

North Carolina Vocational Education

PERFORMANCE REPORT

PROGRAM YEAR 1990-91



N. C. Department of Public Instruction
Bob Etheridge, Superintendent

N. C. Department of Community Colleges
Robert Scott, President

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

TABLE 1

ENROLLMENT BY CATEGORY
1990-1991
SECONDARY - POSTSECONDARY

Target Population	Secondary*		Postsecondary/Adult		Total
	Mainstream Programs	Separate Programs	Mainstream Programs	Separate Programs	
Title II(A)					
Handicapped	24,125	2,321	5,230	1,500	33,176
Disadvantaged (minus LEP)	82,422	1,712	42,026	6,746	132,906
LEP	936	28	1,485	1,014	3,463
Adult			66,220		66,220
Single Parent/ Homemaker	213		19,373		19,586
Corrections			2,282		2,282
Nontraditional Male	9,608		49		9,657
Female	6,769		1,295		8,064
Title II(B)					
Regular Voc-Ed Population	332,191		454,503		786,694
TOTAL TITLE II	460,325		601,723		1,062,048
Title III					
III(A) CBO	146		193		339
III(B) C & H	59,852				59,852
TOTAL TITLE III	59,998		193		60,191
TOTAL: TITLE II & III	520,323		601,916		1,122,239

*Grades 6-12 unduplicated enrollment

**Results and Accomplishments of Expending
Title II - Part A Federal Funds
VOCATIONAL EDUCATION OPPORTUNITIES
POSTSECONDARY**

I. Vocational Education Opportunities Accomplishments

I. A. Handicapped

1. Number of handicapped receiving additional services in mainstream programs. (See Table 1)
2. Number of handicapped served in separate programs. (See Table 1)
3. Achievements in coordinating with vocational rehabilitation and other programs.

The 58 community and technical colleges in North Carolina are committed to serving the vocational education needs of the adult handicapped population of the state. Particular emphasis has been placed on the coordination of vocational programs and services with vocational rehabilitation and other related programs. Some of the community colleges in North Carolina actually have vocational rehabilitation facilities on campus and many others are located nearby.

Coordination is a key element in the first two steps taken to serve handicapped individuals--identification and assessment. Identification is accomplished by:

- a. voluntary self-identification through applications, registrations, and other reporting forms;
- b. in-house identification through testing, counseling, and instructor feedback;
- c. referrals from Vocational Rehabilitation, Division of Health Services, JTPA, and high schools; and
- d. cooperative agreements with Vocational Rehabilitation, Departments of Social Services, community action agencies, and mental health clinics.

Assessment, the second step in providing the services to the handicapped population, is accomplished by several methods, used either separately or in combination. These methods include:

- a. administering instruments such as the Meyers-Briggs type indicator;

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- b. interviews, observations, and information passed from referral agencies;
 - c. computer software to diagnose students' learning problems; and
 - d. licensed psychological testing.
4. Description of additional or supplemental services provided to the handicapped.

Once handicapped students have been identified and their needs assessed, they are served by a variety of activities. These include but are not limited to:

- a. supplemental specialized counseling;
- b. development of placement tests in Braille;
- c. tutorial, interpreter, notetaker, signer, reader, and typing services;
- d. referral services and pamphlets that list services available to the handicapped;
- e. equipment such as large print typewriters, "phonic ears" and "minicom" phone adapters for the hearing impaired, and tape recorders;
- f. acquisition of special texts or other special materials for handicapped individuals;
- g. special programs, including sheltered workshops or programs for the blind or hearing impaired; and
- h. special parking and elevator keys when required.

One of the most successful activities for the handicapped on many North Carolina community college campuses is individual counseling. The handicapped students meet individually with a counseling specialist for the handicapped and also with the Coordinator of Academic Support. Through these interviews, interests and needs are identified. The student is referred to either personal, employment, or career counseling. Their abilities are determined by entrance testing, conference with a counselor, or through cooperative efforts with Vocational Rehabilitation, Social Services, Services for the Blind, and other human service agencies. Either the counselor or the Coordinator for Academic Support meets regularly with the student to check on progress and ensure that needs are being met.

Supplemental services and activities are provided on an "as needed" basis. Not all students who are handicapped need or even

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want special consideration and services. Most handicapped students are mainstreamed into regular classes. The task of the counselor, instructor and advisor is to find those who need special help and to provide it. Students with alcohol and drug related problems are referred to an appropriate student assistance program.

5. Exemplary programs developed.

1. The Dean of Developmental Studies at one college has responded to and promoted the success of the learning disabled as well as academically disadvantaged students to such an extent that 263 students identified themselves last year as needing assistance. The college is so involved with these students that the administration has decided to transform the learning laboratory into an academic skills center and to train enough tutors to serve all the handicapped and academically disadvantaged.

Also, exemplary about the college's program is the distinctive alertness of the faculty to the handicaps of their students. For example, this special care has enabled a vocational rehabilitation student to work with a mathematics tutor, and as a result, pass mathematics classes for the first time. Another student who has a learning disability and was never allowed to leave special education classes in high school worked with several tutors to learn how to study, how to read faster, and how to use the rules of grammar--all experiences denied her in high school. She now has an "A" average in such courses as psychology, composition, trigonometry, and physics. She is currently pursuing a lifelong dream of becoming a police woman. Once tutored herself with Perkins funds, she now is a math tutor for other students. Finally, another learning disabled student has learned word processing which was once seen as an impossibility and is now completing a two-year degree in business administration with an "A" average.

2. One community college presented a workshop for all its faculty on the learning disabled student in the classroom. The goals of the workshop were to: promote increased awareness of the nature of learning disabilities, identify common classroom difficulties experienced by the learning disabled, and develop a repertoire of practical strategies easily implemented in the classroom. Faculty learned that providing equal opportunity for learning disabled students does not mean lowering course standards but offering instead the opportunity for students to learn and express knowledge in a different mode. The faculty were taught how to tailor input, process, and output aspects of learning for the learning disabled. The instructional environment was emphasized rather than the students' problems.

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One of the notable results of the workshop has been frequent referral of students to the College Preparatory Studies Department (developmental studies) by a more knowledgeable and concerned instructional faculty, thus resulting in better retention of students.

3. Another exemplary program is one developed by a community college that provides instructional services to clients in the three Sheltered Workshops in its three county service area. The college contracts with the Sheltered Workshops to provide the classes. Funds from the Vocational Education Act are used to employ instructors who work only with the handicapped. The ultimate goal is to train clients to be self-sufficient and employable in business and industry. Clients who are not able to be placed in business and industry are trained and employed in the sheltered environment of the workshops.

Through JTPA funds, a placement counselor is employed to place trained clients in the work place and to counsel them continuously. Through literacy funds, students who are able are taught communication skills that include reading and writing. The Vocational Education Funds are used for occupational training. This is an excellent mix and coordinative effort to maximally use available funds for the greatest benefit of the clients. Funds from the Department of Mental Health also are used for other needs of the clients.

I. B. Disadvantaged - (Excluding LEP)

1. Number of disadvantaged individuals receiving additional services in mainstream programs. (See Table 1)
2. Number of disadvantaged individuals served in separate programs. (See Table 1)
3. Description of additional or supplemental services provided to the disadvantaged.

Identification and Assessment. A large number of the individuals who come to community colleges in North Carolina are economically disadvantaged. Many are identified through student information forms provided at registration. Others are referred through social services agencies, the Employment Security Commission, JTPA, community action agencies, and similar groups. Some students are referred for special services by the colleges' financial aid offices. The standards for eligibility are established by the referral agency, Pell Grant application, participation in the JTPA program, or by comparing family income to the current OMB poverty guidelines.

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Assessment is a vital step in the overall vocational education program, especially for the academically and economically disadvantaged population. The colleges assess interests, abilities, and special needs in the following manners: preadmission conferences, career and academic guidance, personal counseling, financial assistance counseling, and academic testing. Instruments used for assessment of academic and other needs include admissions placement tests, the Career Assessment Inventory, and the Meyers-Briggs type indicator. Students are often referred to service provider agencies which conduct further assessment when appropriate. For example, some students are referred to the Employment Security Commission for GATB testing.

Supplemental Services. Supplemental counseling, tutoring, and special remedial programs are provided by the colleges to economically and academically disadvantaged students to foster their success. Most colleges encourage utilization of their learning resource centers and developmental studies programs. These programs have been emphasized as part of the North Carolina Community College System's commitment to an open door that enables the student to begin with whatever skills he or she already possesses and progress to productive employment through a series of appropriate training programs and basic skills courses.

Community College financial aid offices match needy students with a variety of scholarships and loans. Local sources fund some scholarships, and the state of North Carolina has created a scholarship fund which annually makes over 1,000 grants. Pell Grants, business/industry scholarships, JTPA, and the above modes of assistance are made available to eligible students.

4. Achievements in serving the disadvantaged students in terms of improved access and services provided that contribute to success in the program.

The community colleges offer several types of services for both individuals and groups of disadvantaged students. Most colleges have counseling centers, provide tutoring, referral to outside agencies, and administration of interest inventories as well as counseling. The colleges also offer translators, special materials, special services (including transportation or job placement), and special programs designed especially for disadvantaged students.

Often economically disadvantaged students are unable to stay in college without employment. Some colleges arrange cooperative education plans. Linkages with JTPA, the Employment Security Commission, and county Departments of Social Services are valuable aids in improving the access of the disadvantaged to programs. In addition, in the Department of Community Colleges, JTPA, Vocational Education, and the Human Resources Development programs are all together under the same division. This enhances coordination between the programs at the state level.

5. Exemplary programs developed.

1. A developmental reading course is taught at one college so that it does not seem to the students like the usual "punishment." Instead of using developmental materials, which students too often associate with previous failure, the Dean uses a psychological test as the medium for improving reading skills. As a result, the students master a core course in their curriculum and simultaneously enjoy the challenge of learning to read. At first general in nature, the course is now being tailored to address the needs of students in business and data processing. The course has been so effective that it has attracted the attention of the Commission on the Future, a blue ribbon policy board, for possible replication across the state.

Typical of the developmental success story is the case of the basketball player who went through high school being told by his teachers that he would never learn to read. However, shortly after he enrolled in the community college automotive program, the developmental dean found out about him. Although he entered the college reading at the third grade level, he progressed to the seventh grade level in six months. The student is two classes away from graduation and is looking forward to taking the national test for certification as a brakes mechanic.

2. The experience of one of the colleges illustrates the value and efficiency of mainstreaming, a condition attesting to the fact that so many of our student populations overlap. Most vocational education students are economically disadvantaged, and are frequently single parent/homemakers. It is not unusual, either, to find these two populations in the academically disadvantaged category.

At this institution, sixty percent of the students are from families with incomes of less than \$8,000 per year; in fact, 80 percent of the total student body receives some form of financial aid. An obvious place for the use of vocational education funds is to pay salaries of financial aid counselors who are continuously engaged in finding assistance for these students, supplying awareness workshops for them and their parents, and keeping track of financial records. Ten percent of the female students received single parent homemaker support for tuition, books, fees and child care. Those who are also academically disadvantaged are assisted by remedial instructors who are paid with vocational education funds. Of special note is the fact that 41 percent of this college's graduates began in remedial studies.

The flow of funds is not a one-way affair; other federal sources support vocational education students as well. At many institutions, a JTPA supported counselor serves

disadvantaged students as well as single parents. And finally, state funds join all federal sources at all institutions to provide, for example, an instructor for intensive tutoring of vocational education students. Every year the colleges link funds to make it possible for students to stay in school. In fact, preliminary studies at the Department of Community Colleges suggest that colleges that concentrate similar funds and functions in one office have the most vital and successful student services.

3. One college offers support groups for disadvantaged persons who have special barriers to employment. The group meets weekly--itself an accomplishment for a community college organization comprised mostly of employed and commuting students.

Although the students spend eight weeks working on personal development topics, they spend the first three critical weeks addressing personal finances. The group facilitator helps them find financial aid which enables them to focus their time on school rather than diffusing it among too many demands. This has enabled students to enroll full-time instead of part-time, assuring speedy completion of curriculum requirements and subsequent entry into the work force. The student personnel director estimates that seventy percent of all the special needs populations under his supervision either complete their course of study or are placed in a job.

The college is especially effective in its coordination of resources. The disadvantaged groups are frequently recruited from literacy programs. The continuity pervades even after the single parents leave the vocational education curriculum; because there is a JOBS case manager on campus, graduating students are better able to link with transitional medical and child care during their first year of work. Thus the college is able to assure that the vocational training of disadvantaged students delivers a return on the investment.

I. B. Limited English Proficient (LEP)

1. Number of LEP individuals receiving additional services in mainstream programs. (See Table 1)
2. Number of LEP individuals served in separate programs. (See Table 1)
3. Description of additional or supplemental services provided to the LEP.

North Carolina has attracted people from other countries. Large numbers of Spanish speaking people from Mexico and South America have entered the state as migrant farm workers. These people

have gravitated toward the western and eastern areas of the state where agricultural jobs are readily available during certain times of the year. In recent years many of the farm workers have moved toward the larger cities to work in construction. This move toward the larger urban areas and away from farm work was partially motivated by the new legalization laws. Asians and Southeast Asians also have immigrated to North Carolina. A large number of Hmong have moved into the mountain areas of the state which have a similar geography to their home. In addition, a group of the Montagnards was purposely brought to North Carolina from Viet Nam and Cambodia and settled in the Raleigh, Greensboro, and Charlotte areas. Finally, the military bases in the state have attracted non- and limited-English speaking family members of military people. All of these groups are served through the LEP programs at the community colleges.

Identification, outreach, and recruitment of those eligible for LEP assistance are accomplished by self-identification, peer referral, or recruiter/counselor referral. Several colleges use native language speakers to recruit and refer individuals for assistance; others are identified during the regular registration process. Supplemental services which were provided for the LEP included:

- a. English as a second language class;
 - b. Tutoring in native language;
 - c. Translations of technical texts into native language; and
 - d. Guided Studies Center services, including individual or group tutoring, or special classes for the distinct needs of groups of people.
4. Achievements in serving the LEP students in terms of improved access and services provided that contribute to success in the program.

The North Carolina Community College System enrolled 3,674 LEP individuals during the 1989-90 fiscal year. Many of these students are enrolled in English as a Second Language programs to satisfy the requirements for legalization including class hours in both English and American History. Other students are enrolled in the classes to obtain better jobs, or to work toward furthering their education. One community college has found that LEP students' attendance in classes tends to be excellent and that once they have taken one class (especially for the Southeast Asian groups) they will go on for additional degrees, particularly a bachelor's degree.

5. Exemplary programs developed.

In most of the colleges where a need exists, English as a Second Language (ESL) classes are offered on a regular basis. These classes help students become more familiar with the English language at the same time that they help the foreign-born students prepare for future citizenship.

A great deal of vitality is evident in one college's relationship with their limited English clientele. Last year the college hosted an international "experiment" to bring Taiwanese cosmetology students to campus for a month to learn American techniques for western clientele back in their own country. The enterprise was so successful that the college plans to repeat the experiment and offer one year of English to another group of Taiwanese students to be followed by enrollment in an occupational curriculum.

Two counselors set aside a portion of their time specifically for counseling LEP students. One counselor has formed linkages with Telamon, which provides a stipend for foreign students as well as assistance with housing and job placement. The counselor works with the students to arrange direct support services. She provides initial assessment of needs and serves as an interpreter. A second person works with Spanish students in the same way and, in addition, acts as the students' interpreter since she is the only staff fluent in the language.

Several of the college's faculty members have worked as individual sponsors of foreign students. Having heard of the college's horticultural program, a number of Senegalese simply arrived at the college's doorstep asking for admission. Faculty members provided them food and housing while the students completed their two-year degree in horticultural production. Subsequently graduates have gone home and talked about the program and other Senegalese have come to the college to take part in the program.

In addition to instruction and counseling, a limited number of LEP students who needed specialized vocational instruction were enrolled in occupational extension courses supported by vocational education funds.

I. C. Adults in Need of Training and Retraining.

1. Number of Adults enrolled in vocational education programs. (See Table I).
2. Types of retraining (quick-start) programs offered to adults.

The community college system has been very successful in retraining adult workers through many types of programs and this

success has been a major factor in North Carolina's economic growth. The existence of an accessible, low-cost, high quality system of community and technical colleges is a major drawing card for business and industry, and the state's program for attracting industry through customized training efforts is a model that has been studied and duplicated by other states.

The state offers two programs that are directed toward training or re-training adults in local industries. Through its New and Expanding Industries program, the Department of Community Colleges and many local community colleges have worked closely with industries newly locating in the state. The colleges prepare a workforce that is trained at the time of the start-up of a new industry, as well as at the time of an expansion or upgrading.

In addition, the Focused Industrial Training (FIT) program addresses the needs of existing industries, primarily in manufacturing areas. The targeted occupations include: maintenance mechanics, machinists, tool and die makers, electrical/electronics technicians, quality assurance technicians, and other jobs critical to an industry in technological transition.

Examples of ways in which the FIT funds have been used include:

- a. a local company purchased equipment from outside the country and needed to train several employees to operate and perform maintenance on the new equipment. Due to the high cost of locating an instructor and the small number of employees to be trained, the local college was able to provide needed training assistance through the use of FIT funds; and
- b. two national companies with plants in North Carolina needed to upgrade the skills of their maintenance mechanics. The local community college worked with each of the companies to design and deliver the appropriate training.

Eight community colleges were originally designated as centers to receive FIT grants. Since the beginning of the program, an additional 21 FIT centers have been designated. Funds are also available to serve industries located in service areas where there is no designated FIT center.

Each center is staffed by a coordinator whose responsibility is to work cooperatively with local industries to assess training needs and deliver programs to ensure a well-trained workforce. This training can be conducted for as few as one or two individuals. Also FIT funds may be used to secure instructors for very specialized instruction that could not be secured through regular state funding that the community college receives.

3. Achievements in serving adults who need training or retraining.

North Carolina has one of the largest and most comprehensive postsecondary vocational education systems in the nation. The primary mission of the system has always been the delivery of technical and vocational programs and basic education to adults. With 58 colleges serving 754,500 total enrollments during 1990-91, the North Carolina Community College System is a model for postsecondary vocational education.

A majority of the students in both curriculum and extension programs are adults who have been out of high school for several years. The average age of all students is thirty, and a majority of students are working part- or full-time.

4. Coordination activities with the JTPA and the private sector.

The North Carolina Community College System has a history of coordination with the private sector. The majority of the members of the State Board of Community Colleges are from the private sector. Occupational curriculum programs are required to have advisory committees composed of private sector members.

Coordination with JTPA is supported by a state-level technical assistance staff who help colleges establish and operate quality programs. JTPA funds are often used in conjunction with vocational education and other funds to support skills training for the disadvantaged through special classes or through mainstreaming of eligible participants. JTPA dislocated worker funds have been combined with vocational education and other funds to offer programs developed for the workers of several major plants which have closed.

At the state level, the Vocational Education and the JTPA staff work closely together. The state level Interagency Coordinating Committee of the Job Training Coordinating Council is another mechanism for insuring that the programs are complementary.

The North Carolina Community College System continues to make great strides in its articulation efforts with the public secondary vocational education programs through the 2 plus 2 and "tech prep" models. Several of these articulated programs are now in place involving the secondary and postsecondary systems in the state. Both the coordination between the staff and the articulation efforts with the public secondary programs are preparing the community college system for the changes in the reauthorized Carl Perkins Act.

5. Exemplary programs developed.

Through careful program evaluation processes and surveys of local and regional employment trends, one college attempts to determine the educational needs and interests of students and business and

industry. Critical needs occupations, the potential employability of students, and changing technologies are priorities in the programming process of the college.

The college remains alert to community needs through surveys, personal contact, inquiries, and literature reviews. Once an educational need is identified, the college provides leadership in assembling an advisory committee to discuss the program and to develop a tentative course of study. Committee members representing the community and the occupational area provide input into training requirements, equipment needs and other components necessary for an effective program. Qualified instructors are recruited from recommendations and public advertisement. Students are recruited for new programs through the Student Development office.

Programs are provided across the range for adults desiring training and retraining in vocational or technical fields. The curriculum division offers one and two year programs which are all designed to prepare adults for vocational pursuits. Occupational extension courses provide short-term education for improving specific and general job skills.

Vocational programs are focused toward outcomes, i.e., the increased employability of students after completion of coursework. Several services offered by the institution support this focus. An extensive co-operative education program combines the academic and practical vocational experience aspects of education. Approximately 250 students are served each year by this program. The job placement office assists students in obtaining jobs after graduation from a vocational or technical curriculum and also aids in keeping the institution advised of current employment needs and shortages of workers. In turn, this knowledge helps focus programming efforts on vocational programs from which students can expect success in finding employment after completion of the program.

I. D. Single Parents and Homemakers

1. Number of single parents and homemakers served at the secondary level. (See Table 1)
2. Number of single parents and homemakers served at the postsecondary/adult level. (See Table 1)
3. Description of services provided in successful single parent and homemaker programs.

Each of the N. C. 58 community colleges is at liberty to decide how to use this allocation. Consequently, the emphasis is different at each institution. Below is a list of activities in which the institutions engage.

- a. Because the target population is mainstreamed into regular vocational education instructional and counseling programs, almost all institutions use the single parent/homemaker money to supplement salaries of personnel. The institutions have been instructed to prorate the single parent portion of a staff person's salary so that it represents the percentage of effort actually spent with that population. , It should be noted that state money more than matches federal money in supporting this population.
 - b. Some community colleges choose to assign their allotment to assist their clients with support groups and one-to-one counseling especially tailored to issues affecting them.
 - c. Many institutions use all the single parent funds for direct, material support of students. In these cases, the funds provide child care, transportation, tuition, and books for the population, thus removing barriers that would otherwise prevent these women from staying in school.
 - d. Most institutions use all of the above strategies to serve the clientele. The emphasis varies from institution to institution according to administrators' perceptions of need.
4. Special delivery methods used that are unique and/or effective.

In response to institutions' requests for assistance with child care, the Department of Community Colleges set aside almost one-third of the total single parent funds to award to institutions submitting competitive proposals for child care arrangements for qualified students. As a result, 18 institutions in 1990-91 provided care for approximately 13 to 35 children per quarter (depending on the size of the grant which can run from \$20,000 to \$40,000 per institution.) Total child care expenditures amounted to \$526,748 during the fiscal year. According to reports from students, the child care program fulfills its purpose by permitting them a better chance to stay in school. Without the child care assistance, students could not take advantage of the available job training.

5. Method of determining the greatest financial need and number served who met the criteria.

Local community colleges are allowed autonomy in devising ways to certify a student's eligibility for direct support. They generally use the same guidelines as either the Pell Grants, JTPA, or AFDC to determine the greatest need among their single parent/homemaker population. In addition, virtually all institutions require coordination with the college's financial aid office and students are required to apply for the more

traditional forms of student aid before they are allowed access to the single parent money.

6. Exemplary programs developed.

1. A small rural college offers special weekly support groups for its single parents/displaced homemakers. It originally opened the meetings to all students, but only this population identified itself as needing special support.

Again like with all single parent populations at all the colleges, financial survival has been the primary issue, Special assistance was provided to help them manage the family as single parents; this college went a little beyond and even held a session on how to plan an inexpensive vacation, something which this kind of student is frequently forced to neglect. Beyond the financial aspects, single parents attended sessions on managing time, organizing at home, and emotional issues in the single parent family. A special zest was added by graduates who came to the meetings and provided informal mentoring. Of equal importance was the sense of group ownership and bonding that made the many responsibilities easier for this population.

2. One college in particular offers an unusually comprehensive approach to help single parent/homemakers meet their educational goals. Services included in this program were:
 - financial services to assist participants with child care, transportation, tuition, books and supplies;
 - counseling of participants in career planning and goal setting;
 - personal and crisis intervention counseling;
 - special programs and workshops such as stress management, time management and other matters related to balancing home, school, work and family responsibilities;
 - seminars on job seeking skills such as application preparation, resume preparation, interviewing techniques and appearance;
 - plant tours and contacts with personnel representatives in the area;
 - information and referral to other agencies in the community for additional services;
 - academic counseling and referrals to tutoring, etc. to avert drop-outs from curriculum studies;

- advocacy in the community for special services, special day care rates, etc. to expand the support network for students; and,
- information on choosing good child care and other parenting issues.

Overwhelmingly the most needed services for this group were financial. The vast majority of the participants were highly motivated and determined but lacked resources and information about available services. The participants were assisted in using not only the available Carl Perkins funds, but also to search out other sources of funding. With a combination of Perkins money as "seed money" and use of other resources many more participants were served. These resources included:

JOBS	Work Study	Social Security
SEOG	Scholarships	Student Loans
Pell	AFDC	Food Stamps
Vocational Rehab	Medicaid	

The students completed applications for the funds. Single parents and displaced homemakers with the most need were given priority; married homemakers with the most need were served afterwards. All participants were required to apply for the Pell Grant. Need was determined by Pell information and other factors indicating an economically disadvantaged status.

The second most needed service was enhancement of self-esteem. The participants were encouraged and offered an "open door" policy with the counselor. Most of the participants have gained self-confidence and assurance by having a readily available support system. The warm, caring college family has often replaced or strengthened weak support systems in their own lives.

The participants served had a high rate of retention while utilizing the program. Only two out of 27 left the program; one participant moved to another state and has enrolled in a community college there. Another plans to re-enroll this fall quarter after resolving a family crisis.

3. The model program to assist colleges with child care has demonstrated its power in keeping single parent/homemakers with small children in training programs. Follow-up statistics for the program show that those eligible parents who receive child care assistance complete their curriculums at a 21 percent rate compared to 6 percent for those who apply for but are ineligible for assistance. Average dropout rates also improve from 37 percent of non-recipients to 24 percent for recipients.

Based on findings of three statewide advisory/policy boards, the Department of Community Colleges has taken steps to expand the child care program to serve almost twice as many colleges beginning the next fiscal year.

I. E. Students in Non-Traditional Programs (Sex Equity)

1. Number of students in non-traditional programs. (See Table I)
2. Achievements and services provided to reduce sex bias and sex stereotyping in vocational programs.

During the 1990-91 school year over 900 women were served with sex equity grants. An additional 381 participants used college career materials as a direct result of the grant program. The total cost of the program was \$324,822 for the year.

Two major thrusts comprised the program:

1. Fourteen colleges involved in the sex equity grant program enrolled 482 women in one- or two-year programs in the skilled trades. The money invested by the sex equity program in these women has broken barriers to their training by providing them with material support (such as child care, transportation, books, etc.), affective support (personal and group counseling, personal development seminars), and practical support (extensive personality and aptitude assessment, peer tutoring, job development and placement.) Since the Perkins legislation enabled this direct support, women have been much more likely to stay in school in a non-traditional curriculum. Furthermore, the program has made these women employable at a decent wage for the first time in their lives.

This array of services in the non-traditional programs cost \$310,265, or \$643 per student for the year. The figure includes all administrative as well as student support costs.

2. The second thrust of the program focused on bringing more mature community people onto campuses for a series of workshops on occupational exploration. Eight hundred community women (duplicated headcount) took advantage of workshops. The total array of services supported by community service grants included:
 - a. computerized career information such as CHOICES or TIPS;
 - b. women's career information centers stocked with software, books, and periodicals addressing issues of working women;

- c. workshops directed toward self-assessment with instruments such as the Myers-Briggs or the Personal Profile System;
- d. workshops exploring the characteristics of the state and local work forces and how to capitalize on such information--non-traditional work received special emphasis; and
- e. workshops on job development with practice in job search, interviewing, and resume writing.

A total of \$14,557 financed these activities and their administration at six colleges.

Six hundred fifty-four (duplicated headcount) participants took part in the sex equity program at one college during the fiscal year. Over four hundred of these women benefited from the grant through ten workshops. Others were exposed to career fairs, and another 275 were administered career assessment tools as a direct result of the grant. All the activity was supported with only \$6,000 in sex equity funds. The grant served women in a seven-county service area. Numerous women have started or continued their education at the college as a consequence of the sex equity grant. The number of women seeking in-depth career assessments has increased from 41 during the entire 1988-89 year (the year before the grant began) to 98 for eight months in 1990-91.

3. Cooperative efforts with the private sector.

In particular, the non-traditional programs use local advisory groups comprising professionals from the fields for which the women are training. In addition, local grant directors have invented a variety of ways to involve local employers in the program. For example, many of the colleges with nontraditional sex equity programs have co-op programs that enable a student to familiarize herself with the nontraditional work place. One of the non-traditional programs requires a summer internship in the area of training. The grant program has gone beyond its accomplished tasks of effective recruitment and retention to concentrate more intensely on job placement.

4. Exemplary programs developed.

All of the programs are exemplary because of their excellence alone. Retention rates of non-traditional women in the program average 70 percent from fall to spring (the figure includes those who complete a curriculum at some point during the year). Students uniformly turn in a B average.

Although the fourteen programs are broadly similar, each offers something unique and exemplary to the others. One college, for

example, offers (in conjunction with the occupational curriculum) personal development seminars that foster self-esteem and discovery through a rigorous team-building ropes course; another program can boast of a vigorous and successful recruiting effort that reaches all educational, social services, and industrial sectors of the county. Still another project coordinator excels in assessing a prospective student's suitability for the program. The same coordinator has retained 100% of her nontraditional students this year and anticipates placing all of the completers in jobs related to their training.

All non-traditional coordinators work closely in a one-on-one relationship with their students to meet personal, academic, and financial needs. All project coordinators share their insights and strategies with one another. The outcome of these two features strengthens the quality of the program.

I. F. Criminal Offenders in Correctional Institutions

1. Numbers served through programs in correctional institutions.
(See Table 1)
2. Names and addresses of institutions participating.

The following North Carolina community colleges and corresponding North Carolina Department of Corrections institutions cooperated to provide vocational education programs, services and activities supported with Carl D. Perkins Vocational Education Act one percent funds:

Alamance Community College Box 623 Haw River, NC 27258	Alamance Correctional Center PO Box 880 Graham, NC 27253
Beaufort County Comm. College PO Box 1069 Washington, NC 27889	Washington Correctional Ctr. Rt. 2, Box 137 Creswell, NC 27928
Catawba Valley Community College Rt. 3, Box 283 Hickory, NC 28602	Alexander Correctional Ctr. PO Box 1057 Taylorsville, NC 28681
Central Carolina Community College 1105 Kelly Drive Sanford, NC 27330	Harnett Correctional Inst. P.O. Box 1569 Lillington, NC 27546
Davidson County Community College P.O. Box 1287 Lexington, NC 27292	Davidson Correctional Center 1400 Thomason Street Lexington, NC 27292

Lenoir Community College
PO Box 188
Kinston, NC 28501

Eastern Correctional Inst.
PO Box 215
Maury, NC 28554

Piedmont Community College
P.O. Drawer T
Yanceyville, NC 27379

Caswell Correctional Center
P.O. Box 217
Yanceyville, NC 27379

Sampson Community College
PO Drawer 318
Clinton, NC 28328

Sampson Correctional Center
120 N. Blvd.
Clinton, NC 28328

Southeastern Community College
PO Box 151
Whiteville, NC 28472

Columbus Correctional Center
Box 8
Brunswick, NC 28424

Surry Community College
Box 304
Dobson, NC 27017

Yadkin Correctional Center
Rt. 2, Box 523-B
Yadkinville, NC 27055

Vance Granville Community College
Box 917
Henderson, NC 27536

Granville Correctional Center
Rt. 1, Box 42-D1
Oxford, NC 27565

Western Piedmont Community
College
1001 Burkemont Ave.
Morganton, NC 28655

Western Youth Institution
P.O. Drawer 1439
Morganton, NC 28655

Wilkes Community College
P.O. Box 120
Wilkesboro, NC 28697

Wilkes Correctional Center
404 Statesville Road
Wilkesboro, NC 28659

3. Types of services or programs provided and achievements.

The \$251,535 in Carl D. Perkins money was awarded through a competitive grant process to thirteen community colleges. The funding enabled them to enhance an already existing, comprehensive program of corrections education coordinated with the North Carolina Department of Corrections. With this funding, 2,316 additional inmates enrolled in one or more of a long list of varied programs, or received one or more of the following services.

The following is a list of the programs that the colleges and correctional institutions offered.

Carpentry
ABE (Adult Basic Ed.)
GED (General Equivalency)
Electronic Servicing
Industrial Plant Maintenance

Basic Employability Skills
AHSD (Adult High School)
Job Readiness Training
Greenhouse & Grounds
Maintenance

Light Construction
Computer Operations
Business Administration
Food Service Management

Air Conditioning, Heating
Refrigeration
Welding

The services offered included:

counseling and guidance;
coordination with HRD, JTPA, and other services offered in the
prisons;
development courses offered when needed for vocational and
technical programs;
case management;
testing;
job placement services for those soon to be paroled;
pre-employment training programs; and
enrichment activities.

In addition to the programs and services provided, many of the grantees used funds to buy necessary equipment and build or upgrade facilities.

Project directors often referred to the unpredictable length of stay of the inmates participating in their programs. Either because of transfer or release, inmates often were not given the opportunity to complete the educational programs that would help them succeed in the work place. Some of the colleges made concerted efforts in designing their special programs to allow for the fluid nature of their classes. This was done mostly by designing courses in short modules in which a student could benefit from the completion of any one of the modules, even though s/he might not be able to complete an entire program.

4. Additional funds expended for criminal offenders from the Carl D. Perkins Act, such as Title II-A, Disadvantaged, or Title II-B.

No additional Carl D. Perkins Act funds were expended for criminal offenders in vocational education.

5. Exemplary programs developed.

1. If one inmate a year learns a trade that helps keep him from returning to prison, the taxpayers will save \$25,000.

Such is the promise of the Greenhouse and Grounds Maintenance project begun at one of North Carolina's community colleges in March of this year. The vocational education grant allowed the program to begin from scratch; it provided textbooks and supplies as well as instructional aides such as a slide projector, blue print machine, and landscape drawing supplies.

The project began with the inmates' construction of two fifty-foot greenhouses on prison grounds. Both facilities are operational and are used by twenty inmates in the instructional program begun in March of 1991. The college expects its first graduates in February of 1992. The one-year curriculum program is designed to send its graduates directly into the work force.

2. At another college, a cooperative project with the county employment and training agency, the county correctional unit and the community college, has provided funds for a coordinated response to educational and vocational needs of the local inmate population.

Job Related Training (JRT) prepares inmates for successful employment by teaching them the skills needed to obtain and sustain employment. The inmates practice these skills in class: arriving at class and returning from breaks on time, refraining from eating, drinking or using tobacco products in class, using appropriate language, and being groomed for the classroom. Life skills such as getting along and working with others, communication, problem solving and conflict management were also stressed. The curriculum adapts to small and large group activities to enhance group building and cooperation skills.

The classes are in a format of ten four-week cycles with approximately twenty inmates participating in each cycle. The course outline/competency checklist divides into the following subject areas:

1. Attitude building
2. Grooming and personal development
3. Values
4. Communication
5. Conflict management
6. Job keeping skills
7. Career exploration and labor market
8. Problem solving/goal setting
9. Job seeking skills
10. Money management (as needed).

A part of the program involves testing for interest, aptitude, values and academic level in order to accurately assess the inmates' educational and vocational needs. The results of the evaluations were discussed with the inmates. Instruments used for these evaluations included:

Wide Range Achievement Test (math)
Nelson Reading Skills Test
Career Ability Placement Survey (CAPS)
COPS System Interest Inventory (COPS)

The program coordinator from the college supplemented the JRT program through involvement in classroom activities and through communication with the county employment and training agency, and with the correctional unit. The coordinator assisted in the testing process and served as a team teacher during appropriate activities. The coordinator also offered support services for individual inmates, such as tracking work history, providing information about specific educational/vocational goals, and helping participants apply for original or duplicate social security cards.

Services to inmates have included not only JRT, but also literacy training and Adult Basic Education. Also, through coordination with the Continuing Education Department at the college, a full-time horticulture program was begun this spring. The course is taught in four quarters, each building on the previous; yet each quarter is also an independent unit so that an inmate may be employable at any point after completion of the first quarter. Coordination with the Human Resource Department (HRD) at the college contributed significantly to the attainment of the objectives of the Carl Perkins Grant. HRD funds provided classroom instructors and supplemented the JRT coordinator's salary.

Collaboration of services from within and outside the college have enhanced the effectiveness of the criminal offenders grant.

**Results and Accomplishments of Expending
Title II - Part B Federal Funds
Vocational Educational Program Improvement, Innovation,
and Expansion**

II. Program Improvement Accomplishments

A significant program improvement accomplishment for postsecondary vocational education is the Curriculum Improvement Project program.

The goal of a Curriculum Improvement Project (CIP) is to provide inservice training and curriculum development to update a curriculum or curriculum area. The curricula chosen are those that are being affected by technological, sociological or economic changes. Through a request for proposal process, a college with a quality curriculum program is funded to be a resource college and to provide leadership in organizing the other colleges to address the identified problems in the targeted curriculum area. The strategy for addressing the problems is to use staff development activities to update the instructors' knowledge, particularly in the area of technology, and to update the content of the curriculum and continuing education courses.

Three colleges received funds to implement curriculum improvement projects during 1990-91;

Beaufort County Community College -- Mechanical Drafting;
Pitt Community College -- Machinist Technology; and,
Mayland Community College--Electrical Installation & Maintenance.

These three colleges used a variety of activities to address the particular problems identified for their curriculum areas, and these activities are discussed below.

Mechanical Drafting CIP
Beaufort County Community College

This college completed the second of a two-year project. The goals were to inservice faculty and to revise the Competency Based Curriculum Guide for Mechanical Drafting and Design Technology.

The project conducted three regional workshops in 1989-90 on management of the DOS system on computers. During the 1990-91 year the project added three more regional workshops to its goal of faculty inservice:

1. Everything You've Ever Wanted to Know About Computers and CAD/CAM Update - October 1990, Instructors' Conference;
2. Effective Use of Local Advisory Groups, February, 1991; and
3. CAD/Cam Workshop, March, 1991.

Revision of the Competency Based Curriculum Guide for Mechanical Drafting and Design Technology was a major focus of activity during this second year. A DACUM was held in January with eight representatives of North Carolina industries participating. The group first defined the position "mechanical designer" and answered the question: "What would this person need to know to be employable in industry?" The summary data was sent to 40 other representatives of industry and then used by the writing teams to update the current curriculum. The revised curriculum guides were distributed at two meetings held on June 5-6, 1991.

EVALUATION

Each of the inservice programs was evaluated by participants. The workshops were rated an average 4.3 on a 5-point scale, and of the 196 participants only three indicated that their experience in the programs would not be of help in improving their school's curriculum.

A two-page form further evaluated the entire project. Answers to five questions reveal that participants want continued communication, periodic work-shops, and a statewide organization to continue after expiration of the formal grant activities.

Machinist Technology CIP
Pitt Community College

Pitt Community College completed the second of a two-year project to improve the metal-working curriculum. The goals of the project were to:

1. provide professional development for machinist instructors;
2. visit colleges that offer the curriculum;
3. develop and implement a competency-based curriculum manual for metalworking; and,
4. develop a manual for effective methods of recruiting occupational students.

The project director visited the administrators of participating colleges to enlist their support.

To meet the goal of professional development for instructors, the CIP project held the following workshops during the year:

1. Geometric Dimensioning and Tolerancing, Instructors Conference, October, 1990;
2. Statistical Process Control, Instructor's Conference;
3. Effective Local Advisory Groups November 14, 1990 at Western Piedmont Community College and November 16, 1990 at Wayne Community College;
4. Statistical Process Control, Starrett Instrumentation, February 7, 1991, Mt. Airy, N. C.; and
5. Update on CAD/CAM/CNC, March 21-22, 1991, Days Inn, Southern Pines, N. C.

The third and the fifth workshops were held jointly with the drafting CIP in order to show how machining and drafting tie together.

In order to realize its goal to develop the curriculum, as many colleges as possible provided advice for the manual. Regional subcommittees were chaired by a member of the writing team.

The fourth goal, the development of a manual on effective methods of recruiting occupational students, was regarded by participants as one of the most important goals of the project. Several colleges are already implementing the strategies discussed in this manual.

EVALUATION

The participants rated the effectiveness of the project as follows:

1. Completion and implementation of the competency-based manual: **4.1;**
2. Completion and implementation of the recruiting manual: **4.5;**
3. College visitation: **4;**
4. Professional development workshops for instructors: **5.**

Electrical Installation and Maintenance CIP Mayland Community College

Twelve goals were identified for the first year of this curriculum improvement project. The most prominent were to:

1. form a project advisory committee;
2. organize and conduct a DACUM workshop to develop task statements;
3. develop and implement a strategy for validation of the task statements, competencies, and criteria in the existing curriculum manual;
4. identify in-service training needs of instructors;
5. plan and conduct faculty in-service workshops; and,
6. design a continuing education course to fulfill the relicensing requirements of the N. C. Board of Examiners of Electrical Contractors;

The project made the following progress toward these goals:

1. Formed an advisory committee, which identified the need for strong practical training in the entry level employee, more instructional emphasis on control systems, supervisory training, industrial PLC applications, and troubleshooting.

2. A DACUM was conducted to develop task statements for new and emergent technologies.

The advisory committee also identified the subtasks, competencies, and criteria statements for the PLC task statements. They developed a course for the re-licensing of electrical contractors for use by the continuing education program.

3. In response to a survey of instructors two, two-day workshops on PLCs and advanced motor controls were planned and successfully completed. A three-day workshop on instructional skills improvement, again in response to instructors' requests, was scheduled for July 22-24th.
4. A course for the re-licensing of electrical contractors was developed for continuing education programs.
5. The project director purchased a copy of competency-based curriculum material for participating institutions to determine its value in their individual programs. Preliminary evaluation by the project director showed impressive material that was reasonably priced.

EVALUATION

The results of the DACUM were validated by a survey of industry professionals. Also, a major survey of over 400 practitioners validated competencies, task statements, and sub-tasks.

Evaluation of the curriculum material was deemed to be an outstanding value at \$150.00 for over 2,000 pages of instructional material and laboratory activities for each participating institution.

Two faculty in-service workshops were rated 4.4 and 4.5 on a 5-point scale.

An anonymous evaluation conducted by the project steering committee indicated that the CIP is fulfilling a very urgent need in electrical vocational training.

SPECIAL ALLOCATIONS FROM PROGRAM IMPROVEMENT FUNDS

Several additional projects were funded with Title II-B Program Improvement Funds. Individual Community College representatives submitted proposals to vice presidents in the Department of Community Colleges to fund special projects that were unique or demanded immediate attention. These projects and their sponsors are:

Allied Health Consortium	Brunswick Community College PO Box 30 Supply, NC 28462
Hosiery Technology Center	Catawba Valley Community College Rt. 3, Box 283 Hickory, NC 28602
Video-Based, Curriculum-Level Demonstration Math Project	Central Carolina Community College 1105 Kelly Drive Sanford, NC 27330
Carpentry Apprentice	Central Carolina Community College
Teaching Techniques for Automotive Instructors	Central Piedmont Community College PO Box 35009 Charlotte, NC 28235
Paralegal Technology Computer Applications	Durham Technical Community College PO Drawer 11307 Durham, NC 27703
Nursing Options Study	Mayland Community College PO Box 547 Spruce Pine, NC 28777
Maintenance Workers Needs Assessment	Pitt Community College PO Drawer 7007 Greenville, NC 27834
Nursing Start-Up Feasibility Study	Robeson Community College PO Box 1420 Lumberton, NC 28359
Nursing Start-Up Feasibility Study	Sampson Community College PO Drawer 318 Clinton, NC 28328
Dislocated Worker Assistance Program	Wayne Community College Caller Box 8002 Goldsboro, NC 27533-8002

The amount of funding for these projects ranged from \$3,500 to \$70,000, and the project funding period varied as well. Each of these projects was directed at innovative programs or services for the community college students and the results of each project will benefit the community college system as a whole.

Hosiery Technology Center
Catawba Valley Community College

In its first year of operation, the Hosiery Technology Center at Catawba Valley Community College began to fulfill its purpose. It started the development of a two-year associate degree program. It trained new members for the workforce, retrained workers in technology production and quality, and held seminars for managers. The Center shows promise of becoming a regional and potentially national center, and indeed, a magnet for innovation and public information.

The physical facilities have been completed and equipped with the help of industrial supporters. Both a director and secretary have been hired and an open house introduced the program to the community.

Four DACUM workshops have been held to develop training plans for knitting operators, technicians, seamer operators and hosiery electronic technicians. The Center has established a relationship with the National Association of Hosiery Manufacturers and the Catawba Valley Hosiery Association. The Center also participated with Digital Eyes, Inc. in a research project funded by the Catawba Valley Hosiery Association and the Southern Technology Council to develop a low-cost knitting machine monitoring system.

Of specific proposed activities that the vocational education grant supported, the following have been accomplished:

Twenty-eight skills classes have been conducted for a total of 255 students.

Seven workshops on advanced technology have been conducted for a total of 158 hosiery industry employees. Two workshops with 22 attendees have been conducted for management. Several seminars dealing with quality and productivity have been conducted by the Quality and Productivity Center at CVCC with announcements specifically made to the hosiery industry. No data were obtained on the number of hosiery industry employees attending the seminars.

An associate degree program is being developed and is expected to begin with fall quarter, 1992 and to expand into a full associate degree program by fall quarter, 1993.

The innovation of personnel was enhanced by a joint research project to develop a low cost knitting machine monitoring system.

A pool of skilled, trained personnel for industry is being developed, including to date, 38 knitters, 18 fixers, 4 seamers, and 22 seamer technicians; 69 percent were hired by industry and at the time of this report 92 percent of these were still employed.

The total, however, is more than the sum of its parts. The project incorporates in its goals modern philosophies of productivity and management. In so doing, the Hosiery Center has linked with the college's Center for Productivity to teach methods that Harvard's Dr. Edward Deming successfully

taught to the Japanese following the Second World War. The philosophies are beginning to take hold among the management throughout the community with long range implications for world class status for American hosiery production.

Instructor Training on Infection Prevention/Control of Deadly Viruses
(AIDS/HIV/STD)
North Carolina Department of Community Colleges

With this project the North Carolina Department of Community Colleges recognized the potential that the AIDS viruses can seriously cripple the North Carolina population. Training was provided for teachers so that they could train other teachers, community leaders and students about preventive measures.

Four one-day workshops for nursing and other instructors were held.

April 4, 1991	Western Piedmont CC	11 schools	28 participants
April 5, 1991	Stanly CC	9 schools	29 participants
April 26, 1991	Wayne CC	18 schools	138 participants
June 24, 1991	Haywood CC	10 schools	71 participants
TOTALS		* 48 schools	266 participants

*The above figure may reflect a total of 48 schools in attendance; however, there were six schools attending the workshop twice with different groups and five local agencies. The unduplicated number of community colleges attending is 37.

Approximately 266 instructors and administrators from 37 community colleges and five local agencies were trained to teach AIDS/HIV/STD prevention and control. Each of the 58 community colleges was provided an Instructor's Manual, Preventing Aids Tomorrow Through Education Today. Other materials on the prevention/control of AIDS were distributed to participants.

Nursing and other faculty in current infection control practices and techniques have been updated and therefore can provide appropriate instruction. They are more proficient in delivery and outreach.

The training has been provided to build support among faculty to improve current instructional content on AIDS prevention/control and motivate them to update their vocational/technical nursing curriculums/courses using current resources.

Follow-up Study of 1989-1990 Students
Center for Urban Affairs and Community Services--North Carolina State Univ.
North Carolina System of Community Colleges

This report is a state summary on former students of the 12 community colleges of the North Carolina Community College System who participated in the 1989-90 DCC Student Follow-up Survey. The twelve colleges are the same

ones that have also been reviewed for the current Perkins Performance Report. The information describes the former students and their perceptions of the programs and services they used at the local community colleges.

The students attended vocational or technical curriculum programs in 1989-90 but did not register for courses again in the fall of 1990. The population included 8,133 students; 34.1 percent of these students had completed their curriculum programs at the time of the survey and 65.9 percent had not completed their program of study.

Some of the areas summarized in this report include:

Overall Student Satisfaction

The survey results indicate a high level of student satisfaction with most programs and courses offered by the twelve institutions. The services rated as mostly "excellent" were: instructor interest and availability (56.8%); quality of instruction (50.6%); and mix of hands-on experience and classroom work (47.6%).

Overall Student Recommendations and Re-enrollment Plans

Approximately 96 percent of the respondents said they would recommend their curriculum program to a friend (84.3% would recommend and 11.2% would recommend but would point out some shortcomings).

While 61.6 percent of the respondents had not yet completed their programs, the majority of these program leavers said they planned to take more courses at a North Carolina community college in the future.

Satisfaction with Support Services

Those students reporting they had used various support services offered by the institutions were most satisfied with learning resource centers (97.7%); reading, writing, math, or study skills improvement (97.6%); the library (97.1%); and student activities (96.7%). Among the support services used most often, students were least satisfied with academic advisement. Academic advisement was used by nearly forty percent of the respondents with 9.1 percent of these users expressing dissatisfaction with the service.

Employment Status of Completers

The majority of program completers (69.0%) were working in training-related jobs. Of the completers working in other fields (22.4%), the majority said they were working in other jobs because they could not find a job in their field of training (42.5%); 22.3% preferred working in another field; 19.5% found a better paying job in another field; 5.9% did not feel prepared for jobs in their field; and 5.5% were taking general interest courses, not courses to prepare for a job.

Employment Status of Leavers

The percent of program leavers working in training related fields was somewhat smaller than the percent working in other fields (36.3% and 52.7% respectively). Over a third of the leavers working in other fields said they had not felt prepared for jobs in their field (34.9%); 26.2% preferred working in another occupation; 16.4% found a better paying job in another field; 9.6% took courses for their own interest; and 8.7% could not find a job in their field of training.

Employment Industry and Occupations

The largest groups of respondents employed in their field of training reported employment in the services (41.1%) and manufacturing (22.2%) industry groups.

Impact of Training on Employment

At the time of the survey, 90.4 percent of the respondents were working, including full-time military; 48.9 percent in training-related jobs and 41.1 percent in other fields.

Adequacy of Program Components

While completers tended to rate most program characteristics more favorably than leavers, both completers and leavers gave very high marks to the following:

- instructor interest and availability (56.8%);
- quality of instruction (50.6%);
- mix of hands-on experience and classroom work (47.6%);
- equipment and facilities (46.6%);
- course content (45.7%); and,
- textbooks and materials (46.5%).

All respondents, but especially leavers, gave the lowest excellent ratings to support courses (38.3%) and scheduling of classes (38.3%).

Adequacy of Institutional Support Services

Of the eleven services respondents were asked to evaluate, only the library and learning resource center were used by at least half of the respondents (75.2% and 56.5% respectively). In most cases, students using the various services were satisfied with them (94.3%).

Overall, the former students in the 1989-90 follow-up study of twelve community colleges indicated a high level of satisfaction with most programs and courses offered by the institutions. These students are also very satisfied with most support services used and would overwhelmingly recommend their program of study or community college to a friend. In addition, the majority of former students plan to take more courses at a North Carolina community college in the future.

Economic Impact of a Community College Education in North Carolina
Center for Urban Affairs and Community Services--North Carolina State Univ.
North Carolina System of Community Colleges

The Center for Urban Affairs and Community Services (CUACS) at North Carolina State University in Raleigh conducted this study to determine the value of a community college education, both to the student and the state. The goal of this research project was to determine the impact of curriculum program education and training on earnings of community college students in North Carolina. In addition, a review of current employment characteristics of former students was completed.

Factors selected for study included earnings and wages, employment history, and program completion status of former students. These factors were examined for 2,660 former students who completed or left programs 4 years ago.

The information for this analysis was derived primarily from; a) a 1991 survey of 1986-87 community college students; and b) the 1988 and 1989 annual Current Population Surveys (CPS) for May. The hourly wages of full-time workers (those working 35 hours or more per week) were examined because wage data from part-time workers is considered less reliable.

The results of the study--that a community college education does substantially raise the earnings of program completers--were validated by several statistical procedures. In addition, these results were highly accurate (almost all significant at the 1% level).

Some of the major findings are:

North Carolina's community colleges raised the hourly wages of their program completers between 9.14% and 17.2% (or between \$.73 and \$1.38 an hour). In 1991, this meant that the average program completers earned between \$1,387 and \$2,611 more annually because of their community college education. These gains in earnings are comparable to what a person with two years of college could expect--but at far less cost to the state and the students.

Those students that completed their program earned 10.5% more (or about \$.90 more an hour) than those who went to a community college without completing their education. Note that we are comparing completers with non-completers. The first finding compares completers with high school graduates with similar years of work experience.

The program areas that showed the most wage gains were health occupations, engineering and science, office occupations and distribution and marketing. These are also among the program areas with the most students.

Completers of technical programs were paid 15.7 percent more (about \$1.35 an hour) than completers of vocational programs. Note that both programs enhanced earnings but technical programs enhanced earnings more than vocational programs.

Program completers were more likely to work in a field related to their training and technical program completers were more likely to work in technical areas. Working in a field related to one's training also enhanced earnings by 12.5 percent.

The validity of using students who have been out of school for a few years to assess the impact of a community college education has been shown by this study. Earnings best reflect the impact of schooling when sampled near what is called the "overtake" year. This study also suggests that even greater wage gains would be shown if this study were replicated in two to four years from now, i.e., community college education probably adds to earnings even more than the sizable gains shown here.

IV. POSTSECONDARY - Community-Based Organizations (CBOs)

A. Number of Students served by CBOs.

See Table 1.

B. Name and addresses of CBOs participating with eligible recipients.

Davidson County Community College PO Box 1287 Lexington, NC 27293-1287	Davidson County Private Industry Council, Inc. PO Box 1067 Lexington, NC 27293-1067
Guilford Technical Community College P.O. Box 309 Jamestown, NC 27282	Guilford Native American Assoc. 400 Prescott St. P.O. Box 5623 Greensboro, NC 27403
Wake Technical Community College 9101 Fayetteville Road Raleigh, NC 27603	Capital Area Private Industry Council/Wake Co. Job Training Ofc PO Box 550 Raleigh, NC 27602
Wayne Community College Caller Box 8002 Goldsboro, NC 27533-8002	Wayne Action Group for Economic Solvency, Inc. P.O. Box 1638 Goldsboro, NC 27530

C. Types of services provided by CBOs.

The CBO programs funded this year provided a varied list of services. Programs focused on recruitment of high school dropouts to get them involved in the CBO program, and to encourage them to pursue further education. Other program focuses include:

- o counseling and rehabilitation of victims of domestic violence;

- o dropout prevention measures for Native Americans;
- o dropout prevention measures for economically disadvantaged youth; and
- o special counseling and training for unemployed individuals.

Each program conducted a host of activities toward meeting their objectives, but several activities were common to more than one or two of the programs. These included:

- o cooperative activities with relevant agencies;
- o counseling (including retention counseling);
- o supportive services (financial support in crucial areas);
- o education and job readiness training; and
- o active support from advisory councils.

D. Exemplary programs developed.

1. The Youth Educational Services Project was developed to identify economically and disadvantaged youth ages 16-21 who needed assistance in completing high school. The project was funded for \$37,085 by the Carl D. Perkins Vocational Education Act to Wayne Action Group (WAGES) through the community college system.

The project provided counseling and guidance to 50 educationally and economically disadvantaged youth to enable them to complete a high school education. Transportation, child care and books were arranged for 20 enrollees whose family income was within the North Carolina poverty guidelines.

The project Advisory Committee met three times during the project year. They assisted in creating linkages to agencies and institutions that serve the target population and helped create awareness of the project objectives. This committee evaluated the project and recommended a proposal be submitted for 1992 vocational education funding.

The project began by training WAGES staff about the project objectives. Forms for intake, application and referral were developed and implemented by the staff. Intake forms were completed on all youth interviewed and a number and rolodex file card assigned for a central registration system. For those interested in supportive services, an application was taken and income certification was completed for child care, transportation and books. Youth were counseled regarding their educational needs. Those under 18 years of age who had not been out of school very long were encouraged to return to public high school; others were assisted in enrolling at the community college.

The WAGES staff met with the Literacy Center staff at the college to develop the referral and enrollment process. Contacts were made with all high school counselors for names of students who had dropped out. Staff also met with Wayne County Health Department, Wayne County Department of Social Services, Goldsboro High School Extended Day School and the Job Corps Counselor to explain the project and to enlist their help with referrals.

The process of contacting youth and enlisting their participation was very involved and lengthy. Gaining the trust and interest was difficult and may be attributed to the many problems faced by these youth. Home environments did not foster these youths' return to school. Establishing a relationship in order to assist these youths required considerable staff time.

2. The Model for Improving Vocational Choice, Education and Training (MIVCET) completed its third full year of operation on a positive note. Sixteen Native American students completed programs at the community college administering the grant. Of those sixteen students, seven completed their GED, eight completed their associated degrees and one completed a certificate program. Two of the GED graduates have begun further studies at the college. Eight of those who completed programs have secured employment.

There were 45 new Native American clients served by the MIVCET program during the project year. Services provided to these clients, as well as to those identified in previous project years, included vocational and educational advising, cultural enrichment and direct financial support. New clients are periodically referred to the project by previously assisted clients.

All of the objectives for the 1990-91 grant year were met or exceeded. Of the 45 new students, 18 attended the Native American Youth Career Day. Twenty-two of the new students subsequently enrolled at the college. Nine students were advised to begin, continue or complete adult literacy programs. A total of 33 new and continuing students at the college received financial assistance through the program during the project year.

The planned study skills session and the Youth Career Day were held, with 35 attending the Career Day held on May 2, 1991 at Weaver Education Center in downtown Greensboro. This was an increase of approximately 10 students attending the program over last year. The MIVCET project worker again worked in cooperation with the Native American Education programs for the cities of Greensboro and High Point to sponsor the Career Day. All speakers were Native Americans in exemplary professions, such as the N. C. Assistant Attorney General and the N. C. Assistant Medical Examiner. The importance of finishing high school and acquiring further education was stressed along with the importance of retaining the traditional Indian culture.

