporting.

**4. \* KEY PERSONNEL** - Name, title and percentage (%) of effort the key personnel identified devotes to the project.

**5. AWARD INFORMATION** - Unique items of information that identify this notification.

**PR/AWARD NUMBER** - A unique, identifying number assigned by the Department to each application. On funded applications, this is commonly known as the "grant number" or "document number."

**ACTION NUMBER** - A numeral that represents the cumulative number of steps taken by the Department to date to establish or modify the award through fiscal or administrative means. Action number "01" will always be "NEW AWARD"

**ACTION TYPE** - The nature of this notification (e.g., NEW AWARD, CONTINUATION, REVISION, ADMINISTRATIVE)

**AWARD TYPE** - The particular assistance category in which funding for this award is provided, i.e., DISCRETIONARY, FORMULA, or BLOCK.

**6. AWARD PERIODS** - Project activities and funding are approved with respect to three different time periods, described below.

**BUDGET PERIOD** - A specific interval of time for which Federal funds are being provided from a particular fiscal year to fund a recipient's approved activities and budget. The start and end dates of the budget period are shown.

**PERFORMANCE PERIOD** - The complete length of time the recipient is proposed to be funded to complete approved activities. A performance period may contain one or more budget periods.

**\*FUTURE BUDGET PERIODS** - The estimated remaining budget periods for multi-year projects and estimated funds the Department proposes it will award the recipient provided substantial progress is made by the recipient in completing approved activities, the Department determines that continuing the project would be in the best interest of the Government, Congress appropriates sufficient funds under the program, and the recipient has submitted a performance report that provides the most current performance information and the status of budget expenditures.

**AUTHORIZED FUNDING** - The dollar figures in this block refer to the Federal funds provided to a recipient during the award periods.

**\*THIS ACTION** - The amount of funds obligated (added) or de-obligated (subtracted) by this notification.

**\*BUDGET PERIOD** - The total amount of funds available for use by the grantee during the stated budget period to this date.

**\*PERFORMANCE PERIOD** - The amount of funds obligated from the start date of the first budget period to this date.

**RECIPIENT COST-SHARE** - The funds, expressed as a percentage, that the recipient is required to contribute to the project, as defined by the program legislation or regulations and/or terms and conditions of the award.

**RECIPIENT NON-FEDERAL AMOUNT** - The amount of non-federal funds the recipient must contribute to the project as identified in the recipient's application. When non-federal funds are identified by the recipient where a cost share is not a legislation requirement, the recipient will be required to provide the non-federal funds.

**8. ADMINISTRATIVE INFORMATION** - This information is provided to assist the recipient in completing the approved activities and managing the project in accordance with U.S. Department of Education procedures and regulations.

**DUNS/SSN** - A unique, identifying number assigned to each recipient for payment purposes. The number is based on either the recipient's assigned number from Dun and Bradstreet or the individual's social security number.

**\*REGULATIONS** - The parts of the Education Department General Administrative Regulations (EDGAR) and specific program regulations that govern the award and administration of this grant.

**\*ATTACHMENTS** - Additional sections of the Grant Award Notification that discuss payment and reporting requirements, explain Department procedures, and add special terms and conditions in addition to those established, and shown as clauses, in Block 10 of the award. Any attachments provided with a notification continue in effect through the project period until modified or rescinded by the Authorizing Official.

**9. LEGISLATIVE AND FISCAL DATA** - The name of the authorizing legislation for this grant, the CFDA title of the program through which funding is provided, and U.S. Department of Education fiscal information.

**FUND CODE, FUNDING YEAR, AWARD YEAR, ORG. CODE, PROJECT CODE, OBJECT CLASS**

- The fiscal information recorded by the U.S. Department of Education's Grant Administration and Payment System to track obligations by award.

**AMOUNT** - The amount of funds provided from a particular appropriation and project code. Some notifications authorize more than one amount from separate appropriations and/or project codes. The total of all amounts in this block equals the amount shown on the line, "THIS ACTION" (See "AUTHORIZED FUNDING" above (Block 7)).

**10. TERMS AND CONDITIONS OF AWARD** - Requirements of the award that are binding on the recipient.

**\*AUTHORIZING OFFICIAL** - The U.S. Department of Education official authorized to award Federal funds to the recipient, establish or change the terms and conditions of the award, and authorize modifications to the award.

**FORMULA AND BLOCK GRANTS ONLY:**

See Blocks 1, 2, 5, 6, 8, 9 and 10 above)

**EDUCATION STAFF**

- The U.S. Department of Education staff persons to be contacted for programmatic and payment questions.

**AUTHORIZED FUNDING**

**CURRENT AWARD AMOUNT**

- The amount of funds that are obligated (added) or de-obligated (subtracted) by this action.

**PREVIOUS CUMULATIVE AMOUNT**

- The total amount of funds awarded under the grant before this action

**CUMULATIVE AMOUNT**

- The total amount of funds awarded under the grant, this action included.





UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF THE CHIEF FINANCIAL OFFICER  
& CHIEF INFORMATION OFFICER

June 28, 2000

JUNE ATKINSON  
STATE DIRECTOR OF VOCATIONAL-TECHNICAL EDUCATION  
NC DEPT OF PUBLIC INSTRUCT  
301 NORTH WILMINGTON ST.  
RALEIGH, NC 27601

SUBJECT: Payee Verification for Grant Award V243A000033

This is to inform you of the payee for the above listed grant award issued by the United States Department of Education.

Grantee DUNS/SSN: 067195610

Grantee Name: STATE DIRECTOR OF VOCATIONAL-TECHNICAL EDUCATION  
NC DEPT OF PUBLIC INSTRUCT

Payee DUNS/SSN: 067195610

Payee Name: North Carolina Dpt Pbic Instrn

If any of the above information is not correct, please contact a Payee Customer Support Representative at 1-888-336-8930. Please send all correspondence relating to payee or bank information changes to the following address:

U.S. Department of Education  
400 Maryland Ave., SW  
Room 4C138  
Washington, DC 20202

Attn: Claudia Staplefoote  
Phone: (202) 401-1117  
Fax: (202) 260-5505



