

**Carl D. Perkins Vocational & Applied
Technology Education Act of 1990**

Program Year 1992-93

North Carolina Vocational and Technical Education

PERFORMANCE REPORT

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

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

The State Board of Education and the State Board of Community Colleges administer, through local boards, a comprehensive program of vocational and technical education which is available to all students without regard to age, race, color, national origin, sex, or disabling condition

RECEIVED JAN - 3 1994



NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION

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

BOB ETHERIDGE
State Superintendent

December 21, 1993

TO: J. W. Eades
Allen McNeely

FROM: Don Brannon, Chief Consultant
Planning & Performance Management
Vocational & Technical Education

PERFORMANCE REPORT TRANSMITTAL BY 31 DECEMBER 1993

We trust that you are proceeding nicely in completing the performance report. In that we had been caught in an audit exception once before, we will meet the deadline for that which is completed.

Thank you kindly.

fm

c: June Atkinson
Bill Pursell
Pam Bello

ITEM FOR PRESENTATION TO THE STATE BOARD OF COMMUNITY COLLEGES

Submitted by: Programs
(office)

State Board of Community Colleges Meeting February 18, 1994

Date Submitted February 3, 1994

J. W. Eades MR
(Signature)

Agenda Item: (X) For Information

() For Action

Explanation: The Carl D. Perkins Vocational and applied Technology Education Act of 1990 requires an annual performance report to be sent to the U.S. Department of Education at the end of each year. The Postsecondary section of the report reviews the numbers of students served in vocational, technical and occupational extension programs in the Community College System during the 1992-93 academic year as well as any programs developed to serve special populations. The entire report, consisting of the Postsecondary section (attached) and the Secondary section which is developed by the Department of Public Instruction, was sent to the U.S. Department of Education January 1994.

ATTACHMENT: (X) YES () NO

Comments:

J. B. St.
(Vice President)

Submit two copies through channels to the
Assistant to the State President for Board Affairs

DCC 1-15
Apr. '82



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NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION

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

BOB ETHERIDGE
State Superintendent

December 30, 1993

MR RONALD CASTALDI ACTING CHIEF
OFFICE OF VOCATIONAL AND TECHNICAL EDUCATION
US DEPARTMENT OF EDUCATION SWITZER BUILDING
400 MARYLAND AVE SW
WASHINGTON DC 20202-7100

Dear Mr. Castaldi:

We are submitting three copies of the secondary component of the North Carolina Vocational and Technical Education Performance Report for FY 1992-93 (July 1 to June 30) in compliance with OMB Circular No. 1830-0503.

The Performance Report was received by the North Carolina State Board of Vocational and Technical Education on December 2, 1993, and a copy has been transmitted to the State Board of Community Colleges, the Human Resource Investment Council, and the State Job Training Coordinating Council for their information. The NC Performance Report is prepared according to the guidelines provided by your office and serves as a progress report pursuant to federal requirements for our FY 1991-94 State Plan. Data is supported by narrative information where appropriate.

All reference to fiscal expenditures includes federal dollars which expanded or totally supported each activity for the stated clientele. Many of our efforts could not have been implemented without the federal incentive/support dollars.

If you desire additional information, please contact Pam Bello at (919) 715-1708.

Sincerely,

A handwritten signature in cursive script that reads "June S. Atkinson".

June S. Atkinson, Director
Vocational and Technical Education

Enclosures

c: Dr. Henry Johnson
J. W. Eades



NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION

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

BOB ETHERIDGE
State Superintendent

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January 24, 1994

MR RONALD CASTALDI CHIEF
STATE ADMINISTRATION BRANCH
DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION
US DEPARTMENT OF EDUCATION SWITZER BUILDING
400 MARYLAND AVENUE SW
WASHINGTON DC 20202-7100

Dear Mr. Castaldi:

Enclosed are three copies of the postsecondary component of the North Carolina Vocational and Technical Education Performance Report for FY 1992-93. This is following the secondary portion which was turned in on December 30.

It was anticipated that the first performance measures data would be included with this report, but delays within the Information Services section and throughout the system of community colleges kept us from getting this in the report. As of today, the data should be available by month's end, and a preliminary report run as of February 1994.

Since this is integral to our information to you, an addendum to our report will be sent to you as it becomes available. Let me know if you wish to have this information for this year's report or if you are satisfied to have it with next year's.

If you have any questions or need any further information, please contact Allen McNeely at (919)733-7051, Ext. 443, or FAX (919)733-0680.

Sincerely,

June S. Atkinson, Director
Vocational and Technical Education

fm

Enclosures

c: Don Brannon
J. W. Eades

Vocational Education Performance Report - Program Year 1992-1993

Executive Summary

The recipients of funds under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 are required to report on vocational education programs on an annual basis. The report covering the July 1992 to July 1993 program year was completed and submitted to the U. S. Department of Education in January 1994. The following are highlights of the report:

- * The Performance Measures and Standards, mandated by the Perkins Act, are currently being reported and compiled for the 1992-1993 year. The Curriculum Student Progress Information Services, or CSPIS, has been created as a blueprint for community college reporting of Perkins grant programs. As additional data is collected and reviewed, the standards will be similarly developed and amended.
- * Funds under the Basic Grant were distributed to 52 eligible community colleges. Funds were used for programs and projects in upgrading curriculum, equipment purchase and retrofit, inservice staff training, guidance counseling recruitment and training, remedial services for students, Tech Prep program development, supplemental services for special populations students, additional staff to coordinate services for special populations student services, vocational student placement, and program administration improvement. A total of 112,844 students benefited from these funds.
- * Forty-six community colleges received funds to provide services to a total of 15,774 single parents, displaced homemakers, and single pregnant women students. An additional 400 students benefited from sex equity grants designed to train men and women in the nontraditional occupations.
- * Six systemwide Curriculum Improvement Projects (CIP) were funded. These included Industrial Maintenance; Transportation Services (Auto Body Repair, Automotive Servicing, and Diesel Vehicle Maintenance); Child Development (second year funding), and Electronics-Based; Math and Technology; and Business Management (first year funding).
- * Five Criminal Offenders grants were approved for 1992-1993. A total of 3,570 corrections inmates participated in 34 occupational programs. Both academic and skill development programs are offered. The developmental academic studies provide remediation in basic skills; the occupational skill curriculums are primarily oriented to the development of manipulative skill competencies for use in specialized trades and professions.
- * Forty-five community colleges received Tech Prep funds from Perkins. Ten of these were in the form of planning grants; 35 were implementation grants. The Departments of Public Instruction and Community Colleges provide grants to Tech Prep consortia, consisting of city and/or county school systems and the corresponding community college, based upon competitive proposals received from all interested local education agencies.

**NORTH CAROLINA
ANNUAL PERFORMANCE REPORT
FOR THE VOCATIONAL AND TECHNICAL EDUCATION
STATE-ADMINISTERED PROGRAM UNDER THE
CARL D. PERKINS VOCATIONAL AND TECHNICAL
EDUCATION ACT OF 1990
P.L. 101-392**

PROGRAM YEAR 1992-93

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

**NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES
ROBERT SCOTT, STATE PRESIDENT
RALEIGH, NORTH CAROLINA**

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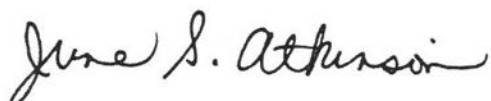
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INTRODUCTION

This Performance Report presents the programs, services and activities provided to the youth and adults in secondary and postsecondary vocational and technical education in North Carolina from July 1, 1992 - June 30, 1993. The report is more than a compliance document for the U.S. Department of Education; it represents the efforts at all levels to improve the quality of education and training for participants in vocational and technical education.

As directed by the North Carolina State Board of Education, the FY 1993 federal grant of \$32,913,027 was shared two-thirds by secondary and one-third by postsecondary. The contents of this report reflect this two-thirds/one-third split and the appropriate clientele served at each level. Data are provided to reflect: services to special populations; student assessment of the value of vocational and technical education; business/industry participation; and professional development activities.

I congratulate all parties concerned not only in the high level of performance indicated in this report, but also in the sincere desire to coordinate efforts to provide maximum results for the clients served by vocational and technical education in North Carolina.

A handwritten signature in cursive script that reads "June S. Atkinson".

June S. Atkinson, Director
Vocational and Technical Education

CERTIFICATION

The State Board of Education, sole state agency, has the authority under Public School Law 115-153, to approve and submit the FY 93 Performance report for Vocational and Technical Education. This report has been prepared as authorized by 34 CFR 400. The report covers the twelve month program year July 1 to June 30.

North Carolina State Board of Education
(Official Name of State Board)

Date

Chairman, N. C. State Board of Education

Date

State Superintendent of Public Instruction



Bob R. Etheridge
State Superintendent
Department of Public Instruction

Vocational and technical education is intended by the General Assembly of North Carolina to "be an integral part of the educational process." This is significant to understanding the performance of vocational and technical education in this state. Just as we espouse a comprehensive approach to vocational and technical education through a standardized course of study within secondary education, so do we promote a comprehensive approach to secondary vocational and technical education that complements the work of postsecondary vocational and technical education.

To these ends, the North Carolina Vocational and Technical Education Performance Report is presented to demonstrate not only how the performance of vocational and technical education meets the standards set forth in the federal Carl D. Perkins Vocational and Applied Technology Act of 1990, but also to show it complements and contributes to the whole educational process for the youth of our state. We encourage you to read the document carefully.



Robert W. Scott
State President
Department of Community Colleges

The North Carolina community college system was created to give adult citizens opportunities to obtain the technical, vocational and basic academic education they need to be full participants in the economic and social life of the state. From its beginnings as a system of industrial education centers and junior colleges, it has focused on that primary mission. Today, over 754,500 individuals are enrolled in all programs, over 454,503 in curriculum or continuing education programs which provide specific preparation for an occupation. Institutions provide assessment, counseling and support services to increase student success. College faculty and administrators work closely with business leaders to ensure that programs are teaching students what they need to know to become valuable employees. The system's record in vocational education has made it one of the state's major economic development assets.

EXECUTIVE SUMMARY

SECONDARY SERVICES AND ACTIVITIES

Vocational and Technical Education in North Carolina is organized in grades 6 through 12 in the public school system. The program begins with exploratory courses and leads to specialized classroom instruction in grades 11 and 12.

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

- oPreparing students for further vocational and technical education.
- oPreparing students for initial employment.
- oAssisting students in making educational and occupational decisions.
- oApplying and reinforcing related learnings from other disciplines.
- oPreparing students to make informed consumer decisions and applying practical life skills.
- oAssisting members of special populations to succeed in vocational and technical education programs.
- oProviding career guidance to assist students in making informed career decisions.

During the 1992-93 school year, North Carolina Department of Public Instruction supported 129 local education agencies (LEAs), serving 475 comprehensive secondary schools and six career centers. Vocational and technical education supported 122 courses in eight program areas. Sixty-four percent of the students enrolled in grades 7-12 participated in at least one vocational course during the school year.

Of the 35,888 vocational and technical education completers (duplicated count), 63% were employed full or part-time (59% of these were employed in a field closely or directly related to their vocational program); 3.8% indicated they were not employed, but were seeking full-time employment; 66% were continuing their education; 4% were in military service; and 2% were classified as homemakers. Some completers were employed while continuing their education. Of the 1992 completers responding to the follow-up: 52% reported that vocational and technical education was the main reason they stayed in school; 64% enrolled in vocational and technical education programs because the courses related to their career goal; 95% rated their satisfaction with vocational and technical education as above average; 76% rated the usefulness of vocational and technical education in preparation for work as above average; 82% rated the usefulness of vocational and technical education in preparation for further education as above average.

Career guidance and counseling provided support services for students in program planning, career guidance and counseling, job placement, and postsecondary education. Emphasis was placed on counseling students for Tech Prep programs, getting parents involved in the career-decision making process and assisting students in developing four-year personalized educational plans.

Appendix 1 contains secondary vocational and technical education enrollment data for the 1992-92 school year.

The following report highlights accomplishments in providing programs, services, and activities in vocational and technical education under Titles I, II, and III of the Carl D. Perkins Vocational Education and Applied Technology Act of 1990.

PERFORMANCE MEASURES AND STANDARDS

The performance standards were developed utilizing a variety of input, and were in effect by September 21, 1992 in all the local education agencies throughout North Carolina. The final draft of the standards were reviewed by the Committee of Practitioners in June 1992 for the 1993-1994 school year and approved by the State Board of Education in September, 1992. They were then disseminated throughout the state in final form.

The state developed performance standard reports (PSRs) for each LEA, which showed status of each standard. The state further developed the local planning framework around the standards. This framework, when completed by each eligible recipient, showed how each was planning to use federal, state and local funds to make substantial progress.

To expedite the local planning process, the state generated a list of questions which the eligible recipients used in assessing attainment of standards. Depending on the standard, the questions were directed at increasing levels of achievement or getting fully functioning systems in place to measure levels of achievement.

The performance standards from JTPA, JOBS and adult education were examined to determine if there were means of cross-referencing and utilizing those standards. A matrix was developed to show the cross relationships in concept between and among these workforce preparedness performance standards. The NC Commission on Workforce Preparedness' Interagency Coordinating Committee adopted the model for workforce preparedness in North Carolina.

During the entire process, the Committee of Practitioners was involved in reviewing and changing the performance standards. The Committee met at least three times during the year, and suggested numerous changes. Representatives from JTPA, JOBS, adult ed, etc. met with the Committee to review respective performance standards. Furthermore, the pros and cons of norm-referenced and criterion-referenced measurement were shared with the Committee. This later resulted in the Committee recommending that the performance standards be changed from LEA-level norm-referenced to site-based criterion-based. The Committee reviewed and recommended that these major changes go before the State Board for Secondary Education. To date, the State has followed each of the Committee's recommendations and has no disagreements with them.

Each LEA has developed at least one page in its local improvement plan for each performance standard. Each of the plans was approved by state staff. This demonstrated that each LEA is using these standards, as the Perkins II regulations states, to "identify and target resources to deficient areas." These standards are used as part of each LEA's annual evaluation of all its programs, as justifications for spending the funds eligible in Section 235 of Perkins II, and in other appropriate areas. Each LEA also has to show how it is giving priority to special populations.

The state has conducted in-service training related to the performance standards. It has yet to assist the LEAs in overcoming difficulties in implementing the statewide system of performance standards, i.e., in completing the joint planning required in Perkins II. This will be implemented during the 1993-1994 school year, when local planning results will be aggregated and used to develop state-level technical assistance.

See Appendix 2 for the Performance Standards and the LEA Performance Standard Report format.

SINGLE PARENTS, DISPLACED HOMEMAKERS AND SINGLE PREGNANT WOMEN

Service Provided

LEAs and community based organizations were provided the opportunity to apply for grant funds through the request for proposal process to address the needs of single parents, displaced homemakers, and single pregnant women to continue their education, develop marketable skills, and make vocational training more accessible and successful. Five LEAs were funded to address the needs of single parents, displaced homemakers, and single pregnant women. These five programs served a total of 215 students at the secondary level.

Assessment. An assessment of abilities, interests, and special needs of participants provided coordinators an opportunity to plan and implement special activities and services to meet the participants' needs.

Counseling/Guidance Services. All participants received supportive services through guidance and counseling. Services provided included emotional support, encouragement, self-esteem and self-confidence building, and crisis intervention. In addition to individualized counseling, coordinators offered workshops, seminars and group sessions to include decision making skills, parenting skills, budgeting, time management, nutrition, medical needs, educational and career goal setting, coping, assertive training, and employability skills. Speakers, audio visual materials, and field trips enhanced these services.

Child Care and Transportation Services. Financial resources were provided for child care and transportation services to allow single parents and displaced homemakers to remain in school and acquire marketable skills.

Outreach/Referral Services. Referral services to and contacts with other community agencies were regular and ongoing. Most of the programs were funded with direct collaboration for implementation between the LEA and a specific community based organization. Advisory committees included key individuals from appropriate community/human service agencies.

Tutorial Services. Tutorial and remediation services were provided as needed to promote academic progress. Mentors were used. Home visits were made to assist confined students in keeping up with their school work.

Employability Skills. In addition to regular vocational training, participants received additional instruction in life skills and employability skills to assist them in obtaining employment.

Supplies and Materials. As needed and appropriate, supplies and materials were provided to participants to enhance their educational and career success and parenting skills.

Effective Delivery Methods

Each LEA used various service delivery methods to enhance the effectiveness of the programs in their school system.

- 1) Some LEAs used the single parent funds mainly to support the salary of an individual who provided direct counseling, guidance, referral, and other supportive services.
- 2) The case management approach was used effectively. Each participant was assessed, a profile developed, and plans and services developed and implemented according to the individual needs.
- 3) Some programs incorporated a special incentive component for extra motivation and student accomplishment. Participants earned extra opportunities through compliance with an agreed upon goal such as reduction of absenteeism.
- 4) Some programs included a male support group for the fathers of the participants' children.

Services Most Needed

The services most needed were:

- 1) Counseling and guidance support
- 2) Financial resources for child care, transportation, and materials
- 3) Outreach and referral services
- 4) Life skills training

SEX EQUITY

The goals of the sex equity programs are to provide programs, services, and activities to eliminate sex bias and stereotyping in vocational and technical education and to provide programs, services, and activities for girls and women age 14 through 25 to support themselves and their families.

LEAs were given an opportunity to apply for grants through the requests for proposals process. The scope and design of each program varied according to local needs.

During the 1992-93 school year, 28 sex equity grants were awarded to LEAs to address equity issues. More than 5,697 students were served in grades six through twelve. Approximately \$549,000 was allocated.

Services Provided

Twenty-five of the funded programs provided summer institutes where students participated in two or more of the following areas: assessment, guidance and counseling, outreach activities, and a variety of hands-on technology exploratory activities in such areas as electronics, drafting, lasers, hydraulics, and auto technology. Computerized software programs were used extensively. The activities were diverse and included nontraditional speakers, tours to aerospace sites, aircraft flight control centers, and shadowing.

ROPES, a course providing personal challenges, cooperation, and building of self-esteem and self-confidence, was used extensively to help meet the goals of individual programs.

During the regular school year, services provided included workshops, seminars, guidance and counseling, decision making skills, time and money management, educational and career planning, employability skills, assertive training, and tutorial assistance. Career day activities planned for all students included presenters representing nontraditional occupations.

The cost of child care and transportation services, as needed, was provided for eligible participants to enhance school attendance and achievement.

Local follow-up surveys of program participants revealed an increase in nontraditional training and employment, a decrease in dropout statistics, and a significant attitudinal change in gender role stereotyping by students and adults.

Preparatory and Supportive Services

Advisory committees were instrumental in providing services to include publicity, speakers, equipment, tour sites, career day presenters, and program recommendations.

Program products developed included brochures, curriculum guides, career and educational plans, career packets, marketing designs, posters, and video cassettes.

Grant resources were used to purchase supplies and materials for exploring technology, entrepreneurship simulations, construction projects, videos, books, and software for recruiting, exploratory activities, and training. Publications and audio visuals developed were shared with other local educational agencies.

Inservice staff development activities for vocational, academic and counseling staffs were conducted to increase awareness of gender bias and provide strategies to eliminate gender bias.

Equity teams from approximately 30 local educational agencies participated in a statewide three-day Equity Update Conference held for vocational and academic teachers, counselors and administrators.

Excerpts from the report and a video, "Shortchanging Girls, Shortchanging America," prepared by the American Association of University Women, were shared with educational groups (Business Education teachers, Trade and Industrial Education teachers, and Industry Education coordinators).

Technical assistance included local contacts, telephone calls, on-site monitoring visits, correspondences, review of progress and final reports, and presentations at conferences and workshops. Equity materials were distributed to all vocational administrators.

These activities and services have contributed to improving programs through increased awareness of equity issues in vocational education and employing strategies to eliminate barriers that prevent equity.

CRIMINAL OFFENDERS IN CORRECTIONS INSTITUTIONS

The North Carolina Division of Youth Services, in the Department of Human Resources, operates five training schools for delinquent and at-risk youth with special needs. Annually approximately 1,000 adjudicated youth ranging in age from 10 to 16 receive services. The five training schools are: Dillon School, located in Butner; Dobbs School, located in Kinston; Juvenile Evaluation Center, located in Swannanoa; Samarkand Manor School, located in Eagle Springs; and Stonewall Jackson School, located in Concord.

The ultimate goal of the training school experience through vocational education is to direct youth toward responsible living as productive, self-reliant and desirable citizens upon their return to their respective communities. Many of the students attempting to acquire vocational skills are in need of a better foundation in basic skills related to vocational program areas.

During the 1992-93 school year, the Division of Youth Services received \$50,000 from the Carl D. Perkins Act through the Department of Public Instruction. The money was used to provide in-service training for both vocational and academic instructors in order to effectively integrate basic skills and vocational education, and to purchase equipment and supplies to improve educational opportunities to disadvantaged youth.

The yearly school population committed and receiving services were as follows:

	DILLON	DOBBS	JACKSON	JEC	SAMARKAND	TOTAL	PERCENT
Males	21	208	153	153	154	689	83
Females	11	0	0	65	67	143	17
Total	32	208	153	218	221	832	

AGE AT TIME OF COMMITMENT: BY SEX

AGE	MALES	FEMALES	TOTAL
12 & Under	27	4	31
13	69	16	85
14	159	50	209
15	315	59	374
16	110	14	124
17	9	0	9
TOTAL	689	143	832

COMMITMENTS FOR EACH FACILITY: BY RACE

FACILITY	WHITES	MINORITIES	TOTAL
Dillon	6	26	32
Dobbs	55	153	208
Jackson	51	102	153
JEC	103	115	218
Samarkand	60	161	221
Total	275	557	832

At least 75 percent of students attended classes regularly and successfully completed courses in which they were enrolled. This was accomplished through the instruction teachers were able to provide using techniques and methodology learned during in-service training. Workshops and work sessions were held for teachers, principals, and educational consultants to provide assistance in improving instruction by integrating basic skills and vocational education. Although more training is needed, some teachers have acquired basic skills and understanding of how to use VoCATS and the value of using the assessment system.

Vocational program plans were revised during work sessions to ensure that student learning experiences enabled them to acquire marketable skills in course offerings. Courses offered were: horticulture, business/office education, automotive technology, cabinet/furniture making, home economics, graphics/communication, workplace readiness, entrepreneurship, small engine repair, upholstery, and welding. Competencies and learning objectives for each course have been aligned with VoCATS blueprints and will also be submitted to DPI as part of the re-accreditation process.

A pilot program was initiated at Dobbs School using additional funding from a Charles Stewart Mott Grant. Preparations were begun for a select group of 15 to 30 students to study from a multi-level curriculum that emphasizes life skills, personal development and responsibilities, and work force preparation.

As a result of having Carl D. Perkins Funds, the teaching-learning experiences of the teachers and students have been greatly enhanced.

SPECIAL POPULATIONS - DISABLED

Achievement in providing equal access for disabled

The number of disabled students enrolled in Vocational and Technical Education Programs has increased for the third consecutive year. During the 1992-1993 school year the enrollment of disabled students increased by seven percent. These students were enrolled in the full range of vocational offerings and the majority of them participated in the regular vocational programs.

Achievement in providing equal access in recruitment

Recruitment activities were presented in the middle grades and at the high school level for disabled students. In the eighth grade, Special Populations Coordinators, Industry-Education Coordinators, vocational teachers, vocational student organization members, and guidance counselors provided orientation sessions about the vocational programs available in the high schools. Brochures, open house events and parent nights were used frequently to provide the required information to parents and students. Curriculum guides were developed by the local education agencies and distributed to all students. In some cases, the support personnel visited the special education classes to ensure the students were aware of the vocational program offerings.

Achievement in coordination between special education and vocational-technical education

Coordination improved between Vocational and Technical Education and the Exceptional Children's Program at the state and local levels. At the state level, consultants from both programs met periodically to improve coordination. Exceptional Children's Consultants presented sessions during statewide workshops for local vocational support personnel on coordinating services at the local level and on the mandates from the Individuals with Disabilities Education Act. Vocational and Technical Education Consultants made presentations to Exceptional Children's Program Administrators to explain the Perkins legislation. At the local level, vocational personnel participated in vocational planning meetings and assisted in the development of the vocational component to the IEP. As a result, more disabled students have individualized vocational plans.

Achievement in assessment

Special Populations Coordinators and Technical Assistants were employed to provide vocational assessment to members of special populations. Low level and hands-on instruments were administered to students who were unable to successfully take the paper and pencil inventories. The vocational assessment included an aptitude test and interest and learning styles inventories. Information from the special education teachers, the special education file folder, other service providers, parents, and students were used to determine the most appropriate programs for the students.

After the students entered a vocational program, a pretest was administered. The information from the pretest was used to plan the instructional program for the students. Preliminary data suggested that disabled students scored as well as non-disabled students, particularly in gain scores.

Achievement in career development

After the vocational assessment, a career counseling session was held with each disabled student. A career development plan (CDP) was developed for each student planning to enter high school. The plan included a career goal, the most appropriate sequential course of study, assessment data, and support services needed to ensure the success of the student while enrolled in the vocational program. An additional component, a "plus" part, was added to the CDP for each special populations enrollee. The "CDP+" contains the needed adjustments to help that student attain performance standards.

Achievement in providing equal access for transition from school to work

All disabled students participating in the Exceptional Children's Program who were at least 16 years of age had a transition component to the IEP. Vocational and Technical Education personnel coordinated the transition services required of them on the IEP. In addition to those services, disabled students received instructional services related to transition through the competency based system. Those enrolled in co-op courses were employed part-time in jobs related to their course of study. Some were exposed to shadowing, internships, apprenticeship experiences, and actual job placement coordinated with various businesses and agencies.

Description of the impact of supplemental services provided to the disabled

The provision of supplemental services and the training of vocational teachers proved instrumental in increasing the enrollment of disabled students in the regular vocational classrooms. The statewide assessment indicated a need for improving the skills of vocational teachers for teaching disabled students. Consultants from the program areas conscientiously planned sessions to improve teaching strategies. As a result, more disabled students were able to move from Level 1 to Levels 2 and 3 than in the previous year.

Exemplary Program

See Appendix 3

SPECIAL POPULATIONS - LEP

Achievements

The percentage of students with limited English proficiency increased by 14 percent in the 1992-93 school year. As more LEPs entered the public school system, the LEAs employed more English as a Second Language (ESL) teachers for the elementary and middle grades. By the time many of the students reached high school they had a solid foundation in English. However, Special Populations Coordinators worked very closely with the LEP students to ensure they understood their course work. Tutors, peer helpers, community persons and the coordinators were available to provide the support services needed by these students.

Exemplary Program

See Appendix 4

SPECIAL POPULATIONS - DISADVANTAGED

Description of the impact of supplemental services provided to the disadvantaged

The percentage of disadvantaged students served in vocational education programs increased by three percent in the 1992-93 school year. Thirty-three percent of the total Vocational and Technical Education enrollment was Disadvantaged. Disadvantaged students were enrolled in the full range of vocational offerings in the state. Special Populations Coordinators, and others, provided the supplemental services needed for the success of disadvantaged students in vocational and technical education.

Achievement in serving the disadvantaged students with respect to their successful completion of vocational and technical education process

More of the disadvantaged students were able to advance from the Level 1 and Levels 2 and 3 courses than in previous years.

Exemplary Program

See Appendix 5

STATE LEADERSHIP AND PROFESSIONAL DEVELOPMENT

New, Expanded, and Discontinued Courses

The following information reflects the state's secondary vocational programs as to those new, discontinued, and modified. The information was obtained from the local vocational education plans from each of the public school systems in North Carolina.

Program Area	New Courses	Discontinued Courses	Modified Courses
Agriculture	66	90	33
Business	225	198	45
Health Occupations	57	3	0
Home Economics			
Consumer	63	33	6
Occupational	69	12	15
Marketing	54	54	0
Technology	171	57	18
Trade & Industrial	180	162	99
Employability Skills	33	0	0

Professional Development

The Vocational and Technical Education Management Plan included specific goals and objectives for the training of vocational personnel including teachers, counselors, teacher educators, and state and local administrators. Priority was given to curriculum integration of academic and vocational education, technical updates including all aspects of the industry, Vocational Competency Achievement Tracking System (VoCATS), Tech Prep, applied curriculum, and special populations.

Workshop title and attendance at personnel development workshops sponsored by Vocational and Technical Education includes the following:

	<u>Attendance*</u>	<u>Total</u>
Distance by Learning Broadcasts:		
5 Workforce Preparedness, including JTPA	500	
3 Middle Grades & Workplace Readiness	300	
1 Performance Based System	<u>70</u>	
		870
Curriculum Integration		
3 Statewide Workshops	1100	
Applied Communications Workshop	60	
Applied Biology/Chemistry Workshop	<u>40</u>	
		1200
VoCATS		
User Conference - Performance Standards, Instructional Management, Software, MSDOS, Developing Test Items, Curriculum Alignment	250	
Regional User Groups - Scanning, Scoring, Reporting, Classroom Use, Performance Standards Documentation	500	
Reporting Conference - Generated end-of-year reports for competency gains and mastery	200	
Summer Workshop - Curriculum Alignment, Performance Standards, Instructional Management	<u>80</u>	
		1030

* Represents a duplicated count

	<u>Attendance*</u>	<u>Total</u>
<u>Tech Prep</u>		
Co-sponsored State Tech Prep Conference	1100	
Counselor's Workshop	125	
Middle School Conference	75	
Tech Prep Evaluation	120	
Summer Workshop	<u>80</u>	
		1500
<u>Vocational Directors</u>		
Fall Directors Meeting - Total Quality Management	170	
Spring Directors Meeting - Total Quality Management	162	
4 Federal Budget Workshops	300	
4 Performance Standards Workshops	300	
Regional Director Workshops - Performance Standards, Special Populations, Gender Equity, Civil Rights, Youth Apprenticeship, Tech Prep, etc)	750	
Summer Workshop	<u>132</u>	
		1814
<u>Teacher Educators</u>		
Fall Directors Meeting - Total Quality Management	30	
Spring Seminar - Curriculum Integration	30	
Summer Workshop	<u>40</u>	
		100
<u>Gender Equity</u>		
State Conference	100	
3 Regional Equity Workshops	<u>90</u>	
		190
<u>Single Parent</u>		
Single Parent Grant Implementation Workshop	25	
		25
<u>Agriculture Education</u>		
Forestry	19	
Nursery Management	20	
Pesticide Licensing	12	
Landscape Irrigation	28	
Horse Management	7	
Ag Electrification	32	
Ag Business Management	8	
Agriscience	59	
Biotechnology	113	
Fall Technical Updates	208	
Spring Technical Updates	183	
Agriculture Marketing	30	
Summer Workshop	<u>256</u>	
		975

*Represents a duplicated count

	<u>Attendance*</u>	<u>Total</u>
<u>Business Education</u>		
Keyboarding Cluster Camps	300	
DOS Management	33	
Telecommunications	15	
Financial Management	17	
New Business Teachers	35	
Business Leadership Training	200	
Middle Grades Curriculum Inservice	200	
Computer Applications	24	
Schools That Work	80	
Summer Workshop	<u>401</u>	
		1305
<u>Career Exploration</u>		
CECNC Advisor Workshop	12	
Certification Classes	100	
Regional Career Exploration Curriculum and Instructional Training	650	
NCCLVA Fall & Spring Conference	120	
Curriculum Inservice Workshop	700	
Summer Workshop	<u>300</u>	
		1882
<u>Health Occupations Education</u>		
Leadership Council	12	
New Teacher Workshop	25	
HOSA Advisory Leadership Workshop	100	
State Congress	1800	
VoCATS Long-Range Planning	15	
New Teacher Internship	10	
Summer Workshop	<u>140</u>	
		2102
<u>Home Economics Education</u>		
Leadership Council Management		
Team Workshop	17	
Team Workshop	35	
9 Fall Regional Leadership Council	237	
9 Spring Regional Leadership Council	229	
Teacher Educator (9 Colleges)	11	
New Teacher Workshop	20	
Home Economics Leader's Role in Tech Prep	80	
Food Production and Management in High Schools	20	
Q & A Software Training	16	
Integration of Science and Vocational Education	20	

* Represents a duplicated count

	<u>Attendance*</u>	<u>Total</u>
<u>Home Economics Education (Continued)</u>		
State FHA/Herz Leadership Planning	19	
VoCATS Task Force Planning - Northeast TAC	23	
Circle of Childhood	23	
CAD for Interior Design	55	
Summer Workshop	<u>563</u>	
		1320
<u>Marketing Education</u>		
Integrating Academic & Vocational/Technical Education	1075	
Beginning Teacher Workshop	30	
DECA State Officer Training	8	
DECA District Officer Training	135	
Curriculum Development	10	
Leadership Council Meetings	85	
Summer Workshop	<u>200</u>	
		1543
<u>Technology Education</u>		
Principles of Technology Level I	62	
Principles of Technology Level II	18	
Principles of Technology Electronics	22	
Principles of Technology Advance Electronics	14	
Summer Workshop	<u>160</u>	
		276
<u>Trade & Industrial Education</u>		
Certification	28	
VICA State Leadership	105	
Q & A Workshop	16	
Print Ed Workshop	16	
Fall & Spring PALC	301	
GM Summer Workshop	48	
Fall & Spring Cosmetology Workshops	40	
Tech Prep	36	
Summer Workshop	<u>459</u>	
		1009
<u>Industry Education Coordination</u>		
New IEC Workshop	45	
Summer Workshop	<u>85</u>	
		130
<u>Special Populations Coordination</u>		
New Teacher Workshop	61	
Certification Workshop	117	
Regional Technical Updates	212	
Leadership Council Workshop	116	
Summer Workshop	<u>113</u>	
		<u>619</u>
		17,730

* Represents a duplicated counts

Curriculum Development

Almost 50,000 test items were developed as work continued on the Vocational Competency Achievement Tracking System (VoCATS) - a system for planning, implementing and evaluating instruction. The information provided by VoCATS about the current level of student performance in vocational and technical education programs is required as a "baseline" for documenting student competency mastery/gains and setting performance goals.

Throughout the year, course blueprints were completed and/or refined. Blueprints outline the scope of the curriculum outcomes for a given course, as well as list the units of instruction, core competencies in each unit, specific objectives for each competency, number of hours or class periods to be devoted to each, type of outcome behavior and related skill area. Blueprints are intended to be used by teachers in planning the course of work, for preparing daily lesson plans, and in constructing instructionally-valid pre-interim-post tests.

During the 1992-93 school year, approximately 25 curriculum packages (total now 62) were developed and disseminated. The VoCATS curriculum package for each vocational and technical education course/program included the following materials:

A course blueprint, which lists the competencies and objectives and indicates the relative importance of each. Blueprints were developed by teams of teachers with input from business and industry representatives.

A computer-managed Competency/Test-Item Bank developed in North Carolina and tied specifically to the competencies and objectives in the blueprint.

A curriculum guide, also keyed to the blueprint, that provides detailed information on units of instruction, including resources and instructional and evaluation strategies. The guide includes suggestions on integrating related basic skills and higher order thinking skills and for working with special population.

The computerized instructional management software was upgraded and made available to personnel in each school system. In addition, user conferences and training workshops were made available to the local vocational directors and VoCATS coordinators in each LEA.

VoCATS products already are available for many of the courses and programs in the Vocational and Technical Education Programs of Study and Support Services Guide. Efforts are continuing to develop new materials as needed and to continuously update existing materials to keep them relevant as vocational and technical education empowers young people in North Carolina for effective participation in a global economy as world class workers and citizens. Additional work is also taking place to further refine the system itself, making it more usable and useful for local educators.

Research

Research in Vocational and Technical Education was an important part of the North Carolina plan. During the 1992-93 year \$13,935 was spent on seven research projects. Listed below are those projects by title, researchers and the institutions of higher education where the researchers are located.

- "VoCATS Survey of Western North Carolina Business Teachers"
Researchers: Mrs. Jennie Hunter and Dr. Rita Noel
Institution: Western Carolina University
- "Special Populations Strategies That Work for Vocational Education"
Researcher: Dr. Lila Holsey
Institution: East Carolina University
- "Perceptions of North Carolina Secondary School Principals Concerning Business and Marketing Education"
Researchers: Dr. Bob Wrisley and Dr. John Swope
Institution: East Carolina University
- "Courses Included Most Frequently in Tech Prep Articulation Agreements"
Researchers: Dr. Randy Joyner - East Carolina University
Dr. Eugene Biovannini - IVTC
- "Perceptions of North Carolina Building Level Administrators Concerning Vocational Programs in Agricultural Education and Technology Education"
Researcher: Dr. Larry Jewell
Institution: North Carolina State University
- "A Comparison of the Achievement Levels of Principles of Technology Students and Physics Students on Common Competencies"
Researcher: Dr. Eddie Butler
Institution: Appalachian State University
- "Strategies That Work in Teaching Critical Thinking Skills in Vocational Education"
Researcher: Dr. Beryl McEwen
Institution: North Carolina A&T State University

To provide a flavor for the research findings, listed below are some excerpts from the research.

- Tech Prep articulation agreements are currently functioning in a majority of the school systems in North Carolina.

- The most common Business Education courses that appeared in the Tech Prep agreements were "skill" courses - keyboarding, accounting, and computer applications.
- VoCATS materials have been used by 98.7 percent of the survey participants.
- Seventy-three percent of the teachers surveyed indicated "if given a choice" they would elect to continue using VoCATS materials.
- In general, principals were very supportive of both the agricultural education and technology education program being offered. However, the principals appeared to be slightly more supportive of technology education than they were of agricultural education.
- Agricultural education and technology education courses should be taught by fully certified agricultural education and technology education teachers.
- The four teaching methods most respondents have found to be effective in their attempts to develop critical thinking skills in their students were simulations, case studies, projects and discussions.

Youth Apprenticeship

A strategic plan for charting the course for youth apprenticeship has been developed, and shared in booklet form with educators, business and industry, and government officials. Its mission is to contribute to a larger mission of developing a comprehensive and coordinated workforce preparedness system for North Carolina. Goals include working with other state agencies, promoting models, increasing opportunities, and strengthening state-level capacity of the youth apprenticeship program.

Twenty-three school systems have begun efforts to establish or increase youth apprenticeship programs. For example, Washington High School in Beaufort County has established a youth apprenticeship program with National Spinning Company and at least four other employers. Catawba County has established programs with Broyhill Furniture Company and other local companies. Another noteworthy program was started with the city of High Point and Guilford County Schools (High Point City Schools in 1992-93).

COMMUNITY BASED ORGANIZATIONS

Number Served

During the 1992-93 school year, 155 males and 139 females were provided services from grant funds.

Area Served

Seven of the eight participating CBOs had recipients from designated urban areas; one was from a rural area.

Programs, Services and Activities

Contracts were awarded to the following LEAs: Cleveland County, Greensboro City, Monroe City, Nash County, Northampton County, Stanly County, Wilson County, and Winston-Salem/Forsyth County.

The program in Cleveland County served 33 at-risk economically disadvantaged students by linking a variety of school and community-based supportive services in order to enhance the students' well being, academic success, future employment, post secondary education and life management skills. The school system was supported in this effort by the CBO, Cleveland Vocational Industries, Incorporated, a sheltered workshop that provides services to individuals with multiple barriers to employment.

The vocational transition support program in Monroe City Schools served 25 at-risk students. This program assisted students in determining their occupational preferences and in developing their post secondary educational goals. The program also offered pre-vocational training opportunities, job placement counseling, and assistance with pre-admission procedures required by the community college system. Union County Community Action, Incorporated, was the CBO that worked with the school system.

The Nash County Schools provided a vocational support program for 27 at-risk and drop-out students which provided assessment, counseling, academic and career development instruction designed to facilitate continued education and employment. The CBO, Rocky Mount Opportunities Industrialization Center, and the school system worked together with several employers to provide "try-out" employment, on-the-job training, and job placement.

The program in Northampton County served 40 severely disadvantaged students in a program designed to improve service delivery and job placement through vocational skills training and technical assistance toward employment. The school system was

supported by the CBO, Choanoke Area Development Associates, Incorporated, in establishing coordination among school and community resources to develop transition plans to assure that all participants received full and appropriate services related to training and job placement.

The Stanly County Schools and the CBO, Stanly Industrial Services, provided a transition program for 25 severely academically and economically disadvantaged students. The program was designed to help individual students enhance their vocational awareness, identify their abilities and preferences through hands-on experiences, develop vocational skills at local business/industry training sites and provide successful job placement.

The Wilson County program provided 25 at-risk youth with vocational counseling and vocational assessment services. In addition to academic and vocational classroom instruction, the program also coordinated resources to help students return to school to continue vocational training. The Opportunities Industrialization Center of Wilson was the CBO involved with this program.

The Winston-Salem/Forsyth County Schools and the CBO, Goodwill Industries of Northwest North Carolina, Incorporated provided 34 students with vocational transition-to-work experiences, including vocational assessment, on-the-job training, internships, and assistance with job placement.

The program in the Greensboro City Schools which was supported by the Lutheran Family Services of the Carolinas, is described in Appendix 6.

These eight programs worked successfully with their respective CBOs to help disabled, economically and academically disadvantaged students, aged 16-21, achieve success. The various activities offered to students were:

- outreach programs
- transitional services
- pre-vocational education preparation and basic skill development in cooperation with business concerns
- special pre-vocational preparation programs targeted to inner-city youth, non-English speaking youth and youth of urban and rural areas having a density of poverty
- student assessments
- guidance and counseling
- dropout prevention and promotion of re-entry to school

Exemplary Program

See Appendix 6

CONSUMER AND HOMEMAKING EDUCATION

Achievements in programs and support services in depressed areas

The Vocational Educational Information System (VEIS) indicated the enrollment for 1992-93 was similar to prior years with the actual number enrolled in consumer home economics exceeding 50,900 students. The enrollment data did represent an increase to 18.3 percent of students taking consumer home economics as compared with all students in vocational education.

Consumer and Homemaking set-aside resources were used for grants competitively awarded to local schools systems. Of the \$748,278 applied to grants, 44 percent was spent in economically depressed areas. This represented 13 of the 22 grants awarded or 59 percent of grants awarded.

Consumer Home Economics continues to serve special population students in North Carolina. Of the total of all students served, 40.9 percent were disadvantaged and 10 percent were disabled. The total enrollment of special population students comprises 33 percent of all vocational enrollees in our schools statewide. The percentage of special population students enrolled in consumer home economics represents a trend which continues to increase.

The grant recipients focused on the purposes found in Perkins legislation. Nine of the grants encouraged participation of traditionally underserved populations. These included coordination of services for families of at risk students, development of resources for at risk students, and teaching of nutrition and parenting skills to teen parents. Eleven grants addressed specific local, state and national priorities and emerging concerns such as correlating family and work skills, integrating communication skills, improving technology, emphasizing food science and self-esteem.

All of the instructional areas listed in the legislation were utilized by the grants. All grants utilized at least two of the instructional areas. Instructional areas most frequently identified were managing individual and family resources, understanding consumer choices, applying skills in the work of the family to job and career skills, acquiring new technology in work and life, and utilizing individual, child and/or family nutrition and wellness.

Implementation strategies selected most often were application of academic skills, development of instructional materials, and community outreach projects.

A final summary report of all grants is available in the State Home Economics Education office. The three exemplary programs/projects summarized in the appendices are:

New Hanover	Comparison Between Family and Work Skills: Program Development Phase
Warren	Basic Academic Skills in Consumer Home Economics
Washington City	Teen Parent Program

Achievements in programs and support services in non-depressed areas

Nine of the 22 grants for 1992-93 were awarded to non-depressed areas. Of these nine, six directly related to serving disadvantaged and underserved populations. These included specialized services for teen parents, strategies for teachers serving special populations, technological integration and resource development.

Implementation strategies most frequently used were application of academic skills, community outreach projects and curriculum development.

A final summary report of all grants is available in the State Home Economics Education office. The three exemplary projects summarized in the appendices are:

Orange	Resource development for Vocational Teachers Serving Learners with Special Needs
Randolph	Exploring Life Skills State Curriculum Guide
Wake	Teen Living State Curriculum Guide

Achievement in State leadership and State Administration

The state directed the development and completion of nine course blueprints and test item banks, five workshops, and 22 grants to school systems for \$748,278. Modifications to the program of study were reviewed and approved for 26 school systems, cooperative education reports were reviewed for nine schools, FHA/HERO membership data and funds were monitored, and Performance Standards Review for three school systems were directed.

Coordination was achieved with sex equity issues and programs. Exemplary sex equity programs were presented to home economics teachers across the state at the annual Home Economics summer workshop. State home economics staff assisted

the State sex equity coordinator in the review of sex equity grant applications. The equity coordinator assisted in the review of the consumer home economics grant applications. Four of the consumer home economics grants serving students in economically depressed and non-depressed areas included the purpose of eliminating of gender bias and gender stereotyping.

The most comprehensive teacher in-service training offered was the Home Economics Education Summer Workshop for 563 teachers and teacher educators. The most comprehensive student in-service training for secondary students was the FHA/HERO State Leadership Conference for 1,328 students and teacher-advisers.

At the Home Economics Education Summer Workshop, 36 workshops and presentations were offered in areas of Curriculum Alignment, Directions and Trends for Middle School Home Economics, Child Care, Housing and Interior Design, Food Science, Communication Skills, Apparel Design, and Professional Empowerment. The grant programs were showcased by the grant directors and administrators. The evaluation completed by teachers indicated an overall conference rating of excellent.

The FHA/HERO State Leadership Conference had students participate in competitive events, leadership workshops, informational and project workshops, and recognition programs. In North Carolina FHA/HERO is the second largest vocational student organization with 11,660 members. Through the 335 North Carolina FHA/HERO chapters, 46 scholarships were awarded amounting to \$34,250. It is the seventh largest FHA/HERO student organization in the nation.

Benefits

The Home Economics Education priorities comprehensively contained all aspects of curricula and instruction. These priorities were identified as: 1) exploring life skills; 2) food science; 3) consumer home economics grants; 4) special populations; 5) tech prep; and 6) VoCATS. All of the grants had objectives and strategies which encompassed the priorities. Grants most frequently included the priorities of special populations, VoCATS and Tech Prep.

Course blueprints and test item banks were written and completed for seven Consumer and two Occupational courses. Currently all home economics courses have blueprints and all but three have test item banks. Schools incorporated Vocational Competency Achievement Tracking System for course instructional management.

Three new Consumer Home Economics Education curriculum guides were developed by grant recipients. These were Exploring Life Skills, Food Science, and Teen Living of which all had respective blueprints and test item banks. The two new Consumer Home Economics Education resource guides developed by grants included Integration of Communication Skills, and Work and Family Skills. Classroom and facility design, instructional units, and an annotated resource directory are some of the features in

these resources. An inservice manual was developed for teachers of special populations students. This manual focused on adequately meeting the needs of the students and the teachers serving these students. All six guides incorporated extensive networking of teachers, teacher educators, and resource assistance to achieve the final products. Equipment standards were also revised and statewide input for these revisions were secured from home economics teachers, business and industry.

Revised North Carolina FHA/HERO handbooks were completed. These included the Regional Competitive Events Management Guide and the State Competitive Events Management Guide.

State Home Economics Education staff made 29 on-site visits to LEAs and made four presentations to university programs. Staff participated in nine regional FHA/HERO Leadership workshops for 3,612 students and 431 teachers and administrators. State staff also participated in two DLS Broadcasts including Tech Prep and Performance Standards.

In-service activities were held statewide to support the Food Science, Family and Work Skills, Exploring Life Skills, and Clothing Design and Textiles curricula. On the regional and local levels there were grants assisting with at risk students, use of technology, science and math integration, and family wellness.

Exemplary programs developed

The six exemplary programs previously noted are described in Appendix 7. They are as follows:

Area	County	Purpose/Criteria
Depressed	New Hanover	Program Resource Development for Family and Work Skills
Depressed	Warren	Basic Academic Skills Resource Development for Consumer Home Economics
Depressed	Washington City	Teen Parent Program
Non-depressed	Orange	Resource development for Vocational Teachers Serving Learners with Special Needs
Non-depressed	Randolph	Curriculum Development for Exploring Life Skills
Non-depressed	Wake	Teen Living State Curriculum Guide

INTEGRATING APPLIED ACADEMICS INTO VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

Activities

Efforts to promote curriculum integration of academic and vocational-technical education have focused on extensive staff development for academic and vocational-technical education teachers, as well as including integration activities in the development of curriculum guides.

Three statewide integration workshops were held for 1,100 teachers and administrators. Workshops included vocational and technical integration with social studies, math, science, and English.

Vocational and Technical Education Request for Proposals encouraged the inclusion of integration activities as a priority to be addressed in the proposals. One Home Economics grant focused solely on integration of home economics and applied communication skills. The result of the grant was The BASICS Guide for Integration of Communication Skills into Home Economics Curricula. The guide was reviewed by the Advisory Committee and field tested with approximately 1,000 students in an economically depressed area. The students showed gains in reading and interpreting directions, vocabulary, organizing thoughts, expository writing, impromptu speaking and listening for information.

Through the Southern Regional Education Board pilot sites, efforts have been made to combine challenging academic courses and modern vocational-technical studies to raise the achievement of career-bound high school students. These sites have a firm belief that all students can master complex academic and technical concepts if schools create an environment that encourages students to make the effort to succeed.

A North Carolina Academy for Critical Thinking was founded with a five-year proposed commitment to target classroom teachers, administrators, teacher educators, and students. The academy, supported by a faculty of 15 experienced and nationally recognized educators, graduated its first class with 22 fellows. A rigorous five-day curriculum resulted in fellows submitting the following products that also qualified for three units of certification renewal credit: remodeled lesson plans, video taped demonstrations, upgraded test items, and local education agency plans of action. Copies of video tapes that recorded 100% of the demonstrations were made available to the fellows. Video marketing clips were taken of academy activities for later use.

Providing Assistance to Special Populations

The Special Populations Section sponsored an integration session for Special Populations Coordinators at a statewide workshop. The participants were presented with an overview of five integration models which enhance student learning. Through group work, direct instruction, discussion and consultant modeling, participants examined practical strategies for integrating vocational and academic activities. The strategies included interactive skills, hands on activities, extended time, oral communication, collaborative efforts among staff, in-service training on learning styles, individual and small group discussion and utilization of computer assisted instruction.

Impact

LEAs have reported numerous positive results from integration efforts. The impact on programs, teachers, and students include: improved student attendance and retention; lower drop-out rates; curriculum enhancement/improvement; broader visions among teachers of all disciplines; increased achievement for members of special populations; hands-on approach to learning; combining theory and practice to aid in the transition from school to work; and creation of school environments that encourages students to succeed.

Southern Regional Education Board(SREB)

North Carolina is proud to have sponsored four SREB pilot sites during the first 5-year phase - Swain County Schools, Hoke County Schools, Greene County Schools, and Mecklenburg County Schools. These sites have made large gains in both student achievement and school reform. Swain County Schools and Hoke County Schools are nationally recognized for their integration and extra assistance projects.

In May, North Carolina began the second five-year cycle of SREB High Schools That Work project with the selection of 14 sites.

Interested LEAs submitted a Tech Prep Supplemental High Schools That Work grant proposal in May. Through the application process, 14 sites were selected: Alleghany High School (Alleghany County Schools), East Carteret High School (Carteret County Schools), West Iredell High School (Iredell-Statesville Public Schools), Union Pines High School (Moore County Schools), Triton High School (Harnett County Schools), Lumberton Senior High School (Public Schools of Robeson County), Wallace-Rose Hill High School (Duplin County Schools), South View Senior High School (Cumberland County Schools), Union High School (Sampson County Schools), White Oak High School (Onslow County Schools), Mount Air High School (Mount Airy City Schools), Starmount High School (Yadkin County Schools), Greene Central High School (Greene County Schools), and Hoke High School (Hoke County Schools).

The SREB High Schools That Work project is the nation's first large-scale effort to combine challenging academic courses and modern vocational studies to raise the achievement of career-bound high school students. High Schools That Work is a far-reaching education model based on the belief that students in general and vocational programs of study can master complex academic and technical concepts if schools create an environment that encourages students to make the effort to succeed, regardless of socioeconomic background or previous level of achievement.

CAREER GUIDANCE AND COUNSELING

In 1992-93, three statewide in-service activities were held for approximately 300 Industry-Education Coordinators (IECs), both new and experienced. Individual programs of work were developed. Priorities of the Division of Vocational and Technical Education Services were provided as a guide for program emphasis. IECs advised, counseled, and provided support services for students in the areas of program planning, career guidance and counseling, job placement and postsecondary education.

Methods and Procedures

A four-day section of the annual Vocational Education Summer Workshop was devoted to Industry-Education Coordination. Participants were given information on workforce preparedness, career assessment, using enrollment and follow-up data for counseling, enabling students to develop career development plans, the role of career guidance in meeting performance standards, and integrating career development activities into regular classroom instruction.

Descriptions of Programs/Services

IECs coordinated the development of appropriate four-year personalized education plans for students enrolled in vocational and technical education. The process included a high school orientation, interest survey, aptitude tests and counseling. The plans list by grade the courses needed by the students to prepare them for expressed career objectives. Student progress was monitored and revisions made to the plans as needed.

An internship/shadowing program enabled students to experience a job setting and acquire relative information in order to more clearly define their career interest and educational plans.

Seniors in vocational and technical education courses were provided informational packets which contained career/job and postsecondary training information.

Career Days and Job Opportunities Conventions provided students with career information and opportunities to interview with employers for job placement. Computerized career information systems were used extensively in career guidance and counseling programs.

IECs were involved in developing and facilitating the use of labor market information, curriculum guides for parents and students, and program brochures for public information.

IECs became involved in establishing business/educational partnerships. These partnerships involved businesses in education efforts by providing services, support, equipment, and money for various projects.

IEC programs and services were evaluated at the LEA level. A state-approved performance appraisal instrument was used for evaluative purposes.

The IEC consultant has worked cooperatively with the State Occupational Information Coordinating Committee (SOICC) to facilitate the use of occupational information materials and promote career development activities. The Division of Vocational and Technical Education provided leadership for field-testing the National Career Development Guidelines in one project site. One hundred copies of "North Carolina Careers", a computerized career information program, were distributed to schools.

A program manual for providing IEC services was developed. Work was begun on developing a statewide model career development portfolio. When completed, the packet for distribution will include a sample career development portfolio, implementation guide and resource manual.

APPENDICES

- Appendix 1 Enrollment Table
- Appendix 2 Performance Standards Report
- Appendix 3 Exemplary Program for Disabled Students
- Appendix 4 Exemplary Program for LEP Students
- Appendix 5 Exemplary Program for Disadvantaged Youth
- Appendix 6 Exemplary Community Based Organization Program
- Appendix 7 Exemplary Programs for Consumer Home Economics

SECONDARY ENROLLMENT PERIOD REPORT COVERS July 1992 - June 1993PAGE 2STATE North CarolinaNAME Elizabeth BrownPH: 715-1665

UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)										
OCC PROGRAM AREA	TECH-PREP	CO-OP	APPR	WK-STDY	PLACEMENT					CURRENT TEACHERS
					CONT ED	EMPLOYED		MIL	OTHER	
						R.L.TD	OTHER			
AGRICULTURE	3210	416	26	110	(1360)	(1060)	(462)	(109)	(22)	(1149)
MARKETING	2493	6364	0	0	(1210)	(896)	(308)	(72)	(37)	(771)
CONS/HMKING ED	5396	171	0	0	(6024)	(2879)	(2236)	(379)	(284)	(1853)
OCC HOME EC	1019	672	92	83	(511)	(320)	(192)	(18)	(28)	(448)
TRADE & INDUSTRY	8988	3351	9	135	(5362)	(3462)	(2200)	(583)	0	(2774)
HEALTH	1939	1921	25	4	(1168)	(306)	442	(44)	(29)	(456)
BUSINESS	10016	1430	1	99	(4257)	(1633)	(1348)	(169)	(113)	(3605)
TECHNOLOGY ED	2604	60	0	0	(1005)	(337)	(429)	(96)	(14)	(844)
GRAND TOTAL	35665	14385	153	431	(20897)	(10893)	(6733)	(1470)	(527)	(11900)

*SERVED FROM GRANT MONEY ONLY

SECONDARY ENROLLMENT PERIOD REPORT COVERS July 1992 - June 1993

STATE North Carolina NAME Elizabeth Brown

PH: 715-1665

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OCC PROGRAM AREA	TOT ENR	TOTAL		REG VO-TE-ED	DIS-ADV	LEP	DIS-ABLED	CORR	SP/DH /SPW	SEX EQ (NON-TRAD)	ADULT	COM--LETER 1992
		MALE	FEMALE									
AGRICULTURE	13209	11570	1639	7112	4327	14	1756			1639		(2419)
MARKETING	12435	5224	7211	7766	4153	22	494			0		(2103)
CONS/H/MIKING ED	29836	7548	22288	14997	11672	118	3050			0		(11326)
OCC HOME EC	4667	951	3716	2045	2158	45	419			951		(1047)
TRADE & INDUSTRY	38042	32998	5044	21092	12691	115	4144			5044		(9393)
HEALTH	9513	1335	8178	6613	2619	13	268			1335		(1642)
BUSINESS	73855	27555	46300	52847	18598	351	2060			0		(6325)
TECHNOLOGY ED	11022	9724	1298	6591	3246	37	1149			1298		(1633)
GRAND TOTAL	192579	96905	95674	119063	59464	715	13340	832	215*	10267		(35888)

*SERVED FROM GRANT MONEY ONLY

The performance standards for 1993-1994 are below:

Performance Standard Report for Vocational and Technical Education in LEA		
Performance Standards	Number of Program Areas	
	MET	NOT MET
1. Each student enrolled in vocational and technical education, grades 9-12, will have a career development plan (CDP) on file which includes academic and vocational technical education courses appropriate for his or her designated career goal.		
2. If the enrollment of members of special populations in any vocational and technical education program area differs more than a third from the overall special populations percentage enrolled in all vocational and technical education programs in that school, the enrollment must be justified by documentation of student choices as evidenced by the career development plan (CDP).		
*3. Eighty percent of all students completing each vocational and technical education course will have mastered 80% of the core competencies designated on the statewide course blueprint.		
*4. Eighty percent of all students completing each Level I or non-sequenced vocational and technical education courses will have gained a minimum of 60% of the difference between the pretest score and total possible posttest scores as measured by valid pretests and posttests of all core competencies designated on the statewide course blueprint.		
*5. Eighty percent of all students completing each Level II vocational and technical education course will have gained a minimum of 40% of the difference between the pretest score and the total possible posttest score as measured by valid pretests and posttests of all core competencies designated on the statewide course blueprint.		
6. Seventy percent of all vocational and technical education competencies as reported by program area for each school will enter further training or education, including that received in the military or on-the-job.		
7. The completer unemployment rate for those students seeking full-time employment will be lower than the county's youth unemployment rate as reported by job skills-related program areas by school.		
8. Of completers finding full-time employment, 70% as reported by job skills program areas by school will be employed in jobs related to their vocational program.		

N/A = Data Not Available

*Items three through five reflect targets until standards can be set in 1995. Those standards will be based on data collected through January 1995.

Exemplary Program for Disabled Students

After assessing the needs of disabled students, Winston-Salem Forsyth Schools restructured South Park High School. One of its purposes was to assist disabled students, grades nine through twelve, in developing marketable skills. Local businesses were surveyed to determine which companies would employ disabled students and which skills the students would need to be successful on the jobs. The vocational and technical education programs offered were based on the employment needs of local businesses.

Special programs were developed for disabled students but students without disabilities were able to participate in the courses. Opportunities were available in Packing Services, Food Service, Automotive Technology, Lawn and Ground Maintenance, Building Trades, Building Maintenance and Clerical Services. All of the ninth graders enrolled in Teen Living and Keyboarding. As tenth graders, the students rotated through several programs of interest to determine which ones were appropriate for them. Eleventh and twelfth graders enrolled in the levels one and two courses. In addition to the above, Workforce Readiness was offered.

A Special Populations Coordinator was employed to assess the special needs of the students. Interest and learning styles inventories were administered and the Exceptional Children Program folders were reviewed. The coordinator assisted in the development of the vocational component to the IEP, modification of competencies, purchasing instructional aids, modifications in the classroom and providing students with direct and indirect services. Transition services were coordinated with the vocational rehabilitation staff.

An Exceptional Children teacher was responsible for coordinating shadowing experiences for tenth and eleventh graders, and internships, co-op assignments and paid employment for twelfth graders.

The Instructional programs facilitated the transition from school to employment. Mock settings were utilized in the classrooms to enhance the skills of the students. For instance, hotel, hospital and office settings were set up for building maintenance students to demonstrate their skills. In other program areas, students received on-the-job training in the school setting. Lawn and Ground Maintenance students operated a greenhouse and sold the plants to the community. The Auto Services students operated an Auto Service Department two days a week. Services such as tune-ups, oil change, brake service, detailing, rotating and changing tires were available to staff members. Graphic Arts students printed the system-wide calendar, a yearbook and a

newsletter for the Alzheimers Association. They also made and sold personalized pads. A partnership between the school and Lowes Food Stores enabled students to operate and manage an in-school grocery store. The Food Service students baked the good for the store bakery. Plans were being made for the students to cook "Meals to Go" casseroles for employees to purchase in the 1993-94 school year. The Building Trades students built utility buildings and sold them to persons in the community. They also built teaching models to be used in other vocational programs.

To improve the education students received, the Vocational and Technical and Exceptional Children Program teachers received inservice training. The Special Populations Coordinator presented a workshop on assessment. The vocational teachers participated in a statewide training on counseling sponsored by the Vocational and Technical Education Support Team as part of the requirement of obtaining a teaching certificate in Disadvantaged and Handicapped.

The vocational teachers worked closely with the academic teachers to integrate the curriculum. Multi-task classrooms were being designed to better meet the needs of disabled students.

As a result of these specialized programs, more businesses in the community were employing more disabled persons.

The criteria for selecting this program included the strong commitment and coordination between Vocational and Technical Education, the Exceptional Children's Program, Vocational Rehabilitation and the community to improve the employability skills of disabled students. The LEA was innovative in its approach to meeting the needs of this population of students.

LEP Exemplary Program

The number of Laotians, Spanish, Vietnamese, Germans, Romanians and Russians increased in Catawba County. The ESL teachers assessed their English skills and provided assistance as preventive measures in the elementary and middle schools. When the students reached high school, the Special Populations Coordinators coordinated the services for these vocational enrollees. A vocational assessment was provided to ensure the students were enrolled in the most appropriate vocational programs. The students enrolled in program areas based on their interests and abilities rather than their language skills. Career Development Plans were developed and monitored periodically to assess whether the students were properly placed and receiving the services necessary to succeed in vocational education.

The criteria for selecting this program included the use of preventive measures, the enrollment of LEP students in various preventive measures, the enrollment of LEP students in various programs, and the support services provided by the vocational support staff for the success of the students.

Exemplary Program for Disadvantaged Youth

The South Park High School located in the Winston Salem Forsyth County School District offered special programs for disadvantaged students. The programs offered to these students were referred to as the "speed up plan" because they were more rigorous than the programs for disabled students.

The program areas taught were Printing, Packing Service, Auto Service, Lawn and Ground Maintenance, Building Trades and Clerical Services. Students were able to visit places of employment and perform the job tasks in the school setting before attempting to enter the job market. While enrolled in these programs, the tenth, eleventh and twelfth graders were able to participate in shadowing, internships, co-op experiences and/or paid employment.

Students elected to enroll in this school because they are lower functioning or had discipline problems. This school setting provided the modified curriculum, smaller classes and support services which enabled them to be successful.

The criteria for selecting this program included its use of adjustments, on-the-job training and freedom to enroll in the school.

Exemplary Community Based Organization Program

The Greensboro Public Schools and the Lutheran Family Services of the Carolinas (participating CBO) worked closely to provide the LEP high school population with special attention so as to succeed in vocational and academic classes, and work experience.

The program, entitled "Language/Cultural Networking" served 88 LEP students of Montagnard, Vietnamese, Cambodian, Hispanic, African, Palestinian, Kuwaiti, and Russian backgrounds. The program's cultural resource person provided necessary bilingualism, bicultural sensitivity and knowledge.

The program provided remedial vocational instruction in the students' native language to facilitate mastery of vocational concepts, vocabulary and classroom objectives, and to develop skills needed to function in a multicultural society. The program provided vocational teachers with support services enabling them to develop the confidence to work with LEP students and to prepare students for entry level job skills.

This program also supported multicultural teaching teams made up of teachers, the program director and cultural resource person. These teams modeled the friendship, respect, and cooperation that can exist among persons who do not share the same race or culture. This program successfully focused on the many languages and cultures of enrolled students and directed these factors so as to enrich and expand the lives of both students and faculty.

Two LEP seniors received senior awards on May 25, 1993, one in Advanced Math and one in Metals Technology.

Exemplary Consumer Home Economics Programs

New Hanover County

Description

The project culminated with two documents: 1) A Work and Family Supplement that provides a compilation of instructional materials to teach work skills, family skills, and the value of Tech Prep that teachers can integrate into all existing Consumer Home Economics courses; 2) Suggested approaches that will maximize the use of traditional facilities for teaching the Teen Living objectives have also been developed.

Objectives

1. To provide family wellness curriculum materials to North Carolina Home Economics teachers that could be integrated into existing Consumer Home Economics Programs.
2. To provide instructional materials reinforced by the teaching of family skills applicable to the workplace.
3. To design a plan to incorporate careers taught in Consumer Home Economics in a Tech Prep Associate Degree or College Prep Course of Study.
4. To recommend new approaches to maximize the use of the traditional home economics facility for the teaching of family-workplace skills.
5. To conduct in-service programs for teachers on integrating family and workplace skills into existing Consumer Home Economics Program of Studies.
6. To seek teacher input through inservice programs and to revise instructional materials to incorporate suggestions made by teachers.

Implementation Strategies

A work/family needs assessment was conducted based on the preceding year's research. The introduction of VoCATS testing made those test items a natural place to begin emphasizing work and family skills. Many teachers, their students, an advisory committee, and other educators gave valuable suggestions as the Work and Family Supplement was under construction.

Achievements

The products of this project provided tools for teaching family skills, work skills, the value of the Tech Prep Curriculum, and the course content identified by the VoCATS Test Bank for Teen Living.

Individuals Benefiting from Grant

All Consumer Home Economics teachers in North Carolina and their students have benefitted from these materials.

Individuals in Economically Depressed Areas: Approximately 42.9% of the total student enrollment in Teen Living lived in economically depressed areas.

Products Resulting From Grant

There were three:

- A 326-page Work and Family Supplement
- A plan to incorporate careers taught in Consumer Home Economics in a Tech Prep Associate Degree or College Prep Course of Study.
- A facility design which allows the teaching of fundamental skills when a traditional Home Economics laboratory is not available.

Organizations and Companies

The following companies were involved in this project:

Deere Hitachi, Family Service, New Hanover 4-H Clubs, Family Home Health Care, Chism Construction, Inc., Williams Cleaners, Remington Apparel, Inc., New Hanover County Board of Education, Child Advocacy Commission, Headstart, New Hanover County Department of Social Services, Terry F. Turner and Co., Domestic Violence Center, New Hanover County Board of Health, General Electric Company.

Evaluation

The work and Family Supplement has made and will continue to make a big difference in the lives of students throughout North Carolina.

Warren County

Description

The "BASICS in Home Economics" Project of Warren County Schools addressed the educational priority of applied academic skills. BASICS responded to concern at local and state levels for student deficiencies in basic necessary skills. The focus of phase one of the BASICS Project was application of communication skills. The goal was to provide materials and strategies which cultivate amount students a readiness, eagerness, and ability for learning. This philosophy was expressed in the slogan "Let's Get REAL---Ready, Eager, and Able to Learn!" By providing activities for practice of communication skills, teachers prepared students for real problems and real responsibilities, and students saw that learning was important for living.

Objectives

The primary objective of BASICS was to collaborate with professionals to research, write, print, and distribute a resource guide for integration of basic communication skills into home economics courses.

The four objectives which were detailed in the project proposal have been realized. These were: (1) to provide teachers with a ready-to-use system for integration of basic communication skills into home economics instruction; (2) to provide relevant home economics instruction, FHA/HERO programs, and evaluation measures which reinforce basic communication skills; (3) to strengthen the connection between concept learning and application of basic communication skills in the workplace and family; (4) to improve the viability of home economics instruction.

Implementation Strategies

Implementation methods proved to be quite effective. These included collaborative effort, research methodologies, development of instructional materials, and dissemination through inservice training. Collaboration methods were very productive. Collaboration occurred within the nine-member BASICS Advisory Committee and through the efforts of the ten teachers who served on the BASICS Review Team. Field testing of the initial draft of the guide was accomplished with the help of the Review Team, made up of teachers from the Central-B Region. This review method was efficient and productive, and yielded useful input from teachers and their students. Feedback was also obtained from state staff in Home Economics Education and in Communication Skills; from local vocational directors of the Raleigh Region; and from English teachers and local administrators in the Warren system. Involvement of professionals in both academic and vocational areas added to the credibility of the work and contribution to the viability of home economics instruction.

Achievements

The primary work product of the BASICS Project was the first edition of *The BASICS Guide for Integration of Communication Skills into Home Economics Curricula*. This 300 page guide was the result of intensive research and creative writing efforts. It contained perspectives on integration of curricula, along with reproducible teaching materials for all secondary Home Economics classrooms. A detailed review of 50 teaching strategies was provided. Strategies incorporated opportunities for higher-order thinking and peer interaction. A collection of over 200 original skill sheets was provided. Skill sheets were organized with matrixes coding relevant applications for each sheet. Applications to specific skills in communications, Home Economics course competencies, FHA/HERO purposes, and levels of thinking are shown.

Individuals Benefiting from Grant

During the writing/field test phase in 1992-93, materials reached approximately 1,000 students in the economically depressed counties of the Central-B Region. Students showed appreciable gains in reading and interpreting directions. They improved in such skills as use of vocabulary, organizing thoughts for writing, expository writing, impromptu speaking, listening for information, and visual comprehension. The benefits of this effort will reach much larger numbers in North Carolina in years to come. The guide was disseminated to 700 Home Economics teachers at the 1993 Summer Workshop. The approximate number of students who will use these materials ranges from 50,000 to 70,000 for the 1993 - 1994 school year. Students in all economically depressed counties of the state will be reached.

Organizations and Companies

Organizations and companies which were involved with this project include: (1) the Warren County FHA/HERO Chapter, which conducted an in-depth project in applied communication skills; (2) North Carolina Central University, which provided the services of the project consultant; and (3) the following publishing companies which granted reprint permissions for passages used in the guide: Grosset and Dunlap, Doubleday, Harper Collins Publishing, and Random House.

Evaluation

The BASICS Project has been very successful in its achievements. Long-range goals have crystallized and are being addressed. Gains have been significant, with benefits for students and for teachers. It is believed that students will thrive on the student-centered, applied learning experiences which are being provided. Their strengthened communication skills will prepare them to perform well in school, in the workplace, and in the work of the family.

Washington City

Description

A class in Parenting and Child Development was offered to twenty students with eleven completing the course. Topics covered in the class included prenatal care, labor and delivery, family planning, newborn care, creating a support system, age and stage development, play, nutrition, discipline, child abuse, safety, emergency medical care for infants and children, and planning for you and your child's future. Special emphasis was placed on strengthening the family through establishing traditions. The class was taught using a combination of techniques, guest speakers and "hands-on" projects were extensively used.

Objectives

1. To provide instruction to parenting teens to include: effective parenting skills, concepts of sound nutrition, age and stage developmental characteristics, causative factors leading to child abuse and neglect, detrimental effects of a second unplanned pregnancy, and setting realistic career goals.
2. To help students strengthen their family through the establishment of traditions.
3. To increase attendance and prevent dropouts among pregnant and parenting teens.
4. To provide prenatal care instruction to pregnancy teens.
5. To work collaboratively with community agencies to provide a continuity of services for students.

Achievements

Twenty-two pregnant students received counseling and information from the program director. During the counseling sessions, students were given information on prenatal care, nutrition, labor and delivery, as well as the opportunity to share their feelings and concerns. Emphasis was also placed on ensuring that each student was receiving prenatal care. Assistance was given in setting up the initial clinic visit, providing transportation, and arranging for subsequent visits as necessary. All pregnant students in the program were receiving prenatal care at the time of their delivery. Thirteen students received assistance during their "maternity leave". The program director served as the link between the students and the school. Assignments and tests were delivered to the students during the directors's visits to the students' homes. These home visits not only made it possible for the students to keep up with their school work, but also allowed the director to observe the young mothers with their newborns. Information and encouragement was offered on newborn care as well as post-delivery care for the mother. All of the students who received the "maternity leave" assistance returned to school following the birth of the their child.

Individuals Benefiting from the Grant

Of the students served in this project 78% were economically disadvantaged. Eleven students from the program graduated in June 1993.

Organizations and Companies

The program received strong support and encouragement from numerous community groups. Information and support services were provided by Dr. Debbie Ainsworth, a private practice pediatrician, the Beaufort County Health Department, Beaufort County Social Services and JOBS Program, Beaufort County W.I.C. Office, Beaufort County Hospital, Pitt Memorial Hospital, Coastal Pregnancy Center, and Care-O-World

Enrichment Center. The project also received invaluable support from the administrators, faculty and staff of Washington High School, Washington City Schools administration and staff, and Consumer Home Economics state staff. This support was paramount to the success of the program.

Orange County

Description

This project was designed (1) to conduct in-service education for middle and secondary home economics teachers in the areas of diagnoses, causes, intervention and remediation, instructional techniques, and behavior management techniques for learning disabled (LD), educable mentally handicapped (EMH), and behaviorally emotionally handicapped (BEH) learners; (2) to conduct inservice education for middle and secondary teachers in Orange County to effectively implement computer-assisted instruction with disabled and non-disabled learners; and (3) to develop a training manual to be used to train middle and secondary vocational education teachers to serve learners with disabilities.

Objectives

1. Encourage participation of the underserved populations
2. Increase computer knowledge of microcomputers and computerized equipment and to use computer-aided instruction.

Implementation Strategies

The strategy used to achieve objective 1 was to inservice teachers on better serving learners with special needs. The inservice consisted of four phases:

- assessment interviews with all participants to identify specific needs, problems, and concerns.
- two days of formal training
- pre/post test and evaluation of the training
- follow-up activities in the classrooms of all of the participants.

A training manual was developed and field tested with three teacher educators, two exceptional children educators, four teachers, and two student teachers.

The strategy used to achieve objective 2 was to inservice teachers on the use of computer-assisted instruction.

Achievements

The outcomes of the project provided a more appropriate setting for learners with special needs by preparing teachers to work more effectively with these populations, thus extending the opportunity for special services to be offered in various school systems. Increasing the accessibility of appropriate vocational education programs for learners with special needs increased the quality and number of "marketable skills" needed by these students in the work force.

There was a statistically significant difference in the scores on the pre/post test. The teachers displayed an increase in the quantity and quality of the skills necessary to teach special needs students in the regular classroom setting. There was also a significant difference (positive) in the teachers attitude toward mainstreaming and in their ability to teach LD, EMH, and BEH students. The teachers maintained a high level of sensitivity toward this student population.

The 470 page training manual is composed of nine 3-hour modules that contain transparencies, handouts, and copies of articles for additional readings. The module is designed to be used by individuals such as Special Population Coordinators to train all vocational teachers.

Individuals Benefiting from Grant

Forty-eight teachers and one vocational director were served through the in-service training. Thirty-six of the teachers represented school systems with a negative advantagemerit index. Traditionally underserved minority groups represented at least one-third of the student population in each school system. Ninety-two percent of the school systems represented areas with high rates of unemployment.

Organizations and Companies

North Carolina Central University, Orange County Schools, Warren County Schools, Halifax County Schools, Rocky Mount City Schools, Franklinton City Schools, Vance County Schools, Franklin County Schools, Granville County Schools, Nash County Schools, and Person County Schools.

An advisory committee for the project was composed of experts in the areas of Learning Disabled, Educable Mentally Handicapped, and Behaviorally Emotionally Handicapped children and youth, and computer expert. The advisory committee served as workshop presenters and evaluated the project results.

Evaluation

The participants scored the first 2-day in-service training a rating of 4.92 out of a possible 5.0. The computer-assisted inservice received a rating of 4.96 by the participants. Teachers were especially pleased with the opportunity to share their specific concerns and problems prior, during, and after the in-service training.

Recommendations from the advisory committee were to continue training teachers to serve this student population. Teacher inservice must continue to reach all teachers in North Carolina. Attempts should be made to place student teachers with individuals having training and skills in effectively serving learners with special educational needs.

Randolph County

Description

Exploring Life Skills is a semester Consumer Home Economics course offered for students in grades 7-8. The Exploring Life Skills Curriculum Guide was developed as a resource for North Carolina teachers to use in planning and implementing a competency-based instructional program at the middle school level. Test items were developed for the Vocational Achievement Tracking System (VoCATS). The 100 item pretest has been submitted to the Department of Public Instruction for distribution, Fall 1993.

An Advisory Committee, composed of home economics and middle school experts from across the state, assisted the project director and consultant in revising the course blueprint. Teaching strategies and learning activities were evaluated by the advisory committee and by 75 teachers who field tested the materials.

Teachers were introduced to the project during home economics and career exploration sessions at the 1992 Vocational and Technical Education Summer Workshop. A project update and in-service preview was broadcast statewide on March 31, 1993 via DLS (Down Link Satellite) System. Day long teacher in-service sessions were conducted in June 1993 (Winston Salem-June 16 & 17, Greenville-June 23 & 24). On June 28, 1993 the curriculum was featured in a Curriculum Showcase at the annual meeting of the American Home Economics Association in Orlando, Florida.

Objectives

1. Develop a curriculum for Exploring Life Skills that addresses the following:
 - competencies and objectives identified by the Vocational and Technical Education Programs of Study and Support Services Guide.
 - developmental needs of the early adolescent
 - teaching/learning skills, problem-solving, decision-making well as other higher order thinking skills; developing life and work skills; promoting cooperative learning; enhancing positive self-concept; and incorporating new technology.
2. Revise the course blueprint for Exploring Life Skills.
3. Create test bank items for the North Carolina Vocational Achievement Tracking System (NC VoCATS).

4. Conduct in-service sessions for teachers:
 - to introduce the course competencies, objectives and preliminary blueprint for initial feed back and identification of potential teachers to field test materials.
 - to provide instruction on using the curriculum guide, blueprint and test item bank.
5. Evaluate project in a final report using the proposal guidelines.

Achievements

Because it was responsive to the needs of early adolescents, the curriculum guide and teacher in-service provided by this grant benefitted students throughout North Carolina as this life skills guide was implemented. Two hundred thirty-two teachers have been in-serviced and others (approximately 125) will participate in a session offered on August 5, 1993 at the North Carolina Vocational and Technical Summer Workshop.

Products Resulting From Grant

Products developed by this project were: a curriculum guide, a brochure and a table top display describing Exploring Life Skills, and a test item bank for use with VoCATS.

Meredith College has provided office facilities as well as meeting space for the Advisory Committee meetings. Office space and equipment were also provided by the project director in her home.

Evaluation

The Exploring Life Skills curriculum guide contained useful features such as: rationale statements for each unit, implementation notes to the teacher, and appendices. By printing pages on the front only, teachers were able to insert pages with supplemental activities and content information. An expansion of the guide was recommended in order to include additional activities that: are developmentally appropriate for early adolescents; integrate basic academic skills; address all aspects of the industry; and incorporate the SCANS competencies.

The DLS broadcast system proved to be a highly effective in-service tool; however, more thorough preparation of presenters and increased publicity would improve the quality and impact of the production.

The teacher in-service training was successful due to the practical nature of the activities. Teachers received the curriculum guide along with supporting handouts, brochures and catalogs. Participants were encouraged to envision their individual classroom and begin to make specific plans for implementing Exploring Life Skills this fall.

Wake County

Description

This project involved the development of a statewide curriculum guide for Teen Living based on course blueprints and VoCATS developed in 1991. In addition to the curriculum, a Consumer Home Economics classroom was designed to house Teen Living.

Objectives

1. Develop a curriculum guide for Teen Living based on the blueprints and VoCATS developed in 1991.
2. Develop teaching strategies that incorporate activities exhibiting specific skills (family skills as Workplace skills) as identified through the 1991 grant, "The Correlation Between Family Skills and Work Skills: A Curricular Research Study" and other research studies.
3. Develop teaching strategies for the Teen Living curriculum that address basic skills, "all aspects of the industry," consumer choices, teen pregnancy, and FHA/HERO activities.
4. Design a state-of-the-art Consumer Home Economics classroom.
5. Identify individuals (Consumer Home Economics Teachers, Vocational Directors, Teacher Educators, Business and Industry Personnel and Architects) to serve in an advisory capacity to the project.
6. Identify new curriculum materials and resources for Teen Living.
7. Present the Teen Living curriculum guide, selected resource material, and the state-of-the-art classroom design to all home economics teachers.
8. Disseminate Teen Living curriculum guides to home economics teachers throughout the state.
9. Evaluate the project in preparation of a final report according to the guidelines of this grant.
10. Prepare matrixes to show the following:
 - correlation of state adopted textbooks.
 - relationship of strategies to all aspects of the industry.
 - relationship of strategies to basic skills to be taught.
 - identified family skills used in the workplace.

Implementation Strategies

Continual collaboration with advisory committee members proved effective and rewarding as a means of obtaining input for developing the *Teen Living* curriculum guide and the classroom design. The advisory committee was composed of two teams - a curriculum development team and a classroom design team.

In developing the curriculum, much of the research and structural groundwork was performed by the project director prior to advisory meetings. This allowed advisory members to focus on examination and evaluation of the curriculum and to make recommendations for changes during the advisory meetings. Advisory members received and reviewed revised drafts of the curriculum as it was developed. This facilitated field testing of the curriculum and opened an avenue for evaluation and recommendations for instructional resources. A unique component of the curricular advisory team was its academic members. Their input facilitated the academic integration of math, science, English, and social studies into the student strategies.

Achievements

Students enrolled in Teen Living will use strategies from a curriculum guide that focus on his/her roles and responsibilities associated with family and the workplace. Strategies in the curriculum were written on various learning levels to provide equitable learning opportunities for all students. Strategies for developing citizenship and leadership skills were integrated throughout the units of instruction.

The classroom design integrates state-of-the-art technology into its basic plan. The design fosters a cooperative learning environment for students to develop skills in critical thinking, decision making and problem solving, evaluation, creativity, and the application of new ideas. It represents a barrier-free environment for all populations without the isolation of individuals with disabilities.

Individuals Benefiting from Grant

Consumer Home Economics teachers throughout North Carolina will receive a *Teen Living* curriculum guide for their use in teaching Teen Living.

The classroom design will be available for school systems throughout North Carolina. The design, whole or in part, can be used for present or future construction and/or renovation needs for consumer home economics classrooms.

Approximately 43% of the individuals benefiting from this grant were from economically depressed areas, and/or areas with high rates of employment.

Products Resulting From Grant

A *Teen Living* curriculum guide and a classroom design both of which exemplify new directions and focuses of Consumer Home Economics Education.

Organizations and Companies

The following organizations were involved:

Athens Drive High, Barrier Free Environments, Inc., Broughton High School, Cummings High School, East Carolina University, Madison High School, Meredith College, Millbrook High School, Moore County Schools, NC Department of Public Instruction, New Hanover County Schools, Randolph County Schools, Riverside High School, J. H. Rose Sr. High School, Sanderson High School, South Johnston High School, W. G. Enloe High School, Wake County Facilities/Planning/and Construction, Wake County Public School System, and Williamston High School.

Evaluation

This project was successfully completed and is representative of the objectives outlined in the grant. The overall success is due to the collaborative efforts of the director, State Home Economics Staff and the Advisory Committee.

Both parts of this grant project exhibit "fundamental reform" in Consumer Home Economics. The curriculum and classroom design are exemplary in showing the new direction and focus home economics is taking to prepare students to become effective and productive citizens with skills as critical thinkers, problem solvers and decision makers.

POSTSECONDARY

North Carolina Department of Community Colleges

Vocational Education Performance Report

Program Year 1992-1993

* "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.

Postsecondary Vocational Education

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Introduction

The North Carolina Community College System was founded by the North Carolina General Assembly in 1963. Presently there are 58 community colleges in the system which offer a host of programs to meet the needs of individuals, businesses and industries. These programs range from one quarter to two years in length. In addition, single courses are offered to update job skills and for personal enrichment.

The primary emphasis of every college is on-job training, and most programs are in vocational and technical areas which prepare students for entry-level positions in skilled and technical occupations. Diplomas are awarded to graduates of vocational programs one year or more in length, and certificates are awarded to graduates of shorter programs. Two-year technical programs lead to an associate degree in applied science.

Programs are also available to help adults learn to read, write, or do basic mathematics, earn a high school diploma or its equivalent, strengthen academic abilities, and complete most of the courses needed for the first two years of a baccalaureate degree. Some courses and services are free, while for others the tuition is low. Financial aid officers assist students with loans, scholarships, and work/study programs. Since colleges are within commuting distance of most of the state's population, there are no dormitories on any campus.

More than 760,000 individuals are taught each year in the North Carolina Community College System. This is nearly ten percent of the total population of the state. In addition to instruction delivered at the 58 community college campuses, many programs are offered at hundreds of off-campus sites. The students are mainly adults, but some are out-of-school youth beyond the age (16) of public school compulsory attendance. The diversification of its students is mirrored in the breadth of life experiences from which they come. Some students enter the college directly after high school graduation, while others may enter after having worked for a period after graduation. Many of its students enter the community college to pursue additional specialized training after having already attained baccalaureate or even graduate degrees. Many of its students enter later in

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life after successful careers by taking advantage of the wide array of personal development programs offered on many of the campuses and outreach centers. Figure 1 presents the total program year 1992-1993 enrollment in technical, vocational, general education, and college transfer programs. This report presents information on the 111,759 students who were enrolled in technical and vocational education programs in accordance with the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 for that period.

NORTH CAROLINA COMMUNITY COLLEGES

Student Enrollment

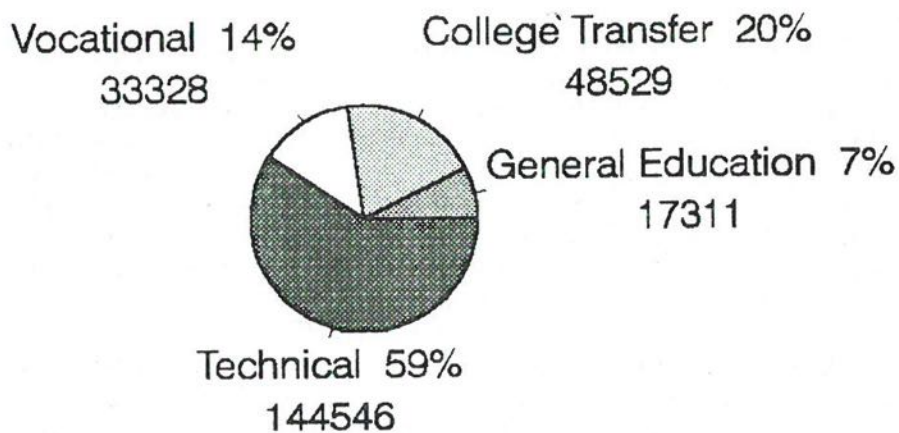


Figure 1 - Current Enrollment 1992-1993 Program Year

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Program Year 1992-1993

I. Performance Standards and Core Measures (Title I, Part B, Section 115 and 116; Title 5, Part B, Section 512).

The performance measures were developed and put into effect September 1992 in all 58 community colleges of the North Carolina Community College System. After being produced through a series of meetings including community college administrative staff (state and local, including planning and research, management information, business managers, methods of administration representatives, and instructional deans), the core measures were presented in final draft to the Committee of Practitioners in May of 1992, and were approved and then adopted by the North Carolina Board of Community Colleges in August 1992.

A database, the Curriculum Student Progress Information Services, or CSPIS, was created as a blueprint for community college reporting of Perkins grant programs. Six performance measures were identified:

- 1 - Percentage of required credit hours completed for the curriculum, i.e., the number of students who completed 25%, 50%, 75%, or 100% of the courses needed for curriculum completion/graduation.
- 2 - (a) Rates at which vocational education students are required to take and pass remedial basic academic courses (such as English and math), and (b) the rates at which vocational education students take and pass general education and related courses.
- 3 - Retention rates of students enrolled in Fall quarter, students not completing/graduating in the quarter, and those enrolled in at least one additional course during the subsequent Winter or Spring quarters. (Omitting special credit, dual enrollment/Huskies, and V-099 and T-099 curricula.)
- 4 - Special population by (a) the ratio of percent of special population students enrolled in vocational/technical curricula to the percent of special population students enrolled in all curriculum

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programs in the school population; or (b) the ratio of percent of special population students completing vocational/technical curricula to the percent of special population students completing all curriculum programs in the school population.

- 5 - Services provided to special populations and strategies to overcome the educational barriers to this group.
- 6 - Progress in providing vocational students with the experience and understanding of the industries they are preparing to enter.

The first systemwide reporting of this 1992-1993 data will be compiled in early 1994. This data will be analyzed to establish baseline state averages. This baseline data will in turn be analyzed by departmental staff and the Committee of Practitioners to determine performance standards. These standards will be monitored subsequently to provide trends in later reporting periods. As additional data is collected and reviewed, the standards will be similarly developed and amended. Appendix A contains the approved and adopted Performance Measures and Standards for the Department of Community Colleges.

II. Postsecondary/Adult Occupational Programs, Services and Activities (Title II, Part C, Section 231-232).

The 1992-1993 postsecondary enrollment for the North Carolina Community College system are found in Appendix B. The following appendix (C) lists the special curriculum student enrollment report for 1992-1993. Appendix D lists all of the community colleges in the system. All member institutions are two-year postsecondary community colleges offering over 280 technical and vocational curricula, general education programs, as well as college transfer programs offered by most of the member colleges. Each community college is committed to providing a comprehensive educational program to the citizens of North Carolina. Each college is uniquely chartered to best meet the educational and economic development needs of its local community or service area. The department provides curriculum standards to assure that each program meets systemwide regulations.

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During the 1992-1993 program year, funds under Title III, Part C, Section 235, were distributed to 52 eligible community colleges in North Carolina. These funds are grouped into service or program areas. These are represented in Figure 2 below. The percentages shown represent the approximate level of funding used in each category. These categories do not represent a total list of all services and programs provided; they were compiled to facilitate reporting. Brief examples of programs or services are offered for each category. Figure 3 presents the number of community colleges spending Perkins funds in each category.

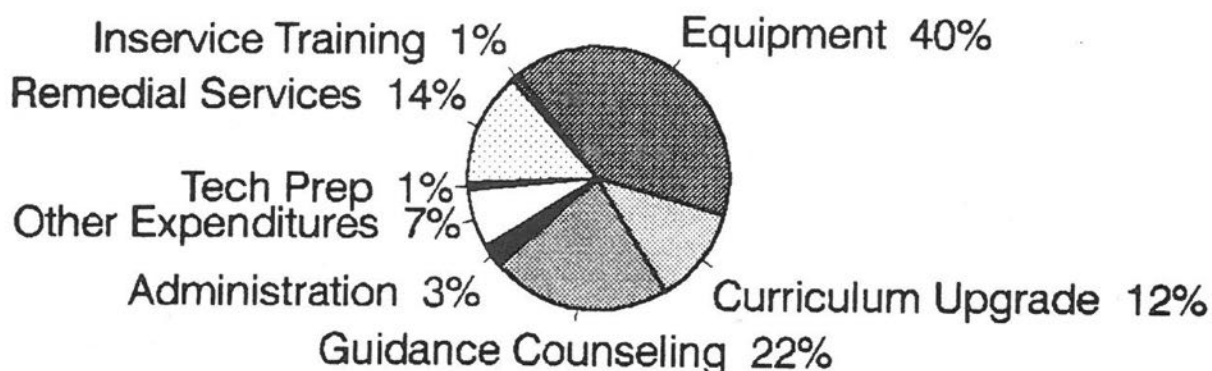


Figure 2 - Perkins Basic Allocation (Postsecondary)

Upgrading Curriculum. To assure continued economic development and to be consistent with the intent of Perkins provisions, improved curricula are an important pursuit in the community colleges. Several exemplary approaches to upgrading curriculum follow.

One community college used Perkins funds to employ two full-time Associate Degree Nursing instructors to enable the college to expand access to the ADN program from 40 to 50 students and to reduce the college's dependency on part-time faculty for clinical instruction and supervision. Perkins funds also allowed the college to employ additional part-time clinical site supervisors to manage the increased enrollment and clinical sites. These initiatives in the ADN program, coupled with targeted

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retention and financial aid strategies, have increased access for minorities, men (non-traditional enrollment) and single parent populations. The program achieved an 80% retention from entry to graduation for the 1992 graduating class and an 81% retention for the 1993 class. The program also achieved National League of Nursing accreditation in 1992-1993. The various initiatives in the ADN program, as well as the curriculum design, have clearly increased the students' experience and understanding of all aspects of the nursing profession, facilitated a high degree of academic success (retention and graduation), and successful employment or continued education in the field of nursing (100% placement for the graduating class of 1992 and 94% for 1993 at the time of graduation).

Another community college spent its upgrading curriculum allotment in the form of faculty release time in Early Childhood Education, Electronics, and Nursing; a small portion was spent in the facilitation of the above programs. The Early Childhood instructor assisted in the development of a program lab which provided students with practical child care experiences. This included meeting with statewide experts, directors of other lab facilities, Curriculum Improvement Project seminars and workshops, as well as course development to include the different lab situations. The Electronics instructor worked closely with area high schools to develop Principles of Technology programs and Physics programs in our Tech Prep curricula which will be compatible with their Tech Prep curricula. He attended the National Institute for Technology Training at Mississippi State University to develop his skills and knowledge of new technologies as well as improving the development of Tech Prep curricula. The Nursing instructor assisted the college by developing the Nursing curriculum by revising course outlines and course descriptions. This college is now positioned to institute an RN program.

Equipment. The North Carolina Community College System is fully aware of the need for the most up-to-date training on the latest state-of-the-art equipment available. Therefore, much of the Perkins grant money was used to purchase equipment.

At one community college designated equipment was purchased, installed, and put to use by students. Specifically, a MicroVAX 3100 Model 80 Configuration

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component of the computer laboratory was purchased for three curricula: Secretarial-Executive, Accounting, and Business Computer Programming. (The college supplemented Perkins funds to completely equip the lab); 15 soldering stations, 4 IBM computer systems, with interface tutor and 4 microprocessor development systems were purchased and installed in the Computer Engineering Technology laboratory; a VCR and Camcorder were purchased and are in use in the Drug and Alcohol Technology program for counseling critiques and roleplaying; an IBM-compatible computer with modem greatly enhanced the capacity of the Paralegal program to replicate the computer applications for law office practice and research; in the Physical Therapist Assistant program, several physical therapy tools, training videos, and calibration equipment enhanced student training; and a convection steamer and steam-jacketed electric kettle for Foodservice Management students were acquired to simulate restaurants in the region.

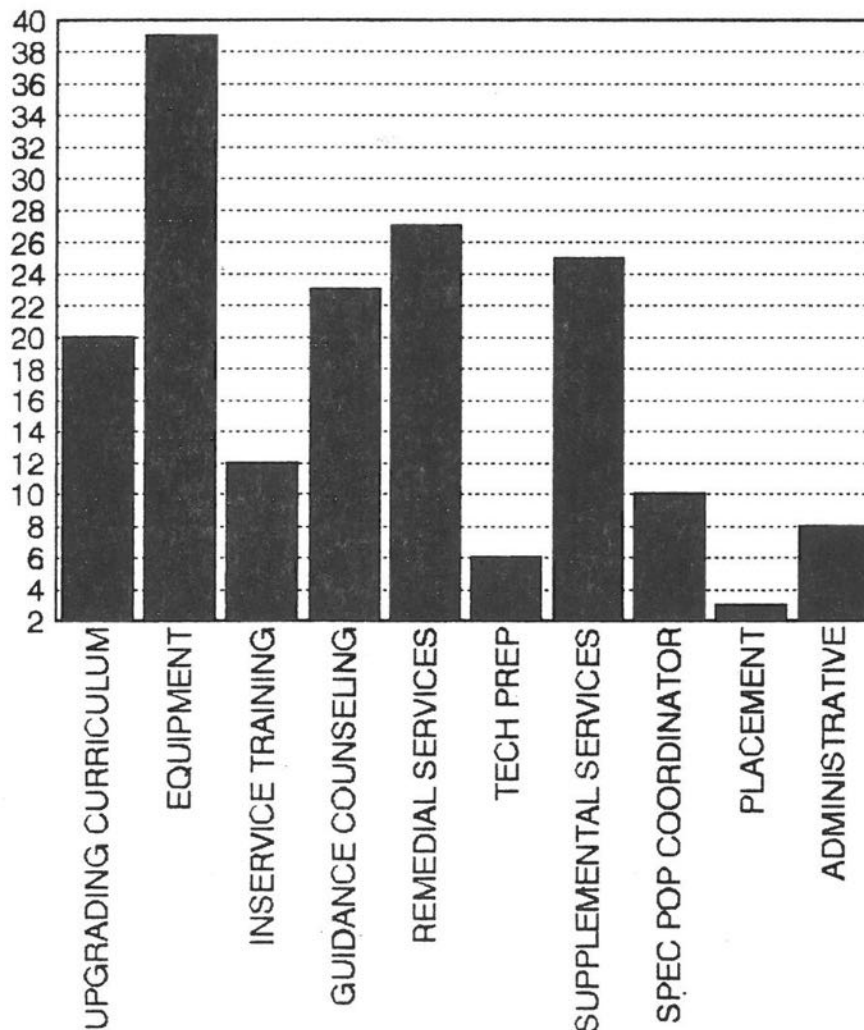


Figure 3 - Number of Community Colleges Expending Perkins Funds in Each Category (47 of 52 reporting)

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At another college the purchase of equipment provided access for individuals with disabilities. Visually-impaired students were not able to receive information from textbooks unless they used tape recorders to play their texts on tape. Hearing-impaired students were given assistive listening devices so they would not miss important lectures. Adjustable height tables were purchased to make computers accessible to wheelchair users. Voice-recognition systems were invested in to help with theme writing.

Inservice Training. Faculty members in the community college system are encouraged to enroll in aggressive professional development programs to assure their students receive the best education and training possible. Several colleges offer their faculty and staff opportunities for inservice training to help meet this need.

One community college provided funds for a faculty member to attend the Kellogg Institute to learn techniques in mastery learning in reading and English classes in relation to special populations in Reading and Study Skills. Some of the colleges had faculty members attend diversity and total quality management workshops; some school counselors were allowed to attend Myers-Briggs training sessions and become certified so that they could, in turn, design workshops to present in classrooms as well as incorporate the training into their individual counseling work with students.

Another college had its Special Services/Testing/ADA Coordinator go to training sessions on equipment accommodations, serving students with disabilities, special services, and meeting ADA requirements. Funds were spent in other colleges for instructors to attend training sessions and workshops in areas such as Nursing, Drug and Alcohol Technology, Business Computer Programming, and General Office Technology.

Guidance Counseling. Perkins funds used for guidance counseling were mostly spent to hire additional staff, either full- or part-time, to assist in their counseling programs. A community college hired a part-time academic specialist, a new position created to expand support services to students at a satellite campus; another spent money for an admissions counselor who worked primarily

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with students interested in entering the Nursing program. Time was spent assisting students with special admissions requirements, administering tests, gathering data, and ranking students through the college's admission standards.

Other uses for guidance counseling funds were providing financial assistance to vocational students to reduce the barrier caused by the rising tuition/books costs; financial counseling and direct services in completing a variety of financial aid applications and other required documentation for eligible students were implemented to make the proper placement of students into courses, especially remedial/developmental courses.

This area of funding enhances the students' transition into college and improves their chances of academic success in their chosen field of study.

Remedial Services. Twenty-seven community colleges used Perkins funds to provide remedial services to students in eligible technical and vocational programs. Additional tutorial staff in learning laboratories were hired through this line item. An example of these services includes one college that hired eight developmental instructors, through prorated salaries based on the previous year's class enrollment of students in eligible Perkins programs, who taught developmental English, reading, mathematics, and psychology, who identified specific needs for academic enrichment, and who provided academic counseling.

At another community college, twenty-four remedial courses were offered and financed by Perkins to serve the inmate students in a special program of vocational preparation.

The colleges provide special population students with the requisite academic skills needed for success in the approved vocational/technical programs. In one school a five-year average of 34% of the students who graduate have successfully completed remedial courses. Satisfactory completion of the remedial courses permits admission to vocational/technical programs, at which time students are oriented into the career field of their choice.

Tech Prep. Six community colleges used Title II funds for Tech Prep activities. Most of the funds were used for faculty release time, articulation exploration, and the

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employment of part-time liaisons between the community college and the local secondary schools. In one school, a county-wide planning committee of both public school systems and the community college studied data provided by the state on the percentage of minorities that were/were not served. The committee then developed a marketing plan for students, parents, and business/industry. Workshops were conducted for county educators as to the ideas of Tech Prep. Visits were made to successful programs in the state. A further description of systemwide Tech Prep activities may be found in this report under Section X.

Supplemental Services. Twenty-five community colleges used Perkins funds to accommodate students, especially special population students, with increased supplemental services. Examples of this type of service include sign language interpreters for the hearing disabled, textbooks on tape or Braille, or tutors for disadvantaged or handicapped students.

One school provided tutoring labs in accounting, mathematics, pharmacy technology, child care, writing and nursing. Nearly 600 students were served by tutors within the 1992-1993 school year. Another community college bought a wireless hearing assistance device for a student enrolled in Administrative Office Technology. Overall funding in this category was heavily used in the tutoring area.

Special Populations Coordinator. Ten community colleges chose to fund a staff position called Special Populations Coordinator to assist in providing opportunities for equal participation of students with special needs. The person in this position assures that the needs of special population students are met and ensures that the college where they are enrolled remains sensitive to future needs. These are often part-time jobs performed in conjunction with other duties. The coordinator may be in the counseling department or a dean or other administrator.

Placement. The key to a successful education for technical and vocational students is their placement in jobs. While placement is a major component of guidance and counseling, only three community colleges specifically used funds for placement. These colleges worked with respective chambers of commerce, government agencies, and local community businesses and industries.

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Special population coordinators, job developers, and guidance counselors worked in league to educate students to job opportunities through job fairs, workshops on job-seeking strategies, resume writing, and interviewing techniques.

As to curriculum program viability, all technical and vocational programs are reviewed once each five years for revision or termination. These reviews lead to the identification of a need for new or updated programs. The relevance of these programs is reviewed in terms of the needs of the service delivery area.

Administrative. A portion of Perkins funds was used by eight community colleges for administrative purposes. These services were provided on a prorated basis by existing college personnel. Only 3% of the allocated money was used statewide. The administrative responsibilities do not increase with the expanding expenditures of other Perkins line items; thus, a number of the administrative duties are handled by specific personnel within their job descriptions or they are absorbed without additional pay into existing duties.

III. Single Parents, Displaced Homemakers, and Single Pregnant Women (Title II, Part B, Section 221)

There were 15,774 students served as single parents, displaced homemakers, and single pregnant women at 46 community colleges on the postsecondary level.

Description of Services. All of the participating 46 colleges used all the single parent funds for direct, material support of students. Services included child care, student transportation, tuition, and instructional materials required for class participation. In addition, most colleges provided personnel from other college funds to maintain a one-on-one contact with the student at least once a month, and frequently bi-weekly or even weekly.

Since very little of the grant goes for salaries, many services connected with the program are above and beyond those financed by the single parent fund. Voluntary contributions in services are exemplified by one college in the Piedmont region whose coordinator interviews each student to ascertain his/her motivation and educational/life goals before assisting them with financial aid. This conscientious assessment and counseling has

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resulted in retention rates above average, at 80% (the average for the statewide program for 1992-1993 is 72% for those receiving transportation, books, fees, and 76% for those receiving child care).

Special Delivery Methods. Local coordinators contribute much of the special counseling support from resources other than the single parent fund. A small coastal college, for example, uses its special student support services grant from TRIO to do a comprehensive needs assessment and requires thorough contact with students throughout the quarter. The added attention pays in a retention rate of 80% for child care recipients and 86% for recipients of other direct support.

Services most needed by the single parent, displaced homemaker, and single pregnant women are tuition, books, transportation, and instructional materials required for class participation. Fifty percent of the target population report these items as necessities in order for them to attend school. Next on the list comes child care, reported by 35% of the target population as a necessary support for class attendance.

Thirty-six of 38 participating colleges reported serving over 1,800 students at a total cost of \$553,737 with tuition, instructional materials, and transportation. Average expenditures were \$15,381 per college. Colleges were able to serve 31% of the target population who expressed a need for these support services.

Fall to spring retention was 72% of those who received assistance of this kind, compared to 31% for those who requested but were unable to receive help with these services.

Of particular note for the 1992-1993 fiscal year are the number of local coordinators who delivered services to many students for only a little money. For example, several colleges were able to serve up to 80 students for the year with tuition, books, student transportation, and instructional materials for \$20,000 or less. They accomplished this in a variety of ways; some served students with single parent funds only long enough to permit a search for other sources of support. Coordinators are careful not to duplicate services from different resources.

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Grants which supported child care reported over 1,000 students served at 41 colleges. Average expenditures were \$34,725 per college for child care. The service had an apparent impact on retention, which was 76% for those students who were able to receive child care assistance from the grant. By comparison those who requested but did not receive child care from any source had a retention rate of only 39%.

Exemplary Programs . The single parent program of one large college in the coastal plains shows particular commitment to the target population in using program funds to help students train in and graduate from their chosen curriculum to find suitable employment.

Because the college believes that students need to be educated immediately about the end result of their education, all applicants are required to begin the program by attending a group assessment to become more aware of their vocational interests, individual aptitudes, personal strengths, and academic strengths or weaknesses. Labor market information is also shared concerning the various curriculums the students are interested in. Nontraditional training is discussed at length. Moreover, the assessment allows for active participation of the students and socialization among themselves (a serendipitous result is the many carpooling and child care arrangements resulting from these sessions).

Once applicants are admitted, another workshop presents the details of the single parent program and both the college's and students' responsibilities toward each other. At that session, each student is scheduled for individual monthly counseling, which gives the counselor an opportunity to review class schedules and monitor progress toward graduation. Monthly attendance and performance sheets completed by each instructor let the counselor know immediately if the student is having problems with academics and/or attendance. If problems warrant, the counselor will meet more often than monthly with the student.

Additional workshops are held for the students several times per quarter. Topics include positive image, stress management, study skills, test-taking strategies, and job-seeking skills. Required is a workshop on choosing quality child care.

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As students near the completion of training, the counselor begins socializing them away from the comfortable atmosphere of school to the world of work. Job-seeking skills and tactics are discussed. Workshops are held on resume writing, interviewing skills, job-retention skills, work ethics, etc.

The college does not use grant funds but rather college resources to provide the rich array of services above. It should be noted that this same college is committed not only to enhancing students' educational prospects, but also to maximizing grant resources by coordinating with other local agencies. They require all applicants for single parent grant assistance to apply to other agencies first. As a result the college found child care through the JOBS program for 81 additional single parents. They anticipate that next year approximately 30 single parents will receive child care through the Pell Grant. Tuition, transportation, and fees will be supplied by the Pell Grant for another 130 single parents, and the Department of Vocational Rehabilitation will assist approximately 22 other single parents with tuition, fees, and books. Thus, by exhausting all available resources, the college can expand the number of single parent students from 61 served by the grant to an additional 263 served by other agencies.

IV. Sex Equity Programs (Title II, Part B, Section 222)

During the 1992-1993 school year, 400 students were served at 17 colleges with sex equity grants designed to train men and women in the nontraditional occupations. The total cost was \$316,318, which includes the local salaries for coordination as well as direct financial support of students. The money invested by the sex equity program has broken barriers, especially to women's 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 assistance, nontraditional students have been much more likely to stay in school than they were prior to this assistance. Furthermore, the program has made the women students, in particular, employable at a reasonable wage for the first time in their lives.

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Retention rates of nontraditional students in the program average 82% from fall to spring (this figure includes those who complete a curriculum at some point during the year). Students uniformly turn in a B average. For the fall and spring quarters of 1992-1993, the average GPA was 3.04 for full-time students and 3.01 for part-time students.

Preparatory Services for Girls and Women . North Carolina's community college women, for whom the 14-25 age limit has been waived, are on average 30 years old; however, the sex equity program still offers the preparatory and supportive as well as the educational programs noted above.

Almost all the nontraditional grants offer a battery of personal, aptitude, and placement tests as part of the orientation to nontraditional trades. Frequently, the colleges interpret the personal assessments in a group setting, a strategy which fosters the bonding of a support group. The assessment instruments, colleges report, reinforce positive images and give the women confidence in knowing they are going into an occupation for which they are suited.

Although the programs are broadly similar, each offers something unique. Of special note is the year-old program that offers a half dozen career field trips as well as two workshops per quarter on life management skills, and also weekly and monthly individual counseling. Students in this program have found workshops and field trips stimulating enough to give up their Saturday mornings to attend.

Another program has been diligent in preparing its college for the inevitable day that the grant phase-out would be complete. As was the original intent of the program, many services provided originally by the sex equity grant have gradually been transferred to the college. Faculty members have absorbed a large part of the support role once provided by a full-time director. Through requirements built into curriculums, sex equity participants benefit from role-modeling, on-the-job training, job search techniques, and a host of other career preparation and personal development skills. Because sex equity students have performed to a high standard, both academically and in their interactions with faculty and fellow students, they have become a welcome and challenging addition to the vocational and technical curriculums, even with the local project director now in the background.

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Finally, the majority of instructors, staff, and students have become more comfortable with the concept of women and men as legitimate and natural participants in nontraditional curriculums and career fields.

V. Criminal Offenders (Title II, Part B, Section 118).

Five community colleges participated in new programs for criminal offenders during the 1992-1993 program year. A total of 3,570 corrections inmates participated in 34 occupational programs (including non-1992/93 funded). (See enrollment table in Appendix B.) The following colleges and corrections facilities participated:

Table 1

Criminal Offender Program Participants

<u>College</u>	<u>Correctional Facility</u>
Anson Community College	Brown Creek Correctional Institution
Cape Fear Community College	Pender Correctional Unit
Nash Community College	Nash Correction Institute
Sampson Community College	Sampson Correctional Center
Southeastern Community College	Brunswick Correctional Facility

Achievements, services, or programs.

The correctional center curriculum programs in North Carolina are designed to prepare individuals for skilled and semi-skilled employment opportunities upon release from incarceration. These programs offer occupational advancement significantly above the no-wage or minimum wage prospects this population might otherwise expect. Both academic and skill development programs are offered. The developmental academic studies provide remediation in basic skills. The occupational skill curriculums are primarily oriented to the development of manipulative skill

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competencies for use in specialized trades and professions. These programs consist of logical sequences of courses designed to prepare individuals for identifiable employment levels in specific occupation fields.

A course of study in Mechanical Drafting was offered by one college. The grant money was used for the faculty member's salary and benefits, supplies, and equipment. The course began spring quarter with 20 students. The syllabus and course outlines were updated and modified to assure that they met the competencies required by the Department of Community Colleges. The students were identified and records were obtained to guarantee all admission requirements were met. The students met with the college's counselor and were given ample time to meet and consult with their advisor. The curriculum was designed as the first four quarters of the two-year program. At the successful completion of the courses, each student was awarded a certificate. In addition to the courses in Mechanical Drafting, the curriculum has the same general education/related courses required of on-campus students. To enhance the curriculum's learning tools, supplies such as teaching models and textbooks were purchased. Three additional computers and computer programs were obtained. Other equipment was purchased by the Department of Corrections; other supplies were purchased by the college. The Department of Corrections supplied the facilities, modifications to the facility, electricity, tables and chairs. The salary of the instructor was paid from the grant during class preparation time and once classes began. The college paid the salary for any time spent teaching in other programs.

Another college taught Practical Air Conditioning to 39 students. An instructor was paid with the grant funds, but a third of the available money went to instructional supplies and educational equipment. Another correctional system sponsored by an eastern community college held classes in Plumbing and Pipefitting, Masonry, Air Conditioning and Refrigeration, and Welding. A full-time prison education director was hired to counsel, advise, determine program eligibility, and instructional support. A total of 239 inmates were enrolled; 119 earned a certificate.

VI. Special Populations (Title I, Part B, Section 118).

The 58 community and technical colleges in North Carolina are committed to serving the vocational education needs of the adult special population of the state. It is the policy of the North Carolina Community College System not to discriminate on the basis of race, sex, age, national origin, religion or disability with regard to its students, employees, or applicants for admission or employment. The primary emphasis of every college is on job training. Every opportunity is taken by the 58 community colleges to increase special population participation and success in these programs.

The commitment to assuring the full and successful participation of special populations is strongly placed at the state level. A permanent, full-time staff member serves as the Coordinator of Methods of Administration. This staff member serves on numerous committees which review system-wide policies and programs which target special population members. A minimum of 20% of campuses are visited each year and their staff and procedures are rigorously screened to assure equitable special population treatment.

Disabled. During the 1992-1993 program year 4,268 disabled students were enrolled in the vocational and technical curriculum programs eligible for Perkins funds. (See enrollment table in Appendix B.) To meet the needs of these students, particular attention is paid to coordinating other, compatible vocational services. Where possible vocational rehabilitation programs are provided on community college campuses or are located nearby. This emphasis on coordination is accomplished in two steps -- identification and assessment.

The identification process includes creating voluntary, non-prejudicial mechanisms for self-identification such as academic applications, course registration forms, counseling self-referrals, and other reporting forms. Other identification programs include testing, counseling, and faculty feedback. In addition, active participation and referrals by NC Vocational Rehabilitation Services, Division of Health Services, JTPA, and area secondary schools are encouraged. This program is especially productive and effective as evidenced by numerous cooperative agreements between local colleges and the NC Vocational Rehabilitation Services, local Departments of

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Social Services, community action agencies, and mental health clinics.

Assessment is accomplished by several methods which are used singly or in combination. One method often used is the administration of standardized assessment instruments such as the Myers-Briggs Type Indicator. Also, as in the identification process, full use is made of personal interviews, observations by staff, and information passed from referring agencies. A recent addition has been made to these efforts through the use of computer software to diagnose students' learning problems. Additionally, where required to ensure appropriate participation, testing is conducted by licensed clinical psychologists.

Once a disabled student has been identified and properly assessed, a wide array of supplemental services are provided by each colleges. These include such things as supplemental standardized counseling, placement tests available in Braille, referral services available in the local community, specialized instructional equipment such as large print typewriters, "phonic ears," hearing impaired telephone adapters, and individual tape recorders. Additional classroom support is provided through tutorial services, interpreters, notetakers, signers, readers, and typists. Special texts and other curricula related material are also available when needed. Other services include special programs such as sheltered workshops or programs for the blind or hearing impaired. Physical access is assured through special parking and elevator access in multi-floor buildings. These, and the many other supplemental services, are provided on an "as needed" basis. These services allow most disabled students to attend regular classes.

Limited English Speaking (LEP). Eight hundred and eighty (880) students with limited English proficiency were served in curriculum programs during the 1992-1993 program year (See enrollment table in Appendix B).

North Carolina continues to attract many people from other countries. Each year the farming harvests attract many native Spanish-speaking immigrant farm workers. These workers tend to settle in the western and eastern regions of the state where agriculture-related jobs are readily available. Often these workers relocate to the larger urban areas to seek employment during off-peak farming seasons. This movement has placed a steadily increasing

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seasons. This movement has placed a steadily increasing burden upon the community college system as it attempts to meet the language needs of these citizens.

Additionally, a large number of Asian and Southeast Asian immigrants are attracted by the near home-like terrain of North Carolina. A large number of Hmong have settled in the western mountainous area for this reason. Also, as previously reported, contingents of Montagnards (Vietnamese who were allies during the Vietnam conflict) continue to seek settlement in areas such as Wake and Guilford County.

Other resources also attract non-English speaking people to North Carolina. Recognizing the abundance and quality of higher education in North Carolina, many foreign students are attracted. Of these, many come with dependents and elect to stay for additional graduate work after initial degree completion. Another source of non-English speaking people are the dependents of military personnel stationed at the many North Carolina defense locations. All of these groups are served through the LEP programs at the community colleges.

Identification, outreach, and recruitment activities designed for those eligible for assistance under LEP programs include many different approaches. Many students are enrolled in English as a Second Language program to fulfill citizenship legalization requirements. However, a large number also attend vocational and technical curriculum programs as indicated by the large number served. North Carolina community colleges apply a variety of recruitment and assistance techniques to assure full and successful participation by these students. Such techniques include easily available English as a Second Language classes, subject matter tutoring in native languages, translations of technical texts into native languages, and Guided Studies Centers which offer individual or group tutoring and specialized classes for the distinct needs of LEP groups.

Disadvantaged. Community colleges in North Carolina have, as do other states, a large number of economically disadvantaged students. Information provided at registration provides a key identification element for the colleges to determine the type and extent of circumstances which contribute to classifying a student as disadvantaged. The 58 community colleges reported an enrollment of 34,041

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economically disadvantaged students. (See Appendix C) Other identification information is received through referral information from JTPA programs, community action agencies, and similar groups. Other students are identified by information supplied by financial aid offices within each college. Identification criteria include referral agency standards, Pell grant application guidelines, participation in JTPA programs, or a comparison of family income with the poverty guidelines established by the US Office of Management and Budget.

Likewise, many educationally disadvantaged students are enrolled in North Carolina's community colleges. In 1992-1993, 52,470 students were enrolled as academically disadvantaged. (See Appendix C) One method used to identify students who may be educationally disadvantaged and, thus, at risk of academic failure is the administration of standardized instruments such as the Assessment and Placement Test for Community College Students, the Myers-Briggs Type Indicator, and others. Also, full use is made of personal interviews, observations by staff, and information passed from referring agencies. As previously described, computerized diagnostic programs are available at several colleges to diagnose students' learning problems and enable staff and faculty to more effectively meet the student's needs.

The blending of identification and assessment plays a vital role in vocational education programs in the state's community colleges. This is especially true for the economically and educationally disadvantaged student. Colleges assess the student's interests, abilities, and special needs through preadmission conferences, career and academic guidance, personal counseling, financial assistance counseling, and academic testing. As mentioned earlier in this report, several testing instruments are also used. These include admissions placement tests, the Career Assessment Inventory, and the Myers-Briggs Type Indicator. On the basis of student profile information gathered from these sources, students are often referred to service provider agencies which conduct more detailed assessment. An example of such a referral is when a student is sent to the Employment Security Commission for GATB testing or ASVAB assessment.

Once identified and assessed, disadvantaged students (both economically and educationally) are provided a wide array of supplemental counseling, tutoring, and special

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remedial instruction programs and services to increase their chances for success in vocational and technical curricula programs. Each college staffs a learning resource center which is available to such students on an as-needed basis. Many colleges also aggressively promote the use of developmental studies programs. These programs, and others like them, emphasize the NCDCC commitment to an open door environment and philosophy which enables students to increase whatever skills s/he may already possess, and to successfully progress to higher, more productive skills for employment.

Often the single largest impediment to successful academic performance for both the economically and educationally disadvantaged student has roots in fiscal limitations. To overcome this, community college financial aid offices strive to match needy students with the available sources such as scholarships, loans, and grants. The state of North Carolina annually makes over 1,000 grants from a scholarship fund. Additionally, many local business and civic organizations are encouraged to provide support by establishing scholarship funds. Whenever possible these local and state resources are augmented by federal sources such Pell grants and JTPA programs.

VII. State Leadership and Professional Development (Title II, Part A, Section 201).

Curriculum Improvement Projects. During the 1992-1993 program year, a major focus of funds from Perkins for state leadership and professional development was the undertaking of six curriculum improvement projects. The goal of a curriculum improvement project (CIP) is to create a process and environment through inservice training and professional peer guidance which leads to an updated instructional program or curriculum area. Programs or areas targeted for improvement are those that are strongly affected by episodic socio-technical or economic forces in the state. Programs which meet this criteria are identified via a system-wide request for proposal process in which all colleges participate. These requests highlight what the circumstances are which require curriculum update, how the college will provide system-wide leadership to benefit all colleges offering the curriculum, and how the updated curriculum will be disseminated and implemented across the system. Strategies used by participating colleges include updating instructors' technical and professional knowledge,

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skills, and abilities, and updating the content of the associated curriculum and continuing education courses.

Six colleges received funds to implement curriculum improvement projects during the 1992-1993 program year. Three projects completed their second year and concluded; four were beginning their first year. The three concluding were:

Table 2

Curriculum Improvement Projects (Second Year)
 1992-1993

<u>College</u>	<u>Curricula Program</u>
Pitt Community College	Industrial Maintenance
Central Piedmont Community	Transportation: Automotive Body Automotive Servicing Diesel Vehicle Maintenance
Wilkes Community College	Child Development

Industrial Maintenance
Pitt Community College

This curriculum is taught at 38 community colleges in North Carolina, and it has involved 40 curriculums. Several project goals were identified for this program year. These included the following:

Faculty Development Activities -

- o Plan and conduct three technical sessions at the community college conference
- o Plan and conduct at least one 2- or 3-day statewide workshop on technical topics to upgrade faculty
- o Plan and conduct at least one regional 1-day workshop on technical topics such as recruiting and retention, basic computer application software use
- o Attend maintenance-related workshops

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Curriculum Materials Development -

- o Establish writing teams to identify tasks and develop curriculum models for a two-year associate degree program, a two-year and a one-year vocational/diploma program
- o Publish curriculum guide including all three models
- o Distribute and orient instructors to curriculum models

Recruitment and Retention - Appoint task force to

- o Identify obstacles to recruitment and causes for attrition
- o Identify and publish strategies for recruitment and attrition reduction
- o Submit report to management team who will communicate published strategies to instructors from participating institution

General Goals -

- o Organize statewide Association of Maintenance Instructors
- o Publish and distribute quarterly newsletter
- o Acquire and install instructional equipment to support maintenance programs
- o Interact with business and industry
- o Write and submit evaluations and reports

Evaluation: Over 100 hours of faculty development activities were provided and 146 instructors represented 38 participating colleges. Four committees (steering, conference planning, recruiting and retention, textbook selection), made up of faculty, provided assistance and direction for the accomplishment of project goals. Three writing teams spent hours performing the task analyses and writing the technical content of the manual. Other

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advisory groups refined and edited the curriculum materials that became the curriculum guide.

Transportation Programs
Central Piedmont Community College

Forty-two (42) of 50 eligible community colleges were served by this curriculum improvement project. Thirty-five (35) Automotive Servicing programs were served; 10 Auto Body; and 8 Diesel.

Project Goals -

- o Provide and fund technical update training for Auto Servicing, Auto Body, and Diesel instructors
- o Develop curriculum guides for the three curriculum areas using statewide industry advisory committees, instructor steering committees, and NATEF competencies
- o Promote and support NATEF program certification efforts throughout the system
- o Provide technical update training for the college faculty
- o Provide equipment for all of these programs

Evaluation- All of the faculty were involved in update training as well as providing update training for other faculty. All faculty have become aware of changes in technology. Auto Body and Diesel faculty have started working toward a NATEF certification. Students benefitted from the updated equipment.

Child Development
Wilkes Community College

Curriculum models were developed for both the Early Childhood Associate and the Teacher Associate. The development of these models, using the occupational tasks (competencies) lists, course syllabus and content outlines for all major and some related course were produced and distributed. A major impact of the CIP Child Development project was that the Child Care Credential I and II courses developed are offered in at least 50 individual schools in both Early Childhood curriculum and non-curriculum programs. More than 150 full- and part-time

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instructors have taken the Orientation Training to teach the Child Care Credential courses. Over 1,200 students have completed both courses statewide and they have been awarded the Child Care Credential.

In the area of professional faculty upgrade, two content workshops were offered to instructors concerning special needs children and infant/toddler development and workshops on recruitment and retention. Some faculty attended week-long seminars on critical thinking techniques; others attended instructor certification of first aid and CPR. Professional leadership development was most evident in the writing and field testing of the Instructor Manuals for Child Care Credentials I and II.

Project Goals and Activities:

Faculty Inservice Education -

- o To continue to survey instructors and committees for input on professional development needs for Child Development and related curriculum instructors
- o To review current Child Development and Teacher Assistant programs and courses and work with instructors to develop a core curriculum and establish basic competencies necessary for Child Development and Teacher Assistant students
- o To continue review of alternative program delivery systems to meet the needs of current and future child care workers
- o To continue to disseminate information on recruitment and retention practices
- o To offer technical information on a course for Children with Special Needs
- o To offer technical information on a course for Infant/Toddler Development and Activities

Development of Instructional Materials and Methods -

- o To continue to revise and update materials for the Child Care Credentials I and II courses

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- o To offer assistance, information, and materials for a course on Children with Special Needs
- o To offer technical information, assistance, and materials for a course on Infant/Toddler Development Activities
- o To develop a core curriculum model

Interaction with Business and Industry -

- o To continue to receive advice and input from an Early Childhood Advisory committee
- o To continue to correlate with the staff of the N. C. Child Day Care section revisions and updates, and orientation for instructors on the Child Care Credential
- o To continue to work with agencies that may have impact for the Child Development and Teacher Assistant community college students

Three additional curriculum improvement projects were funded for 1992-1993 and reported on their first year's achievements. These were:

Table 3

Curriculum Improvement Projects (First Year)
1992-1993

<u>College</u>	<u>Curriculum Program</u>
Rowan-Cabarrus Community College	Math and Technology
Wake Technical Community College	Electronics-Based
Craven Community College	Business Management

Math and Technology
Rowan-Cabarrus Community College

The Math Curriculum Improvement Project has attracted selected representatives from each of the 58 community college math faculties and attendance at state and regional conferences of twice that number. Training in technology

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in mathematics began in September at the three regional orientation meetings and was continued in the December and March conferences. Selection of a total of 26 hours of training from a slate of sixty total session hours was provided this year. Topics ranged from computer math software to graphing calculators. All the workshops were performed by CIP representatives except those on Math CAD. The project was well received by the participants and its effects are already being felt around the state. A survey of the impact of the project was given to each participant in May; the results of the survey were overwhelmingly positive. One instructor said she learned more in the December Workshop than in her graduate studies. In December, the opportunity arose to expand the project to include intensive training for a selected team of eight in teaching Critical Thinking Skills. The eight were selected from eighteen applicants. The training was held, follow-up meetings were held, and a series of 25-30 modules were written incorporating the critical thinking skills in the teaching of college Algebra. Six hours of release time was provided during Spring quarter for each team member to work on the modules. The modules are currently being edited and will be distributed to the team for use in their respective college Algebra classes in the fall. After the Fall quarter, the modules are to be re-edited, amended, and will become the main focus of the spring workshop; during this workshop, the modules will be distributed to the CIP representatives from all 58 schools. There was also a joint meeting of members of both the Electronics and Math CIPs; the purpose of the meeting was to begin work on course sequencing and coordination of content of math and electronics courses, with possible extension to other technologies. To facilitate curriculum development investigations and workshop materials development and production, a computer and laser printer were purchased; also, a set of graphing calculators was purchased for use by the critical thinking team.

Electronics-Based
Wake Technical Community College

The Electronics-Based CIP promotes professional development for electronics-based curriculum instructors. The CIP provides the opportunities for instructors to update their technical education by offering current technical workshops. These workshops help to assist instructors with the additional technical knowledge so that they can teach new and emerging electronics-based

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technologies. Some of the workshops provide very specialized training that instructors have requested. The CIP provides a strong relationship with industry. As the electronics-based courses are changed and/or developed, the present and future needs of industry are used as a major part of the development process. There are 43 community colleges in North Carolina which offer at least one of the electronics-based curriculums. All of the colleges have been involved in the project. Instructors from all the colleges have attended workshops and conferences, attended committee meetings, provided survey information on curriculum changes, or met with industry personnel to consider their needs for technicians in the future. The CIP plans to offer some proposed workshops for professional faculty development during the two-year project which the instructors have requested. Some of the proposed workshop topics are: programmable logic controller, "C" language programming, fiber optics and lasers, computer-integrated manufacturing, surface mount technology, microprocessor and microcontroller operations, and computer-aided instruction and multimedia usage. Many of these workshops have already been offered in the first year. The instructors have been given copies of various software applications packages for use in the classroom. These software packages were identified by industry personnel as very valuable for technicians to understand. All of the educational software packages have been received free of charge because of the special requests by the CIP. The Critical Thinking Field Study Group has prepared a draft Instructors Guide for the Direct Current Circuit Analysis course. This Instructors Guide, complete with handouts and lesson plans, will be finished and distributed to all electronics-based curriculum instructors by late 1993. The Curriculum Development Committee is preparing an Electronics-Based Curriculum Manual; this manual will contain all electronics-based curriculum courses, plus detailed descriptions and course competencies. The CIP purchased two computers, a printer, and an overhead projector (for presentations). The computers and printer were used to prepare CIP newsletters, present and future needs of industry survey, mailing lists, the manual, the instructors guide, and a task list for electronics-based technicians.

Business Management
Craven Community College

The Business Management CIP has provided the opportunity for Craven Community College to lead colleges

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throughout North Carolina in the development of instructional programs that will better prepare students for successful employment in today's competitive business environment. By working with instructors from all 58 colleges, Craven will help establish standards of curriculum components and instructional methodologies in Business Administration, Industrial Management Technology, Public Administration, and Personnel Management Technology. The major professional development activities were the three regional communication network workshops with training on modem utilization to communicate electronically and the statewide CIP conference. The state conference provided participants with instructional skills and techniques to promote the incorporation of team-building, ethics, facilitating, TQM, critical thinking and writing into management instruction. Seven instructors received partial release time to research and develop instructional materials that will combine the use of available technology, current management theories, and up-to-date instructional methodologies; incorporate essential competencies identified on the Needs Analysis Survey of business and industry leaders in N. C. into management instruction; and include learning activities that will involve the use of critical thinking, problem-solving, and team-building. The materials developed will be field-tested, revised, published, and distributed to all 58 colleges during the second year of the project. The equipment purchased is to establish the electronic communication network; additional computer memory as well as hardware and software necessary to implement the system and house the databank were also bought. A major accomplishment of the CIP was the design and administration of a Needs Analysis Survey to 534 business and industry leaders throughout North Carolina. The survey indicated that graduates from management programs should possess the ability to work within a team, integrity and ethics, problem-solving and decision-making skills, self-motivation, the ability to think objectively and critically, and the ability to communicate effectively. The results of the survey were distributed to each college president, chief academic officer, and CIP participants. These skills are also being incorporated into the instructional materials developed through this project.

VIII. Community-Based Organizations (Title III, Part A, Sections 301 and 302).

No postsecondary programs are presented in North Carolina.

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IX. Consumer and Homemaking Education (Title III, Part B, Sections 311, 312, and 313).

No postsecondary programs are presented in North Carolina.

X. Tech Prep (Title III, Part E, Sections 341-347)

During the 1992-1993 program year there were no identified Tech Prep students enrolled in the North Carolina Community College System. This was due to the relatively recent introduction of the program throughout the state. Thus, the community colleges were in the process of planning and in the early stages of implementing articulated Tech Prep programs.

Tech Prep in North Carolina is a focused, sequential six-year course of study designed to meet the need for high school and community college graduates to have greater academic rigor and a stronger technical education foundation. Through a blending of higher-level academic and vocational/technical secondary courses, Tech Prep prepares students for advanced courses required by two-year technical and community college programs, which in turn prepares workers for increasingly sophisticated occupations. At present, the North Carolina Department of Public Instruction and the Department of Community Colleges provide grants to Tech Prep consortia based upon competitive proposals received from all interested local education agencies (LEAs) who have developed agreements with community colleges or other postsecondary institutions to provide a 2+2+2 year educational program consisting of two years of secondary preparatory course work (grades 9 and 10), two years of occupation/technical-specific and advanced secondary course work (grades 11 and 12), followed by two years postsecondary course work leading to the associate degree or certificate of completion. The size of the grants are determined by a formula based upon the number of LEAs participating in the consortia. Under this formula, a planning consortium receives \$25,000 per participating LEA up to a maximum \$75,000 per planning grant. An implementation consortium receives \$50,000 per participating LEA up to a \$150,000 limit per implementation grant. Consortia are limited to one planning grant, but the same

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consortia may receive up to two implementation grants. A reapplication is required for each grant.

In 1992-1993, 45 consortia received grant money. Ten of these were planning grants, and 35 were implementation grants.

The Tech Prep movement and program in North Carolina integrates academic and occupational subjects, placing heavy emphasis on articulation from secondary to postsecondary education. Articulation between high schools and the community college embodies a competency-based, technical curriculum, designed jointly by business/labor and the participating education institutions. This collaboration is designed to result in instructional sequences offered by the schools which will teach job-essential competencies without duplication or repetition.

The Tech Prep planning process involves many constituent elements in North Carolina. These include employers, labor representatives, parents, community organizations, and, of course, the secondary and postsecondary schools. The business/labor community identifies student outcomes required for future as well as current jobs. It also reviews curricula and course content for job relevance, and participates with school officials to develop and provide work-based learning experiences such as shadowing, mentoring, cooperative learning, internships, and apprenticeships. These comprehensive and intensive cooperative efforts assure that Tech Prep students receive the right training consistent with the availability of jobs when they complete the course of study.

**XI. Integrating Applied Academics into Vocational Education
(Title I, Part B, Section 116; Title II, Part A,
Section 201; Title II, Part C, Section 235,240).**

The North Carolina Department of Community Colleges recognizes the need to integrate academic and vocational content in a coherent and meaningful manner for its students. As postsecondary institutions, its member colleges provided technical and vocational curricula to 177,874 students. Each curriculum program is reviewed by the NCDCC and approved by the State

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Board of Community Colleges. The standards used to determine approval are consistent with regional accrediting agencies such as the Southern Association of Colleges and Schools. All approved and Perkins-eligible programs include both technical/job-specific course work as well as academic preparation courses. Therefore, by choosing a specific course of study, the student receives an integrated program of academic and vocational training.

Since the nature of postsecondary education is learner-chosen, i.e., a curriculum of interest is chosen by the student, programs are available which include both academic and vocational components. To ensure that students are successful in these programs the North Carolina Community College System provides extensive academic support services to vocational and technical students. These include counseling, career assessment, tutoring, and a wide-array of remedial classes. Many of these programs have been previously described.

Another program previously described in this report is the Curriculum Improvement Project process. These projects identify all competencies, both academic and vocational, needed by students to become productive employees. As a result, the programs developed include a system of coherently developed courses to provide such. This is the nature of program development at the community college level. As such, these programs embody the concept of academic and vocational integration.

XII. Career Guidance and Counseling (Title II, Title III, Part C, Section 321-323).

No postsecondary funds were used for Title III, Part C, Section 321-323 eligible programs during the 1992-1993 program year. However, as previously described many community colleges apply Perkins funds to provide a more comprehensive guidance and counseling program at their respective campuses. Several colleges hire full-time counselors for special population students or use part-time (prorated full-time) counselors for such activities. Additionally, many colleges have increased their guidance capabilities through the purchase of computer software designed to assess a student's career interests and

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abilities. Since the mission of a comprehensive community college is to provide complete educational services to all its constituents, programs such as these are indispensable.

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APPENDIX A

Performance Measures and Standards

- Postsecondary -

Performance Measures and Standards for Compliance with the Carl D. Perkins Vocational and Applied Technology Education Act of 1990

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (Perkins II) requires that recipients of funds under the Act establish sufficient measures and performance standards to determine the degree of improvement in vocational education programs. The rationale for the establishment of the measures and standards for the North Carolina Department of Community Colleges has been to meet this requirement with the least additional burden to its member institutions. The development of the measures and standards has taken into consideration the additional reporting requirements imposed on the institutions by the General Assembly, the Student Right to Know Act, systemwide Critical Success Factors, and so forth. Therefore, to the extent possible, the measures and standards required by Perkins II have been developed to minimize or eliminate redundant data collection and reporting. Where possible, data collection is coordinated with the Student Progress Monitoring System currently being developed. The following narrative describes the measures and standards adopted to demonstrate compliance with Perkins II.

Part I: The Measures

Perkins II states that the minimum core measures needed for compliance include

- (1) (a) Measures of learning and competency gain, including student progress in (b) the achievement of basic and more advanced academic skills. In response the following guidelines have been reviewed and adopted.
 - (a) Curricula approved during the last seven years have been required to define such competencies. Each college should, therefore, define 5 to 15 measurable competencies for each curriculum. While aggregate competencies are difficult to trace to specific courses, completion of the entire sequence of required courses may be presented as evidence of completion of all competencies in targeted skills.

Performance Measure: Record the percentage of the required credit hours completed for the curriculum, i.e., number of students who have completed 25%, 50%, 75%, or 100% of the courses needed for curriculum completion or graduation.

- (b) For compliance purposes, basic academic skills are defined as those necessary for entering a community college curriculum program. Advanced academic skills are those that are attained in General Education or Related courses, as stated in the Curriculum Standards for each curriculum program. Curriculum standards require a minimum number of credits in General Education and Related topics for diploma and degree programs.

Performance Measure: Colleges will report the rates at which vocational education students are required to take remedial basic academic courses (such as English and mathematics) and the rates at which they pass these academic courses. Additionally, rates at which

vocational education students take and pass General Education and Related courses shall be reported.

- (2) One or more measures of performance, including only
 - (i) Student competency gain.
 - (ii) Job or work skill attainment or enhancement, including student progress in achieving occupational skills necessary to obtain employment in the field for which the student has been prepared, including occupational skills in the industry the student is preparing to enter.
 - (iii) Retention in school or completion of secondary school or its equivalent.
 - (iv) Placement into additional training or education, military service or employment.

This part of the Perkins II requirements relates to labor market results rather than measurements taken in the educational setting as was required in the previous measure. Since only one measure must be reported (though more than one may be chosen), reporting options are flexible and have been developed to include existing data collection systems wherever possible. Given this rationale, item (iii), which examines retention rates, has been determined to most easily and effectively meet this criteria at this time. Future performance measures and standards will address other criteria as data collection and reporting capabilities are developed.

- (iii) A measure of retention rates has been developed for the Critical Success Factors and has been adopted to comply with this requirement.

Performance Measure: Students are considered to be retained if they were enrolled in the fall quarter, did not complete (graduate) in the quarter, and completed at least one additional course during the subsequent winter or spring quarters. Students who are enrolled as special credit, or in dual enrollment or Huskins Bill courses, are to be omitted from the retention cohort group, as are students in the V-099 and T-099 curriculum codes.

Retention rates are to be reported by credit hour categories, as presented in the Annual Statistical Report. Thus, student data will be separated into four groups based upon the following course loads during the fall quarter:

- 1. 12 or more credit hours
- 2. 9 to 11 credit hours
- 3. 6 to 8 credit hours
- 4. 5 or fewer

- (3) Incentives or adjustments that are

- (i) Designed to encourage service to targeted groups or special population; and
- (ii) Developed for each student, and, if appropriate, consistent with the student's Individualized Education Program, developed under section 614(a)(5) of the Education of the Handicapped Act.

It is the interpretation of the North Carolina Department of Community Colleges that the requirements of item (i) are substantially met through the nature and specificity of assurances given to the U.S. Department of Education, which state that funds from the Perkins II grants will be used to consistently encourage the participation of special populations in vocational and technical programs.

- (i) Colleges identify special populations vocational education students in several ways (declaration at registration, remedial classes for academic disadvantaged, or requests for financial aid, readers, interpreters, tutors, special counseling, etc.). These methods and the delivery of other supplemental services are designed to meet the needs of special populations as defined in Perkins II and to provide comparability between special and non-special (regular) vocational education students.

Performance Measure: Special population participation may be measured by either of two methods:

1. The ratio of percent of special population students enrolled in vocational/technical curricula to the percent of special population students enrolled in all curricula programs in the school population; or
2. The ratio of percent of special population students completing vocational/technical curricula to the percent of special population students completing all curricula programs in the school population.

Additionally, the Department of Community Colleges shall maintain a monitoring instrument which records the college's compliances with all assurances of equal access for members of special populations to meet the assurances contained in Perkins II grant applications.

- (ii) It is the interpretation of the Department of Community Colleges that this section applies to secondary education programs because community colleges do not provide Individualized Education Programs.

Part II: The Standards

Standards shall be established after first analyzing the state average data on the above measures. Data will be collected for the 1992-93 school year to establish the baseline state averages. These baseline data will be analyzed to determine which, if any, measure of central tendency is most appropriate for each measure. These standards will be monitored subsequently to provide trend analysis in subsequent reporting periods. As additional data collection and analysis capabilities are developed and implemented (such as placement data), standards will be similarly developed and added to this initial base of measures and standards.

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APPENDIX B

Curriculum Postsecondary Enrollment
for Carl Perkins Performance Report
1992-1993

1/12/94

NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES
CURRICULUM POSTSECONDARY ENROLLMENT
FOR CARL PERKINS PERFORMANCE REPORT--7/1/92 TO 6/30/93
(TECHNICAL AND VOCATIONAL ONLY)

AGE

1

REPORT # CC815CPP

CIP CODE	CIP NAME	TOT ENR	MALE	FEMALE	REG. VO-TE-ED	DIS-ADV	LEP	DIS-ABLED	CORR	SP/DH SPH	SEX EQ (NON-TRAD)	COMP-LETER
01.0101	AGRICULTURAL BUSINESS	23	15	8	17	6		1		1		1
01.0104	AGRICULTURAL TECH.	8	4	4	8							
01.0201	FARM MACHINERY MECH	8	8		7	1						
01.0204	AGRI MACHINERY SERV TEC	13	13		11	2						
01.0301	AGRICULTURAL SCIENCE	14	12	2	6	7		1				
01.0302	ANIMAL CARE & MGMT TECH	121	84	37	58	59		7		6	2	
01.0304	HORTICULT. & FRUIT PROD	34	21	13	21	7		3		5		
01.0399	DAIRY MANAGEMENT TECH.	1		1	1					3		
01.0505	EQUINE TECHNOLOGY	75	18	57	37	32		8			18	
01.0599	TAXIDERM	70	63	7	64	5		1			7	
01.0601	HORTICULTURE TECH.	563	393	170	306	146	2	24	84	48		5
01.0604	GREENHOUSE & GRNDS MGMT	349	303	46	87	72	2	97	167	12		15
01.0605	LANDSCAPE ARCHITEC TECH	74	57	17	33	39		3		2	46	15
01.0607	RECREATIONAL GRND. MGT.	135	129	6	73	61		2		1	17	1
03.0401	FOREST MANAGEMENT	212	190	22	69	139		9		5	6	5
03.0404	WOOD PRODUCTS	6	5	1	3	3		1		1	22	1
03.0499	LUMBER SPECIALIST	21	21		18	2		1			1	
03.0601	FISH AND WILDLIFE MGT.	126	110	16	55	69		5		6	16	
07.0699	DESKTOP PUBLISHING (T S)	29	5	24	14	14		1		4	5	
08.0102	FASHION MERCHANDIS & MKT	168	12	156	92	66	1	3		28	12	
08.0503	FLORAL DES & COMM. HORT.	63	16	47	36	24		6		2		
08.0705	MARKETING & RETAILING	675	234	441	422	216		37		58		12
08.0901	HOSPITALITY/TOURISM SPE	1		1	1							23
08.1001	INSURANCE	142	77	65	134	6		1		3		
08.1104	TRAVEL AND TOURISM TECH	180	20	160	125	42		7		17	20	
08.9999	CUSTOMER SERVICE TECH	118	19	99	68	42	2	9		22	19	
10.0101	COMMUNICATIONS TECH.	20	8	12	16	1				2		
10.0103	PHOTOFINISHING SPEC.	22	11	11	7	15		1		2		
10.0104	RADIO/TV BROADCAST TECH	252	171	81	137	110	1	6		14		
12.0301	FUNERAL SERVICE ED.	263	175	88	211	39		10		13		
12.0403	COSMETOLOGY	3,746	214	3,532	1,774	1,701	16	91	46	862		120
13.1501	TEACHER ASSOCIATE	419	19	400	161	227		22		91		24
13.9999	AD FOR VOC INSTRUCTORS	25	19	6	19	6				2		1
14.3001	MANUFACTURING ENG.	346	293	53	247	83	4	7		21	53	
15.0101	ARCHITECTURAL	874	652	222	543	280	12	49		42		17
15.0201	CIVIL ENGINEERING	592	502	90	391	167	10	31		30	90	16
15.0303	ELECTRICAL ENGINEERING	3,703	3,289	414	2,179	1,370	43	148	1	179	414	117
15.0304	LASER/ELECTRO-OPTICS TEC	53	38	15	23	29		1		6		1
15.0399	IND ELECT/ELECTRO TECH	317	290	27	153	157	3	22		24	27	12
15.0401	BIOMEDICAL EQUIPMENT	187	167	20	68	113	3	10		17	20	18
15.0402	COMPUTER ENGINEERING TEC	876	695	181	493	338	18	43		50	181	15
15.0403	IND MAINTENANCE TECH.	553	478	75	285	246	3	27		33	75	23
15.0404	INSTRUMENTATION	96	84	12	78	17				2	12	4
15.0405	AUTOMATION/ROBOTICS	121	113	8	69	50	2	9		2	8	3
15.0501	AIR CONDITION SERV TECH	247	242	5	173	63	1	7		11	5	7

NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES
CURRICULUM POSTSECONDARY ENROLLMENT
FOR CARL PERKINS PERFORMANCE REPORT--7/1/92 TO 6/30/93
(TECHNICAL AND VOCATIONAL ONLY)

REPORT # CC815CPP

CIP CODE	CIP NAME	TOT ENR	MALE	FEMALE	REG. VO-TE-ED	DIS-ADV	LEP	DIS-ABLED	CORR	SP/DH SPH	SEX EQ (NON-TRAD)	COMP-LETER
15.0506	WATER AND WASTE TECH	92	57	35	41	46	1	8		6	1	
15.0603	INDUSTRIAL ENGINEERING	185	119	66	116	60	3	6		11	4	
15.0699	CHEMICAL	149	106	43	84	48	1	4	15	7	3	
15.0701	IND SFTY SCRTY & HLTH MG	44	29	15	31	10		2		7	1	
15.0702	QUAL ASSUR TECHN (TS)	88	61	27	71	15		1		2		
15.0805	MECHANICAL ENGINEERING	1,779	1,471	308	1,068	621	23	86	20	76	308	
15.1102	SURVEYING TECHNOLOGY	167	156	11	108	49	5	9		4	7	
15.9999	GENERAL OCCUPATIONAL	522	120	402	390	90	5	15		58	10	
20.0203	CHILD CARE WORKER	349	10	339	194	135	12	14		51	10	
20.0203	EARLY CHILDHOOD ASSOC.	2,950	80	2,870	1,415	1,352	11	118	134	66	80	
20.0401	FOODSERVICE MANAGEMENT	721	417	304	358	238	11	55		9	33	
20.0409	FOODSERVICE SPECIALIST	608	575	33	104	126	26	102	466	552	307	
22.0103	PARALEGAL TECHNOLOGY	2,905	307	2,598	1,651	977	1	10		6	2	
25.0301	LIBRARY ASSISTANT	43	10	33	24	11		16		13	3	
31.0101	PARK & OUTDOOR REC RES	12	10	2	4	8						
31.0301	RECREATION ASSOCIATE	96	44	52	39	1						
31.0505	PHYSIO-FITNESS/HLT TECH	1		1								
40.0702	MARINE	158	107	51	140	18						
41.0101	BIOTECHNOLOGY	69	27	42	28	39						
43.0102	CORRECTIONAL SERVICES	312	95	217	138	168	2	1		1	5	
43.0107	CRIM JUSTICE-PROTECT SER	7,933	5,382	2,551	4,730	2,884	24	234		71	209	
43.0201	FIRE SCIENCE	554	524	30	460	84	6	6		6	10	
43.0203	FIRE PROTECTION DIPLOMA	19	19		11	8						
44.0401	PUBLIC ADMINISTRATION	919	82	837	458	374	1	35		8	2	
44.0701	SOCIAL SERVICE ASSOC.	497	491	6	122	90	2	18	339	220	19	
46.0101	MASONRY	583	566	17	288	93	6	14	197	26	6	
46.0201	RESIDENTIAL CARPENTRY	1,652	1,575	77	1,044	399	5	57	199	21	17	
46.0302	PRACTICAL ELECTR WIRING	64	64			15		8	59	17	8	
46.0401	FACILITY SERV TECHNICIAN	664	643	21	171	305	1	17	215	1	1	
46.0499	LIGHT CONSTRUCTION	274	273	1	60	38	1	17	182	3	3	
46.0501	PRACTICAL PLUMBING	22	19	3	12	10		1	49	5	16	
46.9999	INDUSTRIAL CONSTR TECH	194	180	14	88	58		3		2	6	
47.0104	DIGITAL ELECTRON REPAIR	105	96	9	75	29	5	31	28	22	38	
47.0105	INDUSTRIAL ELECTRONICS	674	624	50	474	148	4	57	215	85	89	
47.0199	ELECTRONIC SERVICING	1,483	1,464	19	899	296	3	4	81	73	53	
47.0201	PRACTICAL AIR CONDITIONI	58	58		29	287		37		2	8	
47.0302	HEAVY EQUIPMENT MECH	1,075	1,002	73	715	11		10		1	3	
47.0303	INDUSTRIAL PLANT MAINT	117	117		98	9						
47.0402	GUNSMITHING	10	9	1	9	15		6		2		
47.0404	PIANO TUNING & REPAIR	29	17	12	12	185		38		41	31	
47.0408	METAL ENGRAVING	818	787	31	585	783		96	162	109	95	
47.0603	AUTO BODY REPAIR	2,114	2,019	95	1,145	28	12	9		8	1	
47.0604	AUTO MECHANICS	183	182	1	145	36	3	5	112	23	4	
47.0605	DIESEL VEHICLE MAINT.	207	203	4	66		2					
47.0606	SMALL ENG & EQUIP REPAIR											

1/12/94

NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES
CURRICULUM POSTSECONDARY ENROLLMENT
FOR CARL PERKINS PERFORMANCE REPORT--7/1/92 TO 6/30/93
(TECHNICAL AND VOCATIONAL ONLY)

REPORT # CC815CPP

CIP CODE	CIP NAME	TOT ENR	MALE	FEMALE	REG. VO-TE-ED	DIS-ADV	LEP	DIS-ABLED	CORR	SP/DH SPH	SEX EQ (NON-TRAD)	COMP-LETER
47.0607	AVIATION MAINTENANCE	299	280	19	213	78	2	6		12	19	28
48.0102	DRAFTING-BUILDING	85	62	23	53	30		2		3		1
48.0105	DRAFTING-MECHANICAL	228	191	37	135	61	4	8	24	17	37	3
48.0199	FURNITURE DFT & PROD DEV	31	22	9	17	14	1					
48.0201	GRAPHIC ARTS--PRNT MGMT	427	233	194	259	151	3	16		31		24
48.0303	UPHOLSTERING	126	78	48	107	12	3	2		6		10
48.0503	MACHINIST	1,703	1,551	152	1,212	413	25	55	3	77	152	87
48.0507	TOOL & DIE	102	100	2	67	30	1	9		1	2	23
48.0508	WELDING	1,708	1,643	65	990	444	8	54	287	76	65	61
48.0701	FINE & CREATIVE WOODWKG	21	17	4	20	1					4	1
48.0702	FURNITURE MACH OPERATION	175	172	3	160	15	1	1		1	3	17
48.0703	CABINETMAKING	26	26		15	9		4				
48.0799	WOOD PRODUCTION CRAFTS	14	10	4	9	4	1	1		1		4
48.9999	CLAY PRODUCTION CRAFTS	80	21	59	63	7		3		12		11
49.0102	AVIATION MGT & C PILOT	239	209	30	177	60	2	2		2	30	4
49.0105	AIR TRAFFIC MGMT	1		1	1							
49.0202	HEAVY EQUIP. OPERATOR	62	62		47	13		4		1	82	8
49.0205	TRUCK DRIVER TRAINING	610	528	82	609	1						5
49.0306	MARINE MECHANICS	31	31		23	8						
49.9999	TRAFFIC AND TRANS.	40	24	16	25	12				4		1
50.0402	COM. ART & ADV. DES.	1,288	658	630	827	391	7	82		89		59
50.0406	PHOTOGRAPHY	245	130	115	102	119	3	13		64		3
50.0408	INTERIOR DESIGN	414	27	387	248	116	3	15		88		41
51.0205	INTERPRETER TRAINING	107	7	100	66	36	1	3		13	27	2
51.0601	DENTAL ASSISTING	460	5	455	261	183	3	5		51	5	54
51.0602	DENTAL HYGIENE	388	2	386	283	90	1			27	2	4
51.0603	DENTAL LABORATORY	34	16	18	19	14				6		1
51.0703	HOSPITAL WARD SECRETARY	172	2	170	71	78		9		44	2	10
51.0707	MED. RECORDS TECHNOLOGY	380	19	361	191	149	4	19		80	19	6
51.0801	MEDICAL ASSISTING	1,194	21	1,173	524	601	8	39		293	21	51
51.0802	MEDICAL LABORATORY ASST	1		1	1							
51.0803	OCCUP. THERAPY ASST.	145	12	133	43	90	5	15		30	12	4
51.0805	PHARMACY TECHNOLOGY	293	78	215	135	142	3	19		47		4
51.0806	PHYSICAL THERAPIST ASST.	553	111	442	315	209	7	11		70	111	15
51.0808	VETERINARY MEDICAL	114	13	101	45	67	1	2		6	13	2
51.0904	EMERGENCY MEDICAL	481	286	195	312	142	2	24		32		31
51.0905	NUCLEAR MEDICINE TECH	29	16	13	25	1		1		3		6
51.0907	RADIOLOGIC TECH / RADPHY	888	194	694	473	337	10	36		136	194	85
51.0908	RESPIRATORY CARE TECH	614	188	426	336	232	9	11		126		80
51.0909	SURGICAL TECH.	255	24	231	146	93	3	2		36	24	25
51.0910	MEDICAL SONOGRAPHY	63	4	59	35	20		4		10	4	16
51.0999	ELECTRODIAGNOSTICS TECH	92	18	74	72	15		1		7	18	17
51.1002	CYTOTECHNOLOGY	9	1	8	9						1	3
51.1004	MEDICAL LABORATORY TECH	379	58	321	192	171	5	11		64	58	20
51.1099	PHLEBOTOMY	189	20	169	113	64		9		29		9

1/12/94

NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES
CURRICULUM POSTSECONDARY ENROLLMENT
FOR CARL PERKINS PERFORMANCE REPORT--7/1/92 TO 6/30/93
(TECHNICAL AND VOCATIONAL ONLY)

PAGE

REPORT # CC815CPP

CIP CODE	CIP NAME	TOT ENR	MALE	FEMALE	REG. VO-TE-ED	DIS- ADV	LEP	DIS- ABLED	CORR	SP/DH SPH	SEX EQ (NON- TRAD)	COMP- LETER
51.1501	DRUG & ALCOHOL TECH	129	25	104	52	70	2	9		29	25	2
51.1502	MENTAL HEALTH ASSOCIATE	576	73	503	132	420	4	31		158	73	7
51.1601	ASSOC. DEGREE NURSING	7,316	631	6,685	3,895	2,846	46	156	2	1,255	631	406
51.1613	PRACTICAL NURSING	1,804	115	1,689	955	667	20	40		385	115	178
51.1614	NURSING ASSISTANT	1,073	59	1,014	514	472	5	23	25	273	59	15
51.1615	HOMEMAKER/HOME HEALTH AI	172	6	166	72	89		7		37	6	2
51.1699	OPERATING ROOM TECHNICI	1		1	1							
51.1802	OPTICIANRY	81	43	38	55	23		1		5	5	
51.2399	DEVELOPMENT DISABILITIES	33	5	28	6	23		5		13	33	14
51.2601	THERAPEUTIC RECREATION	274	33	241	99	147		12		109		289
52.0201	BUSINESS ADMINISTRATION	10,867	3,765	7,102	5,954	4,035	81	397	390	1,351		31
52.0205	INDUSTRIAL MANAGEMENT	1,062	662	400	716	307	49	33		61		152
52.0302	ACCOUNTING	5,694	1,003	4,691	3,300	2,004	21	215		793	1,003	67
52.0402	SECRETARIAL-EXECUTIVE	3,012	47	2,965	1,270	1,535	2	143		702	47	5
52.0403	SECRETARIAL-LEGAL	449	3	446	194	1,218	14	16		102	3	31
52.0404	SECRETARIAL-MEDICAL	2,136	14	2,122	848	1,131		89		493	14	
52.0405	COURT REPORTING	30		30	17	12		1		3		
52.0407	DATA ENTRY OPERATIONS	142	15	127	85	44	3	4		30	15	
52.0408	GENERAL OFFICE TECH	1,840	29	1,811	719	1,027	17	101		489	29	41
52.0499	POSTAL SERVICE TECH.	56	27	29	45	9		4		4	2	
52.0701	SMALL BUS MGMT: ENTR DEV	3	2	1	3						42	1
52.0803	BANKING AND FINANCE	319	42	277	205	94	4	6		40	1	
52.0902	HOTEL & RESTAURANT MGMT	342	181	161	189	138	7	18	1	35	1	
52.1101	INTERNATIONAL BUSINESS	74	41	33	51	19	3	2		8		
52.1201	MICROCOMPUTER SYSTE TECH	2,956	800	2,156	1,492	1,225	33	159	1	586	103	
52.1202	BUSINESS COMPUTER PROG	6,961	2,548	4,413	3,773	2,716	96	343	30	949	161	
52.1205	COMPUTER OPERATIONS	653	176	477	273	305	7	44	36	131	16	
52.1501	REAL ESTATE (TEC SPEC)	1,421	776	645	1,252	97	3	27		67	9	
		111,759	47,795	63,964	61,729	40,763	880	4,268	3,570	14,309	5,762	3,902

Vocational Education Performance Report
NC Department of Community Colleges
1992-1993 Program Year

APPENDIX C

Special Curriculum Student Enrollment

Report for 1992-1993

NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES
SPECIAL CURRICULUM STUDENT ENROLLMENT REPORT
SUMMER, FALL, WINTER, SPRING QUARTER -- 1992-93
NOTE: ENROLLMENT COUNTS ARE DUPLICATED

REPORT# CC120B - PGM=CC120B

COLLEGE	NUMBER HANDI- CAPED	ACADEMIC DISAD- VANTAGED	ECONOMIC DISAD- VANTAGED	LIMITED ENGLISH PROFI- CIENCY	TOTAL * UNDUPLICATED DISADVANTAGED	SINGLE PARENT	SINGLE HOME MAKER	TOTAL UNDUPLI- CATED SINGLE PARENT OR HOMEMAKER	TOTAL NUMBER UNDUPLI- CATED SPECIAL POP LN
ALAMANCE CC	177	1,294	1,660	21	2,365	316	279	522	2,555
ANSON CC	10	23	59	2	82	73	6	76	140
ASHEVILLE-BUNCOMBE	217	866	413	53	1,219	370	145	415	1,494
BEAUFORT COUNTY CC	28	435	199	2	522	80	98	157	576
BLADEN CC	28	272	227	6	396	92	81	145	457
BLUE RIDGE CC	142	821	384	18	1,020	301	221	398	1,239
BRUNSWICK CC	56	196	213	4	342	136	158	262	471
CALDWELL CC & TI	286	2,100	810	230	2,440	518	408	821	2,749
CAPE FEAR CC	16	397	190	7	539	93	28	97	578
CARTERET CC	115	466	927	67	1,362	319	1,897	1,960	2,177
CATAWBA VALLEY CC	83	1,295	408	36	1,529	74	53	111	1,597
CENTRAL CAROLINA C	105	1,351	906	15	1,875	251	74	323	1,974
CENTRAL PIEDMONT C	302	3,388	1,816	226	5,040	1,163	1,059	1,890	6,247
CLEVELAND CC	17	58	70	4	124	308	57	319	409
COASTAL CAROLINA C	171	1,081	1,447	62	2,320	333	61	378	2,418
COLLEGE OF ALBEMAR	77	1,183	1,025	4	1,600	485	1,000	1,198	2,117
CRAVEN CC	208	1,795	1,455	42	2,583	431	216	585	2,790
DAVIDSON COUNTY CC	194	1,320	796	19	1,532	324	343	530	1,730
DURHAM TCC	95	410	484	71	1,636	633	604	642	2,035
EDGEcombe CC	29	410	348	1	710	244	34	262	836
FAYETTEVILLE TCC	518	1,483	2,312	160	2,385	652	291	838	2,855
FORSYTH TCC	324	646	194	50	851	553	522	969	1,831
GASTON COLLEGE	134	881	470	16	1,196	507	144	606	1,586
GUILFORD TCC	232	802	632	158	1,521	292	514	806	1,986
HALIFAX CC	97	845	387	2	1,018	345	164	430	1,150
HAYWOOD CC	77	592	492	5	900	182	161	284	1,102
ISOTHERMAL CC	73	1,142	253	5	1,217	77	104	155	1,290
JAMES SPRUNT CC	114	573	700	5	986	209	58	239	1,062
JOHNSTON CC	127	1,138	639	3	1,398	98	70	152	1,473
LENOIR CC	122	1,041	434	8	1,288	344	101	429	1,473
MARTIN CC	47	488	448	3	681	181	104	274	755
MAYLAND CC	37	359	171	2	482	62	67	104	517
MCDOWELL TCC	64	408	413	10	678	192	107	271	727
MITCHELL CC	119	863	421	19	1,045	274	73	315	1,159
MONTGOMERY CC	29	12	90	1	100	46	37	64	143
NASH CC	67	287	83	9	363	136	143	255	569
PAMLICO CC	26	68	45	1	92	43	8	51	117
PIEDMONT CC	18	93	81	3	173	135	17	138	282
PITT CC	479	2,208	946	57	2,821	637	98	700	3,248
RANDOLPH CC	58	812	261	6	930	78	66	125	978
RICHMOND CC	40	341	614	3	777	214		214	824
ROANOKE-CHOWAN CC	43	579	708	5	855	221	128	291	881

* TOTAL DISADVANTAGED INCLUDES ACADEMIC, ECONOMIC, AND LIMITED ENGLISH SPEAKING

NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES
SPECIAL CURRICULUM STUDENT ENROLLMENT REPORT
SUMMER, FALL, WINTER, SPRING QUARTER -- 1992-93
NOTE: ENROLLMENT COUNTS ARE DUPLICATED

REPORT # CC120B - PGM=CC120B

COLLEGE	NUMBER HANDI- CAPED	ACADEMIC DISAD- VANTAGED	ECONOMIC DISAD- VANTAGED	LIMITED ENGLISH PROFI- CIENCY	TOTAL * UNDUPLI- CATED DISADVANTAGED	SINGLE PARENT	SINGLE HOME MAKER	TOTAL UNDUPLI- CATED SINGLE PARENT OR HOMEMAKER	TOTAL NUMBER UNDUPLI- CATED SPECIAL POP LN
ROBESON CC	75	305	435	10	676	223	260	404	830
ROCKINGHAM CC	8	262	21		282	34	30	55	329
ROMAN-CABARRUS CC	145	2,006	936	46	2,474	448	479	802	2,774
SAMPSON CC	79	874	822	1	1,146	260	97	348	1,176
SANDHILLS CC	40	1,729	585	6	1,851	106	95	166	1,907
SOUTHEASTERN CC	29	1,275	390	12	1,394	238	92	286	1,476
SOUTHWESTERN CC	52	356	176	7	467	111	110	193	569
STANLY CC	112	516	549	10	884	175	150	252	991
SURRY CC	123	531	476	5	828	172	158	296	1,076
TRI-COUNTY CC	123	547	252	16	702	144	125	256	831
VANCE-GRANVILLE CC	146	687	900	21	1,366	312	228	485	1,573
WAKE TCC	126	2,996	1,247	229	3,816	364	286	601	4,471
WAYNE CC	806	1,804	1,055	14	2,192	408	285	585	2,347
WESTERN PIEDMONT C	147	1,068	483	23	1,342	290	221	423	1,518
WILKES CC	93	851	488	5	1,079	301	12	313	1,227
WILSON TCC	54	1,035	595		1,188	166	99	214	1,230
	55								
	7,291	52,470	34,041	1,821	72,680	15,774	12,526	24,480	84,822

* TOTAL DISADVANTAGED INCLUDES ACADEMIC, ECONOMIC, AND LIMITED ENGLISH SPEAKING

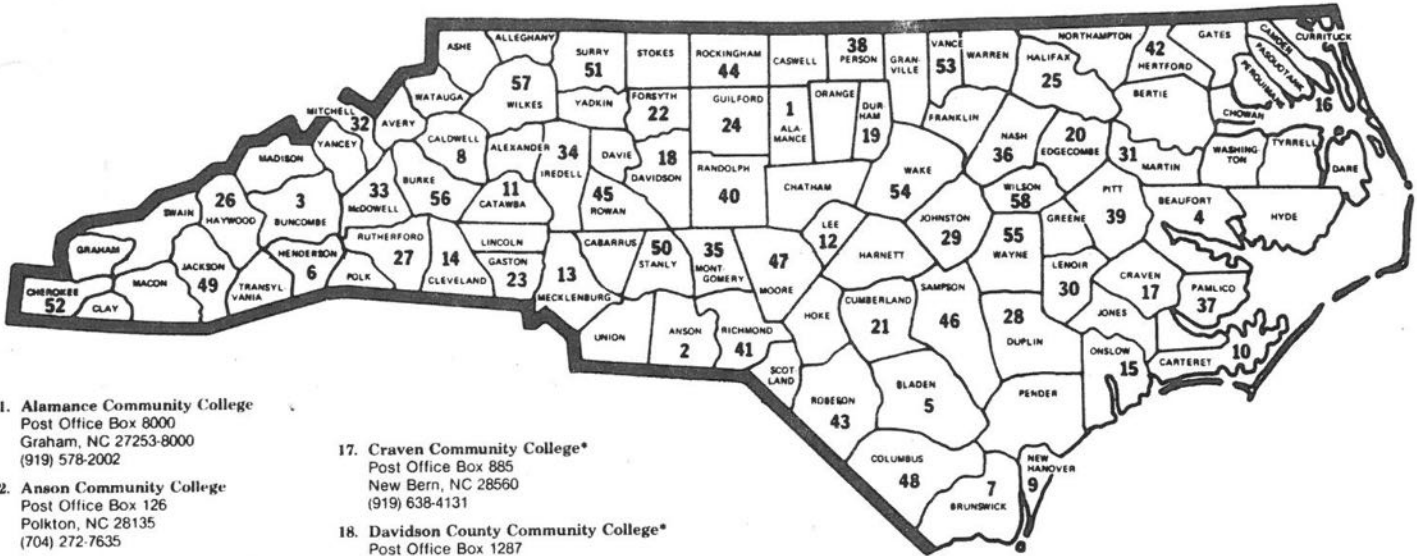
Vocational Education Performance Report
NC Department of Community Colleges
1992-1993 Program Year

APPENDIX D

Member Community Colleges

North Carolina Community College System

The North Carolina Community College System



1. Alamance Community College
Post Office Box 8000
Graham, NC 27253-8000
(919) 578-2002

2. Anson Community College
Post Office Box 126
Polkton, NC 28135
(704) 272-7635

3. Asheville-Buncombe Technical Community College*
340 Victoria Road
Asheville, NC 28801
(704) 254-1921

4. Beaufort County Community College*
Post Office Box 1069
Washington, NC 27889
(919) 946-6194

5. Bladen Community College
Post Office Box 266
Dublin, NC 28332
(919) 862-2164

6. Blue Ridge Community College*
Flat Rock, NC 28731
(704) 692-3572

7. Brunswick Community College
Post Office Box 30
Supply, NC 28462
(919) 754-6900

8. Caldwell Community College and Technical Institute*
1000 Hickory Boulevard
Hudson, NC 28638
(704) 726-2200

9. Cape Fear Community College*
411 N. Front Street
Wilmington, NC 28401
(919) 343-0481

10. Carteret Community College*
3505 Arendell Street
Morehead City, NC 28557
(919) 247-6000

11. Catawba Valley Community College*
Route 3, Box 283
Hickory, NC 28602
(704) 327-7000

12. Central Carolina Community College
1105 Kelly Drive
Sanford, NC 27330
(919) 775-5401

13. Central Piedmont Community College*
Post Office Box 35009
Charlotte, NC 28235
(704) 342-6566

14. Cleveland Community College*
137 S. Post Road
Shelby, NC 28150
(704) 484-4000

15. Coastal Carolina Community College*
444 Western Boulevard
Jacksonville, NC 28546
(919) 455-1221

16. College of The Albemarle*
Post Office Box 2327
Elizabeth City, NC 27909
(919) 335-0821

17. Craven Community College*
Post Office Box 885
New Bern, NC 28560
(919) 638-4131

18. Davidson County Community College*
Post Office Box 1287
Lexington, NC 27292
(704) 249-8186

19. Durham Technical Community College*
Post Office Drawer 11307
Durham, NC 27703
(919) 598-9222

20. Edgecombe Community College*
2009 W. Wilson Street
Tarboro, NC 27886
(919) 823-5166

21. Fayetteville Technical Community College*
Post Office Box 35236
Fayetteville, NC 28303-0236
(919) 678-8400

22. Forsyth Technical Community College*
2100 Silas Creek Parkway
Winston-Salem, NC 27103-5197
(919) 723-0371

23. Gaston College*
201 Highway 321 South
Dallas, NC 28034-1499
(704) 922-6200

24. Guilford Technical Community College*
Post Office Box 309
Jamestown, NC 27282
(919) 334-4822

25. Halifax Community College*
Post Office Drawer 809
Weldon, NC 27890
(919) 536-2551

26. Haywood Community College
Freedlander Drive
Clyde, NC 28721
(704) 627-4516

27. Isothermal Community College*
Post Office Box 804
Spindale, NC 28160
(704) 286-3636

28. James Sprunt Community College*
Post Office Box 398
Kenansville, NC 28349-0398
(919) 296-1341

29. Johnston Community College
Post Office Box 2350
Smithfield, NC 27577
(919) 934-3051

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

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

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

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

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

35. Montgomery Community College*
Post Office Box 787
Troy, NC 27371
(919) 572-3691

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

37. Pamlico Community College
Highway 306 South
Grantsboro, NC 28529
(919) 249-1851

38. Piedmont Community College
Post Office Box 1197
Roxboro, NC 27573
(919) 599-1181

39. Pitt Community College*
Post Office Drawer 7007
Greenville, NC 27834
(919) 355-4200

40. Randolph Community College
Post Office Box 1009
Asheboro, NC 27204-1009
(919) 629-1471

41. Richmond Community College*
Post Office Box 1189
Hamlet, NC 28345
(919) 582-7000

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

43. Robeson Community College
Post Office Box 1420
Lumberton, NC 28359
(919) 738-7101

44. Rockingham Community College*
Wentworth, NC 27375
(919) 342-4261

45. Rowan-Cabarrus Community College*
Post Office Box 1595
Salisbury, NC 28144
(704) 637-0760

46. Sampson Community College
Post Office Drawer 318
Clinton, NC 28328
(919) 592-8081

47. Sandhills Community College*
2200 Airport Road
Pinehurst, NC 28374
(919) 692-6185

48. Southeastern Community College*
Post Office Box 151
Whiteville, NC 28472
(919) 642-7141

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

50. Stanly Community College*
141 College Drive
Albemarle, NC 28001
(704) 982-0121

51. Surry Community College*
Box 304
Dobson, NC 27017
(919) 386-8121

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

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

54. Wake Technical Community College*
9101 Fayetteville Road
Raleigh, NC 27603
(919) 772-0551

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

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

57. Wilkes Community College*
Post Office Box 120
Wilkesboro, NC 28697
(919) 667-7136

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

*Offers College Transfer Curriculum Program

N.C. Department of Community Colleges
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