

North Carolina **Performance Report**

Program Year 1998-1999



State Board of Education
Department of Public Instruction
Workforce Development Education

North Carolina Community College System

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Public Schools of North Carolina

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

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

Department of Public Instruction
Michael E. Ward, State Superintendent

December 20, 1999

Mr. Ronald Castaldi, Director
Office of Vocational and Adult Education – DVTE
MES Building, Room 4317
600 Maryland Ave. SW
Washington, DC 20202

Dear Mr. Castaldi:

We are submitting three copies of the North Carolina Workforce Development Education Performance Report for FY 1999 (July 1 to June 30).

The North Carolina State Board of Vocational and Technical Education/State Board of Education received the Performance Report at their December 1999 meeting. Please note one of the enclosed copies has the original signatures of the State Superintendent and the State Board Chairperson.

Copies of this report will be transmitted to the Governor's Commission on Workforce Preparedness. The NC Performance Report is prepared according to guidelines received from your office and serves as a progress report for our state pursuant to federal requirements.

All references to fiscal expenditures includes federal dollars which, expanded of, 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 Dr. Sarah G. Hawes at (919)-715-1649 or e-mail: shawes@dpi.state.nc.us.

Sincerely,

June S. Atkinson, Director
Division of Instructional Services, K-12

Enclosures

C Henry Johnson
 Nancy Raynor
 Sarah Hawes
 Elizabeth Brown
 Mike Thompson

JA:SH:ck

**North Carolina
Annual Performance Report
For the Workforce Development Education
State-Administered Program under the
Carl D. Perkins Vocational and Applied Technology
Education Act of 1990
P.L. 101-392**

**Program Year
1998-99**

Workforce Development Education conducts activities and procedures without regard to race, creed, color, national origin, gender and disability.

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Introduction

This Performance Report presents the programs, services, and activities provided to the youth in secondary and postsecondary Workforce Development Education (WDE) in North Carolina from July 1, 1998 - June 30, 1999. This report is a compliance document for the U.S. Department of Education. It also represents the efforts at all levels to improve the quality of education and training for participants in Workforce Development Education.

As directed by the North Carolina State Board of Education, the FY 1999 federal grant and the contents of this report reflect the two-thirds/one-third split by secondary and postsecondary education and the appropriate clientele they served at each level. Data are provided to reflect services to special populations, business/industries participation, professional development activities, and performance standards summaries.

All parts of this report display coordinated efforts to provide maximum results for the students served by Workforce Development Education in North Carolina.

June S. Atkinson, Director
Division of Instructional Services, K-12

Certification

The State Board of Education, sole state agency, has the authority under Public School Law 115C-153, to approve and submit the FY 99 Performance Report for Workforce Development 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)

12/11/99
Date

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

12/9/99
Date

Michael A. Ward
State Superintendent of Public Instruction

Summary of Secondary Services & Activities

Workforce Development Education

Workforce Development 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.

Mission

The mission of Workforce Development Education is to empower students for effective participation in an international economy as world class workers and citizens.

Purpose

The purposes of Workforce Development Education are to:

- Prepare students for further Workforce Development 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 Education programs.

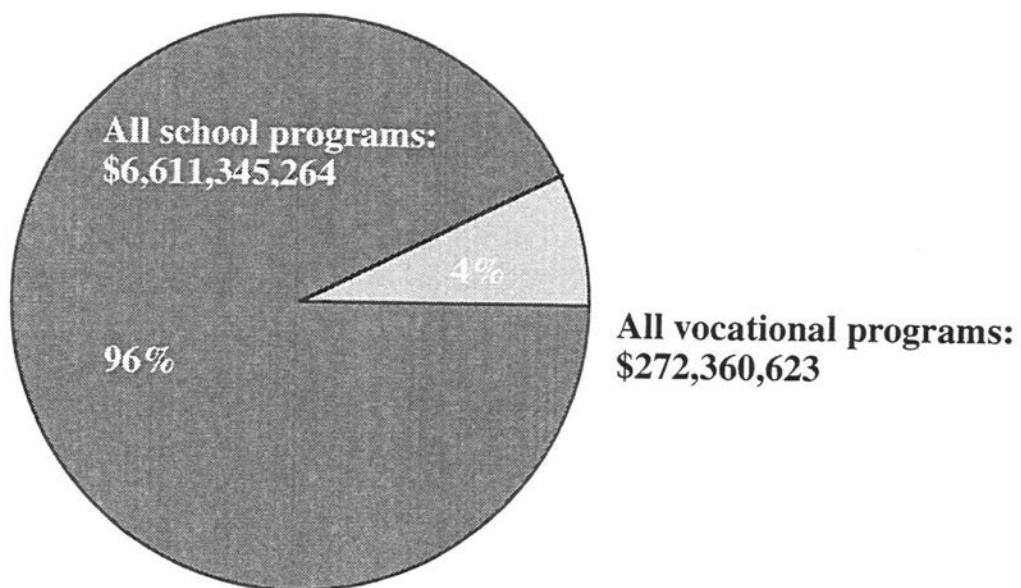
Served:

117 Local Education Agencies (LEAs)

313 Secondary Schools

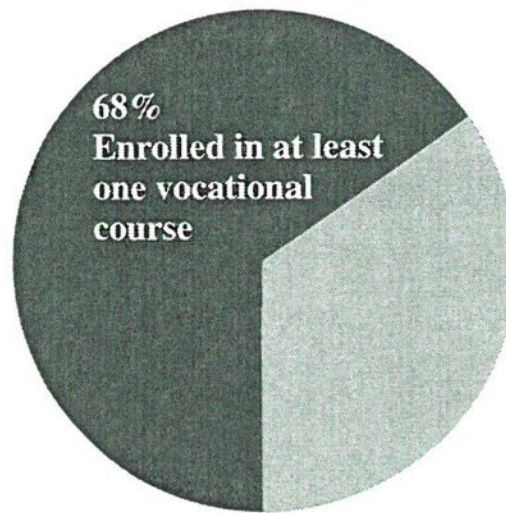
10 Career Centers

**Total
Educational
Expenditures:
(97-98)**

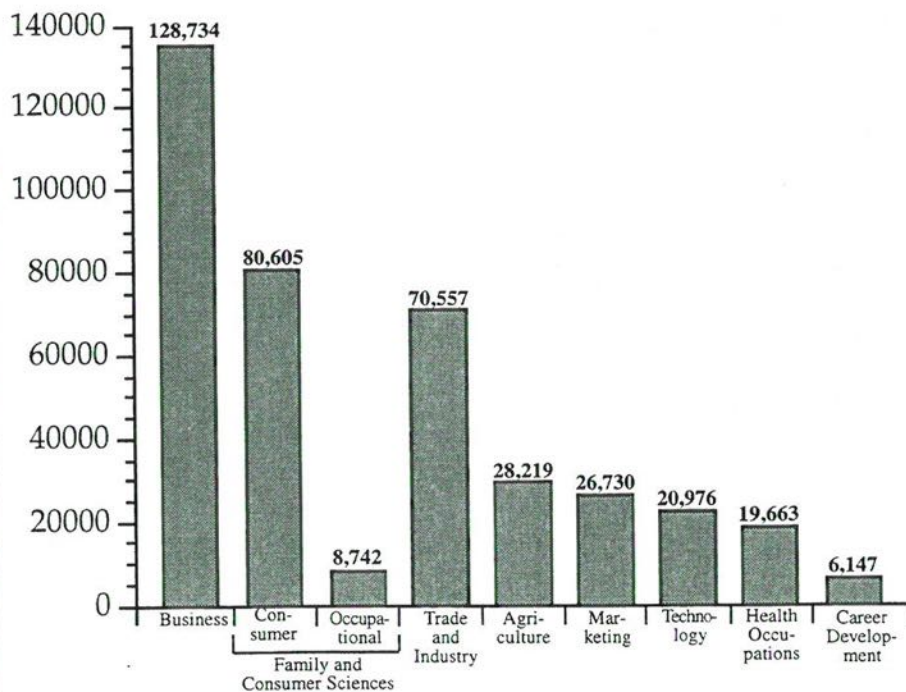


Enrollment

Total statewide enrollment in Grades 9-12: 332,130
 Total statewide student enrollment in
 Workforce Development Education, Grades 9-12: 226,279*
 (unduplicated count)



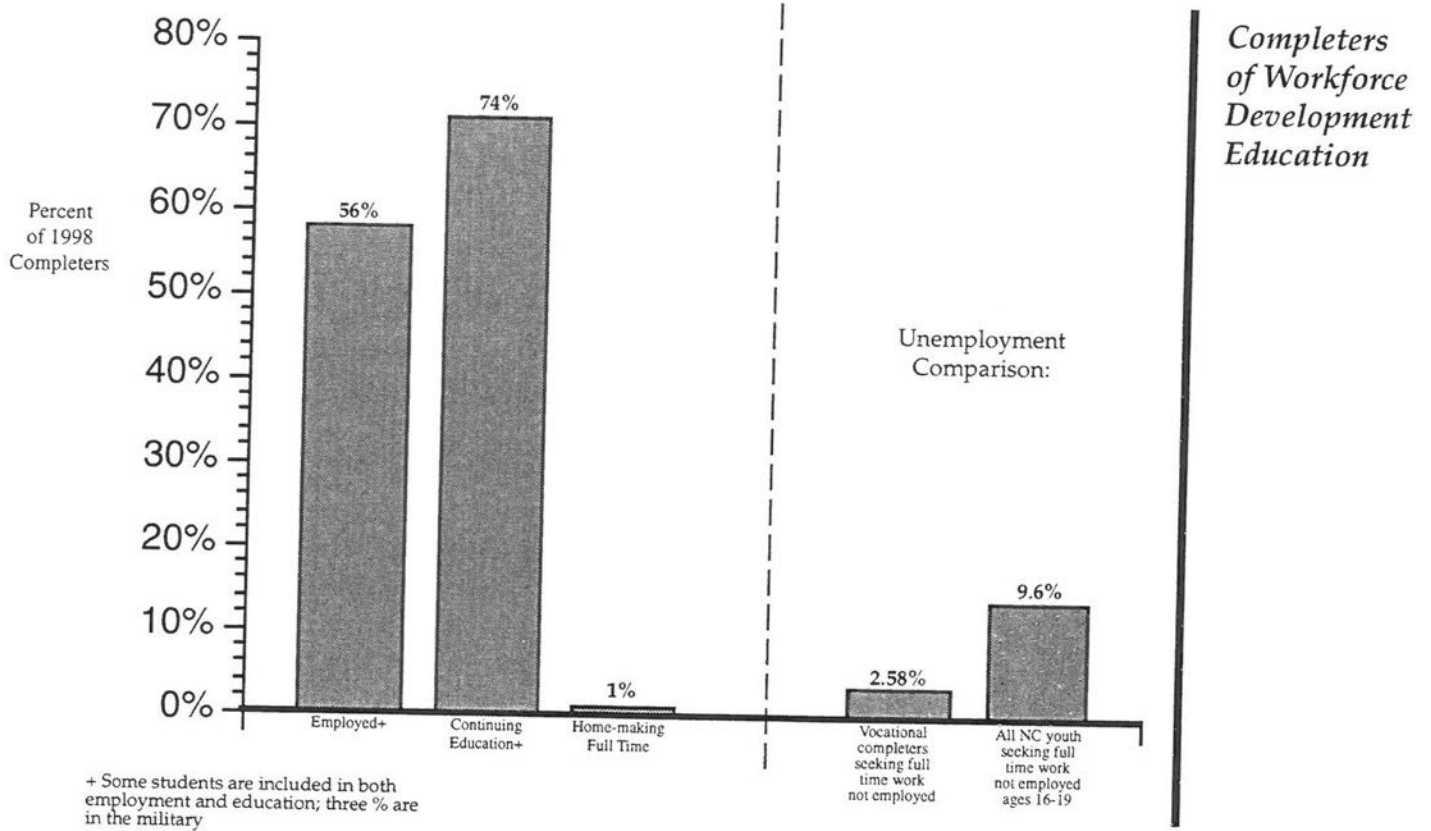
Number of Students Per Program Area
 Grades 9-12 (duplicated count)**



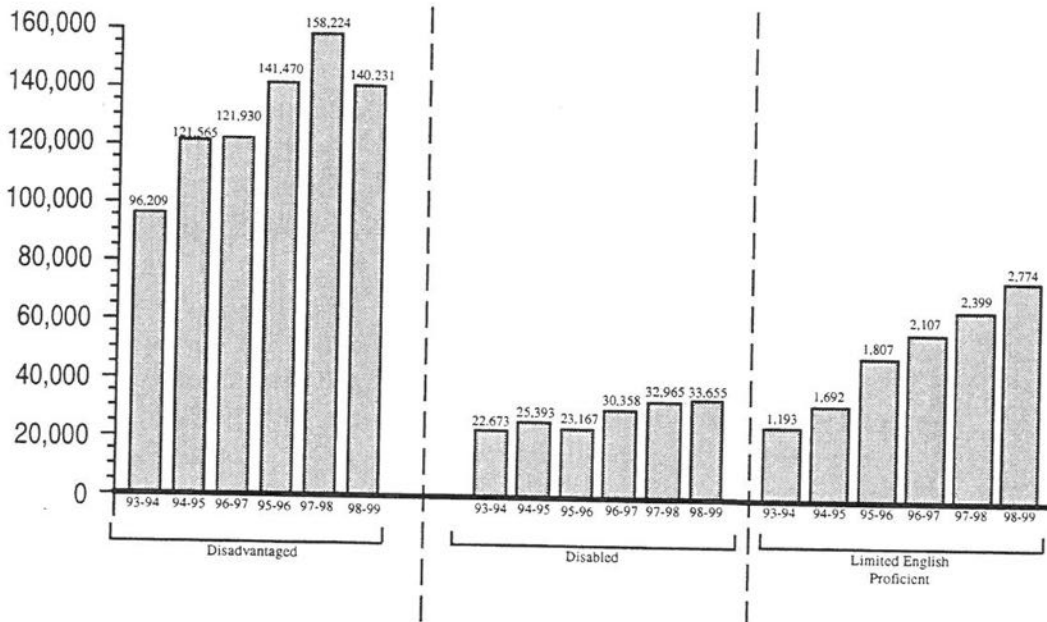
*Total student enrollment for Workforce Development Education Grades 6-8:
 194,730 (unduplicated count)

** See Appendix I for additional information.

Status of the 46,253 Workforce Development Education completers:



Number of Special Populations Students in Grades 9-12



Achievements

With funds provided under Titles I, II, and III of the Carl D. Perkins Vocational and Applied Technology Act of 1990, the following programs, services, activities, grants, collaboration efforts and reform initiatives were conducted:

Programs and Services

- Development, revision and distribution of 116 new curriculum products;
revision of course blueprints or matrices to reflect business/industry practices and state/national standards;
- Distribution of VoCATS test item banks to 117 LEAs in an electronic format; development or revision of 63 classroom assessment item banks;
- Tech Prep collaboration with North Carolina Community College System to provide leadership and support to 117 LEAs and 58 community colleges; Criteria were implemented for innovative/demonstration tech prep grants;
- Continued implementation of and use of evaluation data for the established Workforce Development Education Performance System;
- Use of external and internal electronic systems for preparation, transfer of LEA annual local plans/applications/budgets and for data collection, distribution, and review;
- Involvement of approximately 4,500 business/industry personnel in curriculum development, professional development, and vocational student organization activities.
- Coordination of 649 state leadership and professional development workshops for 17,918 participants.
- Delivery of professional development activities via the Internet, Information Highway Satellite Broadcasts and video productions;

Grants

Six single parent, displaced homemakers and single pregnant women grants were implemented and provided programs and services to students at the secondary level. These students were assisted in continuing their education, developing marketable skills, and accessing workforce development training.

During the 1998-1999 school year, 13 gender equity grants were implemented and over \$400,000 disbursed to address gender equity/nontraditional issues and programs.

Statewide articulation agreements were successfully reached in the program areas of Trade and Industry, Technology Education and Business Education.

Trend data on five of the eight performance standards and other Workforce Development Education student data were distributed in graph and electronic formats to 117 LEAs for further assessment.

Workforce Development Education collaborated with over 50 professional organizations, community groups, state agencies and non-profit organizations.

Workforce Development Education information continued to be placed on the World Wide Web. Curriculum, program area features and publications were located at the URL: www.dpi.state.nc.us/workforce_development.

Alignment

Collaboration

Technology

The Secondary Statewide System of Performance Measures and Standards

Performance System

The system of performance measures and standards has continued in all school systems in North Carolina. All LEAs implemented the eight performance standards and conducted an annual assessment to determine needs for improvement.

Assistance to LEAs

The Workforce Development Education's Performance System continued the updated and improved cycle time of receipt, processing, return of performance data to LEAs. Schools used data for performance improvement planning.

Trend information

Building on ways for LEAs to use performance information, each LEA was given status reports about performance standards from Vocational Education Information System (VEIS) data for four years in graph form, both at the LEA level and at the school level. This allowed them to visualize their substantial progress over the last four years.

Revisions of the planning

The local planning process continued to be refined. Modification to fit state and local schedules were made. Training was provided regionally for all administrative and secretarial staff completing the electronic local plan. Further steps were made to put local planning on the Internet. The planning process was explained to charter schools potentially interested in the local planning process.

Progress Made

An Interagency Follow-Up System was again conducted. Reports were completed on the outcomes of completers in conjunction with the State Occupational Information Coordinating Committee.

Performance Monitoring

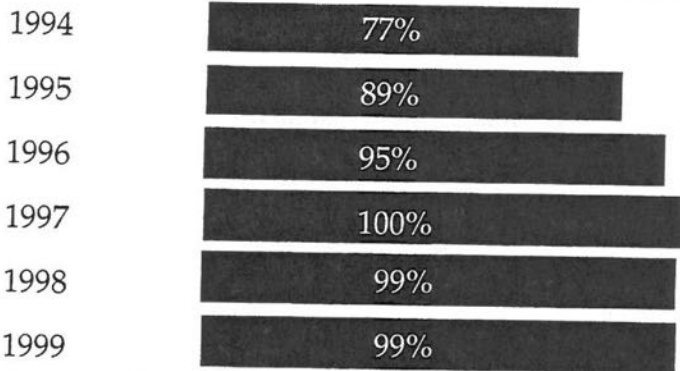
All regional coordinators completed performance monitoring forms for at least 20% of the LEAs in their respective areas. They also approved the local plans for implementing the next steps for each LEA to attain the eight performance standards.

Coordination

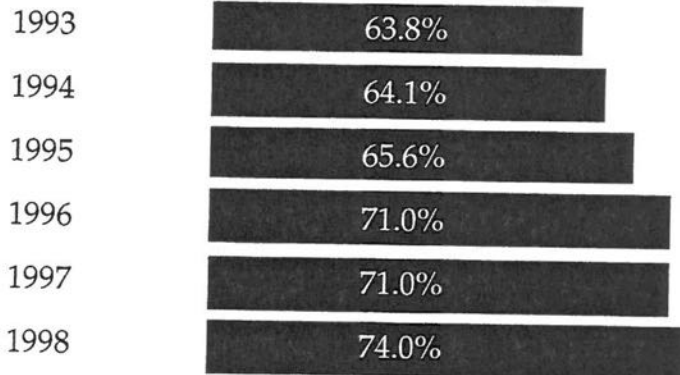
Major agencies along with regional and local LEA staffs worked toward coordination of the various funding streams into one collaborative system. All agencies and LEAs continue to align various educational goals. These include planning for coordination under the new legislation of the Workforce Investment Act and the Carl Perkins Vocational and Technical Education Act of 1998. Plans were made to continue School-to-Work exemplary practices and principles.

Selected Statewide Results
Career Development Plan (CDP)

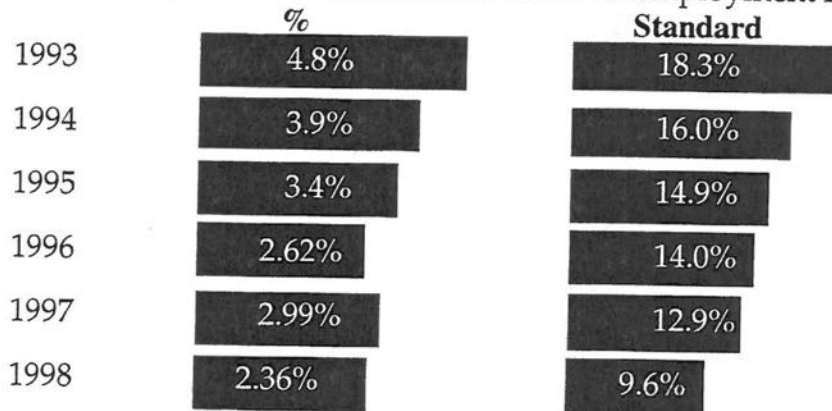
Year % Students with CDP (Standard is 100%)



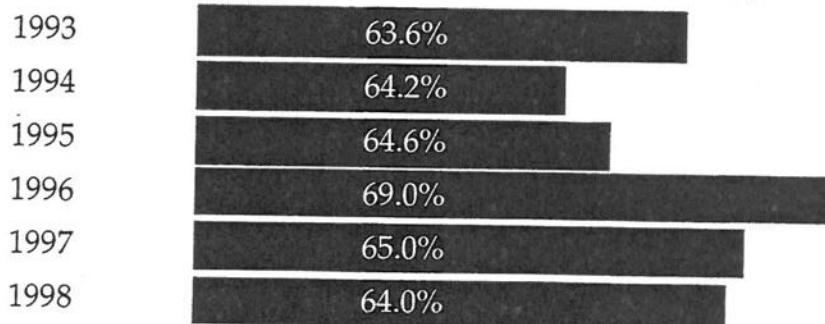
% Students Entering Further Education (Standard = 70%)



% Completers Unemployed
 (Standard = lower than Youth Unemployment Rate)



% Students Employed Full Time, Work Related (Standard = 70%)



Trends

Impact

Results of Workforce Development Education completers were as follows:

- Three of North Carolina's eight performance standards were related to information about completers. The 1997-98 data indicate follow-up was conducted with 46,253 students. Of these,
 - 74% were in further education, including on-the-job training (vs. the 70% standard);
 - 2.36% were unemployed versus the statewide youth average of 9.6%
 - 66% of those employed full time were in jobs related to their high school career major (vs. 70% target).
 - Further education categories:
 - 37% were enrolled in postsecondary institutions;
 - 29% in college or university; and
 - 8% in on-the-job training.
- Employment categories:
 - 27% full time
 - 29% part time
 - 3% military
 - 1% homemaker
 - 6% seeking part time employment and
 - 31% not employed, not seeking employment.
- Further education's relationship to completers' high school occupational clusters:
 - 72% in postsecondary
 - 63% in four-year colleges or universities
 - 64% in on-the-job training
- Whether workforce development was a major reason for staying in school:
 - Yes, 51%
- Students enrolled in WDE programs because they related to career plans:
 - 77%
- Percent of students wishing they had learned more in high school about:
 - Efficient use of resources: time, money, materials, space 38%
 - Acquiring and evaluating data 39%
 - Thinking skills (decision making, problem solving) 34%
 - Personal qualities (self-management, social skills, responsibilities) 29%
 - Team work, serving customers, working with people of different backgrounds 26%

Basic Skills (reading, writing, math, speaking, listening)	21%
Monitoring and correcting performance:	
social, organizational, technical	17%
Selecting proper equipment and tools	12%

*Impact
continued*

Completers' Performance reported biennially from Employer Feedback (Scale: % above average/rating on a 5-point scale with 5 = exceeds other new employees in like jobs; 4 exceeds some; 3 = meets minimum; 2 = meets some; 1 = does not meet.)

- WDE completers' performance based on nontechnical skills

Performance %	Above Average	Rate
Attendance	71%	4.0
Punctuality	69%	4.0
Ability to work with others; teamwork	78%	4.2
Attitude	74%	4.1
Appearance	72%	4.1
Dependability	74%	4.1

- Performance in technical areas

Performance	%	Rate
1. Accuracy & quality of work	70%	4.0
2. Ability to use equipment & tools	74%	4.1
3. Technical information	65%	3.9
4. Knowledge of job duties	72%	4.0

- How quickly did WDE completers learn in above categories compared to others? (note 1-4 correspond to technical areas listed above)
 1. 66% / 4.0
 2. 70% / 4.0
 3. 63% / 3.9
 4. 69% / 4.0
- Employing firm size (of those employers surveyed):

1 – 9	22%
10 – 49	32%
50 – 99	14%
100 – 499	20%
500 – 999	5%
over 1000	7%

Single Parents, Displaced Homemakers and Single Pregnant Women

Students Served

LEAs and community based organizations were provided the opportunity to apply for grant funds through the request-for-proposal process. The proposals were to address the needs of single parents, displaced homemakers, and single pregnant women to continue their education, develop marketable skills, and make Workforce Development Education and training more accessible and successful.

During the 1998-99 school year, six LEAs were funded to address the needs of single parents, displaced homemakers, and single pregnant women. These six programs served a total of 1,401 students at the secondary level. The following services were provided to participants involved with these funded programs.

Services Provided

Assessment/Guidance: The needs of targeted program participants were assessed by program providers. All participants received supportive services through guidance and counseling. Services 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, assertiveness 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 to acquire marketable skills.

Outreach/Referral Services: Referral services to, and contacts with, other community agencies were regular and ongoing. 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 continuing with their school work.

Employability Skills: In addition to workforce development 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.

Special and Effective Delivery Methods: Each LEA used various service delivery methods to enhance the effectiveness of the program in its school system.

*Effective
Delivery
Methods*

1. Some LEAs used the single parents 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 individual needs.
3. Some programs incorporated a special incentive component for extra motivation and student accomplishments. Participants earned extra opportunities through compliance with an agreed upon goal such as reduction in absenteeism and reduction in drop-out rates.
4. One program included a male support group for the fathers of the participants' children and for male at-risk students.

Staff Development: On-going technical assistance was provided to all programs by the state equity consultant. Five on-site program monitoring visits were made. Consistent communications with grant recipients were made for the purpose of sharing program resource materials and current updates. A statewide leadership conference was held for purposes of staff development and management. Collaboration was implemented with four state government agencies and two private non-profit agencies.

Gender Equity

Gender Equity Programs

The goals of the gender equity programs are to provide programs, services, and activities to eliminate gender bias and stereotyping in workforce development education and to provide programs, services, and activities for girls and women ages 14 through 25 to support themselves and their families.

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

During the 1998-99 school year, 13 gender equity grants were awarded to LEAs to address equity issues. Services and activities were provided to 4,012 students in grades nine through twelve.

Achievements

Six 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 actual exploratory activities. The exploratory activities were in the areas of communication/media technology, transportation technology, construction technology, forestry, drafting, auto technology, lasers, hydraulics, applied physics/mathematics, electricity/electronics, agriscience, screen printing, robotics, computer graphics, bridge building, aerodynamics, health care, and entrepreneurship. Computerized software programs were used extensively. The activities were diverse and included nontraditional speakers, field trips, and shadowing. Tours were many and varied including aerospace sites, aircraft flight control centers, colleges, hospitals, and a virtual reality center.

Supportive Services

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, assertiveness training, and tutorial assistance. Equity leadership teams consisting of teachers and students were organized in some individual schools. They provided training and awareness on equity issues, designed and developed equity materials for teacher advocates, monitored school activities and materials for gender bias or stereotyping, developed and disseminated a speakers' bureaus list including nontraditional role models, and designed and implemented a public awareness campaign on equity. 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 (including apprenticeships) and employment, a decrease in dropouts, and a significant attitudinal change in gender role stereotyping by students and adults.

Advisory committees were instrumental in providing services to include publicity, speakers, equipment, tour sites, career day presenters, and program recommendations. Program products were developed and included brochures, curriculum guides, career and educational plans, career packets, marketing designs, posters, equity calendars, 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 educational agencies. Products also incorporated industry and business partnerships for promoting gender equity.

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 faculty from approximately 81 LEAs, committed to providing equity leadership on the local level, participated in a three-day NC Equity Leadership Conference. The conference participants included vocational and academic teachers, counselors, and administrators. Another leadership conference was held in conjunction with postsecondary staff for purposes of staff development. A special training event was held for state vocational student organization officers for equity and leadership training. Publications distributed statewide included: *"Think Purple"* and *"Education Equity Evaluation"*. Two equity workshops were held during the 1999 Workforce Development Education Summer Conference. Also, during this conference, equity presentations were given to 1,120 teachers and administrators from four different WDE program areas. North Carolina continued a focus on gender equity and School-to-Work with workshops initiated by the Institute for Women in Trades, Technology, and Sciences. This model program has resulted in additional gender equity training for 15 school systems.

Technical assistance was provided to all funded programs and many that were not funded. This technical assistance included telephone calls, on-

***Exemplary
Gender Equity
Programs***

site visits, handling budgetary matters, correspondence, collection and review of progress and final reports, civil rights team participation, and presentations at conferences and workshops. Equity materials were designed, developed, and disseminated to all local school systems. Twenty local school systems were visited by the state equity consultant.

The Department of Public Instruction, East Carolina University and North Carolina A&T University, continued to focus on increasing the females' level of aspiration and expectation for participating in nontraditional programs and seeking nontraditional careers in high technology as based on prior institutes for female secondary students. Copies of reports on these prior institutes are available from the state office of the consultant for gender equity.

Criminal Offenders in Correctional Institutions

***Correctional
Institution***

The Office of Juvenile Justice (OJJ) is mandated by the North Carolina General Assembly to serve delinquent and at-risk youth. The office operates five training schools for children committed by the courts. During the 1998-1999 school year, 1257 new students were admitted and served.

Students Served

All of the students enrolled in the training schools meet the criteria for at least one of the special populations categories as defined in the Carl D. Perkins Vocational and Technical Education Act of 1990. The majority of the population experiences difficulty in the educational setting. According to the OJJ 1998 annual report, over 1000 high school level students were admitted or recommitted. Of that number only 190 had completed grades nine through twelve. The students are significantly behind their peers in educational attainment. This presents a challenge to prepare these students for re-entry into society and the world of work with improved basic skills, sound decision-making skills, and a positive desire to be lifetime learners.

Services

The funding from Perkins allows the program to improve significantly. During the 1998-99 school year an additional teacher was trained to teach the Computer Engineering Technology (CET) course at Samarkand Manor (one of the five training schools). The CET teacher and students at the Juvenile Evaluation Center (JEC) have networked the majority of the main school building for Internet services. The programs at JEC and Dobbs School built up-to-date computers that were installed in the workforce development education classrooms. These teachers also participated in a monitor repair workshop.

In addition to the above, Dobbs School built upon its improvements from the previous year. The construction technology students built two storage houses as an entrepreneur project. The radio and communications students directed a TV program for all students. It included world, local and campus news, the weather and items of interests to students. This was an integration project with several of the academic programs. The horticulture students continued their campus beautification project. Crepe myrtles, geraniums and several new bedding plants were introduced to the campus. Several students passed the tests of computer literacy skills due to the excellent teaching in the business education program. The building maintenance students added the chapel to their list of buildings to clean and are seeking church sites in the community to clean.

At C. A. Dillon the construction technology and furniture and cabinet-making students built a gazebo, lawn furniture and love seats. The automotive technology students repaired the vehicles of personnel on campus. Two students were able to practice their job readiness skills in jobs off campus.

Stonewall Jackson School reorganized the printing graphics shop. The courses focused more on instruction rather than production. The students were able to create jobs as well as print products. A classroom space, shelves and a production area were constructed. In addition, the construction technology students designed and built the propagation tables for the greenhouse.

Samarkand Manor concentrated on integration projects this year. The business education, drafting, and language arts teachers developed activities to improve the language arts skills of the students. The drafting students developed landscaping plans for the horticulture students and floor plans for the maintenance department.

At the Juvenile Evaluation Center the business education students produced the school newspaper, the Student Orientation Handbook, the school brochure and most of the forms used by the school, administration, maintenance and cottage life areas. The students produced many graphic art designs for community service projects. The automotive technology students continued to repair the vehicles of staff members. More students worked in the Vocational Internship Program than in the past ten years. They were able to practice their job readiness skills throughout the campus. The welding and science students integrated instruction in the areas of material handling, rigging and simple machines such as block and tackles, and levers. They rigged double pulley blocks to investigate mechanical advantages in lifting such objects as anvils and other improvised loads. The agriculture education students completed a 3-hole golf

*Services
Provided*

Achievements

course. Their half-acre garden produced over \$400 in sales, and their greenhouse sales exceeded \$200. The program received front-page coverage in the Black Mountain News and in the Asheville City Times about the gardens, the golf course and the apple orchard. Channel 13 WLOS TV featured the program twice during the year. Golf Digest magazine printed an article and picture of the golf course which reached 1.6 million homes worldwide. At the annual WDE conference, the agriculture teacher presented to WDE administrators a positive outlook for the training schools.

With inservice training, student achievement improved significantly from the past school year. The technology training increased computer use by teachers, which also played a role in their using the VoCATS instructional program.

Vocational teachers were able to participate in several training sessions offered by ExplorNet. All of the craft teachers participated in the Wheels of Learning Curriculum offered at the WDE Conference. With improved job readiness and placement services the number of students working on and off campus increased. The Career Development Education teachers assisted the students with assessments, job searches and monitored their job performances. The learning and work style assessment was beneficial in identifying suitable job options before and after release from the training schools.

To ensure program compliance with state and federal guidelines, each program was monitored once during the 1998-99 school year. In addition, the schools received routine visits from the vocational education consultant to assist in meeting goals for the year.

Special Populations – Disabled

Achievement in Providing Equal Access for Disabled. The number of disabled students enrolled in Workforce Development Enrollment reached 33,655 of the 17,660 special populations students enrolled in all Workforce Development Education classes. This data reflected enrollment in grades nine through twelve during the 1998-99 school year. These students were enrolled in the full range of WDE offerings and a majority of them participated in the regular classroom programs.

*Students
Served*

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, Career Development Coordinators, vocational student organization members, and guidance counselors provided orientation sessions about WDE available in the high schools.

Services

Brochures, open house events, news media, in-school television, and parent nights were used frequently to provide required information to parents and students. Curriculum assistance guides were developed by LEAs and distributed to all students. In some cases, the support personnel visited Special Education classes to ensure the students were aware of WDE.

Achievement in Coordination Between Special Education and Workforce Development Education. Coordination improved between Workforce Development Education and the Exceptional Children's programs at the state and local levels.

Achievements

At the state level, consultants from both programs met periodically to improve coordination. Exceptional Children's consultants presented sessions during statewide workshops for local WDE support personnel. Topics included coordinating services at the local level, modifying instruction at all levels, and mandates from the Individuals with Disabilities Education Act. Workforce Development Education consultants made presentations to Exceptional Children's program administrators and teachers to explain the Perkins legislation. The two areas, along with Gender Equity, also sponsored one statewide staff development conference for their program coordinators. At the local level, WDE personnel participated to an extent in vocational planning meetings and assisted in the development of the vocational component to the Individual Education Plan (IEP). This participation was not consistent and remains a challenge statewide. As a result, however, more disabled students have an Individualized Education Plan (IEP).

Impact

Achievement in Assessment. While Special Populations Coordinators (SPCs) and technical assistants were employed to provide vocational assessments to members of special populations, their numbers have been decreasing. Assessments were administered to students who were unable to successfully take the paper-and-pencil inventories. Vocational assessments included: an aptitude test, interest and learning styles inventories, and information from the Special Education teachers. Service providers and parents assisted with determining the most appropriate programs for the students.

After the students entered a Workforce Development Education program, a pretest was administered. The information from the pretest was used to plan an 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. More Career Development Plans (CDPs) were developed for special populations students. These numbers were monitored to determine the degree to which disabled students had access to, progress in, and success in their WDE courses. The CDP included a career concentration, the most appropriate sequential course of study, assessment data, and support services needed to ensure success of a student while enrolled in WDE. The number of special population students enrolled in courses specified on their CDPs was monitored. The results were students enrolled more frequently in their CDP specified courses.

Achievement in gains and mastery of vocational and academic competencies was noted. Attainments of disabled students regarding gains on competencies in Workforce Development Education were tracked through the Vocational Competency Achievement Tracking System (VoCATS). Mastery of these competencies was also tracked for disabled students. Appropriate course modifications were developed to help these students have higher gains and mastery.

Achievement in Providing Equal Access for Transition from School-to-Work. All disabled students participating in the Exceptional Children's programs and who were at least 16 years of age had a transition component to the IEP. Workforce Development Education personnel coordinated the transition services required of them with the IEP developers.

In addition to those services, disabled students received instructional services related to transition through the competency-based system. Those enrolled in Cooperative Education courses were employed in part-time jobs related to their respective courses of study. Some were exposed to shadow-

ing, internships, apprenticeship experiences, and actual job placement coordinated with various businesses and agencies. Success of disabled students in attaining employment and further education was tracked through the performance system. This feedback was used to make appropriate adaptations.

Special Populations – Limited English Proficient

The statewide total of identified Limited English Proficient (LEP) students enrolled in all 1998-1999 Workforce Development Education was 2,774. Identifying and serving those limited English proficient students in migrant situations remained a challenge. 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, some had a solid foundation in English. However, Special Populations Coordinators worked very closely with the limited English proficient students to ensure they understood their coursework.

*Students
Served*

Tutors, peer helpers, community persons, and the coordinators were available in some cases to provide support services needed by students enrolled in WDE.

Special Populations – Disadvantaged

Access. In high school, 140,231 of the 176,660 special population enrollees were identified as disadvantaged during the 1998-99 school year. Disadvantaged students were enrolled in the full range of Workforce Development Education. Special Populations Coordinators and others provided supplemental services needed for the success of disadvantaged students in WDE.

*Students
Served and
Achievements*

Student Performance Progress and Success. These students were monitored in relationship to attaining performance standards. Plans were developed and carried out to help them attain performance standards, including development of CDPs that listed WDE and academic course work. Each WDE course was monitored to determine if enrollments of disadvantaged students were based on identified CDPs.

The gains and mastery of disadvantaged students based on the Vocational Competency Achievement Tracking System (VoCATS) were monitored, and corrective plans were developed to help them attain better gains. Finally, transitions to other levels of education and training and then to employment were monitored. Corrective actions were applied through the performance system.

State Leadership and Professional Development

State Leadership

Priority for professional development was given to performance standards attainment, instructional management/competency attainment through VoCATS, curriculum integration of academic and WDE, technical updates including Tech Prep, and applied curricula. A total of 649 state leadership and professional development activities were conducted/facilitated for a total of 17,918 participants.

Professional Development

The following Professional Development and other activities focused on high student achievement:

Professional Development

- Coordinated workshops for over 17,918 teachers and administrators
- Maintained WEB sites for each WDE program area and other WDE interests
- Delivered professional development activities via the Internet, Information Highway Satellite Broadcasts, video productions, and conferences/workshops

Monitoring and Accountability

- Review and edit of end-of-course test items
- Distributions of 16 newsletters
- Technical assistance and monitoring of eight federal grants
- Technical assistance visits to 21 High Schools That Work sites
- Coordination of five OCR compliance visits
- Site visits to WDE programs
- Assistance in developing student accountability standards and student accountability implementation plan
- Coordination of committees for VSO activities

Curriculum

- Development of 116 curriculum support documents
- Development or revision of 63 classroom assessment item banks

System Building

Collaborated with over 50 professional organizations, community groups, state agencies, non-profit organizations, and business/industry groups

Curriculum Development

Development of curriculum continued to be a high priority during 1998-99. The curriculum development efforts centered on the North Carolina Vocational Competency Achievement Tracking System (VoCATS), a computerized instructional management system that is used for the following:

- Planning instruction
- Assessing students before, during, and after instruction
- Evaluating student mastery of competencies
- Documenting gains in student achievement

The system also is used to meet federal legislative mandates requiring documentation of learning gains made in Workforce Development Education.

Major curriculum products and services that were completed include:

- Course blueprints were completed which specify core and supplementary skills that students must master in order to be prepared for further instruction or to enter a career. The lists of skills, called course blueprints, were used by teachers to plan a course of work, prepare daily lesson plans, and integrate WDE activities with other disciplines.
- Banks of assessment items tied directly to course blueprints were distributed electronically. These banks, which include traditional paper-and-pencil items as well as alternative measures, were used by teachers to assess student skills before, during, and after instruction.
- Supplementary banks that integrate WDE objectives and traditional academic areas through the Standard Course of Study were used.
- Curriculum guides were either developed in North Carolina or adopted from other sources. The guides could include teaching outlines, student activities, handouts/transparencies, and resource lists, all tied directly to course objectives.
- Accountability assessment matrices for selected courses, which link course objectives to the skills identified in the report from the Secretary's Commission on Achieving Necessary Skills (SCANS) and All Aspects of the Industry (AAI) were used.
- Statewide pre and postassessments, again tied to the course objectives in the blueprints, were generated.
- Software was purchased statewide and annual support for LEAs was afforded.
- Staff development was provided.

*Statewide
System
Strengthened*

- Help desk to assist LEA personnel with implementation of VoCATS and use of related software was provided.

VoCATS products were available for most courses in the *Workforce Development Education Programs of Study and Support Services Guide*. Efforts continue to develop new materials, update existing materials, and keep them relevant.

Extent of use

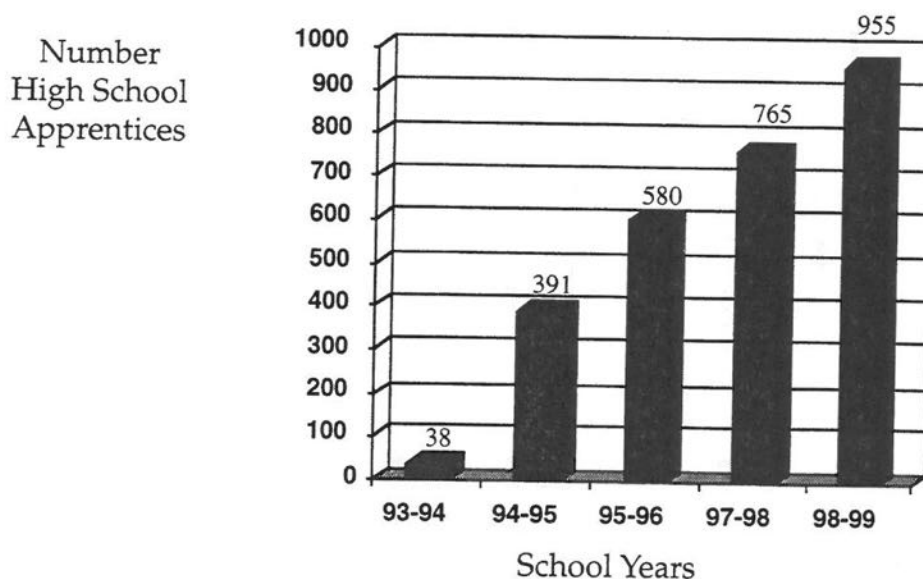
All LEA central offices and 95 percent of all high schools have computer hardware to run VoCATS curriculum software. Approximately 4,500 teachers have participated in staff development about VoCATS during the past five years. All personnel coordinating VoCATS at the local level are part of self-directed regional user groups.

Some notable examples of VoCATS are Nash/Rocky Mount Schools, McDowell County, Mecklenburg County, and Guilford County. Some LEAs are expanding the VoCATS model to incorporate other instructional areas in addition to Workforce Development Education.

High School Youth Apprenticeship

The high school youth apprenticeship programs have continued to expand statewide. In January of 1993, 38 high school apprentices were involved with the apprenticeship program. At the end of the 1994-95 school year, 391 high school students were participating in apprenticeship programs registered with the North Carolina Department of Labor. Apprenticeship programs existed in 28 local education agencies. By March of 1998 The program had grown by 41% to 765 High School Apprentices and had increased the number of local education agencies by 58% to 67 different local education agencies. The latest survey indicates that as of March 1999 the numbers have increased to 955 apprentices and 69 local education agencies.

Number of High School Apprentices Per School Year



Many schools have received state and regional recognition for the innovative and enthusiastic approach to high school youth apprenticeship. By combining related classroom learning with work-based learning the student is better prepared to compete in the world job market. High school youth apprenticeship continues to be a major focus in the overall mission of developing a comprehensive and coordinated workforce preparedness system for North Carolina. Apprenticeship programs continue to build a bridge between the education system and employers.

Southern Regional Education Board (SREB) – High Schools That Work (HSTW)

North Carolina is a member state of the SREB/HSTW Consortium. The Consortium was founded on the beliefs that:

- (1) All high school students, including the career-bound students, are capable of meeting higher standards;
- (2) High schools can change the way that they prepare students in general and vocational programs of study;
- (3) All students in both the general and vocational programs of study are capable of completing a challenging planned four-year program of study with a blending of high-level academic and modern vocational courses;
- (4) The program of study for career-bound students can be organized to prepare students for both work and further study; and
- (5) Teachers should use functional and applied learning strategies that are related to real world situations in order to help career-bound students.

The number of SREB/HSTW sites in the state increased from 55 to 60 during 1998-99. Each of the sites revised annual site action plans which target ten key practices. Site plans incorporated a variety of available data which included student performance data. Twenty-one sites received a three-day, technical assistance visit and a follow-up written report. Over 200 different individuals were involved on technical assistance teams. Team members consisted of local school administrators, classroom teachers, guidance personnel, community college representatives, business and industry representatives, and consultants from the North Carolina Department of Public Instruction.

Sixty of the sites attended a one-day workshop during which they received detailed information and training to assist in their use of the 1998 *High Schools That Work Assessment*. During the year, numerous local sites provided a significant amount of staff development for their faculty regarding HSTW. Teams from the new sites attended a state-conducted, two-day orientation workshop/meeting.

Reform Initiatives

North Carolina's school improvement initiative, The ABCs of Public Education, created by legislation, outlined specifics for improving schools. The acronym ABC stands for Accountability, teaching the Basics of reading, writing, and mathematics, and Control of schools at the local level.

The ABCs program was piloted in 1995-96 in ten school districts statewide. Following that process, the formal program began in 1996-97 in grades K-8.

Improvement Initiative

The high school model approved by the State Board in March, 1997, had to meet three criteria outlined in the legislation creating the ABCs: (1) focus on student performance in courses required for high school graduation, (2) hold schools accountable for educational growth of students, and (3) be a school-level model.

The following High School Accountability Model resulted. The North Carolina Board of Education has viewed this model as a "work in progress," with reexamination, changes, or adjustments forthcoming.

High School Components Used in 1998-99:

- Student performance on the five currently mandated end-of-course (EOC) tests: Algebra I, English I, Biology, Economic/Legal/Political Systems (ELPS) and US History. An EOC index of course-by-course results comparing one year to the average of the previous two years will be used
- Results on a high school writing test, the current English II test, using a common prompt and allowing students 100 minutes to write their responses. An EOC index and procedure will be used
- Year-to-year comparison of percentages of students completing College Prep or College Tech Prep course of study
- Administration of a comprehensive test in reading and mathematics in 10th grade (not to be measured)

(Scholastic Aptitude Test scores and participation rates for the last three years will be reported but not included in the school's composite score for whether it met its ABCs standards.)

Improvement Initiative

Collaboration

ABCs Results

According to the ABCs high school accountability results, 59.7 percent of 1996-97 graduating seniors completed a college prep and/or college tech prep course of study. In 1997-98, 66.4 percent completed these courses of study, an increase of 6.7 percent. In 1998-99, 68.4 percent completed these courses of study, an increase of 2 percent. North Carolina has experienced continued student success.

Collaborative Initiative

Workforce Development Education involved business and industry in the development of curriculum during the 1998-99 school year. There were 300 plus business/industry personnel involved in revising the curriculum products including guides, teacher resources, blueprints and test-item banks. There were over 400 individuals and/or associations who helped deliver professional development to teachers. The vocational student organizations were strongly supported by business/industry as was evident in the 2,941 people who helped deliver leadership sessions and competitive events.

Services

Community Based Organizations

During the 1998-99 school year, school systems continued to receive technical assistance regarding the inclusion of community based organizations. Seventy-two schools located in both urban and rural settings requested and received information. This information focused on implementing services for special population students (i. e. economically and academically disadvantaged) by collaborating with community based organizations.

Students Served

Consumer and Homemaking Education

Programs and Support Services in Depressed Areas

The Vocational Education Information System data showed the 1998-99 enrollment for the consumer component of Family and Consumer Sciences grades 6-12 was 122,729. This was a decrease of .001 percent from the prior year. However, the total Family and Consumer Sciences program enrollment (consumer and occupational components) increased .08 percent over the previous year. The consumer component represents 93.4 percent of the total Family and Consumer Sciences program enrollment and 18.1 percent of the workforce development education enrollment in North Carolina. The total Family and Consumer Sciences program enrollment of 131,471 students represents 19.4 percent of WDE enrollment in North Carolina.

*Students
Served*

Achievements in State Administration and State Leadership

Two full-time staff members and one part-time staff member provided technical assistance, directed curriculum development, and coordinated professional development for the purpose of improving instructional programs in Family and Consumer Sciences.

*Services
and Benefits*

The most comprehensive teacher inservice training offered was the Family and Consumer Sciences Education Summer Conference for 555 teachers and teacher educators. The most comprehensive student inservice training for middle and secondary students was the FHA/HERO State Leadership Conference for approximately 1,400 students, teacher-advisers, parents, and business representatives.

At the Family and Consumer Sciences Education Summer Conference, concurrent workshops and presentations were offered on curriculum development, technology, instructional management, and instructional innovations. A focus was on developing career pathways in the areas of Community and Family Services, Culinary Arts and Hospitality, Early Childhood Education, Food Science, and Interior Design. The evaluation completed by teachers indicated an overall conference rating of 4.66 on a five-point scale.

cation.

Achievements

Final course blueprints and curriculum guides were released for Teen Living and Interior Design and Housing and a draft course blueprint was released for external review for Clothing Design. Also, a validated test-item banks for Early Childhood Education I and II were released. Currently, all courses have blueprints and test-item banks. Each teacher and local workforce development education administrator attending the Family and Consumer Sciences Education Summer Conference received a CD containing all of the course blueprints and test-item banks in Family and Consumer Sciences Education. Teachers can monitor student gain and mastery through the Vocational Competency Achievement Tracking System (VoCATS). A state textbook adoption evaluation team has recommended middle school textbooks for statewide use beginning with 1999-2000 school year. A textbook correlation guide for the middle program was distributed to each Exploring Life Skills teacher at the Family and Consumer Sciences Education Summer Conference.

The State Family and Consumer Sciences Education staff conducted a teleconference to five North Carolina sites; approximately 100 teachers and school administrators attended the teleconference. The teleconference, "The Gateway to FACS Education," focused on curriculum initiatives, curriculum development standards, and curriculum implementation. Regional Leadership Councils served as an extension of the state staff to provide additional locally identified staff development needs.

The State Family and Consumer Sciences Education staff has actively participated in the development and implementation of National Family and Consumer Sciences Education Content Standards. The North Carolina National Standards Team presented a train-the-trainer workshop on the standards to nine regional leaders. As an outgrowth of this effort, approximately 300 teachers attended one of these workshops. A crosswalk between the National Standards and course objectives were included in two new curriculum guides.

COLLEGE TECH PREP

College Tech Prep is the program title the State Board of Education and Community College Board have adopted for Tech Prep in North Carolina. The boards adopted the following criteria to be classified as a high school college tech prep completer:

- English I, II, III, and IV taught at grade level or higher.
- Algebra I, Geometry, Algebra II or Algebra I, Technical Mathematics I, Technical Mathematics II.
- Biology, and at level two, additional science credits; one must be physical science that supports the student's career concentration.
- Four technical credits in a career concentration; one credit must be in a WDE completer/starred course.

Tech Prep Major Accomplishments

The following are significant accomplishments for 1998-99:

- Developed and implemented a statewide High School to Community College Articulation Agreement, endorsed by the State Board of Community Colleges and the State Board of Public Instruction.
- Implemented articulation agreements, cooperative agreements, Huskins Bill courses, including math, science, and technical studies between the high schools and community colleges.
- Aligned the purchase of equipment, software, and text materials between high schools and community colleges.
- Aligned the purchase of equipment, software, and text materials between high schools and community colleges.
- Implemented the High School Accountability Model to increase the effectiveness of College Tech Prep.
- Implemented a computer program to analyze high school graduate transcripts to determine completers of the high school College Tech Prep course of study.
- Implemented NATEF Certification Workshops and ASE Certification for Automotive programs statewide. A total of 113 instructors attended various teaching sessions.

Tech Prep Criteria

Accomplishments

*Assessment/
Evaluation*

- Conducted 1998 High Schools That Work Assessment to track college tech prep student progress in Reading, Mathematics, and Science. The results follow.

HSTW Assessment – NAEP Items: **Reading**

	<u>1996</u>	<u>1998</u>
HSTW Goal	279	279
All North Carolina College Tech Prep Sites	288.1	282.2
All HSTW Sites	272.6	277.2

1998 HSTW Assessment NAEP Items: **Mathematics**

HSTW Goal	295	295
All North Carolina College Tech Prep Sites	298.9	309.1
All HSTW Sites	285.2	299

1998 HSTW Assessment NAEP Items: **Science**

HSTW Goal	292	292
All North Carolina College Tech Prep Sites	289.9	301.4
All HSTW Sites	282.6	292.3

Integrating Applied Academics into Workforce Development Education Programs

Efforts to promote curriculum integration of academic and workforce development education have focused on extensive staff development for academic and Workforce Development Education teachers, as well as including integration activities in the development of curriculum materials and supportive materials.

Many statewide workshops for teachers and administrators have focused on integrating academics. Participants have prepared and exchanged lesson plans and utilized a network that serves to affect change in the classroom. On-site technical assistance visits served to give positive directions and identify successful practices. In addition, publications about integrated strategies have been distributed. Activities include the following:

BIOTECHNOLOGY, HEALTH CARE, and CAREER DEVELOPMENT

WORKSHOPS	PARTICIPANTS
12 NC Information Broadcasts and 1 Distance Learning by Satellite on topics that included integration	382
1 NC College Tech Prep Leadership Forum	250
1 National School-to-Work (STW) Career Majors Institute	122
1 12 th Annual High Schools that Work (HSTW) Conference (NC Host)	3700
1 2-day HSTW Site Orientation Workshop 10 Key Practices	65
1 HSTW Technical Assistance Visitations (21 schools)	310
1 HSTW Orientation Workshop 10 Key Practices	63
NC-Workforce Development Education (WDE) Summer Conference: integration topics included in 4 sections	611
7 Career planning workshops	100
6 Health Sciences Academy Model Planning Workshops	30
1 NC-VoCATS Users Conference (integration identified on blueprints)	
2 NC Vocational Student Organization Conferences - competitive events represent integrative activities	3750

Workshops and Conferences

BUSINESS and MARKETING

WORKSHOPS	PARTICIPANTS
1 New Teacher Workshop for Business and Marketing Educators: integration included as topic	140
1 Small Business Entrepreneurship: Math at Work	35
1 Business and Marketing Education and High School Accountability Workshop	110
2 NC-WDE Summer Conference for Business and Marketing Education: 2 sections, integration topic included	744
1 Business Education Leadership Academy	40
1 Developing and Using Authentic Student Performance Assessment Workshop	75
1 Strengthening High School Reading and Writing Skills	35
1 NC College Tech Prep Post Secondary Education Success Rates: Using College Tech Prep/HSTW Assessment Data for Program Improvement	40 450
1 College Tech Prep/JobReady Conference	1400
3 High School Accountability and College Tech Prep/College Prep Data Collection Workshops	650

INDUSTRIAL TECHNOLOGY and HUMAN SERVICES

1 Problem-based Learning Workshop	32
1 Family and Consumer Sciences (FACS) New Teacher Workshop	45
1 National FACS Standards Workshop	50
1 FACS Summer Conference - Integration topics included	476
4 Principles of Technology Workshops	34
Technology Education Summer Conference: integration topics included	150
1 Trade and Industrial Education Summer Conference: integration topics included	376

REGIONAL SERVICES

1 Applied Biology/Chemistry Workshop	35
1 Applied Geometry Workshop	35
1 Southwest Region Curriculum Integration Workshop	20

CURRICULUM DEVELOPMENT

- Developed/revised and disseminated 37 curriculum blueprints or matrices, which included integration of business/industry practices and state and national academic and skill standards
- Developed/revised/adopted and disseminated 27 curriculum guides supportive of integration concepts/practices
- Distributed 61 new or revised test banks supportive of integration
- Generated 34 new pre-assessments and 93 new post assessments supportive of integration
- Developed 53 curricula resource documents, including cross-walks and matrices between course competencies and core academic competencies or course competencies and national standards

ACADEMIES

- Assisted in planning 6 new health science academies in which the school-within-a-school model included integrated curricula

TECHNICAL ASSISTANCE

- Delivered consultative services to 59 SREB-HSTW sites related to ten Key Practices: including interdisciplinary integration of curriculum Approximately 3300
- Conducted 21 three-day, on-site technical assistance visits to SREB/HSTW sites: involved academic and WDE teams/faculty 210
- Delivered on-site technical assistance to 42 Tech Prep Model locations 840
- Developed/disseminated integrated curriculum manual for Grades 6, 7, and 8: included both academic and middle grades course goals and objectives Distributed 3000 copies

Through the Southern Regional Education Board/High Schools that Work (SREB-HSTW) sites, efforts were made to combine challenging academic courses and modern workforce development 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 efforts to succeed. (Note prior section entitled Southern Regional Education Board/High Schools that Work). Three regional workshops were conducted to review NC's National Assessment of Education Performance (NAPE) Assessments (Reading, Mathematics, and Science). North Carolina results were above the HSTW goal in each of the three assessments. Program areas also shared the data. 450

Distribution of Publications and Documents

Technical Assistance

Impact

*Services
Provided*

Facilitated NC state-wide group to 13th Annual HSTW Conference that included 400 workshop sessions about integration and improving student performance 800

Assisting special populations and integrating curriculum were highlighted for teachers and Special Populations Coordinators at the 1998 NC Workforce Development Summer Conference and at the 1999 NC Special Populations and Equity Conference. Sessions were presented to program area participants and Special Populations Coordinators. Overviews of enhancing students' learning and performance through integrated curriculum, diverse methodology, and a variety of assessment measures were discussed.

Participants examined integration models and practical strategies that addressed core basic skills, national skill standards, SCANS skills, and industry approved vocational/technical subject matter. The strategies included interactive skills, hands-on activities, extended time, oral communications, collaborative efforts among staff, in-service training on learning styles, individual and small group discussions, utilization of computer-assisted instruction, and networking through the Internet.

Impact

Local Education Agencies (LEAs) reported numerous positive results from integration efforts. The impact on programs, teachers, and students included: improved student attendance and retention; lower dropout rate; curriculum enhancement/improvement; broader visions among teachers of all disciplines; increased achievement for members of special populations; hands-on approaches to learning; combined theory and practice to aid in the transition from school to work; and creation of school environments that encourage students to succeed. (Information on the numbers of students served is found in Appendix 1.)

Expansion and alignment of SREB-HSTW and Tech Prep Models with the School-to-Work (STW) Systems initiative continued to strengthen North Carolina's achievement of improved student performance. To date, there are 100% of the LEAs implementing STW systems, 100% implementing Tech Prep and approximately 30% implementing SREB-HSTW.

Career Guidance and Counseling

During 1998-1999, four statewide staff development activities were held for approximately 400 Career Development Facilitators (Career Development Coordinators [CDCs], Industry Education Coordinators [IECs], and JobBrokers). Career Development Facilitators advised, counseled, and provided support services for students in the area of program planning, career guidance and counseling, job placement, and postsecondary education and training.

Activities

- Two workshops for LEA teams to develop career development programs
- Program Area Leadership Council (PALC) meetings to update career pathways information, CDC responsibility for the ABC accountability process, and technical completer competencies
- Three-day program, part of the annual North Carolina WDE Summer Conference, devoted to career development. Participants were given information on workforce preparedness, assessment, promising practices for integrating career development, technology character education, work-based learning strategies, job placement, National Career Development Guidelines, National Standards for School Counseling Programs, portfolios, and career planning activities.

Activities

Career Development Facilitators (CDCs, IECs, and JobBrokers) collaborated to develop comprehensive career planning programs. Teams of educators worked on plans to insure that all students in North Carolina had access to appropriate WDE. The process at the local level included elementary, middle, and high school orientation, interest surveys, aptitude tests, career planning activities, connecting activities, and work-based learning opportunities. All students developed an individual CDP to guide their high school course of study and help them prepare for postsecondary opportunities.

Services

Many school systems provided shadowing, internships, cooperative education experiences, and apprenticeship programs for students to enable them to experience a job setting and acquire information relative to career interests and education plans.

Career information was delivered in a variety of ways. Career Days and Job Fairs were held. Some included opportunities for students to interview with employers, and for employers to assist in teaching employability skills. Computerized career information systems were used extensively in guidance and counseling programs. Internet access provided additional resources for acquiring career information.

Programs

Career Development facilitators served as liaisons with higher education, military, the media, and the community to insure that transition from one level of education and training to another was smooth and that the career development activities going on in the schools were clearly and accurately shared with the public.

Appendices

Appendix 1	Enrollment Table
Appendix 2	Performance Standards
Appendix 3	Performance Standards Report

SECONDARY ENROLLMENT; PERIOD COVERS July 1998 - June 1999

PAGE 1

STATE: North Carolina NAME: Sarah Hawes PH. 715-1649

OCC PROGRAM AREA	DUPLICATED			DUPLICATED								
	TOT ENR	TOTAL		REG VO-TE-ED	DIS- ADV	LEP	DIS- ABLED	CORR	SP/DH /SPW	SEX EQ (NON- TRAD)	ADULT	COM - PLETER 1998
		MALE	FEM.									
AGRICULTURE	28219	21109	7110	15166	9357	90	3606			187		2215
MARKETING	26730	11953	14777	13549	11707	126	1348			112		4043
CONS/ H'MAKING ED	80605	21649	58956	39451	32301	631	8222			396		12311
OCC HOME EC	8742	1280	7462	3539	4498	20	685			61		2639
TRADE & INDUSTRY	70557	59058	11499	37019	25207	359	7972			401		11119
HEALTH	19663	3119	16544	12811	6287	104	461			154		3776
BUSINESS	128735	60164	68571	77341	42079	1270	8045			680		7669
TECHNOLOGY ED	20976	17530	3446	12245	6606	156	1969			117		2481
CAREER DEVELOPMENT	6147	3126	3021	2593	2189	18	1347			60		0
GRAND TOTAL	390374	198988	191386	213714	140231	2774	33655	1257	1401*	4012*		46253

*total number served by funded grants

SECONDARY ENROLLMENT; PERIOD COVERS July 1998 - June 1999

STATE: North Carolina NAME: Sarah Hawes PH. 715-1649

LINKAGE				PLACEMENT					
OCC PROGRAM AREA	TECH-PREP	CO-OP	APPR	CONT ED	EMPLOYED		MIL	OTHER	CURRENT TEACHERS
					R'LTD	OTHER			
CAREER DEVELOPMENT	1270	243	0	0	0	0	0	0	1192
AGRICULTURE	8341	215	50	1291	802	542	67	688	383
MARKETING	6449	6214	33	2233	1123	842	122	921	362
CONS/ H'MAKING ED	19683	23	0	6380	2200	3063	254	2996	1233
OCC HOME EC	2408	348	69	1420	651	685	36	726	329
TRADE & INDUSTRY	19438	1726	445	6239	3248	2817	415	2921	1220
HEALTH	3715	126	107	2830	664	1011	60	430	294
BUSINESS	25587	570	108	5276	1391	1815	187	1142	2132
TECHNOLOGY ED	4917	0	24	1610	488	544	73	395	655
GRAND TOTAL	91808	9465	836	27279	10576	11349	1214	10219	6224

**Secondary Vocational and Technical Education
Long-Range Performance Standards
Approved on 6 January 1994 by the
NC State Board of Education**

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 and 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 blueprints.
4. Eighty percent of all students completing each Level I or non-sequenced vocational and technical education course will have gained a minimum of 60% of the difference between the pretest scores and the total possible score as measured by valid pretest 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 total possible posttest score as measured by valid pretests and posttests of all core competencies designated on the statewide course blueprint.
6. Seventy percent of all vocational and technical education completers as reported by program areas 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 programs.

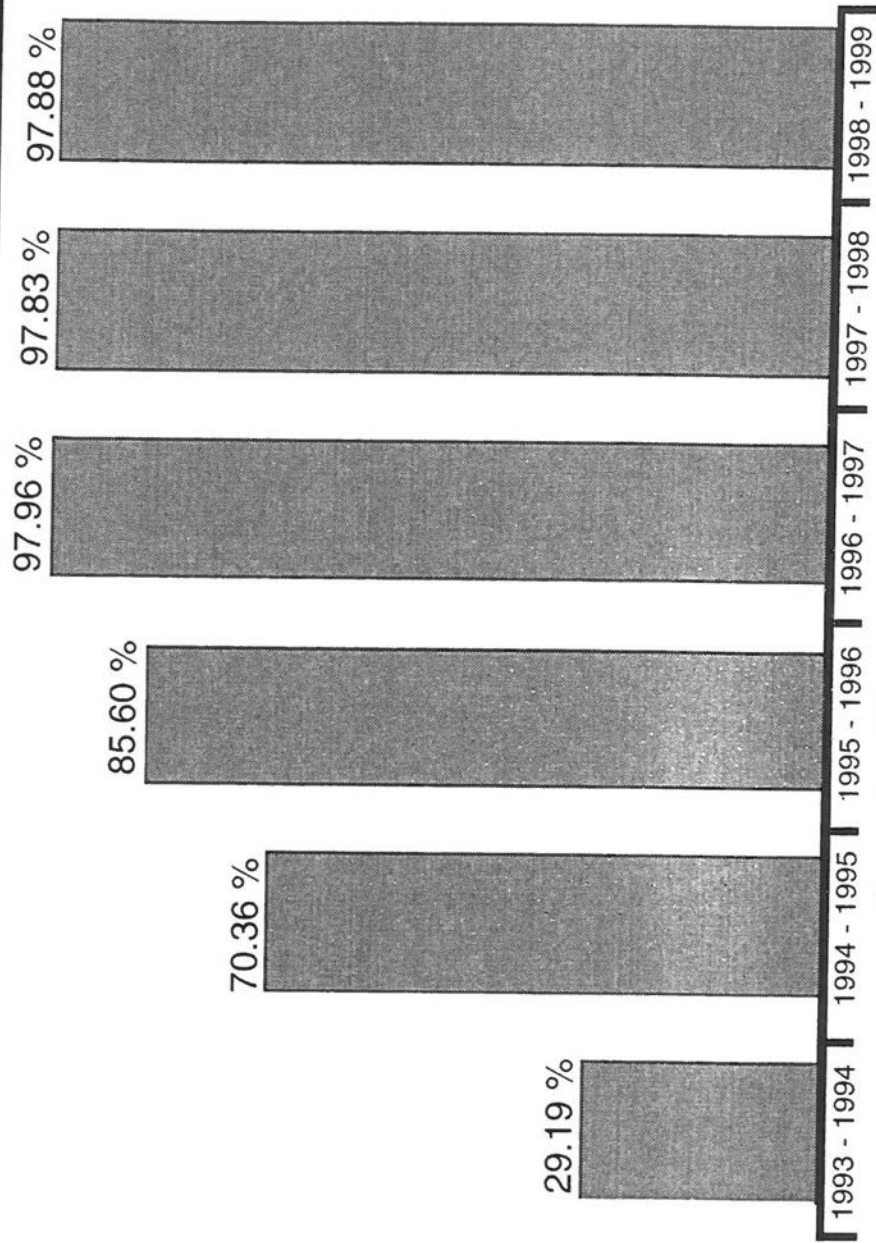
Workforce Development Education

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 1994-99 Statewide Summary of Performance Standard One

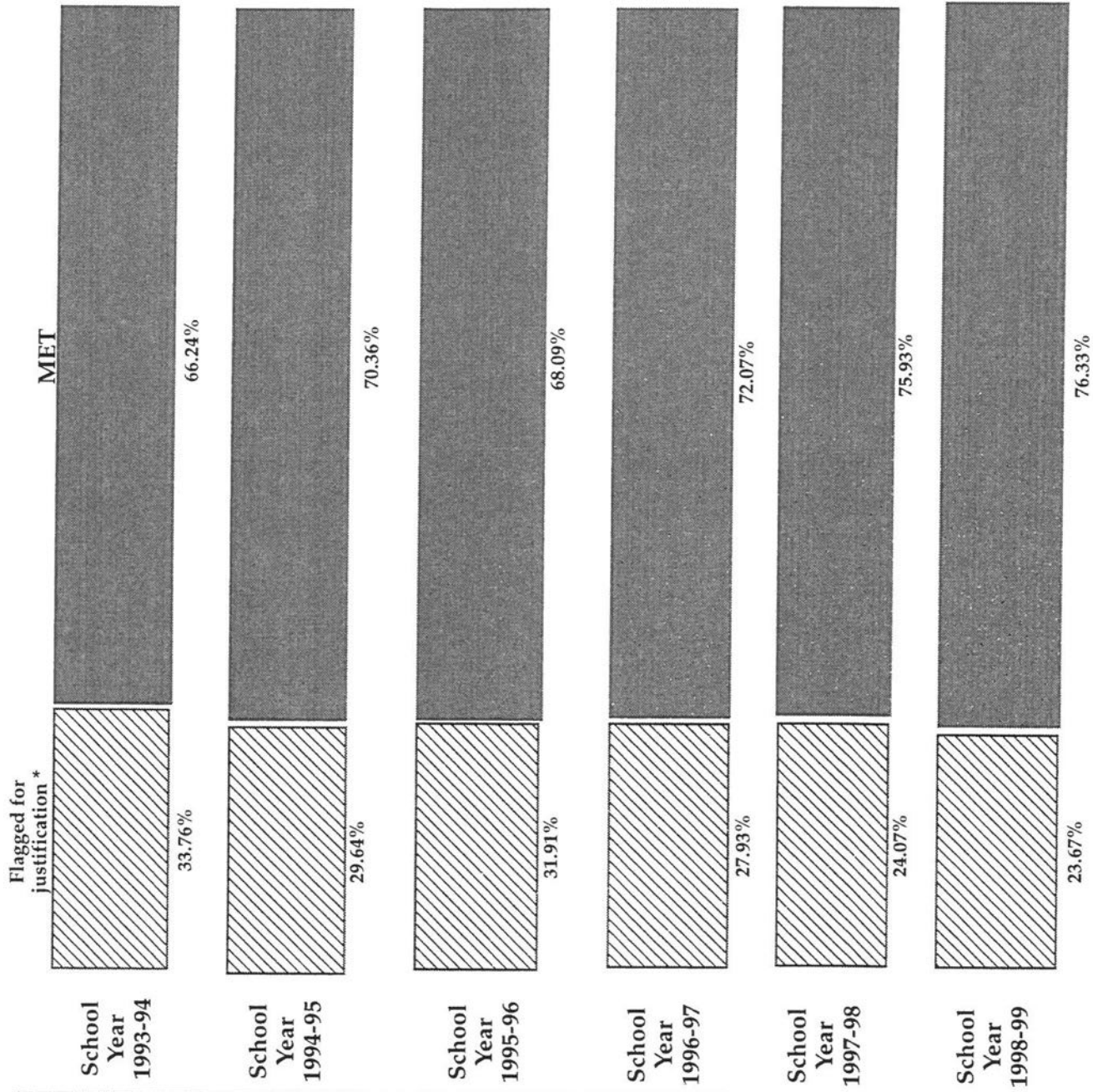
Percent of all Program Areas Meeting Performance Standard One



(Program Areas Were Counted Once Per School)

Workforce Development Education

Trend Data for School Years 1994-99
Statewide Summary of Performance Standard Two



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.

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

Workforce Development 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 posttest.

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 Years 1995-96, 1996-97, 1997-98, and 1998-99

During school years 1995-96 through 1998-99 VoCATS data were compiled only at the school system level. Statewide data were not compiled during 1995-96, 1996-97, 1997-98, and 1998-99.

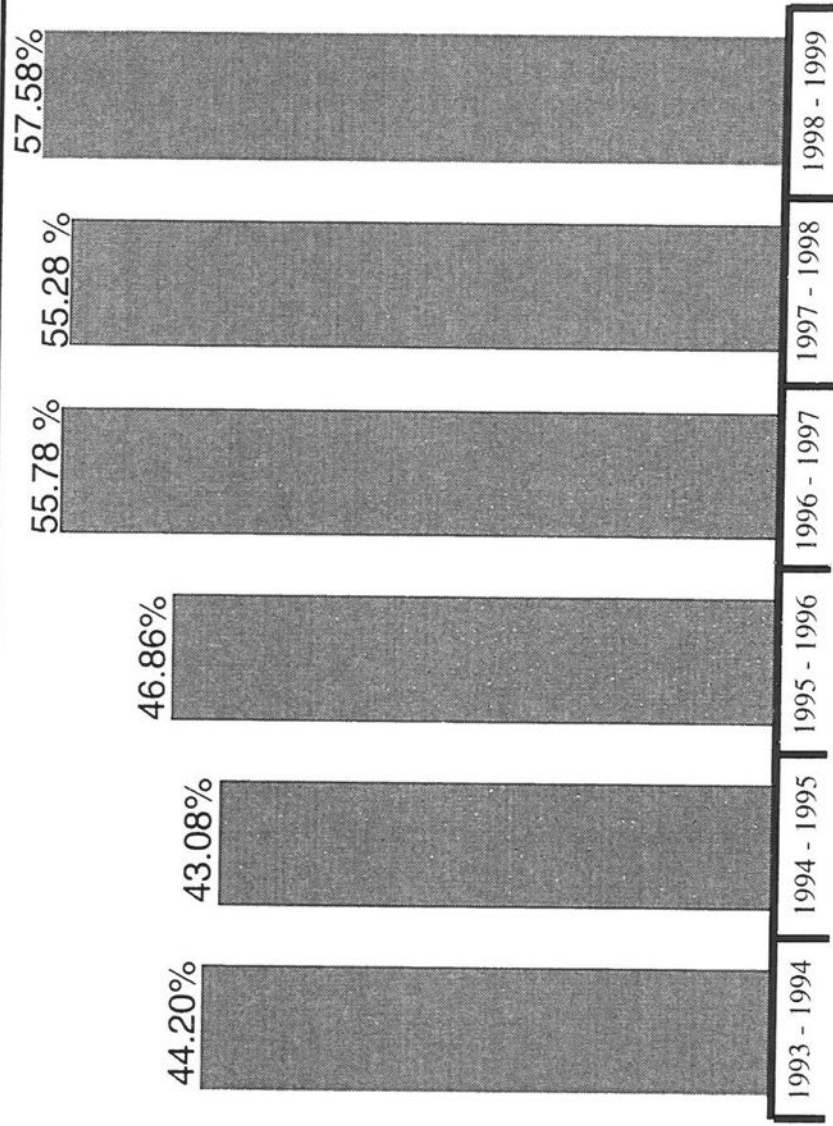
Workforce Development Education

Long-Range Performance
Standard Six:

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

Trend Data for
School Years 1994-99
Statewide Summary
Performance Standard Six

Percent of all Program Areas Meeting Performance Standard Six



(Program Areas Were Counted Once Per School)

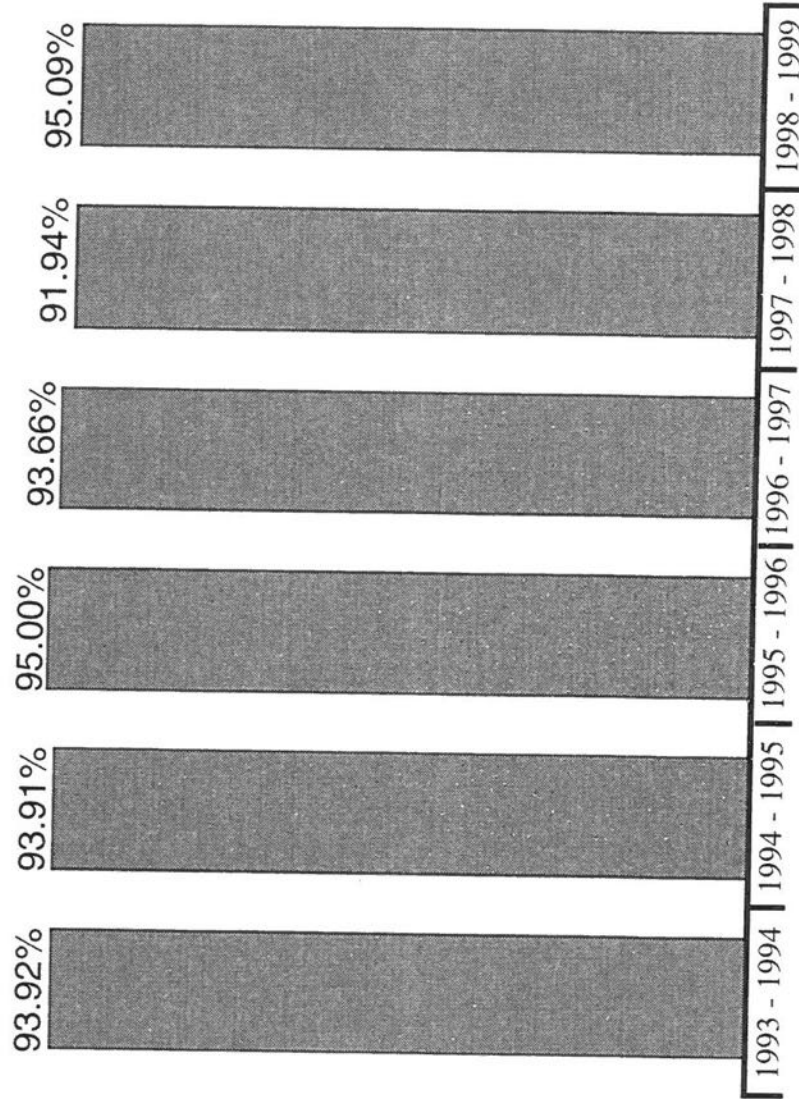
Workforce Development Education

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 1994-99 Statewide Summary Performance Standard Seven

Percent of all Program Areas Meeting Performance Standard Seven



(Program Areas Were Counted Once Per School)

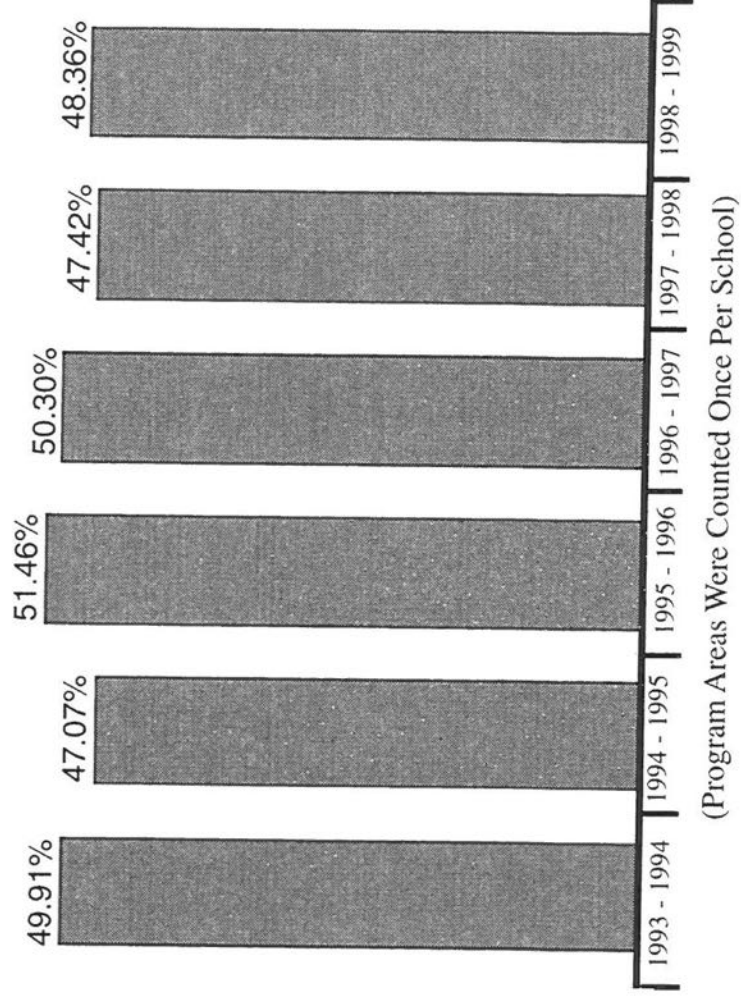
Workforce Development Education

Long-Range Performance
Standard Eight:

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

Trend Data for
School Years 1994-99
Statewide Summary
Performance Standard Eight

Percent of all Program Areas Meeting Performance Standard Eight



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

North Carolina Community College System
Vocational Education Performance Report
Program Year 1998-1999

"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.

**North Carolina Community College System
Postsecondary Vocational Education
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Introduction

The mission of the North Carolina Community College System is to open the door to opportunity for individuals seeking to improve their lives and well-being by providing:

- Education, training, and retraining for the workforce, including basic skills and literacy education, occupational and pre-baccalaureate programs.
- Support for economic development through services to business and industry.
- Services to communities and individuals which improve the quality of life.

The 58 individual colleges offer a comprehensive range of educational programs to meet the needs of their local communities for higher academic education, employment skills, basic education skills, job retraining, personal growth and development, and community and economic development.

With the Perkins dollars allocated to the Community College System for 1998-99: 55 of the 58 colleges qualified for Basic Grant dollars; 54 Single Parent, Displaced Homemakers and Single Pregnant Women grants were awarded; four Sex Equity Community Model grant were funded; four Criminal Offender grants were awarded; 42 Tech Prep grants received funding; five Curriculum Improvement Projects were funded; an Integrated Construction Industry Training Model project was funded; and a developmental mathematics pilot project was conducted in eight colleges.

These programs and projects benefitted thousands of North Carolina citizens, either directly or indirectly, through concentrating resources on improving educational programs leading to academic and occupational skill competencies needed to work in a technologically advanced society.

During the 1998-99 program year more than 700,000 individuals took advantage of the various curriculum and extension program offerings at the community colleges. Of these individuals, approximately 227,000 were enrolled in curriculum programs with over 45% of those being enrolled in vocational and technical education programs.

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

North Carolina has continued to maintain an active Committee of Practitioners for the purpose of continuous review of the measures, standards, and the supporting data. During the year, the Committee examined the cohort student data for measures one and three and determined the standard for those measures. Since a student cohort is no longer being tracked, the definition for retention in Measure 3 was changed. The Committee agreed that "students are considered to be retained if they enrolled in the fall semester, did not complete or graduate in that semester, and completed at least one additional course during the following spring semester." The data for all measures were reviewed and minor changes made in the appearance of the data.

Measure 1 - Completion

The percentage of vocational/technical students who have completed 76 to 100 percent of the required credit hours for the curriculum. The standard is 15% below the mean percentage of the System average.

	1993-94	1994-95	1995-96	1996-97	1997-98
Colleges Not Meeting Standard	16	17	23	19	19
Colleges Meeting Standard	42	41	35	39	39
Standard Percentage (%)	20	32	22	26	26

Measure 2 - Passing Rates

The percentage of vocational/technical students passing remedial courses and the percentage of those passing general education and related courses. The standard is 15% below the mean percentage of the System average.

Remedial

	1993-94	1994-95	1995-96	1996-97	1997-98
Colleges Not Meeting Standard	5	5	4	4	7
Colleges Meeting Standard	53	53	54	54	51
Standard Percentage (%)	69	69	70	70	68

General Education

	1993-94	1994-95	1995-96	1996-97	1997-98
Colleges Not Meeting Standard	4	2	2	2	4
Colleges Meeting Standard	54	56	56	56	54
Standard Percentage (%)	77	78	78	78	82

Measure 3 - Retention Rates

The percentage of vocational/technical students returning for at least one additional course. The standard is 15% below the mean percentage of the System average.

12 Hours or More

	1993-94	1994-95	1995-96	1996-97	1997-98
Colleges Not Meeting Standard	29	22	28	2	2
Colleges Meeting Standard	29	36	30	56	56
Standard Percentage (%)	76	83	80	70	70

5 Hours or Less

	1993-94	1994-95	1995-96	1996-97	1997-98
Colleges Not Meeting Standard	32	38	33	24	24
Colleges Meeting Standard	26	20	25	34	34
Standard Percentage (%)	16	10	9	7	7

Measure 4a - Special Population Enrollment

The number of special population students enrolled in vocational/technical programs compared to the number of special population students enrolled in all curriculum programs.

	1993-94	1994-95	1995-96	1996-97	1997-98
Colleges Not Meeting Standard	24	25	26	26	42
Colleges Meeting Standard	34	33	32	32	16
Standard Percentage (%)	0	0	0	0	0

Measure 4b - Special Population Completers

The percentage of special population vocational/technical completers compared to the percentage of all completers in technical/vocational programs. The standard is 15% below the mean percentage of the System average.

	1993-94	1994-95	1995-96	1996-97	1997-98
Colleges Not Meeting Standard	29	21	11	9	10
Colleges Meeting Standard	29	37	47	49	48
Standard Percentage (%)	85	85	60	79	85

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

The 1998-1999 postsecondary enrollment for the North Carolina Community College System is found in Appendix A. This is a specific enrollment list for the Perkins-eligible student. The following Appendix B lists the special curriculum student enrollment report for 1998-1999, and includes vocational, technical, college transfer, and general education. Appendix C lists all of the community colleges in the system. All member institutions are two-year postsecondary community colleges offering technical and vocational curricula, general education programs, as well as college transfer programs. 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 System office provides curriculum standards to assure that each program meets systemwide regulations.

During the 1998-1999 program year, funds under Title II, Part C, Section 235, were distributed to 55 eligible community colleges in North Carolina. Examples of the activities and services provided by these funds are as follows:

Administration. Seventeen community colleges used Perkins funds for administrative purposes. 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.

Guidance and Counseling. Funds used for guidance and counseling were incorporated into twenty-eight community college budgets. Most colleges used the money to help support a counseling position to work solely with special population students enrolled in eligible programs. Activities included extensive career counseling, strategies to increase retention, and ensuring each student was provided with necessary services to ensure academic success. Some of the dollars were spent in providing computerized placement testing and career assessment.

Special Populations Coordinator. Thirty-one colleges chose to fund, either partially or entirely, a 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 in which they are enrolled remains sensitive to future needs. These are often part-time jobs performed in conjunction with other duties. Lack of self-esteem and underdeveloped personal skills have been proven to cause students to underachieve and drop out without realizing success in an academic environment. Many of the colleges have chosen, under the auspices of student development services, a comprehensive program, including personal skills mapping using computerized software to predict success. Intervention and

prescriptive strategies facilitate student success and/or dropout prevention. This position works individually with students and faculty to ensure successful program completion.

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. Twelve colleges used funds in this category. Expenditures included software upgrades, purchase of materials, faculty release time from instruction to review and revise curricula, and the hiring of additional faculty to lower the student/teacher ratio.

Equipment. In order to meet the employment needs of local industry, the colleges must stay current with state-of-the-art equipment. Therefore, much of the basic allotment to the colleges was used to either purchase new equipment or upgrade existing equipment. Colleges also view these dollars as a means to provide needed specialized equipment for disabled students. Thirty-five community colleges used a portion of their Perkins grant for equipment purchases. Computers and peripherals were widely chosen for uses in various situations. Administrative Office, Architectural Technology and Computer Engineering Technology were but a few of the programs enhanced by these purchases. Related equipment included workstations which accommodate wheel chairs, computerized projection devices, and scanners. Also purchased were programs and equipment to upgrade learning assistance centers, specialized equipment and devices for disabled students, computer controlled manufacturing machinery, and equipment for allied health programs.

Inservice Training. Faculty members in the community college system are encouraged to enroll in professional development programs to ensure their students receive the best education and training possible. Thirteen colleges used part of their allotment to help offset inservice training costs. Examples include workshops for accounting faculty members to maintain a CPA and to meet SACS criteria, courses to meet requirements as an interpreter for the deaf, training for instructors in special issues and techniques relevant to the needs of special populations, and general upgrading of instructors' technical skills needed for various eligible programs.

Remedial Services. Twenty-six community colleges used a portion of their funds to provide remedial services to their students in eligible technical and vocational programs. A wide variety of approaches were taken by the various institutions to assist their students with special needs. Learning/ Developmental/Skills labs for reading, English, and math were widely utilized. Often these labs were kept open beyond normal operating hours. Tutoring, counseling, and remedial instruction were commonly used to assist the academically disadvantaged as well as the physically impaired students. In certain schools, software was purchased to allow individualized learning in literacy and math.

Tech Prep. Title II basic grant funds were used by two colleges to help support Tech Prep activities. These activities included faculty release time to develop and/or refine articulation agreements, tutoring services for Tech Prep students, and the development of a data base to follow Tech Prep students entering and progressing through the postsecondary programs.

Apprenticeship. One college elected to budget a portion of their allotment to help with the costs associated with the employment and training of an apprentice.

Supplemental Services. Thirty-two community colleges used funds to accommodate and assist disadvantaged and disabled students. Special services included the hiring of interpreters, tutors, signers, note takers, and translators. Special devices such as tape recorders, talking calculators, magnifyingglasses, videos, large print texts, and workstation modifications were purchased. Various types of diagnostic and assessment materials and supplies were acquired, along with software for curriculum remediation.

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

In 1998-99 single parents/displaced homemakers/single pregnant women numbered a little over 13,400 at the 54 colleges that received Perkins grants especially for this target population.

Description of Services. Services included child care, student transportation, tuition, and instructional materials required for class participation. Funds were used statewide to provide counseling, support, and information to the single parent population. In addition, most colleges contributed 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.

Many colleges donate a coordinator's salary rather than use Perkins money. Further, some colleges have established small scholarship programs from their private foundations to help students with child care, a practice unheard of ten years ago when federal vocational education funds were the only source available for child care for college students.

In 1998-99 the North Carolina Community College System used grant funds to serve 825 students with child care and 594 students with transportation, instructional materials, and tuition. The grant is administered by the System office as two components:

1 - Child Care.

Forty colleges offered child care to the target population.

2 - Assistance with Transportation, Tuition, Books and Fees.

This support was made available by thirty colleges.

Special Delivery Methods. Community colleges in North Carolina chose to use the Perkins Single Parent money for direct support of students because they know that without the financial means, this population is simply unable to come to school. Counseling and other human services for single parents are borne almost entirely by the college from other funds. Once Single Parent grant support is awarded, one-on-one counseling remains as the greatest influence and retention factor. Some grant coordinators make a point to see the beneficiaries at least every two weeks, or more if indicated. A counseling obligation often goes into a contract that the local coordinators sign jointly with students. In fact, students who experience special difficulties are much more likely to seek the grant coordinator in favor of all other counselors in the student personnel office, particularly if it is child care that the student receives. It seems that the child forms a palpable bond

between student and coordinator that no other counselor can enjoy. Even if such contact is only ten minutes per session twice a month, it has a positive effect on retention.

Some colleges use off-campus visits to museums, parks, and other leisure activities, paid for by local funds, simply to get single parents to meet one another and to enjoy briefly an escape from their daily pressures. Once these students find others with common concerns, they bond and help keep each other in school when pressures become too intense to handle alone. They pick up where no counselor, no matter how sensitive, can respond as adequately as a peer.

The grant remains an efficient vehicle for keeping students in school. Although the colleges experience increasing applications and decreasing resources, they often can help as many fifty to a hundred students with tuition and books. Similarly, average costs of child care are low at less than \$50 per week. Local coordinators accomplish all of this not because services are cheap. Rather, they work diligently with other agencies to pool many resources together to make Perkins money go as far as possible.

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

During the 1998-99 school year, four colleges had sex equity grants designed to train men and women in the nontraditional occupations. The total cost was \$328,041, including the local salaries for counseling, coordination, and 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.); effective 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 employable at a reasonable wage for the first time in their lives.

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, as colleges report, reinforce positive images and give the women confidence in knowing they are going into an occupation for which they are suited.

V. Criminal Offenders (Title II, Part B, Section 225)

The correctional 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 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 occupational fields.

During 1998-1999 four colleges received funds to assist them in providing vocational education programs in correctional institutions. Of the four, three were for the second year of a two-year funding cycle, and one was funded for the first time. All funding was limited to colleges which submitted a successful proposal to serve a new correctional institution. Proposals were reviewed jointly by staff from the Community College System Office and the North Carolina Department of Correction.

Achievements, services, or programs. Collectively the four colleges were able to fund the start-up of eight programs, serving a total of 195 inmates. Many of the inmate students were incarcerated in minimum security institutions and were released, paroled or transferred before they were able to complete their entire program. Many, however, completed segments of course work which gave them significant vocational skills.

The following provides a brief description of the funded projects.

Beaufort County Community College supported four programs at the Hyde Correctional Center, a new, medium/minimum security facility.

Piedmont Community College supported one program at the Dan River Work Farm, a minimum security facility.

Richmond Community College supported one program at Morrison Youth Institution.

Vance-Granville Community College supported two programs at the Warren Correctional Institution, a medium/minimum security facility.

	# Enrolled	# Completed
Beaufort County Community College (Hyde Correctional Center)	41	34
Drafting	10	9
Electrical/Electronic Technology	10	7
Horticulture	11	9
Welding	10	9
Piedmont Community College (Dan River Work Farm)	39	22
Small Engine and Equipment Repair	39	22
Richmond Community College (Morrison Youth Institution)	35	13
Food Service Technology	35	13
Vance-Granville Community College (Warren Correctional Institute)	80	41
Air Conditioning, Heating, Refrigeration	40	21
Information Systems	40	20
TOTAL	195	110

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

With an emphasis on job training, the community colleges stress increasing the access, retention and success of special population students. In order to identify the special needs of these students, colleges rely not only on assessment tests, but also on referrals from the faculty. Workshops are held locally and statewide to train personnel both in identifying various learning disabilities and in methodologies of meeting the different types of training needs. Faculty members work closely with the Student Services section at each college to provide the best learning environment possible for these students. In addition, secondary high school counselors meet with the postsecondary counselors to help provide a smooth transition from high school to community college for the special needs students.

Disabled. During the 1998-1999 program year, 3,967 disabled students were enrolled in the vocational and technical curriculum programs eligible for Perkins funds. (See enrollment table in Appendix A.) To meet the needs of these students, particular attention was given 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 Social Services, community action agencies, and mental health clinics. In addition, many staff development activities have dealt with recognizing disabilities and alternative teaching methods.

Assessment is accomplished by several methods which are used singly or in combination. 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 college. These include such things as supplemental counseling, placement tests available in Braille, referral services available in the local community, specialized instructional equipment, such as large print typewriters, hearing impaired telephone adapters, individual tape recorders, and equipment/lab modifications. Additional classroom support is provided through tutorial services, interpreters, note takers, signers, readers, and typists. Special texts and other curriculum-related material are also available when needed. Other services include special programs such as sheltered workshops or programs for the blind or hearing impaired. These, and the many other supplemental services, are provided on an individual basis.

Limited English Speaking (LEP). A total of 1,050 students with limited English proficiency were served in vocational and technical curriculum programs during the 1998-1999 program year. (See enrollment table in Appendix A.)

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 any region 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 burden upon the community college system as it attempts to meet the language needs of these citizens. Other resources, such as foreign-owned business and industry, 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. 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 a total enrollment of 32,475 economically disadvantaged students. (See Appendix B.) 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 U.S. Office of Management and Budget.

Likewise, many educationally disadvantaged students are enrolled in North Carolina's community colleges. In 1998-1999, 87,770 students were enrolled as academically disadvantaged in all the program areas. (See Appendix B.) 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 Services for Community College (APS), ASSET and COMPASS (published by the American College Testing Program), Computerized Placement Tests (CPT), and the Multiple Assessment Programs and Services tests which include the Descriptive Tests of Mathematics Skills and the Descriptive Tests of Language Skills. Also, full use is made of personal interviews, observations by staff, and information passed from referring agencies. Computerized diagnostic programs are available at many 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. 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 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 North Carolina Community College System commitment to an open door environment and philosophy which enables students to increase whatever skills she/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 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)

State leadership funds were used to support a number of initiatives throughout the Community College System. Six projects which will upgrade ten curricula were initiated or completed and field testing of an experimental developmental mathematics course was begun. All colleges within the system will benefit in some way from these projects.

Curriculum Improvement Projects. The goals of the curriculum improvement projects (CIPs) are to create a process and environment through inservice training and professional peer guidance that leads to an updated instructional program or curriculum area. Programs which meet these criteria are identified through a system wide request for proposals process open to all colleges. These requests highlight the circumstances requiring curriculum updates, how the college will provide system wide leadership to benefit all colleges offering the curriculum, and how the updated curriculum program will be disseminated and implemented across the system. Strategies used by participating colleges include updating instructors' technical and professional knowledge, skills, and abilities, and updating the content of the associated curriculum and continuing education courses. Projects are funded for two years.

Post-project evaluations are conducted approximately one year after the completion of projects to measure their effectiveness and the CIP process as a whole. The Chief Academic Officer (CAO) and the designated CIP participant at each college involved in the Architectural Technology CIP and the Emergency Management Service CIP were surveyed in April 1999 for the two projects that had ended June 30, 1998. A summary of the data collected through these post-project evaluations indicated the following results:

- a. CAO's rated the Professional Development opportunities provided by the CIPs as "Excellent (75%)" or "Good (25%),"
- b. CAO's rated the CIP process as an "Excellent (88%)" or "Good (12%)" method of system-wide curriculum and faculty development,
- c. CAO's would encourage their faculty to apply for a CIP based on a "Yes vote (88%)" to a "No vote (12%)," and
- d. CIP participants recommended CIP participation by other faculty on their campus based on a "Yes vote (94%)" to a "No vote (6%)."

The following are the outcomes of the five CIPs funded for FY 1998-1999. The first three concluded this year; the last two are reporting first year results.

Outcomes of the second-year projects:

Heavy Equipment and Transport Technology - Beaufort County Community College

Colleges Served - 14

The Heavy Equipment and Transport Technology (HEATT) project has focused on the job skills and competencies that current and future companies need for their technicians to have in order to troubleshoot and repair the modern heavy trucks, heavy equipment, and large marine vessels used by North Carolina industries. Three DACUMs (Developing a Curriculum) were developed and reviewed to make sure all the required competencies were met in the HEATT courses. Curriculum development and advisory committee meetings were a vital part of the project. There were 72 hours of curriculum development time made available to HEATT instructors. All HEATT, Hydraulics, and Marine Electricity courses in the Common Course Library were reviewed. Many of the courses and curriculum standards were revised based on input from instructors and business leaders. The result of the work was a Curriculum Reference Manual which provided detailed lecture topics, laboratory sessions, and reference material for instructors. Another focus of the project was the upgrade training of all HEATT instructors. There were 144 hours of professional development training that was made available. Some of the workshop topics included Heavy Duty Charging and Starting Systems Workshop, Power Trains Workshop, Hydraulics Workshop, Advanced Hydraulics Workshop, Cummins Engine Technology Workshop, Web Page (Front Page 98) Development, Detroit Engine Technology Workshop, Job Ready-College Tech Prep Articulation Development, Problem-Based Learning Teaching Strategies Workshop, and Anti-lock Braking Workshop. During the project, three newsletters were published and a directory of Heavy Equipment and Transport Technology Companies in North Carolina was published.

Office Systems Technology - Guilford Technical Community College

Colleges Served - 58

Three initial regional meetings were held to evaluate office curricula throughout the system. More than 550 businesses statewide were surveyed to determine skills necessary for employment in various types of offices and to determine what computer software was currently being used. The results were summarized and sent to participating businesses, CIP representatives, presidents and chief academic officers of the colleges, and CIP advisory committee members. The advisory committee met and prepared a statewide DACUM chart for the Office Technology Specialist. A major emphasis of the project was the upgrade training of Office Systems Technology (OST) instructors. There were 157 hours of professional development training that was made available. Some of the workshop topics included Medisoft Workshop, Web Page (Front Page 98) Development Workshop, Problem-Based Learning Teaching Strategies, Job Ready-College Tech Prep Articulation Development, 1998 NC Community College Instructors Conference sessions, Multimedia Authoring Workshop, PC Maintenance and Troubleshooting Workshop, PowerPoint 97 Workshop, Word 97 Workshop, Windows 98 Workshop, and Internet and Distance Learning Workshop. Curriculum development and advisory committee meetings were an integral part of the project. There were 79 hours of curriculum development time made available to OST instructors. All OST courses in the Common Course Library were reviewed. Many of the courses were revised based on input from instructors and business leaders. The result of the work was a Curriculum Reference Manual which provided detailed lecture topics, laboratory sessions, and reference material for instructors. During the project, two newsletters were published, a V-TECS Administrative Support Occupations Standard Guide was published, and a Multimedia Teaching Resources Manual was published.

Psychology/Sociology - Sandhills Community College

Colleges Served - 58

Two statewide meetings were held to provide participants with information about the project goals, how instruction could be enhanced, and the art of teaching psychology and sociology as applied to a vocational/technical curriculum. Professional Development was a primary focus of the project. There were 176 hours of professional development training that was made available to Psychology and Sociology instructors. Some of the workshop topics included Web Page (Front Page 98) Development, O*NET Workshop, Job Ready-College Tech Prep Articulation Development, 1998 NC Community College Instructors Conference

sessions, Problem-Based Learning Teaching Strategies, Multimedia and Internet Conference, and Distance Learning Conference. Revising the Psychology and Sociology courses was another emphasis of the project. Curriculum development and advisory committee meetings were an integral part of the project. Five different advisory committees (Teaching PSY/SOC, Social Diversity, Workplace Applications, Technology, and PSY/SOC Lab) were formed to provide input into the enhancement of Psychology and Sociology courses found in the Common Course Library (CCL). There were 94 hours of curriculum development time made available to Psychology and Sociology instructors. All Psychology and Sociology courses in the CCL were reviewed. Many of the courses were revised based on input from instructors and business leaders. The result of the work was a Course Syllabi Manual which provided detailed lecture topics, laboratory sessions, and reference material for instructors. During the project, six newsletters were published, a directory of Psychology and Sociology instructors was published, a Social Diversity Manual was developed and published, and a Teaching Resources Manual was developed and published.

Outcomes of the first-year projects:

Agribusiness - Wayne Community College

Colleges Served - 5

The Agribusiness Technology CIP has focused on the integration of applications of technology into the curriculum to produce better prepared graduates who will meet the progressive technological demands of the current agricultural industry. A major emphasis of the project is the upgrade training of Agribusiness Technology instructors. There were 136 hours of Professional Development training that was made available. Some of the workshop topics included Data Transmission Network Workshop, Web Page (Front Page 98) Development Workshop, Articulation of Agribusiness Programs with North Carolina State University Workshop, Geographic Information System/Global Positioning System (GIS/GPS) Workshop, Waste Management Workshop, 1998 Community College Instructors Conference sessions, and Internet and Distance Learning Workshop. Curriculum development and advisory committee meetings were an integral part of the project. There were 32 hours of curriculum development time made available to Agribusiness Technology instructors. All Agribusiness Technology courses in the Common Course Library are being reviewed. Many of the courses

were revised based on input from instructors and business leaders. During the first year of the project, two newsletters were published and a Financial Analysis Borrowers Training Manual was developed and published.

Paralegal - Durham Technical Community College

Colleges Served - 21

The Paralegal CIP has focused on the revision of the Paralegal courses in the Common Course Library (CCL) and development of on-line Internet courses. A major emphasis of the project is the upgrade training of Paralegal instructors. There were 108 hours of Professional Development training that was made available. Some of the workshop topics included Paralegal Regulations Workshop, Web Page (Front Page 98) Development Workshop, 1998 Community College Instructors Conference sessions, Technology Conference, Medical Records Review Workshop, and Consortium of Legal Education Workshop. Curriculum development and advisory committee meetings are an integral part of the project. There have been 34 hours of curriculum development time made available to Paralegal instructors. All Paralegal courses in the CCL are being reviewed. During the first year of the project, three newsletters were published and a Retention/Recruitment Reference Manual was developed and published.

Construction Occupation Program Articulation Project. In July 1997 the System approved a project at Guilford Technical Community College which was designed to integrate standardized construction trade programs between the community colleges and the public high schools. A key component of this project was to involve the construction industry completely in the process. The goals of the project are to:

- Develop articulated statewide curricula that can provide for transfer from the high school construction occupation programs into the community college construction occupation programs by involving industry, high school instructors and community college instructors.
- Develop a statewide training process for community colleges and public school instructors, as well as industry trainers, to become certified with the National Center for Construction Education and Research as instructors and performance evaluators.

- Develop a model plan for statewide articulation agreements between high schools and community colleges.
- Develop an assessment model for the project, to include development of performance standard and measures and program improvement and accountability.

To date, over 119 community college, high school and industry persons have been trained with an additional 17 community college welding instructors to be trained in a few weeks. Five construction trade curriculum committees have met and developed or revised high school blueprints, test bank items and model articulation agreements for the Carpentry, Masonry, Electrical, Welding and Air Conditioning, Heating and Refrigeration programs. All curriculum products were developed around the construction industry endorsed the National Center for Construction Education and Research Curricula. Five articulation agreements were developed and fourteen short term training options have been identified as suitable for use with WorkFirst clients an programs based on the North Carolina Community College System "Pathways to Employment" model.

Developmental Mathematics. State leadership funds were also utilized in a collaboration with the Center for Occupational Research and Development (CORD). In 1996 CORD developed a two-part curriculum, math fundamentals and algebra, designed to address the needs of postsecondary developmental math students. It is a contextually-based, hands-on curriculum primarily for students in vocational/technical programs. Mathematical concepts are presented in the context of real-life situations, helping students gain a better understanding of the relevance of mathematics to their everyday lives.

The curriculum was field tested in the fall of 1998 in 31 technical and community colleges in 11 states. North Carolina participated in this test with eight colleges and 25 faculty members being involved. Pilot sites offered a minimum of two sections of either or both CORD courses, selected comparative traditional lecture and text-based developmental math sections, and administered pre- and post-course attitudinal surveys and performance assessments to both the CORD and traditional groups.

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

No postsecondary programs are presented in North Carolina.

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 II, Sections 201-208)

Funding is provided to Tech Prep consortia comprised of one or more local education agencies and community colleges. In 1998 funds were allocated for a two-year cycle (1998-00) through a Request for Proposal process. The 1998-99 grants were for the first year of that cycle. Grants were available for either continuing implementation or for innovation and demonstration projects to address special initiatives.

Implementation projects undertaken by the funded partnerships included these efforts:

- Curriculum alignment between high schools and community colleges.
- Curriculum integration that combines academic and technical learning.
- Collaboration between secondary, postsecondary, business and industry.
- Staff development for faculty, administrators, business associates.
- Career development and guidance services.
- Services for special populations.
- Marketing.

Innovation projects undertaken during this two-year period include:

- Assessment of and assistance to tech prep students at-risk.
- Expansion of a scientific visualization curriculum at six high schools statewide.
- Integrated automotive curriculum.
- Faculty involvement in curriculum integration.
- Career empowerment for students.

Reviews of the funded projects occurred during August 1999. These reviews were held at four locations throughout North Carolina. Reviewers from the Department of Public Instruction and the Community College System compared information gathered from the oral presentations and the executive summaries to the objectives in the funded proposals. The following materials were requested from each partnership: a one-page Executive Summary; a Best Practice for the year; and a Student Data Sheet.

Examples of Process Outcomes

Articulation

- Over 900 articulation agreements have been established with local high schools.
- Articulation agreements with four-year colleges and universities are being developed for Associate in Applied Science degrees on a college-by-college basis.
- Development of a statewide high school-to-community college articulation agreement was begun and was approved by the respective state boards in September 1999.

Collaboration

- There continues to be an increase in Tech Prep college

scholarships from community college foundations and local business and industry for high school students who have completed the secondary sequence.

- Development of common school calendars between some of the colleges and high schools.
- Pitt Community College and the local education agency share hardware and software and ensure that purchases are compatible.
- Guilford Technical Community College had a dramatic expansion of their apprenticeship programs.
- Three state agencies, the Department of Public Instruction, the Community College System, and the Governor's Commission on Workforce Preparedness, agreed that the eleven community college programs of study would be the statewide career majors.
- The community college system's adoption of the common course catalog and the a semester system calendar has prompted the North Carolina Department of Public Instruction to revise and realign their curriculum to more closely mirror the community college curriculum.
- Approximately 75% of the high schools are on a block schedule which mirrors the community college semester system, providing better coordination of concurrent enrollment and Huskins classes.
- Work-based learning opportunities for Tech Prep students have risen dramatically, including job shadowing, internships, and youth apprenticeships.

Curriculum Integration and Curriculum Improvement

- Numerous local workshops have been held.
- Best practices reveal that much effort is being expended across the state to educate and provide staff development for community college staff on curriculum integration. Significant efforts are being made at Guilford Technical Community College and at

Fayetteville Technical Community College.

- Integration of National Skills Standards in appropriate curriculum and apprenticeship program at Guilford Technical Community College.
- Summer academies for both secondary and postsecondary faculty allowed return-to-industry opportunities to help faculty (especially academic) know better how to relate their teaching to real world applications.

Guidance Services

- College entrance placement tests administered annually at local high schools to assist with early student remediation and transition to collegiate level study.
- Career programs matrix in numerous consortia displays the required high school courses, college entrance testing requirements, program schedule, and employment opportunities.
- Best practices from across the state reveal that most consortia have purchased or anticipate purchasing software (primarily InfoTrac or Tranquility) to help insure Tech Prep students follow approved courses-of-study and insure administrators and staff can successfully track students from the secondary system to the postsecondary system.

Staff Development

- A series of three workshops were held statewide to help ensure that it is possible for consortia to track students from high school to the community college as they matriculate.
- Faculty from high schools and community colleges jointly visited local businesses to ensure that their curricula are germane to employer needs.
- Consortia were able to obtain external funding for professional

staff development training for high school teachers at the community colleges.

- Community college staff members were trained to identify appropriate quality criteria to improve the curriculum development process.
- Much effort has been expended to provide staff training for faculty on curriculum integration

Marketing

- The Winston Salem-Forsyth Conty School System and Forsyth Technical Community College prepared a brochure for parents, students, and counselors which emphasized entry to the community college via articulation, dual credit, or advanced placement.
- Guilford Technical Community College developed a curriculum matrix which maps from the ninth grade through the associate in applied science degree.

Special Populations

- A career counseling handbook was published in Spanish at James Sprunt Community College.
- Specific strategies developed for ensuring success for at-risk Tech Prep students at Fayetteville Technical Community College.
- Tech Prep information in Spanish is provided at a growing number of institutions to reflect the increasing Hispanic population in their communities (James Sprunt, Wilson Technical Community College, and Sampson Community College).

Student Outcomes

The following data was collected from each of the funded consortia during the June reviews. Unfortunately, not all of the colleges were able to collect

data in all categories. Various reasons account for this: local education agencies just graduated their first Tech Prep students, colleges lack a data system to collect and track data on just Tech Prep students, and high schools only recently began identifying Tech Prep students on college transcripts.

- Average GPA for High School Class of 1998 Tech Prep students after the first year of enrollment (non-developmental courses) was 2.19 at 34 reporting colleges.
- At the 34 reporting colleges, there was an average of 47 high school class of 1998 Tech Prep students.
- 29.5% of Tech Prep students required a remedial English course; 24.8% of Tech Prep students required a remedial reading course; and 38.2% of Tech Prep students required a remedial mathematics course.

Initiatives

During the 1999 program year, much effort to improve data collection for bench marking criteria and a longitudinal system to track high school tech prep graduates within the community college system is being developed. A new strategic plan will be created by the Tech Prep Advisory Committee. Statewide articulation agreements are being developed as the result of re-engineering the community college curricula and the conversion to a semester system.

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. 103,663 students were enrolled in vocational and technical curricula. Each curriculum program is reviewed by curriculum staff and teams and approved by the State 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)

Many community colleges use their basic grant 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 counselors for such activities. These counselors are able to provide individual attention to those students who need the additional support and encouragement. They interpreted aptitude tests, provided academic advisement, obtained necessary services and/or equipment needed for student success, informed faculty of the special issues and techniques relevant to the needs of special populations students, and provided information on the availability of jobs in the students' area of interest.

Additionally, many colleges have increased their guidance capabilities through the purchase of computer software designed to assess a student's career interests and abilities. Some of the colleges have One-Stop Centers located on their campuses, and others have a close alliance with their local One-Stop Center. Since the mission of a comprehensive community college is to provide complete educational services to all its constituents, programs such as these are indispensable.

APPENDIX A

Technical and Vocational Curriculum Enrollment

NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES
CURRICULUM POSTSECONDARY ENROLLMENT
PERKINS PERFORMANCE REPORT--7/1/98 TO 6/30/99
(TECHNICAL AND VOCATIONAL ONLY)

REPORT # CCBISCP

CIP CODE	CIP NAME	101 ENR	102 HALL	103 FEMALE	REG. VO-TE-ED	DIS- ADV	LEP	DIS- ABLED	CURR	SP/DH SPH	SEX EQ (NON- TRAD)
150701	Occupational Safety and Health	21	13	8	10	10	22	71	101	1	213
150805	Mechanical Engineering/II	1,593	1,380	213	703	803	4	5		69	
150892	Mechanical Engineering-I	68	50	18	26	41	2	6		3	
151102	Surveying	176	170	6	109	66	2	6		4	
200203	Child Care Services/Manager	6,225	114	6,111	2,584	3,377	49	240	2	909	114
200401	Institutional Food Service	1,051	602	449	510	450	14	66	51	70	
220103	Paralegal/Legal Assistant	2,022	207	1,815	882	1,033	10	66		332	207
260616	Biotechnology Research	47	17	30	17	25	2	6		6	
301201	Historic Preservation, C	11	4	7	5	6	2	6		1	
310101	Parks, Recreation and Le	90	39	51	20	69	2	10		5	
310301	Parks, Recreation and Le	57	52	5	3	53	1	3		2	
400702	Oceanography	144	102	42	41	101	2	188	1	640	
430107	Law Enforcement/Police S	6,241	3,695	2,546	2,608	3,484	2	10		11	
430201	Fire Protection and Safe	693	655	38	515	163	2	10		6	
440401	Public Administration	56	21	35	19	37	2	2		128	
440701	Social Work	493	51	442	109	371	3	37	1	12	51
460101	Mason and Tile Setter	400	397	3	18	101	3	5	363	30	3
460201	Carpenter	818	760	59	218	253	10	19	450	81	58
460302	Electrician	2,211	2,100	111	900	970		62	380		111
460303	Lineworker	82	82		81	1			34		
460401	Building/Property Main.	34	34	6	27	24		4		5	6
460499	Construction and Buildin	104	98	2	35	76		3	156	2	2
460501	Plumber and Pipefitter	241	239		5	47		5			
469999	Construction Trades, Oth	25	25		4	21	5	13	41	13	46
470199	Electrical and Electroni	773	727	46	567	159	9	31	281	53	32
470201	Heating, Air Conditionin	1,623	1,591	32	806	511		3		1	7
470302	Heavy Equipment Main. an	68	61	7	32	34	1	6		1	
470402	Gunsmith	89	89		67	16		1		3	
470408	Watch, Clock and Jewelry	35	13	22	26	7		1		1	
470603	Auto/Automotive Body Rep	632	607	25	367	238	10	31	123	34	25
470604	Auto/Automotive Mechanic	1,581	1,504	77	682	800	29	80		73	77
470606	Small Engine Mechanic an	147	146	1	13	47	6	7	122	10	10
470609	Aviation Systems and Avi	148	138	10	96	38		8		10	4
470699	Vehicle and Mobile Equip	738	734	4	145	85		1		1	
480199	Drafting, Other	36	27	9	11	24	3	13		21	
480201	Graphic and Printing Figu	257	130	127	159	81		4	31	3	37
480303	Photocopyer	169	132	37	129	19	3	4		61	116
480503	Mechanical Shop Assistant	1,424	1,308	116	778	605	26	48	31	4	4
480507	Tool and Die Maker/Tech	141	137	4	61	75	10	18	149	40	79
480508	Welder/Welding Technology	1,224	1,145	79	609	487		55		1	3
480599	Precision Metal Workers,	5	5		3	2	2	3		1	
480701	Woodworker, General	30	27	3	21	5		1		1	
480702	Furniture Designer and M	108	104	4	92	15	1	1			4
480703	Cabinet Maker and Millwo	127	123	4	12	31		1	102		4
480799	Woodworkers, Other	17	14	3	9	8		1			3

NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES
CURRICULUM POSTSECONDARY ENROLLMENT
FOR CARL PERKINS PERFORMANCE REPORT--7/1/98 TO 6/30/99
(TECHNICAL AND VOCATIONAL ONLY)

PAGE 3

REPORT # CC815CPP

CIP CODE	CIP NAME	TOT FTR	MALE	FEMALE	REG. 90-TE-ED	DIS-ADV	LEP	DIS-ABLED	CORR	SP/DH SFH	SEX EQ (NON-TRAD)
489999	Precision Production Tra	114	19	95	85	22		4		9	19
490102	Aircraft Pilot and Maint	155	132	23	110	39	1	6		5	23
490205	Truck, Bus and Other Com	944	795	149	886	49	3	3		12	149
490306	Marine Main. and Ship Re	57	54	3	8	9			40		3
499999	Transportation and Water	2	1	1	2						
500402	Graphic Design, Commerci	1,329	681	648	666	607	18	80		94	28
500406	Commercial Photography	226	95	131	105	108	1	20	4	15	
500408	Interior Design	381	28	353	210	149	5	14		44	
500602	Film-Video Making/Cinema	73	44	29	54	18		1		1	
500702	Fine/Studio Arts	22	8	14	9	13		6			
510203	Speech-Language Patholog	113	2	111	38	68		1		21	2
510205	Sign Language Interprete	167	14	153	72	90		8		15	14
510601	Dental Assistant	5,410	403	5,007	1,910	3,296	56	125	2	884	403
510602	Dental Hygienist	359	3	356	209	129	8	7		30	3
510603	Dental Laboratory Techni	36	20	16	19	14		3		1	
510703	Health Unit Coordinator/	46	46	0	8	37	1	1		14	10
510705	Medical Office Managemen	167	10	157	69	95	2	3		20	19
510707	Medical Records Tech./Te	243	19	224	107	127	2	12		26	26
510801	Medical Assistant	1,325	26	1,299	406	877	5	46		291	26
510802	Medical Laboratory Assis	71	36	35	59	9		2		3	
510803	Occupational Therapy Ass	254	22	232	76	172	4	12		24	22
510805	Pharmacy Technician/Assi	184	34	150	42	134	8	14		18	34
510806	Physical Therapy Assista	364	85	279	177	169	3	15		44	85
510808	Veterinarian Assistant/A	200	13	187	80	114	2	9		12	13
510901	Cardiovascular Tech./Tec	23	3	20	9	12		1		3	3
510904	Emergency Medical Tech./	474	257	217	255	202	4	18		28	8
510905	Nuclear Medical Tech./Te	46	8	38	24	19	1	2		6	
510907	Medical Radiologic Tech.	637	97	540	261	360	5	18		47	97
510908	Respiratory Therapy Tech	330	85	245	131	190	1	11		24	33
510909	Surgical/Operating Room	308	33	275	120	174	4	4		41	33
510999	Diagnostic Medical Sonog	59	59	0	34	17	1	4		10	12
511007	Health and Medical Diagn	50	12	38	24	25		2		6	
511007	Cytotechnology	11	1	10	10	1					
511004	Medical Laboratory Techn	326	40	270	122	196	7	14		36	48
511006	Optometric/Ophthalmic Te	3	2	1	3						
511099	Health and Medical Labor	305	13	292	104	185	3	15		57	13
511501	Alcohol/Drug Abuse Couns	271	98	173	136	124		14		41	
511502	Psychiatric/Mental Health	1,208	143	1,065	275	901	1	80		276	143
511613	Practical Nurse (L.P.N.)	1,182	60	1,122	377	748	6	36		267	60
511614	Nurse Assistant/Aide	1,285	50	1,235	587	644	4	27		222	50
511659	Nursing, Other	51	3	48	19	30		4		13	3
512399	Rehabilitation/Therapeut	87	7	80	28	54		8		16	7
512601	Health Aide	64	20	44	12	49	1	5		15	
519999	Health Professions and R	133	5	128	33	97		5		32	5
520201	Business Administration	9,815	3,212	5,603	2,975	5,395	85	275	337	1,036	

NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES
CURRICULUM POSTSECONDARY ENROLLMENT
FOR CAREER PERKINS PERFORMANCE REPORT--7/1/98 TO 6/30/99
(TECHNICAL AND VOCATIONAL ONLY)

REPORT # CC015C0P

CIP CODE	CIP NAME	101 EHR	MALE	FEMALE	REG. VO-TE-ED	DIS-ADV	LEP	DIS-ABLED	CURR	SF/DH SFH	SEX EQ (NON-TRAD)
520205	Operations Management as	1,126	508	538	571	527	9	20	1	89	660
520302	Accounting Technician	4,358	660	3,698	1,676	2,514	63	164	106	637	220
520402	Executive Assistant/Secr	4,138	220	3,918	934	2,952	33	232	12	954	13
520403	Legal Administrative Ass	2,232	13	219	54	160	2	7	12	45	41
520404	Medical Administrative A	2,492	41	2,451	666	1,713	17	106	2	555	1
520405	Court Reporter	22	1	22	13	5		2	1	3	
520407	Information Processing/D	18	22	17	10	5		1		3	
520499	Administrative and Secre	34	22	12	16	18	1	1		24	46
520803	Banking and Financial Su	202	46	156	65	129	1	3			
520902	Insurance and Risk Manag	9	4	5	8	1	15	8		12	
521101	Hotel/Hotel and Restaura	280	132	148	112	155	3			6	
521201	International Business	55	24	31	36	17		2	26	386	
521202	Management Information S	53	23	30	25	27	88	169	213	1,075	
521203	Business Systems Analyti	4,056	2,089	1,967	1,850	2,006	103	419		138	
521204	Business Systems Network	8,190	3,361	4,829	2,943	4,811	35	95		72	
521501	Real Estate	1,988	1,307	681	1,103	790	5	23			
		1,116	530	586	891	165					
		103,663	43,777	59,886	42,310	55,000	1,050	3,967	3,798	11,832	4,506

APPENDIX B

Special Curriculum Student Enrollment

10/06/1999

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
SPECIAL CURRICULUM STUDENT ENROLLMENT REPORT

PAGE 1

NOTE: SOME HEADCOUNTS ARE DUPLICATED AS STUDENTS MAY FALL INTO MORE THAN ONE GROUP

ANNUAL: 199805

PROGRAM CC120BB

COLLEGE	NUMBER HANDI- CAPPED	ACADEMIC DISAD- VANTAGED	ECONOMIC DISAD- VANTAGED	LIMITED ENGLISH PROFI- CIENCY	TOTAL * UNDUPLICATED DISADVANTAGED	SINGLE HOME MAKER	TOTAL UNDUPLI- CATED SINGLE PARENT OR HOMEMAKER	TOTAL NUMBER UNDUPLI- CATED SPECIAL POPLN
ALAMANCE CC	180	2,237	824	28	2,555	140	331	2,628
ASHEVILLE-BUNCOMBE	361	2,263	642	133	2,671	208	606	2,950
BEAUFORT COUNTY CC	34	403	222	2	492	59	133	513
BLADEN CC	14	208	216	1	355	80	223	456
BLUE RIDGE CC	157	1,394	293	26	1,478	163	316	1,584
BRUNSWICK CC	46	445	151	5	522	60	162	586
CALDWELL CC & TI	214	2,078	928	119	2,355	282	488	3,531
CAPE FEAR CC	121	3,462	462	28	3,542	247	264	3,610
CARTERET CC	90	873	153	35	1,215	138	344	2,137
CATAWBA VALLEY CC	132	1,965	153	28	2,023	101	479	2,466
CENTRAL CAROLINA C	226	1,872	1,339	35	2,375	149	264	2,466
CENTRAL FIEDMONT C	203	4,110	1,556	160	5,304	277	784	5,928
CLEVELAND CC	19	802	213	17	925	153	391	1,098
COASTAL CAROLINA C	89	3,258	590	37	3,403	42	235	3,458
COLLEGE OF ALBEMAR	22	1,445	913	36	1,682	568	797	1,836
GRAVEN CC	175	2,052	1,212	27	2,379	145	435	2,464
DAVIDSON COUNTY CC	190	1,823	895	33	1,951	221	433	2,031
DURHAM TCC	328	2,444	186	10	2,503	613	618	2,919
EDECOMBE CC	50	1,358	939	166	5,580	32	267	1,664
FAYETTEVILLE TCC	141	5,109	2,010	7	2,397	100	370	5,609
FORSYTH TCC	240	2,338	92	58	2,953	220	859	2,928
GASTON COLLEGE	150	2,717	631	243	1,013	330	656	3,158
GUILFORD TCC	292	242	608	2	1,427	149	505	1,511
HALIFAX CC	70	1,383	346	6	915	117	184	1,408
HAYWOOD CC	107	789	298	3	1,343	71	209	1,468
ISOTHERMAL CC	13	1,321	92	3	1,279	23	71	1,165
JAMES SPRUNT CC	64	812	842	3	1,306	67	169	1,359
JOHNSTON CC	186	1,200	210	10	366	166	332	1,400
LENOIR CC	113	1,230	352	8	995	116	385	1,052
MARTIN CC	43	438	215	27	379	103	254	1,587
MAYLAND CC	82	233	353	11	1,237	55	93	1,382
MCDOWELL TCC	39	819	333	3	744	86	222	753
MITCHELL CC	117	736	530	51	1,253	417	72	3,995
MONTGOMERY CC	31	320	122	12	1,923	119	185	1,171
NASH CC	87	1,490	89	3	1,381	6	205	950
PANLICO CC	25	216	82	5	1,381	178	145	1,400
PIEDMONT CC	21	609	82	1	237	71	254	1,587
PITT CC	286	3,773	539	3	3,888	86	93	3,995
RANDOLPH CC	78	1,236	64	12	1,253	31	417	1,287
RICHMOND CC	9	1,049	328	3	1,923	6	185	1,171
ROANOKE-CHOWAN CC	53	743	961	3	1,381	119	271	950
ROBESON CC	40	999	961	5	1,381	145	145	1,400

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

10/06/1999

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
SPECIAL CURRICULUM STUDENT ENROLLMENT REPORT

PAGE 2

NOTE: SOME HEADCOUNTS ARE DUPLICATED AS STUDENTS MAY FALL INTO MORE THAN ONE GROUP
ANNUAL: 199805
PROGRAM CC120BB

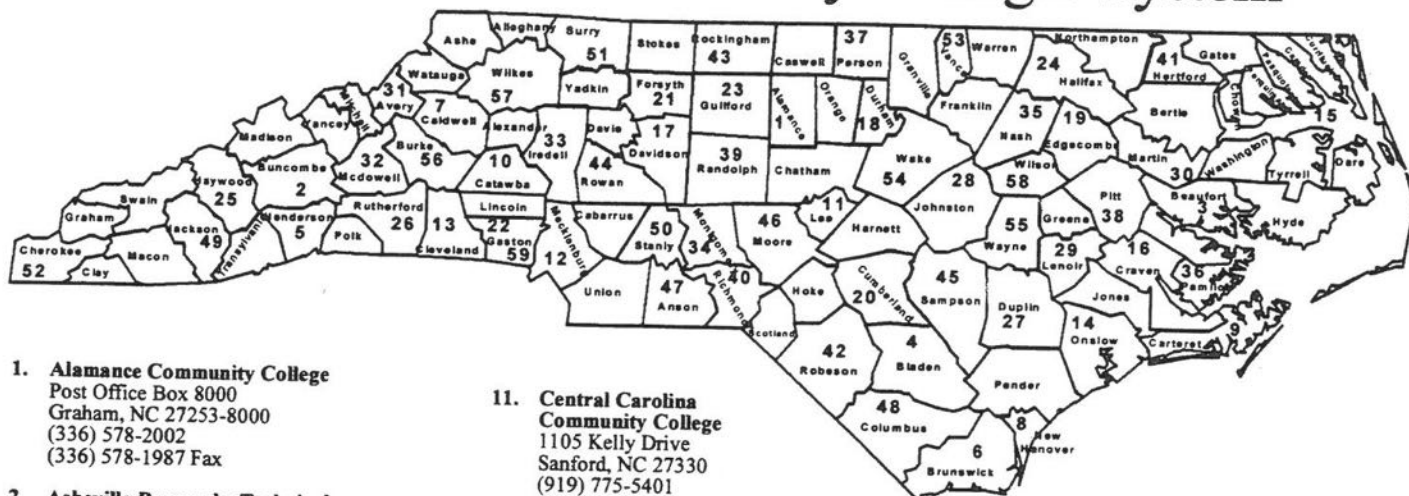
COLLEGE	NUMBER HANDI- CAPED	ACADEMIC DISAD- VANTAGED	ECONOMIC DISAD- VANTAGED	LIMITED ENGLISH PROFI- CIENCY	TOTAL * UNDUPLICATED DISADVANTAGED	SINGLE PARENT	SINGLE HOME MAKER	TOTAL UNDUPLI- CATED SINGLE PARENT OR HOMEMAKER	TOTAL NUMBER UNDUPLI- CATED SPECIAL POP LN
ROCKINGHAM CC	105	386	167	23	507	157	33	174	633
ROWAN-CABARRUS CC	142	2,706	799	55	2,916	351	323	572	3,027
SAMPSON CC	78	877	639		1,035	171	46	216	1,057
SANDHILLS CC	29	2,371	239	1	2,419	40	32	56	2,427
SOUTH PIEDMONT CC	30	959	198	1	1,027	194	14	201	1,090
SOUTHEASTERN CC	16	1,711	888	7	1,809	119	48	138	1,828
SOUTHWESTERN CC	86	1,046	221	4	1,127	149	89	196	1,166
STANLY CC	81	1,179	478	20	1,283	174	114	225	1,315
SURRY CC	126	649	484	27	970	191	140	308	1,176
TRI-COUNTY CC	155	522	466	27	737	155	93	222	816
VANCE-GRANVILLE CC	50	2,062	346	8	2,189	145	62	187	2,230
WAKE TCC	675	2,544	844	422	4,665	340	250	546	5,021
WAYNE CC	241	2,773	1,015	20	2,960	389	234	566	3,051
WESTERN PIEDMONT C	21	1,325	163		1,390	270	167	403	1,563
WILKES CC	104	1,124	741	2	1,391	217	6	223	1,462
WILSON TCC	44	1,262	650		1,353	99	43	115	1,366
	6,921	87,770	32,475	2,010	100,754	14,222	7,696	19,146	107,250

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

APPENDIX C

Community Colleges

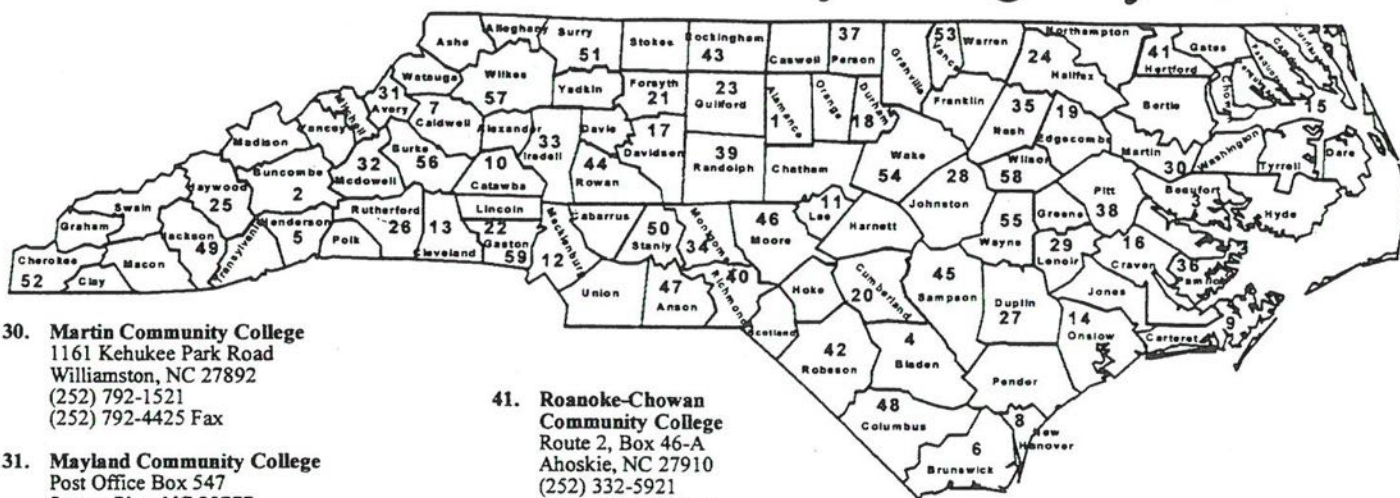
North Carolina Community Colleges System



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



North Carolina Community Colleges System



30. Martin Community College
1161 Kehukee Park Road
Williamston, NC 27892
(252) 792-1521
(252) 792-4425 Fax

31. Mayland Community College
Post Office Box 547
Spruce Pine, NC 28777
(828) 765-7351
(828) 765-0728 Fax

32. McDowell Technical Community College
Route 1, Box 170
Marion, NC 28752
(828) 652-6021
(828) 652-1014 Fax

33. Mitchell Community College
500 West Broad Street
Statesville, NC 28677
(704) 878-3200
(704) 878-0872 Fax

34. Montgomery Community College
Post Office Box 787
Troy, NC 27371
(910) 576-6222
(910) 576-2176 Fax

35. Nash Community College
Post Office Box 7488
Rocky Mount, NC 27804-7488
(252) 443-4011
(252) 443-0828 Fax

36. Pamlico Community College
Post Office Box 185
Grantsboro, NC 28529
(252) 249-1851
(252) 249-2377 Fax

37. Piedmont Community College
Post Office Box 1197
Roxboro, NC 27573
(336) 599-1181
(336) 597-3817 Fax

38. Pitt Community College
Post Office Drawer 7007
Greenville, NC 27835-7007
(252) 321-4200
(252) 321-4401 Fax

39. Randolph Community College
Post Office Box 1009
Asheboro, NC 27204-1009
(336) 633-0200
(336) 629-4695 Fax

40. Richmond Community College
Post Office Box 1189
Hamlet, NC 28345
(910) 582-7000
(910) 582-7028 Fax

41. Roanoke-Chowan Community College
Route 2, Box 46-A
Ahoskie, NC 27910
(252) 332-5921
(252) 332-2210 Fax

42. Robeson Community College
Post Office Box 1420
Lumberton, NC 28359
(910) 738-7101
(910) 618-5685 Fax

43. Rockingham Community College
Post Office Box 38
Wentworth, NC 27375-0038
(336) 342-4261
(336) 349-9986 Fax

44. Rowan-Cabarrus Community College
Post Office Box 1595
Salisbury, NC 28145-1595
(704) 637-0760
(704) 637-3692 Fax

45. Sampson Community College
Post Office Drawer 318
Clinton, NC 28329
(910) 592-8081
(910) 592-8048 Fax

46. Sandhills Community College
2200 Airport Road
Pinehurst, NC 28374
(910) 692-6185
(910) 695-1823 Fax

47. South Piedmont Community College
Post Office Box 126
Polkton, NC 28135
(704) 272-7635
(704) 272-8904 Fax

48. Southeastern Community College
Post Office Box 151
Whiteville, NC 28472
(910) 642-7141
(910) 642-5658 Fax

49. Southwestern Community College
447 College Drive
Silva, NC 28779
(828) 586-4091
(828) 586-3129 Fax

50. Stanly Community College
141 College Drive
Albemarle, NC 28001
(704) 982-0121
(704) 982-0819 Fax

51. Surry Community College
Post Office Box 304
Dobson, NC 27017
(336) 386-8121
(336) 386-8951 Fax

52. Tri-County Community College
4600 East U.S. Highway 64
Murphy, NC 28906
(828) 837-6810
(828) 837-3266 Fax

53. Vance-Granville Community College
Post Office Box 917
Henderson, NC 27536
(252) 492-2061
(252) 430-0460 Fax

54. Wake Technical Community College
9101 Fayetteville Road
Raleigh, NC 27603
(919) 662-3400
(919) 779-3360 Fax

55. Wayne Community College
Post Office Box 8002
Goldsboro, NC 27533-8002
(919) 735-5151
(919) 736-3204 Fax

56. Western Piedmont Community College
1001 Burkemont Avenue
Morganton, NC 28655
(828) 438-6000
(828) 438-6015 Fax

57. Wilkes Community College
Post Office Box 120
Wilkesboro, NC 28697
(336) 838-6100
(336) 838-6277 Fax

58. Wilson Technical Community College
Post Office Box 4305
Wilson, NC 27893
(252) 291-1195
(252) 243-7148 Fax

59. North Carolina Center for Applied Textile Technology
Post Office Box 1044
Belmont, NC 28012
(704) 825-3737
(704) 825-7303 Fax

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



Caswell Building, 200 West Jones Street
Raleigh, NC 27603-1379
(919) 733-0680 Fax

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<http://www.ncccs.cc.nc.us> - this site links to community colleges
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