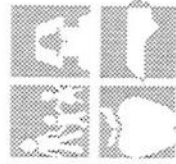


North Carolina

Trend Data

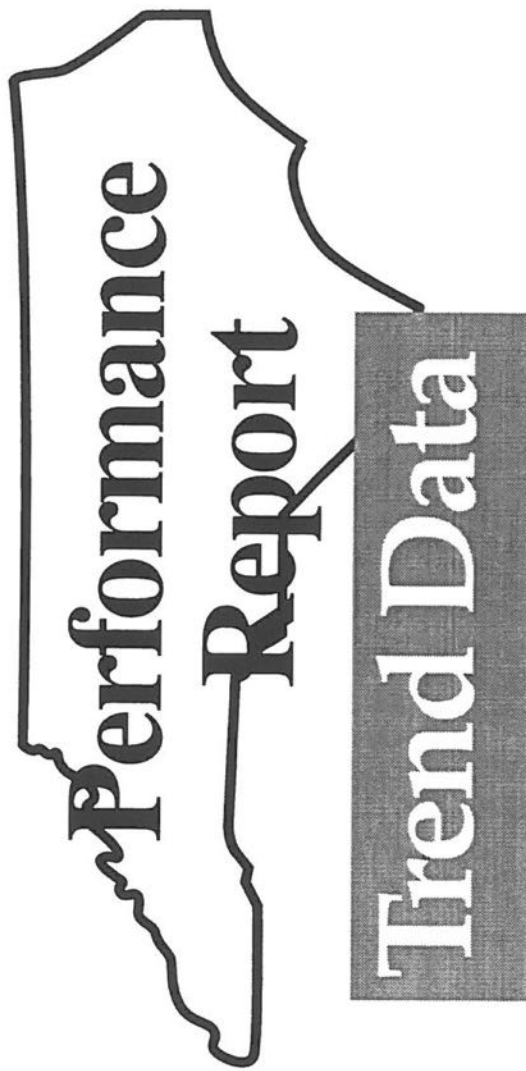
for Program Years 1992-93
1993-94
1994-95
1995-96

Carl D. Perkins Vocational and Applied
Technology Education Act of 1990



Public Schools of North Carolina
State Board of Education
Department of Public Instruction
Workforce Development/Vocational Education

**1993-1996 • North Carolina
Workforce Development/Vocational Education**



June S. Atkinson, Head, Workforce Development and Assistant Director K-12
Bill Spooner, Director, Instructional Services
Henry Johnson, Associate Superintendent, Instructional and Accountability Services

Workforce Development/ Vocational Education

Workforce Development/Vocational 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.

Mission

The mission of Workforce Development/Vocational Education is to empower students for effective participation in a global economy as world class workers and citizens.

The purposes of Workforce Development/Vocational Education are to:

- Prepare students for further workforce development / vocational education.
- Prepare students for initial employment.
- Assist students in making educational and career decisions.
- Apply and reinforce related learnings from other disciplines.
- Prepare students to make informed consumer decisions and apply practical life skills.
- Assist members of special populations to succeed in workforce development / vocational education programs.

Workforce Development/ Vocational Education Trends

.....Briefly Told

**Department
of Public
Instruction**

1994-95

Served:

119 LEAs

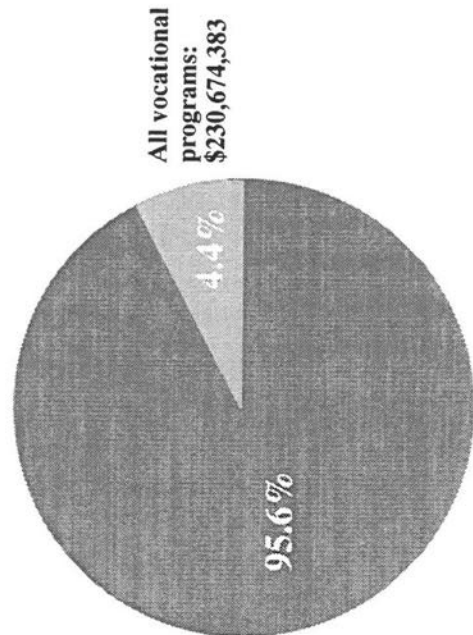
305 Secondary Schools

9 Career Centers

Total Education Expenditures:

(93-94)

All school programs:
\$5,182,781,041



1995-96

Served:

119 LEAs

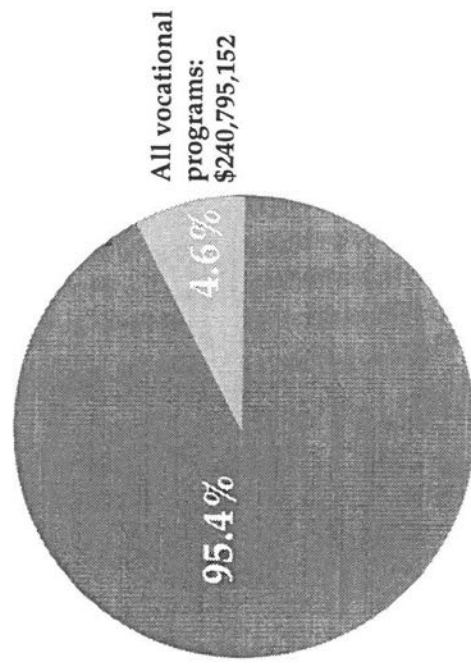
306 Secondary Schools

9 Career Centers

Total Education Expenditures:

(94-95)

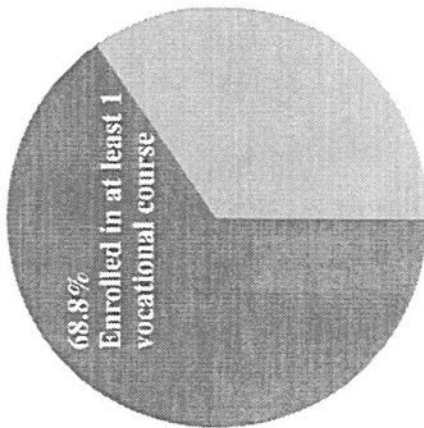
All school programs:
\$5,534,571,720



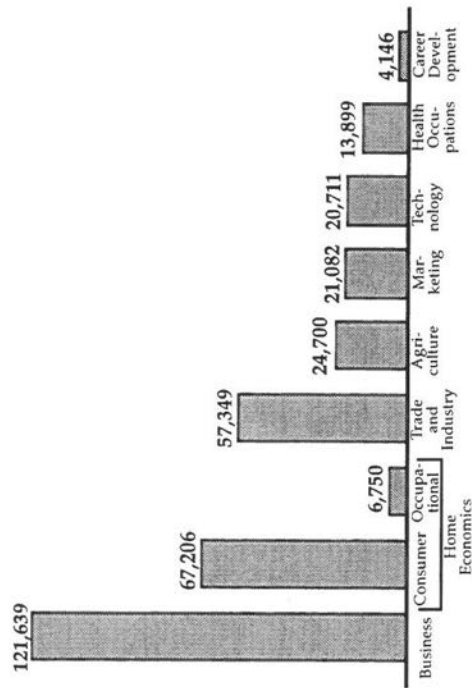
1994-95

Student Enrollment

Total statewide enrollment Grades 9-12:	306,493
Total statewide enrollment in Vocational Education Grades 9-12: (unduplicated count)	210,944
Enrollment in Vocational Education Grades 6-8: (duplicated count)	214,827



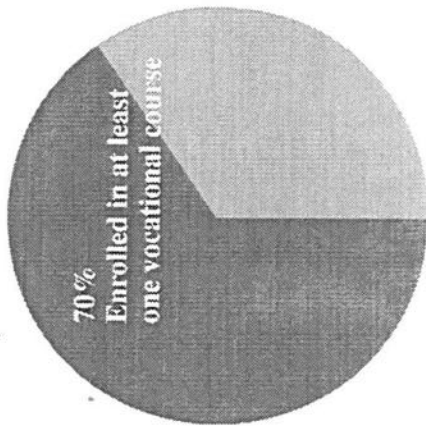
Numbers of Students per Program Area:



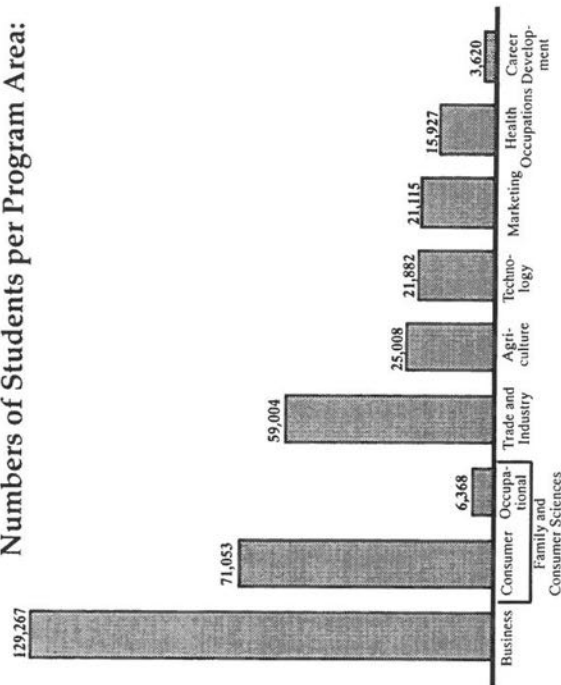
1995-96

Student Enrollment

Total Statewide Enrollment Grades 9-12:	310,960
Total Statewide Enrollment in Vocational Education Grades 9-12 (unduplicated count)	218,889
Enrollment in Vocational Education Grades 6-8: (duplicated count)	236,681



Numbers of Students per Program Area:



Workforce Development/Vocational Education

Program Areas

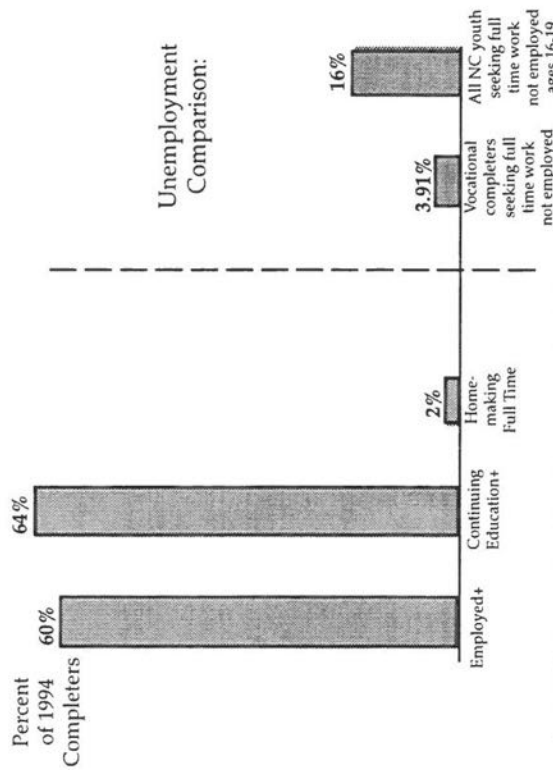
Agriculture
Business
Career Development
Family and Consumer Sciences
Marketing
Technology
Trade and Industry

Workforce Development/Vocational Education Facts

Completers of Workforce Development/ Vocational Education

1994-95

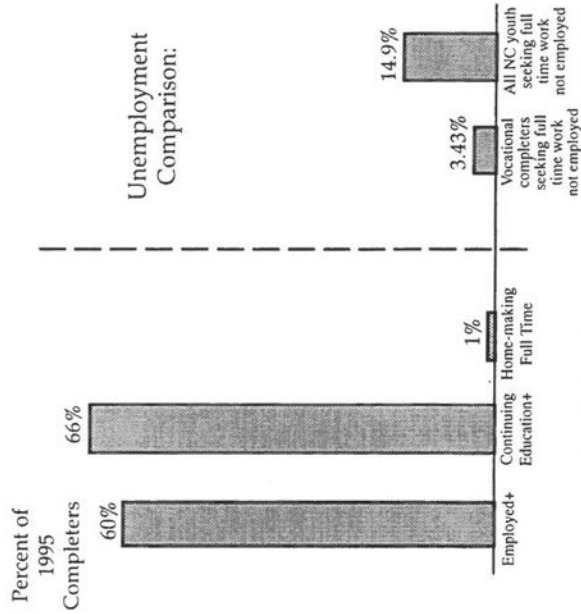
Status of the 33,990 Vocational and Technical Education completers:



+ Some students are included in both employment and education; four % are in the military

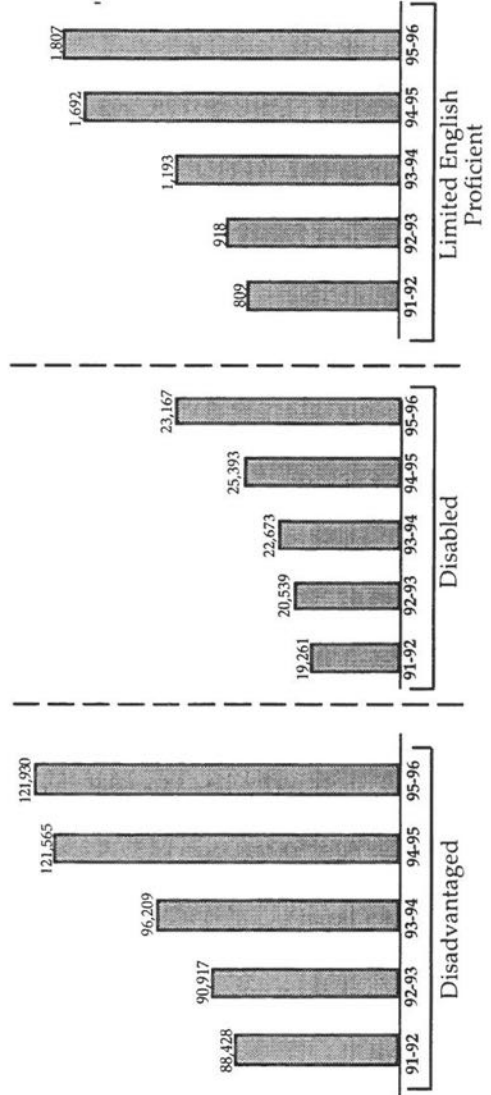
1995-96

Of the 38,614 Vocational and Technical Education completers:



+ Some students are included in both employment and education; three % are in the military

Special Populations Enrollment Trends



Performance Standards

The performance measures and standards for workforce development/vocational education programs were approved by the State Board of Education in January, 1994. The long-range performance standards measure the access, progress, and success levels of all vocational students.

Annually, local education agencies must submit a vocational application. This application must address the extent to which workforce development/vocational programs are making sufficient progress in meeting the performance measures and standards. Goals and strategies for making continuous improvement and allocating resources are included in this application.

The Vocational Competency Achievement Tracking System (VoCATS) helps LEAs plan, implement, and evaluate workforce development/vocational instruction. This system provides current status of student performance and provides documentation for course competency mastery and gains.

What Are They?

How Are We Doing?

Definitions:

Performance - The demonstration of desirable knowledge, skills and attitudes in the most authentic environment possible.

Performance Measure - A type of outcome that is important for quality and/or quantity.

Performance Standard - A level of performance on a measure that students, programs or institutions are expected to achieve.

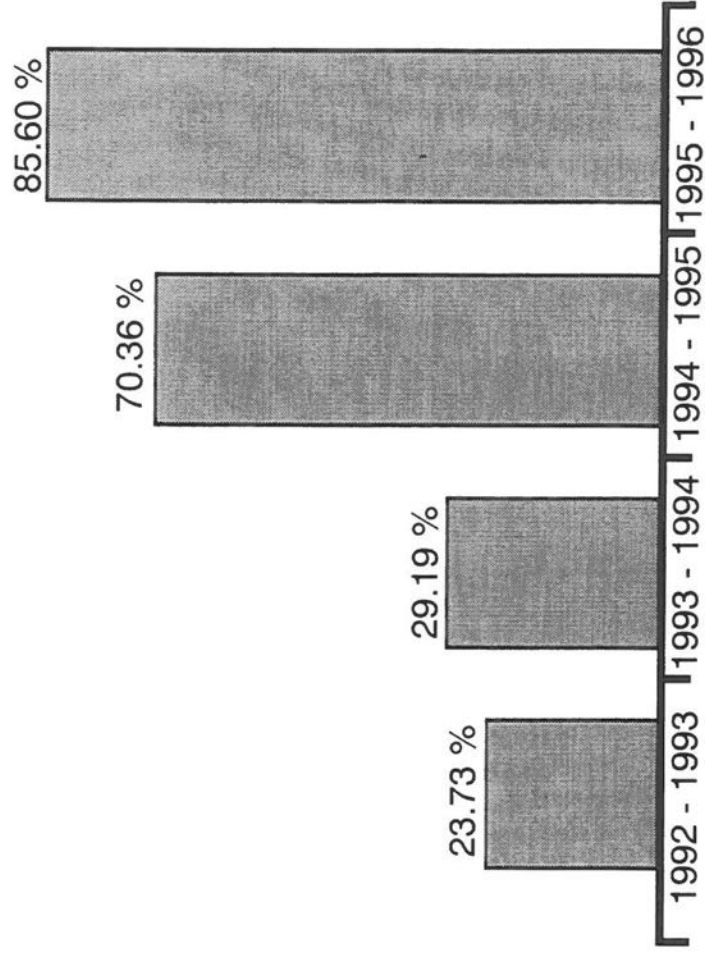
Workforce Development/Vocational Education

Long-Range Performance Standard One:

Each student will have a Career Development Plan (CDP) appropriate for his or her designated career goal.

Trend Data for School Years 1993-96 Statewide Summary of Performance Standard One

Percent of all Program Areas Meeting Performance Standard One



(Program Areas Were Counted Once Per School)

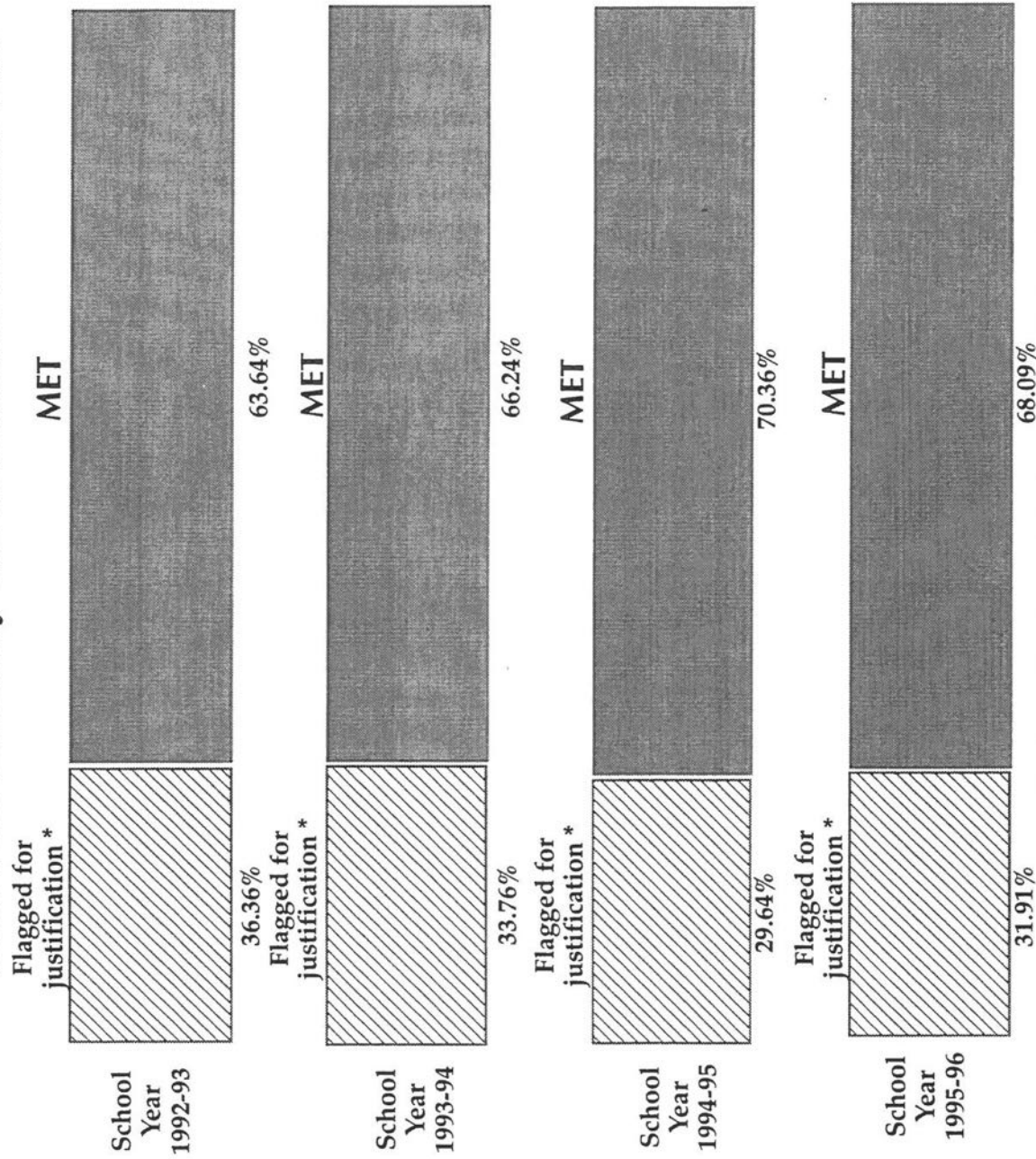
Workforce Development/Vocational Education

Long-Range Performance Standard Two:

If the **enrollment of members of special populations** differs more than a third in that school, it **must be justified** by documentation in the CDP.

Trend Data for School Years 1993-96

Statewide Summary of Performance Standard Two



(Program Areas Were Counted Once Per School) *Enrollment may be justified based on students' CDPs.

Workforce Development/Vocational Education

Long-Range Performance Standard Three:

Eighty percent of all students completing each vocational course will have mastered 80% of the course competencies.

Long-Range Performance Standard Four:

Eighty percent of all students completing Level I vocational courses will have gained 60% from a pretest to a posttest.

Long-Range Performance Standard Five:

Eighty percent of all students completing level II vocational courses will have gained 40% from a pretest to a post test.

Trend Data for School Years 1993-95 Statewide Summary

Performance Standard Three, Four, and Five

These summaries can be found in prior VoCATS data publications.

School Year 1995-96

During school year 1995-96, VoCATS data were compiled only at the school system level. Statewide data were not compiled during 1995-96.

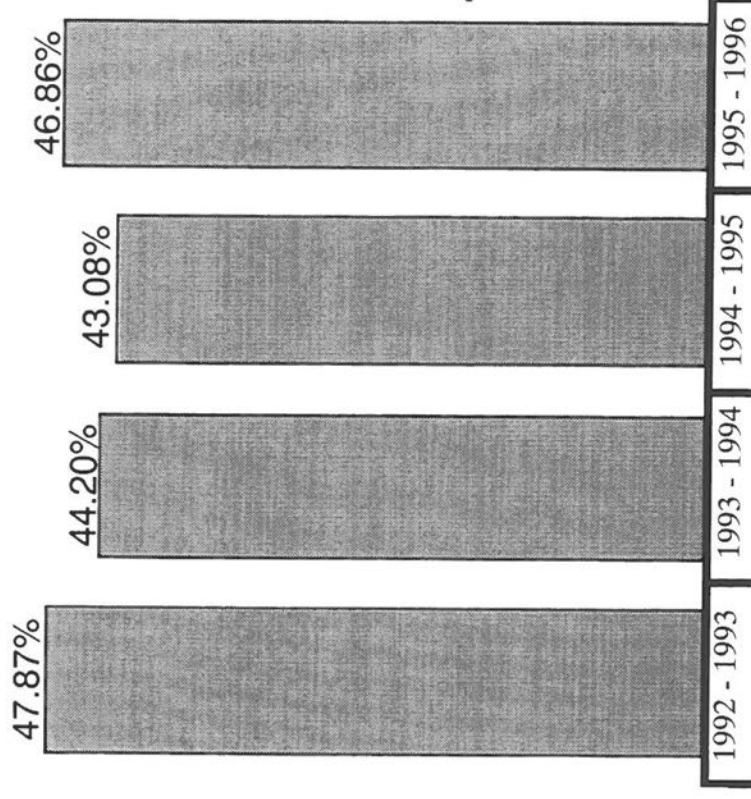
Workforce Development/Vocational Education

Long-Range Performance
Standard Six:

Seventy percent of vocational
and technical education
completers will enter further
training or education.

Trend Data for
School Years 1993-96
Statewide Summary
Performance Standard Six

Percent of all Program Areas Meeting Performance Standard Six



(Program Areas Were Counted Once Per School)

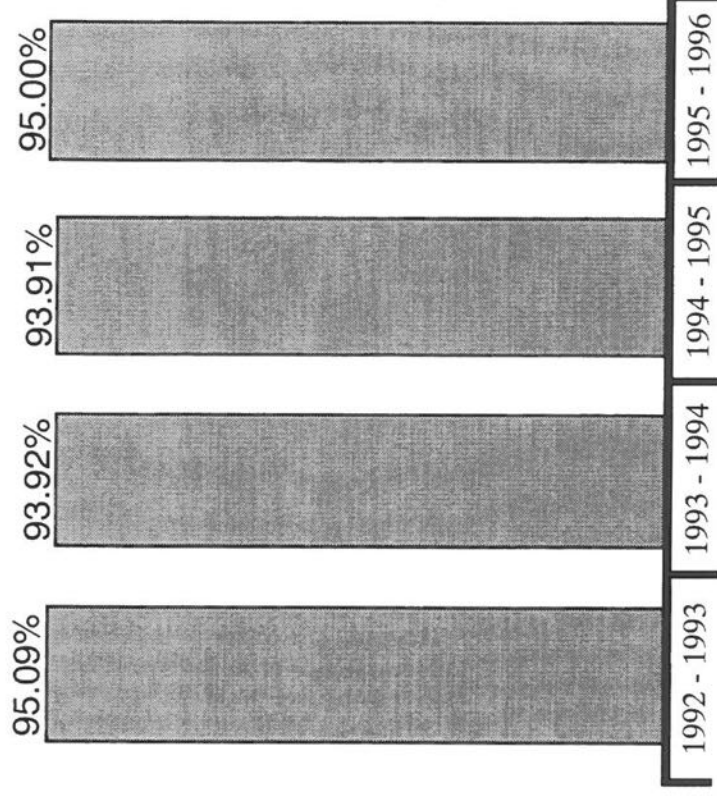
Workforce Development/Vocational Education

Long-Range Performance
Standard Seven:

The complete unemployment rate will be lower than the county's youth unemployment rate reported by job skills-related program areas.

Trend Data for School Years 1993-96 Statewide Summary Performance Standard Seven

Percent of all Program Areas Meeting Performance Standard Seven



(Program Areas Were Counted Once Per School)

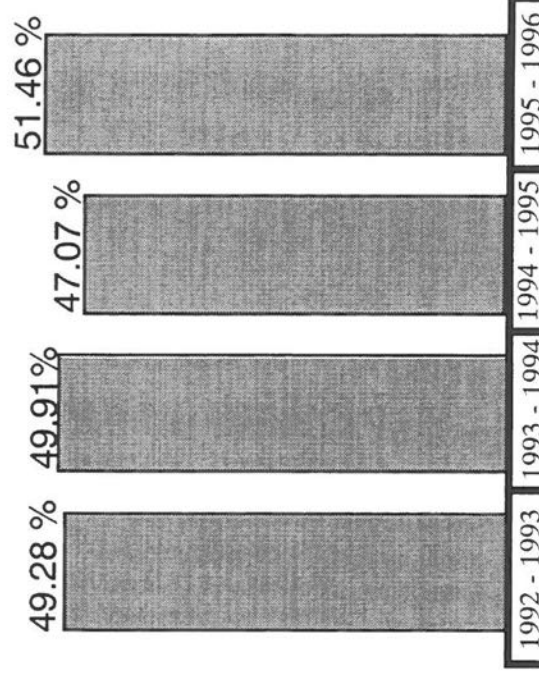
Workforce Development/Vocational Education

Long-Range Performance
Standard Eight:

Seventy percent of completers*
will be employed in jobs related
to their vocational program.

Trend Data for School Years 1993-96 Statewide Summary Performance Standard Eight

Percent of all Program Areas Meeting Performance Standard Eight



(Program Areas Were Counted Once Per School)

* Completers finishing a technical sequence and finding full time employment as reported by job skill program areas by schools.

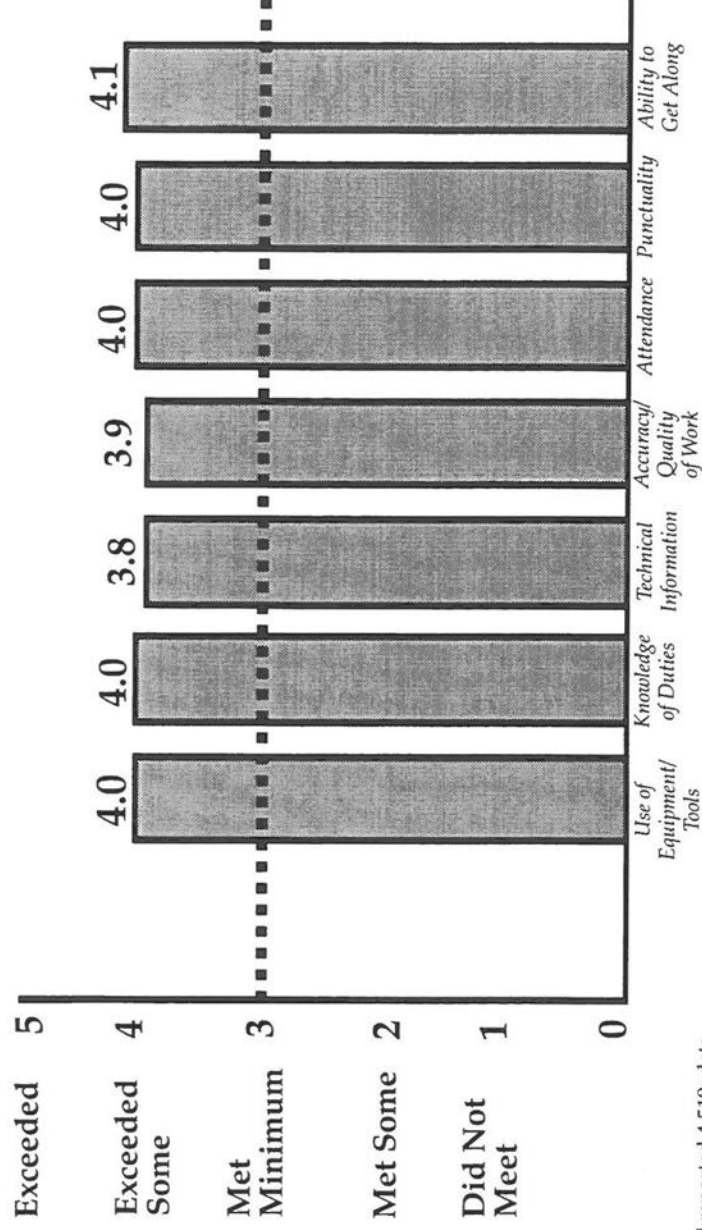
Workforce Development/Vocational Education Involvement With Business and Industry...

An average of 3,600 business/industry representatives are annually involved in:

- Curriculum development
- Staff development
- Vocational student organizations

Employer* ratings of Workforce Development/Vocational Education Completers

RATINGS

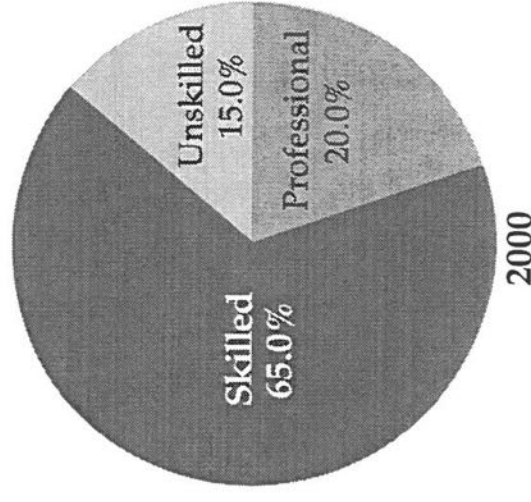
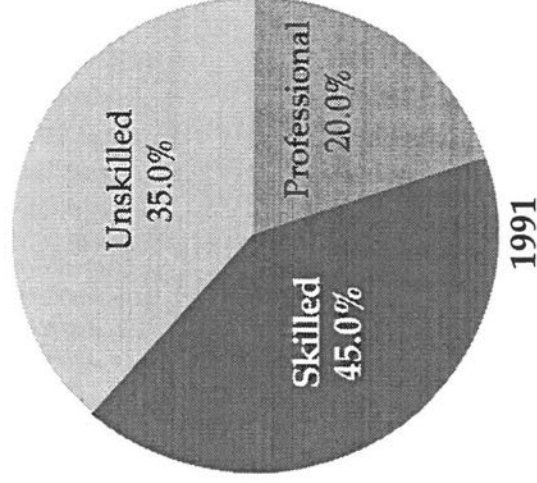
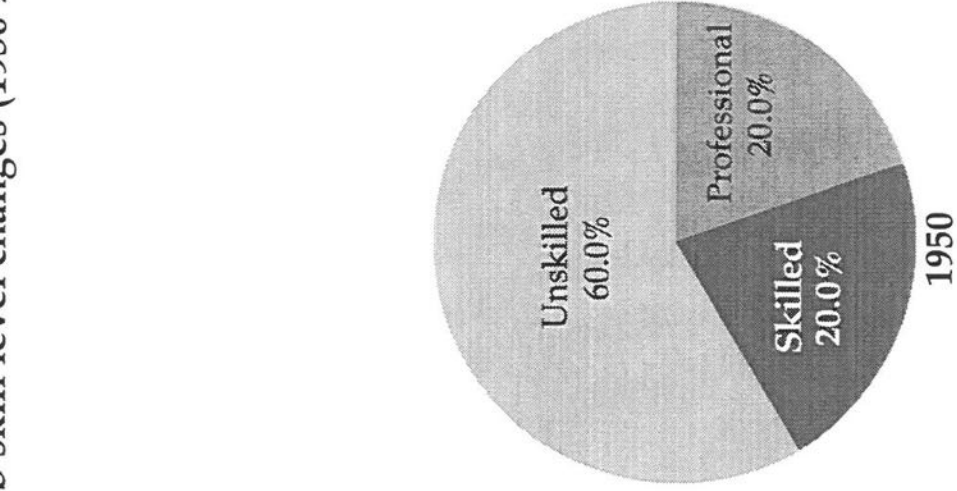


* Total surveyed 13,258 / Total reported 4,519; data from 1993-94 completers.

Workforce Development/Vocational Education

The Future

Job skill level changes (1950-2000)*



* Source of Data: Bureau of Labor Statistics

Workforce Development/Vocational Education

Workforce development/vocational education represents an opportunity to improve the quality of education and training for students. Workforce development/vocational education demonstrates coordinated efforts for providing school-to-work opportunities for students. Workforce development programs must:

- Integrate work-based learning and school-based learning, integrate academic and vocational learning, and build effective linkages between secondary and postsecondary education;
- Provide all students opportunities to complete a career major;
- Provide students with strong experience in and understanding of all aspects of the industry they are preparing to enter; and
- Provide all students with equal access to the full range of program components.*

* Source: School-to-Work Act of 1994

November, 1996
Workforce Development/Vocational Education conducts all activities and procedures
without regard to race, creed, color, national origin, gender or disability.