

NORTH CAROLINA
Annual

Performance Report

1999-2000



PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education
Department of Public Instruction
Workforce Development Education

North Carolina Community College System

State Board of Education

Phillip J. Kirk, Jr.
Chairman
Raleigh

Jane P. Norwood
Vice Chair
Charlotte

Kathy A. Taft
Greenville

Margaret B. Harvey
Kinston

Edgar D. Murphy
Durham

Evelyn B. Monroe
West End

Maria T. Palmer
Chapel Hill

Ronald E. Deal
Hickory

Robert R. Douglas
Asheville

Zoe W. Locklear
Pembroke

Eddie Davis III
Durham

Beverly Purdue
Lieutenant Governor
New Bern

Richard Moore
State Treasurer
Kittrell

NC Department of Public Instruction

Michael E. Ward, State Superintendent

Section A: Cover Sheet

Consolidated Annual Performance, Accountability, and Financial Status Report For State-Administered Vocational Education Programs

Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III)

1. **RECIPIENT ORGANIZATION**

N. C. Department of Public Instruction
301 North Wilmington Street
Raleigh, North Carolina 27601

2. **PR/AWARD NUMBERS:**

Basic Grant to States: VO48A000033

Tech-Prep Education: V243A000033

3. **RECIPIENT IDENTIFYING NUMBER:** 067195610

4. **PERIOD COVERED BY THIS REPORT (mm/dd/yy):** From: July 1, 1999 To: June 30, 2000

5. **REMARKS:** This document contains North Carolina's annual report for the basic grant and tech prep grant programs authorized by Perkins III, P.L. 105-332.

6. **CERTIFICATION:** I certify to the best of my knowledge and belief that this report, including the attached FORMS I-IV and Narrative Performance Report, is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL: DATE REPORT SUBMITTED:

Phillip J. Kirk, Jr.

December 6, 2000

TYPED OR PRINTED NAME AND TITLE:

Phillip J. Kirk, Chairman
State Board of Education

TELEPHONE (Including Area Code):

919-807-3815

Table of Contents

Section A

The Cover Sheet (Form I)	i
Table of Contents	iii

Section B

The Narrative Report	1
• Secondary	1
• Postsecondary	13

Section C

The Financial Status Report (Form II)	22
---	----

Section D

The Basic Grant and Tech Prep Student Enrollment Report (Form III)	23
---	----

Section E

The Accountability Report (Form IV)	24
---	----

Section B:

Secondary Executive Summary

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.

*Workforce
Development
Education*

The mission of workforce development education is to empower students for effective participation in an international economy as world-class workers and citizens.

Mission

The purposes of Workforce Development Education are to

Purposes

- Prepare students for further workforce development education and lifelong learning.
- Prepare students for initial and continued employment.
- Assist students in making educational and career decisions.
- Apply and reinforce related learnings from other disciplines.
- Assist students in developing decision-making, communications, problem-solving, leadership, and citizenship skills.
- Prepare students to make informed consumer decisions and apply practical life skills.
- Make appropriate provisions for students with special needs to succeed in workforce development education programs.

* For purposes of this report, Workforce Development Education is also referred to, and is synonymous with the term Vocational and Technical Education.

Served:

117

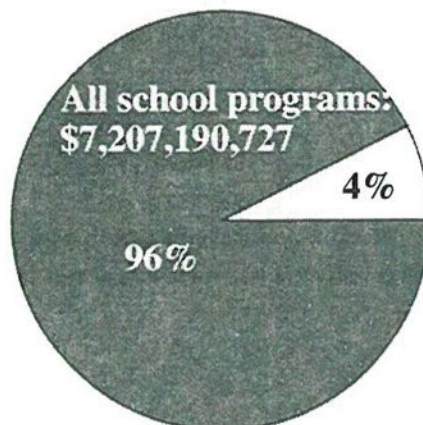
Local Education Agencies (LEAs)

327

Secondary Schools

10 Career Centers

**Total
Educational
Expenditures:
(98-99)**



**All vocational
programs:
\$285,849,830**

**Workforce
Development
Education**

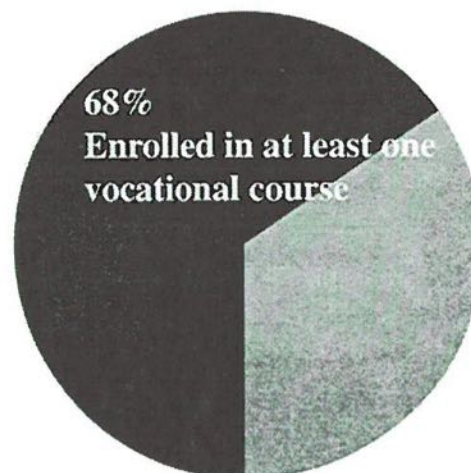
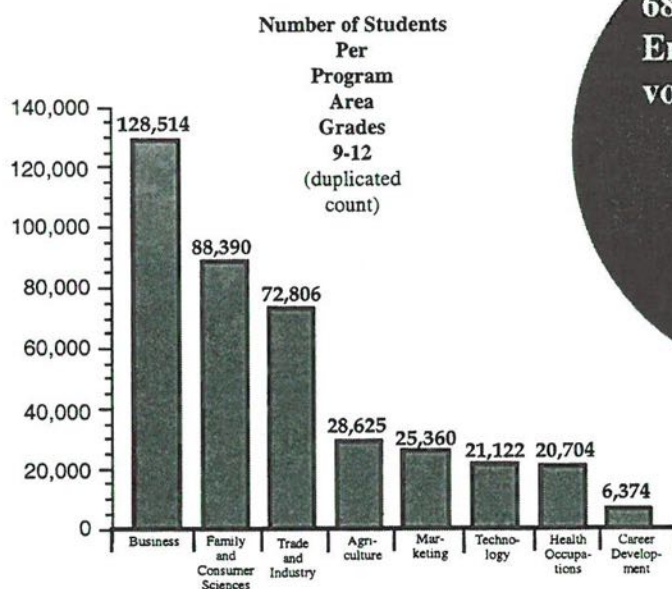
Total statewide enrollment in Grades 9-12:

332,311

Total statewide student enrollment in
Workforce Development Education, Grades 9-12:
(unduplicated count)

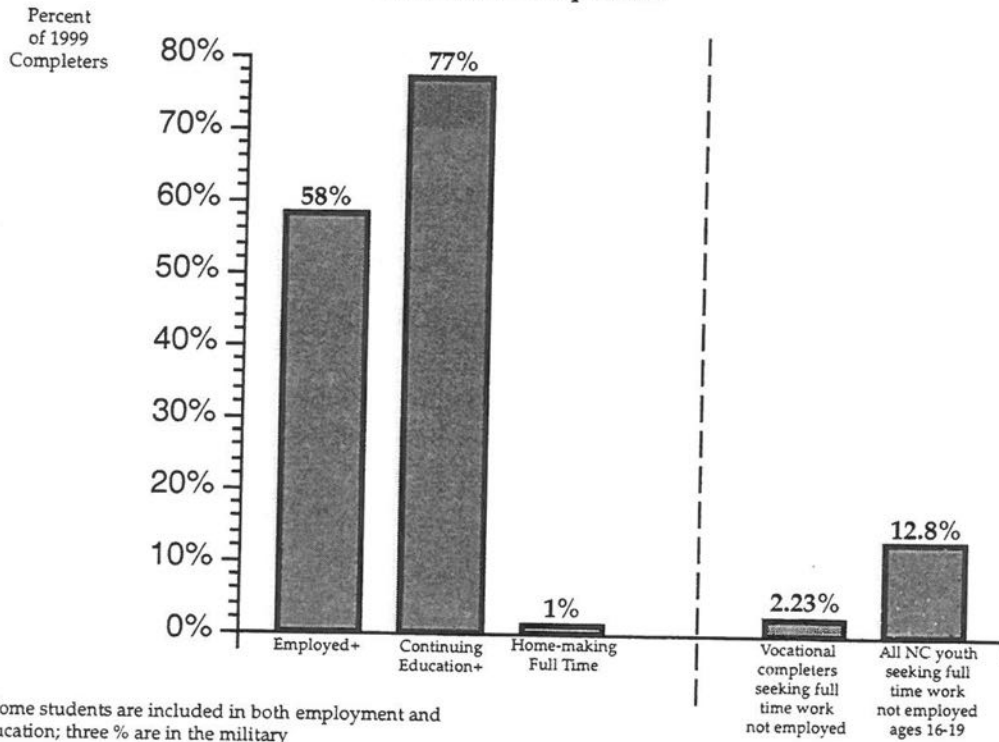
229,644*

**Program
Areas**
Agriculture
Business
Career Development
Family and
Consumer Sciences
Health Occupations
Marketing
Technology
Trade and Industry



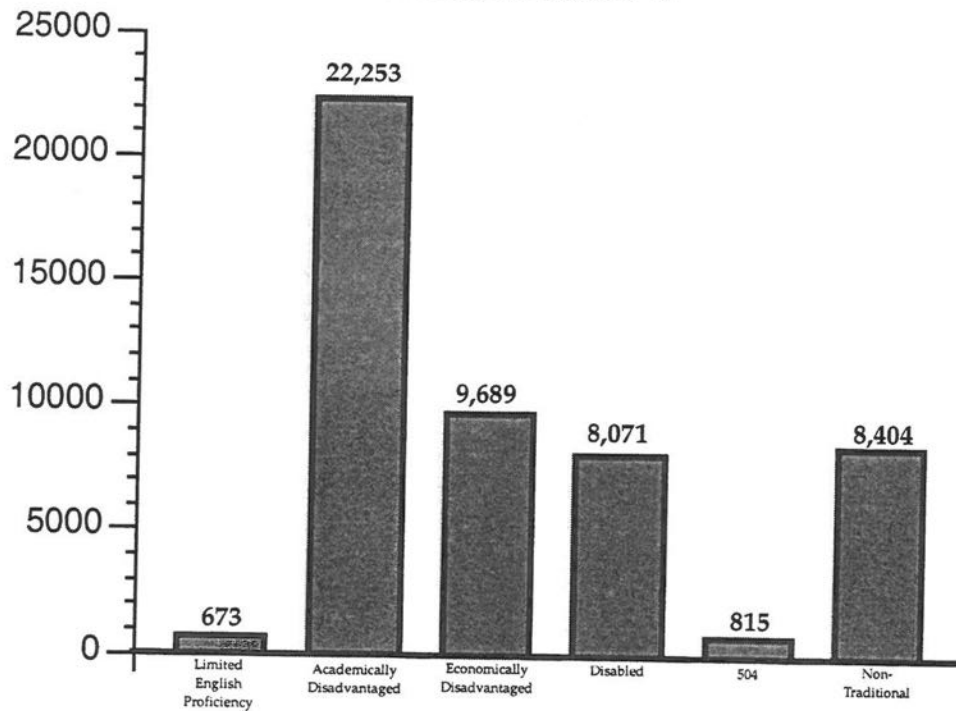
*Total student enrollment for
Workforce Development Education
Grades 6-8: 198,234 (unduplicated
count)

Status of the 31,088 Workforce Development Education Completers:



Completers of Workforce Development Education

Number of Special Populations Students in Grades 9-12



Special Populations Education Enrollment

With funds provided under the Carl D. Perkins III Vocational and Technical Education Act of 1998, the following were a few of the programs, services, and activities conducted:

Curriculum

- **Curriculum Development** – 19 curriculum guides were developed and 41 course blueprints were validated/revised for student assessment measurement purposes; 7 courses were aligned with national standards.
- **Test Item Bank Development** – 31 test item banks were developed.
- **Professional Development** with state-of-the-art Technology – 330 staff development workshops/conferences were implemented for 35,616 participants; NC Information Highway, Distance Learning by Satellite, virtual classroom and the Internet were used to provide professional development.

Professional Development

- **Assessment of Courses** was conducted through the following strategies:
 - Accountability was provided through on-site visits to 21 schools using the High School That Works program;
 - Eleven course sequences were correlated to national industry standards and national curriculum standards;
 - Career planning programs were developed and implemented in all 117 local education agencies; and
 - Sixty-eight course blueprints were reviewed to ensure inclusion of career planning, all aspects of the industry, and principle concepts that supported nontraditional employment.

Assessment

The following definitions were used for program year 1999-2000:

Definitions

Vocational Concentrator: A student who completes four vocational (workforce development education) courses in a career major (threshold level of vocational education) *and* who graduate. This definition has not changed from the previous program year.

Tech Prep Student: A student who completes four credits of English, three credits of mathematics, three credits of science, three credits of social studies, one credit of health and physical education, four credits of career/technical courses, two electives credits for a total of 20 credits plus any local requirements) *and* who scores proficient on the North Carolina Exit Exam. (Exit Exam for 2002-2003 graduates) This definition has changed from the previous program year.

The remainder of this report (Secondary Narrative) addresses the progress North Carolina made in implementing the State Plan. It emphasizes accountability for performance and fiscal management in contributing to achieving the education goals of local education agencies for all vocational students. All baseline data were obtained from most recent years' databanks. The narrative which follows:

- Incorporates the accountability reporting requirements under Section 113 of the Perkins III Act;
- Includes the reporting requirements under the Education Department General Administrative Regulations (34 CFR Part 80.40 and 80.41);
- Streamlines program administration by eliminating duplication and unnecessary information; and
- Continues to be a "developing" document/instrument as consultation with federal officials and USDE guidelines are provided and plans are implemented.

Secondary Narrative Report

Program Administration

I. a. State Roles/Responsibilities Summary

As directed by the North Carolina State Board of Education, the FY2000 federal grant and the contents of this report reflect the two-thirds/one-third split by secondary and postsecondary education and the appropriate clientele served at each level. Pursuant to the Perkins III Act, the North Carolina State Board of Education is the state agency for Vocational and Technical Education of which Dr. Mike Ward, State Superintendent, is a member. Dr. Henry Johnson is the Assistant State Superintendent and Dr. June S. Atkinson then follows in this direct line of supervision as the State Director of Vocational and Technical Education hereto referred to as Workforce Development Education (WDE).

*State
Administration*

I. b. 1. and 2. Required Activities/Permissive Activities

The Workforce Development Education program includes a Programs of Study for secondary education in eight content areas: agricultural education, business education, career development, family and consumer sciences education, health occupations education, marketing education, technology education, and trade and industrial education. Within each content area, cumulative activities were noted:

*State
Leadership*

- **Curriculum Development:** Validated and determined reliability levels for student assessment measures of 41 course blueprints; aligned seven courses with national curriculum standards; all products supported and guided local school systems to update and to begin programs.
- **Test Item Bank Development:** Developed 31 test item banks.
- **Professional Development:** Implemented/coordinated staff development for 330 events and 35,616 participants; State-of-the-art technology uses included the North Carolina Information Highway, Distance Learning by Satellite, virtual classroom and the Internet.
- **Assessment of Courses** was conducted through the following strategies:
 - Accountability was provided through on-site visits to 21 schools using the High School That Works program;
 - Eleven course sequences were correlated to national industry standards and national curriculum standards;
 - Career planning programs were developed and implemented in all 117 local education agencies; and
 - Sixty-eight course blueprints were reviewed to ensure inclusion of career planning, all aspects of the industry, and principle concepts that supported nontraditional employment and training.

- **Promotion of Business and Industry Partnerships** were continued with the
 - Labor Department,
 - Commerce Department,
 - Health and Human Resources,
 - Employment Security Commission,
 - Community College System, and
 - 4,500 plus business/industry representatives. They were involved in:
 - Curriculum development,
 - Staff development, and
 - Career and Technical Student Organizations.

Employer ratings of Vocational completers were ranked consistently as meeting and/or exceeding workplace standards.

- **Systems building:** Collaborated with groups and individuals regarding building a systems network for
 - Workforce Investment Act,
 - JobReady,
 - High Schools that Work, and
 - College Tech Prep;
 Provided a variety of types of vocational/workforce development education information for local, state, and federal agencies on
 - enrollments,
 - completions,
 - employer feedback, and
 - student and completer performance.

I. b. 3. Core Indicator Activities

- **Curriculum:**
 - Set up meetings with a variety of education and business groups to gain input into developing the core indicator measures as noted in the Perkins III Act;
 - Designed, developed and managed the implementation of the new Internet-based Planning and Performance Management System (PPMS) that incorporated a variety of interrelated systems which display and enhance performance of vocational/workforce development education students; the web address of the PPMS is <http://wdeppms.dpi.state.nc.us/wdeppms.nsf>
 - Distributed core indicator information to
 - all Workforce Investment Act administrators,
 - all WDE administrators, and
 - all WDE teachers.
- **Professional Development:**
 - Provided over 20 hours of training for each workforce development program administrator on the new Internet-based via PPMS statewide, regional, and on-site training;
 - By way of the PPMS, established a viable online learning community so that vocational administrators could learn from one another about planning and performance management as related to the established core indicators.

Activities and Outcome

- **Monitoring and Accountability:**

- Collected, processed and returned enrollment and follow-up information for
 - over 300,000 enrollees,
 - over 30,000 concentrators, and
 - 10,000 employers;
- Provided performance-based information to all school systems and schools relative to the critical core indicator measures;
- Coordinated at the state level the identification of new core indicator performance measures to meet federal requirements and state needs;
- Approved 117 local plans within federal and state guidelines and requirements;
- Completely revised the Single Audit Guidelines for vocational program administrator use with Perkins III Act activities; and
- Evaluated the PPMS for purposes of built-in automatic monitoring and accountability mechanisms.

The budget activities related to State Leadership are referenced in section C: Financial Status Report.

I. c. Implications

During the next fiscal year, continued and significant re-engineering of the state and local data collection, planning, approval, and monitoring systems will continue. The data collection system will be expanded to

- include data more times per year;
- move the data from localities to the state; and
- continue the online Planning and Performance Management System.
- State-level, regional, and local inservice will occur at key intervals
 - to obtain feedback,
 - to implement changes, and
 - to re-assess PPMS in its entirety.

Additional training will be provided using the Baldrige systems methodology and other effective methodologies on how to analyze the resulting information and use it systematically to improve programs in

- LEAs,
- schools, and
- classrooms.

Furthermore, timelines and deadlines will be examined and reformulated as needed as they affect and are affected by local and state abilities to

- collect,
- process,
- analyze,
- share, and
- use information for
 - planning,
 - evaluation, and
 - monitoring.

*Next Fiscal Year/
State Plan*

II. Program Performance

II. a. State Performance Summary

During the 1999-2000 year, North Carolina developed and negotiated performance levels with the assistance of the local education agency representatives and federal representatives. Specific performance data/results gathered to date are located on Forms II, III, and IV in the back of this report. All baseline data is from program year 1998-1999 except for core indicators 1S1 and 4S1 which are from 1999-2000, and for core indicator 4S2 which is from 1997-1998. All data are most recent years from which we have data to obtain.

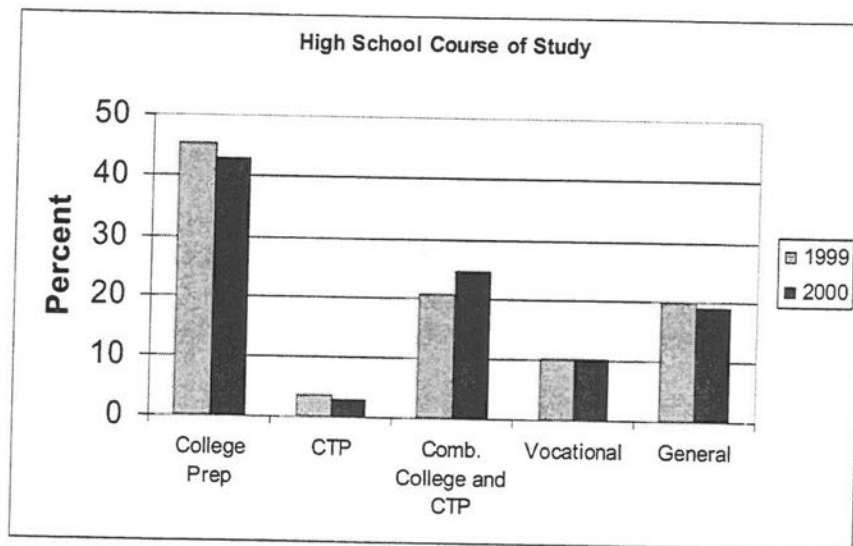
Special Populations

Special populations data/results: the enrollment increased due to more categories included than in the past. Also, vocational support personnel actively participated in the registration process. Career development coordinators and special population coordinators assisted guidance counselors, parents and students in choosing the most appropriate WDE program for students. Opportunities for placement offered by WDE programs included work-study, co-op positions, apprenticeships, internships, shadowing experiences and other job-related activities. Special population coordinators also provided outreach activities in special education classes, WDE programs, and on an individual basis. Nontraditional training for students included career development, computer science, technology, and emerging high skill, high wage occupations; also, occupations and fields of work identified in the nontraditional core indicators were emphasized.

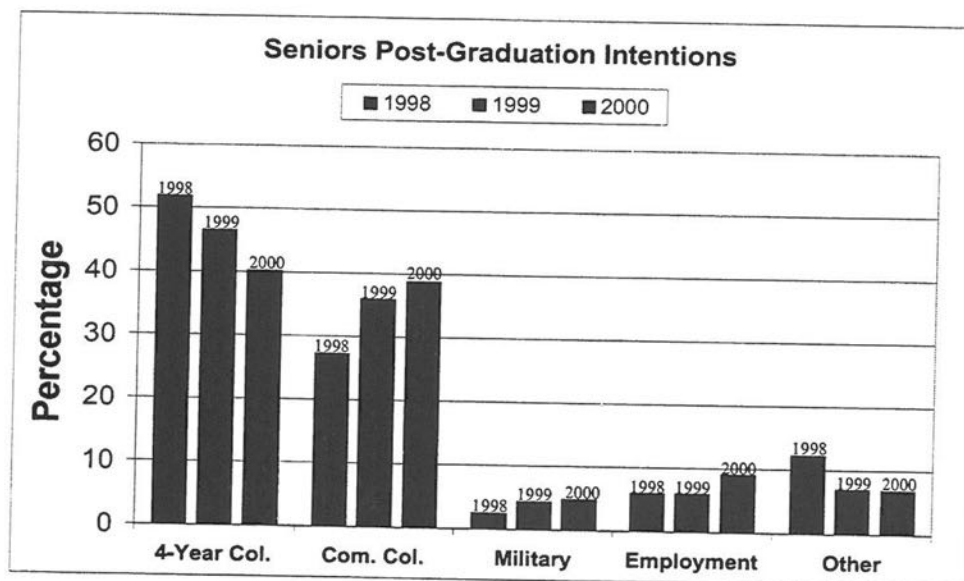
Tech Prep

Tech Prep: The State Board of Education for the Public Schools of North Carolina and the State Board of the North Carolina Community College System adopted a joint policy for College Tech Prep in North Carolina in March, 1993. The policy continued to be consistent with the requirements outlined in The Perkins III Act and was used to govern state and federally funded College Tech Prep initiatives.

High schools were held accountable as a part of the high school accountability model for the growth in the percentage of students graduating having completed the College Prep/College Tech Prep course of study. Local education agencies and the State Board, used a statewide computer program and tracked students' progress in the fulfillment of the curriculum requirements. The status of each school was reported. The following graphs indicate data/results.



In the past two graduating classes the only course of study that has shown an increase is that reflecting students graduating in a combination College Tech Prep (CTP) and College Prep program. Two years ago the statewide ABC Accountability program included students graduating with a CTP course of study in their ratings of school performance.



While the largest proportion of high school seniors are planning on a four-year college program there has been a steady increase in those who are planning on attending community college to continue their education and training. There have also been small increases in those planning on military careers and directly entering full-time employment.

Definitions

II. b. Vocational Concentrators and Tech Prep Students

For definitions please refer to page four (4).

II. c. Measurement Approaches and Data Quality Improvement

Measurement approaches used per subindicator were established as follows:

Core Indicator	Measurement Approach
1S1	Placement test scores
1S2	VoCATS test scores
2S1a	Credentials
2S1b	
3S1	Follow-up data
3S2	
4S1	Enrollment data – nontraditional
4S2	Enrollment and concentrator data - nontraditional

A summary of data quality per subindicator follows:

- **1S1** – Placement test scores (National Assessment System (ASSET): North Carolina field tested a methodology during the transition year of collecting these data in conjunction with the North Carolina community college system. The field test was successful and the methodology will be used during the next fiscal year.
- **1S2** – VoCATS end-of-course test scores (Standards and Assessment System): An internet-based methodology was developed for moving student data from LEAs to the state level in order to have them in a standardized format and then returned to each LEA for entry in their respective online Planning and Performance Management System. This methodology will be used to process the data during the next program year, when the data will be collected and processed statewide at the end of both semesters.
- **2S1a** – Not Applicable
- **2S1b** – Credentials: (The percentage of students who complete a vocational concentrator sequence and who graduate.) During the transition year, a methodology for collecting and transmitting these data was field-tested, and will be used during the following program year.
- **3S1** – Follow-up data (State Developed and Locally Administered Surveys/ Placement Forms): These data were inserted in each LEA's online Planning and Performance Management System in the performance screens at the LEA level and then for each school. These data were disaggregated on each screen into the federal special populations categories, Tech Prep, and each program area cluster used in North Carolina. On each screen, the data, relevant benchmarks, and actual scores were calculated for each of these levels for 1999-2000, the actual scores were compared to the benchmarks for 2000-2001, and the size of gap needed to be closed for the coming year calculated in each of the above.
- **3S2** – Not Required

Approaches

Data Quality

- **4S1 – Enrollment data - nontraditional (State/Local Administrative Data):** These data were inserted in each LEA's online Planning and Performance Management System in the performance screens at the LEA level and then for each school. These data were disaggregated on each screen into the federal special populations categories, Tech Prep, and each program area cluster used in North Carolina. On each screen, the data, relevant benchmarks, and actual scores were calculated for each of these levels for 1999-2000; the actual scores were compared to the benchmarks for 2000-2001; and the size of gap needed to be closed for the coming year calculated in each of the above. The categories with the biggest gaps had to be closed for the coming year calculated in each of the above. The categories with the biggest gaps had to be addressed with strategies in the next fiscal year's plan in order to be approved.
- **4S2 – Enrollment and concentrator data - nontraditional (State/Local Administrative Data):** These data were also inserted in each LEA's online Planning and Performance Management System in the performance screens at the LEA level and then for each school. After data disaggregation on each screen into the respective categories, the data, relevant benchmarks, and actual scores were calculated for each category for 1999-2000. The actual scores were compared to the benchmarks for 2000-2001, and the size of gap needed to be closed for the coming year was calculated for each of the categories. The categories with the biggest gaps had to be addressed with strategies in the next fiscal year's plan in order to be approved.

Efforts to Improve Quality

A high quality computer programming company was contracted to create a robust and highly efficient online system for

- information collection,
- processing,
- sharing,
- analysis, and
- planning and performance management.

Each local director and key members of his/her staff received at least 20 hours of training in how to use the system and the information it to improve programs. These trainings were provided at state, regional, local, and online levels.

II. d. Effectiveness of Improvement Strategies in Previous Program Year

On July 3, 2000, North Carolina received approval from the USDE Office of Vocational and Adult Education the four-year State plan submitted under the Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III), 20 U.S.C. 2301 *et seq.*, as amended by Public Law 105-332. The adjusted performance levels for the core indicators were approved for one year only. North Carolina and the USDE reached agreement on the adjusted levels of performance for each core indicator, beginning July 1, 2000 and re-negotiated on September 29, 2000. Overall, during this transition year, efforts were concentrated on the PPMS computerized system and instructing WDE educators on its usage.

A brief summary of usage and improvement strategies for each subindicator follows:

Core Indicator	Usage and improvement strategy(s)
1S1	Use of stratified random sample of vocational concentrators
1S2	Use of trend data for the previous three years (Concentrator scores estimated)
2S1a	Use of trend data for previous years
2S1b	Use of trend data (Estimated)
3S1 3S2	Use of trend data
4S1	Use of trend data
4S2	Use of enrollment and concentrator data

Effectiveness

Results and effectiveness per core indicator follows:

- 1S1 – A field test was completed using a statewide sample of LEAs and their respective community colleges. The results of the field test were used to develop and distribute a PPMS manual during fall 2000.
- 1S2 – Each LEA analyzed its own data separately, and developed improvement strategies for each. The statewide percentage of those reaching the performance levels increased by approximately one percent, based on a limited statewide sample. Because the statewide data collection system was being constructed per the above, North Carolina will aggregate these into composite statewide scores during the next fiscal year.
- 2S1a – Not Applicable
- 2S1b – Credentials: The programming and field testing of the data collection methodology was successful. This methodology is being put into effect during the next fiscal year.
- 3S1 – Follow-up data: These data were used in LEAs. The statewide average exceeded the benchmark for the fiscal year.
- 4S1 – Enrollment data - nontraditional: The data were used and analyzed locally.
- 4S2 – Enrollment and concentrator data - nontraditional: The data were used and analyzed locally.

Improvement Strategies

II. e. Improvement Strategies for Next Program Year

Based on the State Performance summary (IIa) and the Effectiveness of Improvement Strategies, (IIId), definitions and methodologies were developed and will be put into effect during the next program year. The following are improvement strategies for the next program year.

- Refinement/revision of curriculum, especially as it addresses reinforcement of academics skills.
- Greater use of business/industry representatives.
- Professional development to focus on use of on-line education modules.
- Establishment of “Leadership Academy” for WDE teachers and administrators.
- Professional development for new teachers.
- Teacher Internships.
- Professional development to include training regarding
 - effective data collection and
 - use of data/information to improve programs.
- Enhancement of online PPMS via
 - Increase state and local time for actual usage;
 - Focus on using and comparing results (not just data processing); and
 - Continue LEA implementation of improvement strategies for each core indicator approved in their respective local plan.

POSTSECONDARY

Executive Summary - The North Carolina State Community College System utilized administrative funds to support a staff of three consultants and one support person. The leadership funds were spread over a variety of projects and activities to capitalize on the flexibility offered by the new Act. The goal was to positively affect the core indicator activity while fulfilling the required and permissive uses mandated. Numerous projects at a large number of colleges dealing with professional development, academic integration, and technological improvement were funded. As performance results are obtained in the future, comparative analysis will dictate types and direction of succeeding projects.

Negotiations between the U.S. Department of Labor and the Community College System resulted in final agreed-upon baseline and performance levels in September 2000. The baseline data is from program year 1998-1999, except for participants who were placed in employment, for which 1997-1998 data is used. For reporting purposes, a vocational concentrator is defined as a student who is enrolled in a state-approved curriculum program that leads to an Associate of Applied Science degree, a diploma, or a certificate and who has completed 75% or more of the hours required in the student's major program of study. A post-secondary Tech Prep Student is any student enrolled in a two-year Associate in Applied Science Degree program, a two-year Certificate program, or a registered apprenticeship program at a North Carolina community college who completed a College Tech Prep course-of-study while in high school.

The measurement approaches used for the core indicator data were overall grade point average, state/local administrative data, and record exchange with the Employment Security Commission of North Carolina. The data is considered to be of high quality as it is obtained through the System's MIS which is the consolidating point for all data for all community college activity in North Carolina. There is constant checking for consistency and completeness with feedback to the colleges. Plans for 2000-2001 are to crosswalk non-traditional programs and non-traditional occupations in order to improve the measurement approach for the core indicators which deal with non-traditional students.

During the local planning process each college was required to indicate its improvement strategies for the next program year. These strategies related directly to the core indicators and the intended direction of the Act. Academic integration, professional development for faculty and counselors, the provision of student support services, improvement in the delivery of vocational training through advanced technology, distance learning, and integrating One-Stop Centers into the recruitment and placement processes were but a few of their approaches.

I. Program Administration

- a. **State Administration** - State administration funds were used to support salaries of three consultant positions and one support position. These positions were responsible for developing the State Plan for Vocational and Technical Education, reviewing local plans, monitoring and evaluating program effectiveness, assuring compliance with all applicable Federal laws, and providing technical assistance to all 58 community colleges.

- b. **State Leadership** – Leadership funds were used in a variety of ways to promote innovative methods of improving core indicator related activity as well as to meet the uses of the funds required by the Act. A number of activities were funded directly from the System Office (A – G below) while others were released to the colleges through a proposal process (1 – 12). Both rural and urban schools were funded and the thrust and cost of the projects varied widely.

Directly Funded Projects

- A. **Advanced Connections Training** - Train-the-trainer seminars were held at three sites across the state. Trainers then returned to their campuses, replicated the seminars locally, and are working toward building a “service culture” there. The process starts with improving relationships among individual staff members and progresses to the relationships of staff members to their departments, departments to departments and eventually to the colleges’ “customers,” students, employers, and the community at large. Perkins leadership funds contributed to the purchase of training leaders’ guidebooks and training videotapes to be used statewide. Workshops continuing the training were held in conjunction with the semi-annual Instructor’s Conference in October 2000.

Sixty faculty and staff from thirty colleges took part in the train-the-trainer sessions.

- B. **Criminal Offenders Program** - Funds were provided to colleges to provide their vocational and technical programs of instruction to inmates in state prison facilities. 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. Three courses of study were offered in the 1999-2000 program year, Information Systems Technology, Industrial Sewing, and Custodial Training. Objectives were to prepare students to make productive use of Microsoft Office and desktop publishing software, basic industrial sewing set-up, trouble shooting and operations, and proper procedures of building care.

In the Information Systems Technology Program 40 of the 42 enrollees completed. In Custodial Training, 23 of 30 completed. All 36 enrollees completed Industrial Sewing and were hired by the prison industrial sewing plant.

- C. **Student Leadership Institute** - A six-day institute designed to offer community college students a hands-on, educational approach to the many facets of leadership. The goal of the Institute was to provide a vehicle to expand the community college experience beyond academics into an awareness of “real world demands.” Graduates returned to their campuses with a commitment to provide relevant leadership programs and workshops for students there. Participants benefited from the experience by broadening their self-esteem, enhancing their employability, improving their retention probability, expanding their global awareness and increasing their exposure to diversity. The students represented the general student population including students enrolled in vocational and technical programs, non-traditional students, single parents, and minorities. This Institute will be continued in following years utilizing State/local funds.

Twenty students representing seventeen community colleges participated in the institute.

- D. System Curriculum Improvement Projects – Two-year projects directed by college instructors to include representatives from all colleges offering the specified curriculum aimed at updating and restructuring that curriculum. In-service training and professional peer guidance are major components in these projects. The Agribusiness Technology and Paralegal Technology curricula were addressed in program year 1999-2000. The agribusiness project emphasized the upgrade training of Agribusiness Technology instructors. 308 hours of professional development workshops were made available. Curriculum development and advisory committee meetings were an integral part of the project and all Agribusiness Technology courses are being reviewed and revised. The paralegal project focused on the revision of paralegal courses and the development of on-line Internet courses. A major emphasis was the upgrading of paralegal instructors' skills. 226 hours of professional development training was made available. All paralegal courses were revised and a number of manuals and workbooks for instruction and computer-assisted teaching were developed.

Agribusiness Technology is taught in five colleges, Paralegal Technology in 22.

- E. Teacher as Coach Workshops – Pamlico Community College held workshops for faculty, counselors, and administrators to help them deal with the new type of student attending community colleges today. Included were methods for dealing with prison education. The goal was to make subject matter relevant to needs of all students and to construct a delivery system that helps the lower half of the class without hindering the upper.

Three colleges, 14 faculty, three counselors, and four administrators attended the workshops.

- F. Construction Occupation Programs Articulation Project - A project designed to integrate standardized construction trade programs between the community colleges and the public high schools involving the construction industry in the process. To do this, an articulated statewide curricula has been developed that provides for a smooth and non-duplicative transfer from the high school construction occupation programs into the community college construction programs. A statewide training process for community college and public school instructors, as well as industry trainers, was established to enable them to become certified with the National Center for Construction Education and Research as instructors and performance evaluators. A model plan for statewide articulation agreements between high schools and community colleges was formulated, as was an assessment model for the project, to include development of performance standards and measures and program improvement and accountability.

Eight standardized training programs providing competency-based education utilizing national skill standards have resulted from this project. Included within these programs are 14 short-term training options and 22 craft instructor training sessions. To date, 250 instructors and 55 correctional craft instructors have been trained and certified. The Associate of Applied Science degree program in Construction Management has been articulated for secondary, post-secondary, baccalaureate, and industry.

Thirty community colleges have one or more certified Master Trainers.

- G. Curriculum Integration Project – Two two-day workshops for faculty at Central Piedmont Community College from various disciplines designed to help them learn how to use curriculum integration in their classes. The ultimate goal is to help make courses relevant to students by connecting non-program courses, such as college algebra, to their program of study. At the completion of the training certain projects were chosen and the faculty involved were encouraged to apply for mini-grants to develop courses using this model.

Twenty-one faculty members attended these workshops. Representatives of five other colleges attended by invitation.

College-Proposed Projects

1. Developing Aquaculture Courses for an International Audience -Brunswick Community College. This project initiated development of an implementation protocol for distance aquaculture education courses, giving technical support for course development and preparing student-use tutorials for instructional tools/software. A means for faculty to develop courseware for introductory aquaculture courses was established. Technical support included a translator to assist instructors in communicating by e-mail to Spanish speaking students and to translate lessons into Spanish. The initial course was set up using e-mail, MS-Word attachments, list-serv, and chat to limit barriers that more complex technologies could impose. This was based on the current state of the Internet in Central and South America. Development of more advanced courses is continuing using State/local funds.

One faculty member and ten administrative staff (including library personnel) worked on this project.

2. Curriculum Integration Consortium Project - Central Piedmont Community College. Guidelines were established for the development and evaluation of competency based curriculum programs designed to increase student performance and teacher productivity. The intent of the project was to elevate curriculum integration and the development of competency based curriculum to the level of a professional discipline for community college faculty. The programs were: a) College algebra for students entering health related fields; b) Linking two college transfer courses – Physical Geography and Principles of Microeconomics in an online format with a weekly, in-person lab; c) college study skills for students entering health-related fields; d) Three courses, Gerontology, Health Care Management, Nursing and the Older Adult, delivered together as a nine-hour course; e) Integrating three courses, Intro to Human Services and developmental/remedial Math and English to allow students to start studying in their field while still remediating. Eight new integrated courses are being developed for delivery. The program is being continued and expanded with State/local funds with the goal of statewide collaboration. Five vocational curriculum certificates were also developed.

Twenty-one faculty and five administrators participated.

3. Teaching in the 21st Century Classroom – Coastal Carolina Community College. Eight hours of instruction were delivered to vocational/technical faculty members on various learning styles and concepts. A teaching handbook was developed and distributed to full-time and adjunct vocational and technical faculty. Twenty-four hours of instruction was provided to

vocational and technical faculty members to assist in the integration of technology in the classroom.

Twenty faculty members participated in these sessions.

4. Project Access – College of the Albemarle. This project constructed and implemented a professional development training program for admissions personnel, counselors, and instructional staff. There were three workshops focusing on the needs of challenged students, one of which provided opportunities for collaborative efforts between select faculty and staff members to reassess and restructure at least one instructional technique and/or course delivery method based upon their participation in the workshops. Another designed a computer Internet course to be used as a template for the development of other Internet course offerings in ADA compliant and bilingual formats. The third developed printed training materials and oriented CD-ROMs based upon procedures, assessments, findings, and outcomes of Project Access.

Thirty-four faculty, four counselors, and six administrators participated in the workshops.

5. Instructional Technology Training Model and Handbook – James Sprunt Community College. The goal was to develop a paradigm for faculty in the development of their courses, both on-line and traditional. There were five training workshops for faculty in the use of technology in course development. There was also an instructional technology handbook developed to guide faculty in integrating technology into all courses. Components of the handbook will be continuously revised and updated as information changes and new procedures are developed.

Thirty-three faculty members participated in the project.

6. Professional Development Training (Dietetic Technician Program Coordinator) – Lenoir Community College. This project consisted of professional development activities leading to the incorporation of state-of-the-art technology, including distance modes, into the Dietetic Technician Program. The program coordinator/instructor learned how to create web-based courses and subsequently converted three core courses. In-service training sessions will be provided to other schools that teach nutrition courses to assist them in incorporating computer and Internet use in their courses.

Three faculty members participated.

7. Increasing Instructional Effectiveness for Diverse Populations – Pitt Community College. The objective of this project was to hold a series of workshops for vocational/technical instructors who deal with a growing Hispanic student population to assist them in becoming better communicators and more effective teachers. There was also a handbook developed, published, and disseminated statewide that contains effective strategies and methods that other community college instructors may adopt to increase their capability in teaching their Hispanic/Latino students. Employer surveys were taken concerning manpower needs, especially relating to Hispanic workers. Another survey was carried out among approximately 500 Hispanic workers in the area to assess their educational level and future needs. The North Carolina Information Highway was used to broadcast a “Teaching Strategies for Latino Learners” workshop to four other N.C. community colleges.

Sixty-five faculty and three administrators participated.

8. Online Teaching Training – Sandhills Community College. Workshops were held for faculty, counselors, and administrators to enable them to teach courses on the Internet. An evaluation instrument was produced which accurately predicts a student's readiness to enroll in an online course. An on-line non-credit course was produced to introduce skills to students to allow them to be successful in taking an online course. There were also four online courses developed for students enrolled in vocational programs.

Fifty-six faculty, two counselors, five administrators took part in the project.

9. Technology and Instruction: A Partnership for Learning - Tri-County Community College. The goal was to increase the knowledge of faculty so that they can more effectively use computer-based teaching. Four levels were approached: a) Fundamentals; b) Powerpoint design and creation; c) Web page development; d) A seminar on ten technology tools that can be used in instruction.

Thirty-nine faculty and four administrators participated.

10. Training Effective Technical and Vocational Educators – Wake Technical Community College. This project attempted to provide a comprehensive instructor preparation program to new faculty and to introduce new and inexperienced faculty to the community college. A manual was produced to serve as a reference for all, but especially new, faculty. A mentoring program for new instructors was revised and expanded, including the production of a handbook.

There were 130 participants.

11. Improving Instructional Technology - Wayne Community College. The project aimed to initiate an ongoing program for the faculty's getting formal training in computer applications, including assessing the most effective training options and constructing assessment tools for judging the training's success. The Internet and computer programs such as Excel, Access and Powerpoint were highlighted for use in their teaching.

Eighteen faculty, including two division heads and a department head, participated

12. Distance Learning Using the North Carolina Information Highway – Western Piedmont Community College. The goal of this project was to improve all technical/vocational curricula through the integration of NCIH methodologies. This involved the training of eligible time faculty in the confident operation of the NCIH classroom. 100% of full time-faculty received NCIH training, have reviewed their course content, and are revising course documents and syllabi to include use of NCIH in program offerings.

Sixty-six faculty and seven administrators were involved in this project.

The following table indicates how the above-described projects satisfied the Required and Permissible Uses of the Act.

Project	Required Uses								Permissible Uses											
	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	9	10	11	12
A			X			X			X											
B		X					X	X												
C				X	X															X
D		X	X						X						X			X		
E	X		X				X	X		X										
F	X	X	X			X	X	X	X		X				X		X	X		X
G			X	X					X											
1		X	X						X									X		
2			X	X		X			X									X		
3		X	X						X											
4	X																			
5		X	X						X									X		
6		X	X						X											
7			X		X	X		X		X							X	X	X	X
8		X	X															X		
9		X	X						X											
10			X																	
11		X	X																	
12		X	X						X									X		

- c. **Implications for next fiscal year/State Plan** – State Leadership funds were spread across all of the Core Indicator related activities. Program year 2000 – 2001 results will be analyzed with these projects in mind to determine which may have been especially effective and which less so. Until results are available, the RFP process, which allows colleges the flexibility of approaching indicator activity improvement in ways they think most appropriate, is continuing.

II. Program Performance

- a. **State Performance Summary** –The negotiated performance levels were established September 2000, therefore this is not applicable for the 1999 - 2000 program year.
- b. **Definition of Vocational Concentrator and Tech Prep students** - A Vocational Concentrator is a student who is enrolled in a state-approved curriculum program that leads to an Associate of Applied Science degree, a diploma, or a certificate and who has completed 75% or more of the hours required in the student's major program of study.

A post-secondary Tech Prep Student is any student enrolled in a two-year Associate in Applied Science Degree program, a two-year Certificate program, or a registered apprenticeship program at a North Carolina community college who completed a College Tech Prep course-of-study while in high school.

- c. **Measurement Approaches and Data Quality Improvement** - Both baseline and reporting data are from program year 1998 – 1999, except for 3P1 for which 1997 – 1998 data is the most recent available.

Core Indicator	Measurement Approach	Quality Assessment
1P1	Overall Grade Point Average	Academic attainment measurement addresses the academic content areas addressed in state-approved program academic standards and is measured concurrent with or after concentrated participation in vocational education.
1P2	Overall Grade Point Average	Attainment measurement addresses state defined and industry validated skills and is measured concurrent with or after concentrated participation in vocational education.
2P1	State/Local Administrative Data	Measurement is based on state approved and program defined requirements for degree, diploma, and certificate completers.
3P1	Administrative Record Exchange	Third quarter UI data is used to determine placement in employment for program completers.
4P1	State/Local Administrative Data	Non-traditional programs are defined at the state level and enrollments of the underrepresented gender groups are measured.
4P2	State/Local Administrative Data	Non-traditional programs are defined at the state level and completion rates of the underrepresented gender groups enrolled in those programs are measured.

Efforts to improve data quality - Plans for 2000 - 2001 are to crosswalk non-traditional programs and non-traditional occupations in order to improve the measurement approach for Core Indicators 4P1 and 4P2.

- d. **Effectiveness of Improvement Strategies in Previous Program Year** – Subindicators were established during the transitional 1999 – 2000 program year. Strategies for improvement in program year 2000 – 2001 are discussed in the following paragraph.
- e. **Improvement Strategies for next Program Year** – Each community college submitted a local plan that included improvement strategies for the 2000 – 2001 program year. The following are samples of the many and varied approaches.

1P1 - Strengthening academic skills of students by utilizing services of Individualized Learning Centers or Pre-Curriculum programs; placing students in need of remediation in appropriate developmental subjects and closely monitoring their progress; requiring all students to perform at the same level on academic as well as vocational examinations.

1P2 - Hiring faculty with appropriate work experience to lead students in class and lab experiences toward industry standards; using information solicited from advisory councils composed of practitioners; offering cooperative education courses and internships.

2P1 - Providing effective academic advising and support services, including financial aid and career counseling; providing a large array of flexible vocational/technical programs representing the major business/industry needs of the region; providing faculty training opportunities that are directly related to teaching their subject and improving their computer usage skills.

3P1 - Devising teaching strategies that integrate employability skills into course content; working with local employers to ensure that students will become employed in their field upon graduation; offering assistance to students in resume preparation, interview skills, and placement referrals.

4P1 - Identifying targeted program areas for non-traditional recruitment based on North Carolina employment data; establishing procedures to encourage students to enter and then remain enrolled in non-traditional programs; maintain staff presence at local One-Stop centers to advance knowledge of and interest in non-traditional training areas.

4P2 - Using existing Pre-Curriculum Programs and the Individualized Learning Centers to enhance the chances of non-traditional students earning a degree and obtaining employment; making available support services such as financial aid, academic counseling, career counseling and developmental instruction to address barriers to success; being committed to the successful placement of students/graduates regardless of gender and race into employment opportunities directly related to their major field of study.

Section C
The Financial Status Report
(Form II)

**FINANCIAL STATUS REPORT
FOR
STATE BASIC GRANT and TECH-PREP GRANT PROGRAMS**

1. **FINAL REPORT:** YES NO **X**
2. **ACCOUNTING BASIS:** CASH **X** ACCRUAL ☐
3. **FEDERAL FUNDING PERIOD (mm/dd/yy):** From: 07/01/1999 To: 09/30/2000
4. **PERIOD COVERED BY THIS REPORT (mm/dd/yy):** From: 07/01/1999 To: 09/30/2000
5. **REMARKS:** (Attach any explanation deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation)

FORM II, Page 1

STATUS OF FUNDS

Line	A. Total outlays this report period	B. Program income credits	C. Net outlays this report period (Columns A - B)	D. Non-Federal share of outlays this report period	E. Total Federal share of outlays (Columns C - D)	F. Federal share of unfilled obligations	G. Federal share of outlays and unfilled obligations (Columns E + F)	H. Federal Funds Authorized in State Plan	I. Balance of Unobligated Federal Funds (Columns H - G)
Title I - Basic Grant to States									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
Total Local Use of Funds									
State Leadership									
Non-Traditional Training and Employment									
State Institutions									
Other									
Total State Leadership									
State Administration									
TOTAL BASIC GRANT TO STATES									
Title II - Tech-Prep Education									
State Administration									
Local Consortia									
TOTAL TECH-PREP EDUCATION									

07-01-99 - 09-30-00

FORM II, Page 2

**FINANCIAL STATUS REPORT
FOR
STATE BASIC GRANT and TECH-PREP GRANT PROGRAMS**

1. **FINAL REPORT:** YES ☐ NO ☒
2. **ACCOUNTING BASIS:** CASH ☒ ACCRUAL ☐
3. **FEDERAL FUNDING PERIOD (mm/dd/yy):** From: 07/01/99 To: 09/30/01
4. **PERIOD COVERED BY THIS REPORT (mm/dd/yy):** From: 07/01/99 To: 09/30/00
5. **REMARKS:** (Attach any explanation deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation)

FORM II, Page 1

STATUS OF FUNDS

Line	Title I - Basic Grant to States Local Basic Grants	A. Total outlays this report period	B. Program income credits	C. Net outlays this report period (Column A - B)	D. Non-Federal share of outlays this report period	E. Total Federal share of outlays (Column C - D)	F. Federal share of unliquidated obligations	G. Federal share of outlays and unliquidated obligations (Columns E + F)	H. Federal Funds Authorized in State Plan	I. Balance of Unobligated Federal Funds (Column H - G)
1	Secondary Eligible Recipients									
2	Postsecondary Eligible Recipients									
3	Other Expenditures	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	Secondary Eligible Recipients	\$289,357,527.81		\$289,357,527.81	\$273,147,493.81	\$16,210,034.00		\$16,210,034.00	\$16,210,034.00	\$0.00
5	Postsecondary Eligible Recipients			\$0.00		\$0.00		\$0.00		\$0.00
6	Total Other Expenditures	\$289,357,527.81	\$0.00	\$289,357,527.81	\$273,147,493.81	\$16,210,034.00	\$0.00	\$16,210,034.00	\$16,210,034.00	\$0.00
7	State Institutions	\$289,357,527.81	\$0.00	\$289,357,527.81	\$273,147,493.81	\$16,210,034.00	\$0.00	\$16,210,034.00	\$16,210,034.00	\$0.00
8	Non-Traditional Training and Employment	\$67,348.71		\$67,348.71		\$67,348.71		\$67,348.71	\$67,348.71	\$0.00
9	State Institutions	\$50,000.00		\$50,000.00		\$50,000.00		\$50,000.00	\$50,000.00	\$0.00
10	Other	\$1,800,940.32		\$1,800,940.32		\$1,800,940.32		\$1,800,940.32	\$1,818,145.29	\$17,204.97
11	Total State & sub-state State Administration	\$1,918,289.03	\$0.00	\$1,918,289.03	\$0.00	\$1,918,289.03	\$0.00	\$1,918,289.03	\$1,935,494.00	\$17,204.97
12	State Administration	\$2,419,552.34		\$2,419,552.34	\$1,638,313.39	\$781,238.95		\$781,238.95	\$1,059,414.00	\$278,175.05
13	TOTAL BASIC GRANT TO STATES	\$4,337,841.37	\$0.00	\$4,337,841.37	\$1,638,313.39	\$2,699,527.98	\$0.00	\$2,699,527.98	\$2,994,908.00	\$295,380.02
14	State Administration	\$100,235.59		\$100,235.59		\$100,235.59		\$100,235.59	\$200,000.00	\$99,764.41
15	Local Consortia	\$1,757,705.23		\$1,757,705.23		\$1,757,705.23		\$1,757,705.23	\$1,810,137.00	\$52,431.77
16	TOTAL TECH-PPREP EDUCATION	\$1,857,940.82	\$0.00	\$1,857,940.82	\$0.00	\$1,857,940.82	\$0.00	\$1,857,940.82	\$2,010,137.00	\$152,196.18

Section D
The Basic Grant and Tech Prep
Student Enrollment Report
(Form III)

VOCATIONAL-TECHNICAL EDUCATION BASIC GRANT STUDENT ENROLLMENT REPORT

STATE

PROGRAM YEAR 1999-2000

LINE	STUDENT POPULATION	GRAND TOTAL	Agri And Nat Resources	Const	Man	Logistics, Transp And Dist Services	Info Tech, Telecom Services	Wholesale, Retail Sales & Services	Financial Services	Hospitality & Tourism	Bus & Admin Services	Health Services	Human Services	Arts & Comm Services	Legal & Protective Services	Scientific Res & Tech Services	Ed & Training Services	Pub Admin Govt Services
1	Male	164,966	11,413	17,549	8,077	9,541	19,366	5,778	877	15,834	34,179	7,832	14,839	11,291	6,022	15,862	0	0
2	Female	0	4,319	1,393	999	571	21,022	7,097	927	31,477	48,177	23,863	32,682	5,322	1,495	3,035	0	0
3	GRAND TOTAL	342,158	15,732	18,942	9,076	10,112	40,388	12,875	1,804	47,311	82,356	31,695	47,521	16,613	7,517	18,897	0	0
4	Male	117,806	9,929	11,513	4,231	5,685	19,366	5,778	877	841	32,458	1,774	13,477	9,929	189	10,029	0	0
5	Female	111,838	3,727	1,207	730	302	21,022	7,097	927	1,280	33,799	7,610	31,087	3,727	173	1,713	0	0
6	TOTAL	229,644	13,656	12,720	4,961	5,987	40,388	12,875	1,804	2,121	66,257	9,384	44,564	13,656	362	11,742	0	0
7	American Indian or Alaska Native	3,725																
8	Asian	4,216																
9	Black or African American	70,330																
10	Hispanic or Latino	5,400																
11	Native Hawaiian or Other Pacific Islander	0																
12	White	144,688																
13	Unknown/Other	1,285																
14	Individuals With Disabilities	8,071																
15	Economically Disadvantaged	9,689																
16	Nontraditional Enrollees	8,404																
17	Single Parents	0																
18	Displaced Homemakers	0																
19	Other Educational Barriers	23,068																
20	Limited English Proficient	673																
21	TOTAL SPECIAL POPs	49,905	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
22	Male	47,160	1,484	6,036	5807	3,846	0	0	0	0	14,993	1,721	6,058	1,362	0	5,833	0	0
23	Female	65,354	592	186	562	269	0	0	0	0	30,197	14,378	16,233	1,595	0	1,322	0	0
24	TOTAL	112,514	2,076	6,222	6,369	4,115	0	0	0	0	45,190	16,099	22,311	2,957	0	7,155	0	0
25	American Indian or Alaska Native	1,703																
26	Asian	1,797																
27	Black or African American	32,402																
28	Hispanic or Latino	1,887																
29	Native Hawaiian or Other Pacific Islander																	
30	White	73,975																
31	Unknown/Other	750																
32	Individuals With Disabilities	3,901																
33	Economically Disadvantaged	7,237																
34	Nontraditional Enrollees																	
35	Single Parents	7,440																
36	Displaced Homemakers	2,882																
37	Other Educational Barriers	40,023																
38	Limited English Proficient	1,143																
39	TOTAL SPECIAL POPs	58,725	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORM III, Page 1

VOCATIONAL-TECHNICAL EDUCATION **TECH PREP** STUDENT ENROLLMENT REPORT

STATE

PROGRAM YEAR 1999-2000

Logistics

Transp And
Dist. Servs

Info Tech,
Telecom
Servs

Wholesale
Retail Sales
& Servs

Financial
Services

Hospitality &
Tourism

Bus & Admin.
Services

Health
Services

Human
Resources

Arts & Comm.
Services

Legal & Protective
Services

Scientific
Res & Tech
Services

Ed. & Training
Services

Pub. Admin./Govt.
Services

GRAND TOTAL

STUDENT POPULATION

GRAND TOTAL

Male

Female

GRAND TOTAL

Male

Female

TOTAL

American Indian or Alaska Native

Asian

Black or African American

Hispanic or Latino

Native Hawaiian or Other Pacific Islander

White

Unknown/Other

Individuals With Disabilities

Economically Disadvantaged

Nontraditional Enrollees

Single Parents

Displaced Homemakers

Other Educational Barriers

Limited English Proficient

TOTAL SPECIAL POPs

Male

Female

TOTAL

American Indian or Alaska Native

Asian

Black or African American

Hispanic or Latino

Native Hawaiian or Other Pacific Islander

White

Unknown/Other

Individuals With Disabilities

Economically Disadvantaged

Nontraditional Enrollees

Single Parents

Displaced Homemakers

Other Educational Barriers

Limited English Proficient

TOTAL SPECIAL POPs

Male

Female

TOTAL

American Indian or Alaska Native

Asian

Black or African American

Hispanic or Latino

Native Hawaiian or Other Pacific Islander

White

Unknown/Other

Individuals With Disabilities

Economically Disadvantaged

Nontraditional Enrollees

Single Parents

Displaced Homemakers

Other Educational Barriers

Limited English Proficient

TOTAL SPECIAL POPs

Male

Female

TOTAL

American Indian or Alaska Native

Asian

Black or African American

Hispanic or Latino

Native Hawaiian or Other Pacific Islander

White

Unknown/Other

Individuals With Disabilities

Economically Disadvantaged

Nontraditional Enrollees

Single Parents

Displaced Homemakers

Other Educational Barriers

Limited English Proficient

TOTAL SPECIAL POPs

Male

Female

TOTAL

American Indian or Alaska Native

Asian

Black or African American

Hispanic or Latino

Native Hawaiian or Other Pacific Islander

White

Unknown/Other

Individuals With Disabilities

Economically Disadvantaged

Nontraditional Enrollees

Single Parents

Displaced Homemakers

Other Educational Barriers

Limited English Proficient

TOTAL SPECIAL POPs

Male

Female

TOTAL

American Indian or Alaska Native

Asian

Black or African American

Hispanic or Latino

Native Hawaiian or Other Pacific Islander

White

Unknown/Other

Individuals With Disabilities

Economically Disadvantaged

Nontraditional Enrollees

Single Parents

Displaced Homemakers

Other Educational Barriers

Limited English Proficient

TOTAL SPECIAL POPs

Male

Female

TOTAL

American Indian or Alaska Native

Asian

Black or African American

Hispanic or Latino

Native Hawaiian or Other Pacific Islander

White

Unknown/Other

Individuals With Disabilities

Economically Disadvantaged

Nontraditional Enrollees

Single Parents

Displaced Homemakers

Other Educational Barriers

Limited English Proficient

TOTAL SPECIAL POPs

Male

Female

TOTAL

American Indian or Alaska Native

Asian

Black or African American

Hispanic or Latino

Native Hawaiian or Other Pacific Islander

White

Unknown/Other

Individuals With Disabilities

Economically Disadvantaged

Nontraditional Enrollees

Single Parents

Displaced Homemakers

Other Educational Barriers

Limited English Proficient

TOTAL SPECIAL POPs

Male

Female

TOTAL

American Indian or Alaska Native

Asian

Black or African American

Hispanic or Latino

Native Hawaiian or Other Pacific Islander

White

Unknown/Other

Individuals With Disabilities

Economically Disadvantaged

Nontraditional Enrollees

Single Parents

Displaced Homemakers

Other Educational Barriers

Limited English Proficient

TOTAL SPECIAL POPs

Male

Female

TOTAL

American Indian or Alaska Native

Asian

Black or African American

Hispanic or Latino

Native Hawaiian or Other Pacific Islander

White

Unknown/Other

Individuals With Disabilities

Economically Disadvantaged

Nontraditional Enrollees

Single Parents

Displaced Homemakers

Other Educational Barriers

Limited English Proficient

TOTAL SPECIAL POPs

Male

Female

TOTAL

American Indian or Alaska Native

Asian

Black or African American

Hispanic or Latino

Native Hawaiian or Other Pacific Islander

White

Unknown/Other

Individuals With Disabilities

Economically Disadvantaged

Nontraditional Enrollees

Single Parents

Displaced Homemakers

Other Educational Barriers

Limited English Proficient

TOTAL SPECIAL POPs

Male

Female

TOTAL

American Indian or Alaska Native

Asian

Black or African American

Hispanic or Latino

Native Hawaiian or Other Pacific Islander

White

Unknown/Other

Individuals With Disabilities

Economically Disadvantaged

Nontraditional Enrollees

Single Parents

Displaced Homemakers

Other Educational Barriers

Limited English Proficient

TOTAL SPECIAL POPs

Male

Female

TOTAL

American Indian or Alaska Native

Asian

Black or African American

Hispanic or Latino

Native Hawaiian or Other Pacific Islander

White

Unknown/Other

Individuals With Disabilities

Economically Disadvantaged

Nontraditional Enrollees

Single Parents

Displaced Homemakers

Other Educational Barriers

Limited English Proficient

TOTAL SPECIAL POPs

Male

Female

TOTAL

American Indian or Alaska Native

Asian

Black or African American

Hispanic or Latino

Native Hawaiian or Other Pacific Islander

White

Unknown/Other

Individuals With Disabilities

Economically Disadvantaged

Nontraditional Enrollees

Single Parents

Displaced Homemakers

Other Educational Barriers

Limited English Proficient

TOTAL SPECIAL POPs

Male

Female

TOTAL

American Indian or Alaska Native

Asian

Black or African American

Hispanic or Latino

Native Hawaiian or Other Pacific Islander

White

Unknown/Other

Individuals With Disabilities

Economically Disadvantaged

Nontraditional Enrollees

Single Parents

Displaced Homemakers

Other Educational Barriers

Limited English Proficient

TOTAL SPECIAL POPs

Male

Female

TOTAL

American Indian or Alaska Native

Asian

Black or African American

Hispanic or Latino

Native Hawaiian or Other Pacific Islander

White

Unknown/Other

Individuals With Disabilities

Section E
The Accountability Report
(Form IV)

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE

PROGRAM YEAR 1999-2000

A B C D E F G

INDICATOR	CODE	LEVEL	POPULATION	ACADEMIC ACHIEVEMENT				ACTUAL VS ADJUSTED LEVEL OF PERFORMANCE*
				NUMBER OF STUDENTS IN THE DENOMINATOR	NUMBER OF STUDENTS IN THE NUMERATOR	ADJUSTED LEVEL OF PERFORMANCE	ACTUAL LEVEL OF PERFORMANCE	
1	ACADEMIC ACHIEVEMENT	SECONDARY	GRAND TOTAL	0	0	0	0	
2	ACADEMIC ACHIEVEMENT	SECONDARY	Male					
3	ACADEMIC ACHIEVEMENT	SECONDARY	Female					
4	ACADEMIC ACHIEVEMENT	SECONDARY	American Indian or Alaska Native					
5	ACADEMIC ACHIEVEMENT	SECONDARY	Asian					
6	ACADEMIC ACHIEVEMENT	SECONDARY	Black or African American					
7	ACADEMIC ACHIEVEMENT	SECONDARY	Hispanic or Latino					
8	ACADEMIC ACHIEVEMENT	SECONDARY	Native Hawaiian or Other Pacific Islander					
9	ACADEMIC ACHIEVEMENT	SECONDARY	White					
10	ACADEMIC ACHIEVEMENT	SECONDARY	Unknown/Other					
11	ACADEMIC ACHIEVEMENT	SECONDARY	Individuals With Disabilities					
12	ACADEMIC ACHIEVEMENT	SECONDARY	Economically Disadvantaged					
13	ACADEMIC ACHIEVEMENT	SECONDARY	Nontraditional Enrollees					
14	ACADEMIC ACHIEVEMENT	SECONDARY	Single Parents					
15	ACADEMIC ACHIEVEMENT	SECONDARY	Displaced Homemakers					
16	ACADEMIC ACHIEVEMENT	SECONDARY	Other Educational Barriers					
17	ACADEMIC ACHIEVEMENT	SECONDARY	Limited English Proficient					
18	ACADEMIC ACHIEVEMENT	SECONDARY	TECH PREP					
19	ACADEMIC ACHIEVEMENT	POSTSECONDARY	GRAND TOTAL	11,242	7,783	0	69.23	
20	ACADEMIC ACHIEVEMENT	POSTSECONDARY	Male					
21	ACADEMIC ACHIEVEMENT	POSTSECONDARY	Female					
22	ACADEMIC ACHIEVEMENT	POSTSECONDARY	American Indian or Alaska Native					
23	ACADEMIC ACHIEVEMENT	POSTSECONDARY	Asian					
24	ACADEMIC ACHIEVEMENT	POSTSECONDARY	Black or African American					
25	ACADEMIC ACHIEVEMENT	POSTSECONDARY	Hispanic or Latino					
26	ACADEMIC ACHIEVEMENT	POSTSECONDARY	Native Hawaiian or Other Pacific Islander					
27	ACADEMIC ACHIEVEMENT	POSTSECONDARY	White					
28	ACADEMIC ACHIEVEMENT	POSTSECONDARY	Unknown/Other					
29	ACADEMIC ACHIEVEMENT	POSTSECONDARY	Individuals With Disabilities	429	276		64.34	
30	ACADEMIC ACHIEVEMENT	POSTSECONDARY	Economically Disadvantaged	2,692	1,938		71.99	
31	ACADEMIC ACHIEVEMENT	POSTSECONDARY	Nontraditional Enrollees	486	328		67.49	
32	ACADEMIC ACHIEVEMENT	POSTSECONDARY	Single Parents	951	685		72.03	
33	ACADEMIC ACHIEVEMENT	POSTSECONDARY	Displaced Homemakers	661	507		76.70	
34	ACADEMIC ACHIEVEMENT	POSTSECONDARY	Other Educational Barriers	4,470	3,195		71.48	
35	ACADEMIC ACHIEVEMENT	POSTSECONDARY	Limited English Proficient	Included in "Other Educ. Barriers"	Included in "Other Educ. Barriers"			
36	ACADEMIC ACHIEVEMENT	POSTSECONDARY	TECH PREP	393	270		68.70	

* "M" = "MET"; "E" = "EXCEEDED"; "D" = "DID NOT MEET"

17(c)

CORE INDICATOR #1: ATTAINMENT OF ACADEMIC AND VOCATIONAL SKILLS

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE

PROGRAM YEAR 1999-2000

A B C D E F G

VOCATIONAL SKILLS

STATE	RELOCATION	CODE	LEVEL	POPULATION	NUMBER OF STUDENTS IN THE DENOMINATOR	NUMBER OF STUDENTS IN THE NUMERATOR	ADJUSTED LEVEL OF PERFORMANCE	ACTUAL LEVEL OF PERFORMANCE	ACTUAL VS ADJUSTED LEVEL OF PERFORMANCE
STATE	1	VOCATIONAL SKILLS	SECONDARY	GRAND TOTAL	0	0	0	0	
STATE	2	VOCATIONAL SKILLS	SECONDARY	Male					
STATE	3	VOCATIONAL SKILLS	SECONDARY	Female					
STATE	4	VOCATIONAL SKILLS	SECONDARY	American Indian or Alaska Native					
STATE	5	VOCATIONAL SKILLS	SECONDARY	Asian					
STATE	6	VOCATIONAL SKILLS	SECONDARY	Black or African American					
STATE	7	VOCATIONAL SKILLS	SECONDARY	Hispanic or Latino					
STATE	8	VOCATIONAL SKILLS	SECONDARY	Native Hawaiian or Other Pacific Islander					
STATE	9	VOCATIONAL SKILLS	SECONDARY	White					
STATE	10	VOCATIONAL SKILLS	SECONDARY	Unknown/Other					
STATE	11	VOCATIONAL SKILLS	SECONDARY	Individuals With Disabilities					
STATE	12	VOCATIONAL SKILLS	SECONDARY	Economically Disadvantaged					
STATE	13	VOCATIONAL SKILLS	SECONDARY	Nontraditional Envoles					
STATE	14	VOCATIONAL SKILLS	SECONDARY	Single Parents					
STATE	15	VOCATIONAL SKILLS	SECONDARY	Displaced Homemakers					
STATE	16	VOCATIONAL SKILLS	SECONDARY	Other Educational Barriers					
STATE	17	VOCATIONAL SKILLS	SECONDARY	Limited English Proficient					
STATE	18	VOCATIONAL SKILLS	SECONDARY	Tech Prep					
STATE	19	VOCATIONAL SKILLS	POSTSECONDARY	GRAND TOTAL	11,242	8,565	0	76.19	
STATE	20	VOCATIONAL SKILLS	POSTSECONDARY	Male					
STATE	21	VOCATIONAL SKILLS	POSTSECONDARY	Female					
STATE	22	VOCATIONAL SKILLS	POSTSECONDARY	American Indian or Alaska Native					
STATE	23	VOCATIONAL SKILLS	POSTSECONDARY	Asian					
STATE	24	VOCATIONAL SKILLS	POSTSECONDARY	Black or African American					
STATE	25	VOCATIONAL SKILLS	POSTSECONDARY	Hispanic or Latino					
STATE	26	VOCATIONAL SKILLS	POSTSECONDARY	Native Hawaiian or Other Pacific Islander					
STATE	27	VOCATIONAL SKILLS	POSTSECONDARY	White					
STATE	28	VOCATIONAL SKILLS	POSTSECONDARY	Unknown/Other					
STATE	29	VOCATIONAL SKILLS	POSTSECONDARY	Individuals With Disabilities	429	309		72.03	
STATE	30	VOCATIONAL SKILLS	POSTSECONDARY	Economically Disadvantaged	2,692	2,118		78.68	
STATE	31	VOCATIONAL SKILLS	POSTSECONDARY	Nontraditional Envoles	486	357		73.46	
STATE	32	VOCATIONAL SKILLS	POSTSECONDARY	Single Parents	951	746		78.44	
STATE	33	VOCATIONAL SKILLS	POSTSECONDARY	Displaced Homemakers	661	542		82.00	
STATE	34	VOCATIONAL SKILLS	POSTSECONDARY	Other Educational Barriers	4,470	3,492		78.12	
STATE	35	VOCATIONAL SKILLS	POSTSECONDARY	Limited English Proficient					
STATE	36	VOCATIONAL SKILLS	POSTSECONDARY	Tech Prep	393	302		76.84	

* "M" = "MET"; "E" = "EXCEEDED"; "D" = "DID NOT MEET"

17(e)

CORE INDICATOR #2 : DIPLOMA/CREDENTIAL

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE

PROGRAM YEAR 1999-2000

INDICATOR CODE	LEVEL	POPULATION	DIPLOMA/EQUIVALENT/DEGREE/CREDENTIAL		ADJUSTED LEVEL OF PERFORMANCE	ACTUAL LEVEL OF PERFORMANCE	ACTUAL VS ADJUSTED LEVEL OF PERFORMANCE*
			NUMBER OF STUDENTS IN THE DENOMINATOR	NUMBER OF STUDENTS IN THE NUMERATOR			
1 DIPLOMA/CREDENTIAL DIPLOMA/CREDENTIAL	SECONDARY	GRAND TOTAL					
2 DIPLOMA/CREDENTIAL DIPLOMA/CREDENTIAL	SECONDARY	Male					
3 DIPLOMA/CREDENTIAL DIPLOMA/CREDENTIAL	SECONDARY	Female					
4 DIPLOMA/CREDENTIAL DIPLOMA/CREDENTIAL	SECONDARY	American Indian or Alaska Native					
5 DIPLOMA/CREDENTIAL DIPLOMA/CREDENTIAL	SECONDARY	Asian					
6 DIPLOMA/CREDENTIAL DIPLOMA/CREDENTIAL	SECONDARY	Black or African American					
7 DIPLOMA/CREDENTIAL DIPLOMA/CREDENTIAL	SECONDARY	Hispanic or Latino					
8 DIPLOMA/CREDENTIAL DIPLOMA/CREDENTIAL	SECONDARY	Native Hawaiian or Other Pacific Islander					
9 DIPLOMA/CREDENTIAL DIPLOMA/CREDENTIAL	SECONDARY	White					
10 DIPLOMA/CREDENTIAL DIPLOMA/CREDENTIAL	SECONDARY	Unknown/Other					
11 DIPLOMA/CREDENTIAL DIPLOMA/CREDENTIAL	SECONDARY	Individuals With Disabilities					
12 DIPLOMA/CREDENTIAL DIPLOMA/CREDENTIAL	SECONDARY	Economically Disadvantaged					
13 DIPLOMA/CREDENTIAL DIPLOMA/CREDENTIAL	SECONDARY	Nontraditional Enrollers					
14 DIPLOMA/CREDENTIAL DIPLOMA/CREDENTIAL	SECONDARY	Single Parents					
15 DIPLOMA/CREDENTIAL DIPLOMA/CREDENTIAL	SECONDARY	Displaced Homemakers					
16 DIPLOMA/CREDENTIAL DIPLOMA/CREDENTIAL	SECONDARY	Other Educational Barriers					
17 DIPLOMA/CREDENTIAL DIPLOMA/CREDENTIAL	SECONDARY	Limited English Proficient					
18 DIPLOMA/CREDENTIAL DIPLOMA/CREDENTIAL	SECONDARY	TECH PREP					
19 DIPLOMA/CREDENTIAL DIPLOMA/CREDENTIAL	POSTSECONDARY	GRAND TOTAL	26,387	16,910	0	64.08	E
20 DIPLOMA/CREDENTIAL DIPLOMA/CREDENTIAL	POSTSECONDARY	Male					
21 DIPLOMA/CREDENTIAL DIPLOMA/CREDENTIAL	POSTSECONDARY	Female					
22 DIPLOMA/CREDENTIAL DIPLOMA/CREDENTIAL	POSTSECONDARY	American Indian or Alaska Native					
23 DIPLOMA/CREDENTIAL DIPLOMA/CREDENTIAL	POSTSECONDARY	Asian					
24 DIPLOMA/CREDENTIAL DIPLOMA/CREDENTIAL	POSTSECONDARY	Black or African American					
25 DIPLOMA/CREDENTIAL DIPLOMA/CREDENTIAL	POSTSECONDARY	Hispanic or Latino					
26 DIPLOMA/CREDENTIAL DIPLOMA/CREDENTIAL	POSTSECONDARY	Native Hawaiian or Other Pacific Islander					
27 DIPLOMA/CREDENTIAL DIPLOMA/CREDENTIAL	POSTSECONDARY	White					
28 DIPLOMA/CREDENTIAL DIPLOMA/CREDENTIAL	POSTSECONDARY	Unknown/Other					
29 DIPLOMA/CREDENTIAL DIPLOMA/CREDENTIAL	POSTSECONDARY	Individuals With Disabilities	929	575		61.89	E
30 DIPLOMA/CREDENTIAL DIPLOMA/CREDENTIAL	POSTSECONDARY	Economically Disadvantaged	5,236	3,454		65.97	E
31 DIPLOMA/CREDENTIAL DIPLOMA/CREDENTIAL	POSTSECONDARY	Nontraditional Enrollers	1,234	781		63.29	E
32 DIPLOMA/CREDENTIAL DIPLOMA/CREDENTIAL	POSTSECONDARY	Single Parents	1,948	1,272		65.30	E
33 DIPLOMA/CREDENTIAL DIPLOMA/CREDENTIAL	POSTSECONDARY	Displaced Homemakers	1,236	850		68.77	E
34 DIPLOMA/CREDENTIAL DIPLOMA/CREDENTIAL	POSTSECONDARY	Other Educational Barriers	9,860	6,332		64.22	E
35 DIPLOMA/CREDENTIAL DIPLOMA/CREDENTIAL	POSTSECONDARY	Limited English Proficient	933	564		60.45	E
36 DIPLOMA/CREDENTIAL DIPLOMA/CREDENTIAL	POSTSECONDARY	TECH PREP					

* "M" = "MET"; "E" = "EXCEEDED"; "D" = "DID NOT MEET"

FORM IV, Page 3

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z

* "M" = "MET"; "E" = "EXCEEDED"; "D" = "DID NOT MEET"

CORE INDICATOR #3 : PLACEMENT AND RETENTION

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE
PROGRAM YEAR 1999-2000

INDICATOR	CODE	LEVEL	POPULATION	PLACEMENT: EMPLOYMENT					ACTUAL VS ADJUSTED LEVEL OF PERFORMANCE
				NUMBER OF STUDENTS IN THE DENOMINATOR	NUMBER OF STUDENTS IN THE NUMERATOR	ADJUSTED LEVEL OF PERFORMANCE	ACTUAL LEVEL OF PERFORMANCE		
1	PLACEMENT	SECONDARY	GRAND TOTAL						
2	PLACEMENT	SECONDARY	Male						
3	PLACEMENT	SECONDARY	Female						
4	PLACEMENT	SECONDARY	American Indian or Alaska Native						
5	PLACEMENT	SECONDARY	Asian						
6	PLACEMENT	SECONDARY	Black or African American						
7	PLACEMENT	SECONDARY	Hispanic or Latino						
8	PLACEMENT	SECONDARY	Native Hawaiian or Other Pacific Islander						
9	PLACEMENT	SECONDARY	White						
10	PLACEMENT	SECONDARY	Unknown/Other						
11	PLACEMENT	SECONDARY	Individuals With Disabilities						
12	PLACEMENT	SECONDARY	Economically Disadvantaged						
13	PLACEMENT	SECONDARY	Nontraditional Enrollees						
14	PLACEMENT	SECONDARY	Single Parents						
15	PLACEMENT	SECONDARY	Displaced Homemakers						
16	PLACEMENT	SECONDARY	Other Educational Barriers						
17	PLACEMENT	SECONDARY	Limited English Proficient						
18	PLACEMENT	SECONDARY	TECH PREP						
19	PLACEMENT	POSTSECONDARY	GRAND TOTAL	16,183	12,222	0	76		
20	PLACEMENT	POSTSECONDARY	Male						
21	PLACEMENT	POSTSECONDARY	Female						
22	PLACEMENT	POSTSECONDARY	American Indian or Alaska Native						
23	PLACEMENT	POSTSECONDARY	Asian						
24	PLACEMENT	POSTSECONDARY	Black or African American						
25	PLACEMENT	POSTSECONDARY	Hispanic or Latino						
26	PLACEMENT	POSTSECONDARY	Native Hawaiian or Other Pacific Islander						
27	PLACEMENT	POSTSECONDARY	White						
28	PLACEMENT	POSTSECONDARY	Unknown/Other						
29	PLACEMENT	POSTSECONDARY	Individuals With Disabilities	534	366		68.54		
30	PLACEMENT	POSTSECONDARY	Economically Disadvantaged	3,349	2,508		74.89		
31	PLACEMENT	POSTSECONDARY	Nontraditional Enrollees	788	602		76.40		
32	PLACEMENT	POSTSECONDARY	Single Parents	1,244	977		78.54		
33	PLACEMENT	POSTSECONDARY	Displaced Homemakers	834	567		67.99		
34	PLACEMENT	POSTSECONDARY	Limited English Proficient	5,239	4,082		77.92		
35	PLACEMENT	POSTSECONDARY	TECH PREP	314	261		83.12		
36	PLACEMENT	POSTSECONDARY							

* "M" = "MET"; "E" = "EXCEEDED"; "D" = "DID NOT MEET"

FORM IV, Page 7

CORE INDICATOR #4 : PARTICIPATION IN NONTRADITIONAL OCCUPATIONS

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE

PROGRAM YEAR 1999-2000

		A		B		C		D		E		F		G	
		LEVEL		POPULATION		NUMBER OF STUDENTS IN THE DENOMINATOR		NUMBER OF STUDENTS IN THE NUMERATOR		ADJUSTED LEVEL OF PERFORMANCE		ACTUAL LEVEL OF PERFORMANCE		ACTUAL VS ADJUSTED LEVEL OF PERFORMANCE*	
1	NONTRADITIONAL PARTICIPATION	451	SECONDARY	GRAND TOTAL		79,901	23,231		0			55 E			
2	NONTRADITIONAL PARTICIPATION	451	SECONDARY	Male		46,751	17,707					37.88 E			
3	NONTRADITIONAL PARTICIPATION	451	SECONDARY	Female		33,150	5,524					16.66 E			
4	NONTRADITIONAL PARTICIPATION	451	SECONDARY	American Indian or Alaska Native		1,288	351					27.25			
5	NONTRADITIONAL PARTICIPATION	451	SECONDARY	Asian		1,462	548					37.48			
6	NONTRADITIONAL PARTICIPATION	451	SECONDARY	Black or African American		22,073	6,457					29.25			
7	NONTRADITIONAL PARTICIPATION	451	SECONDARY	Hispanic or Latino		1,675	474					28.30			
8	NONTRADITIONAL PARTICIPATION	451	SECONDARY	Native Hawaiian or Other Pacific Islander		0	0					0			
9	NONTRADITIONAL PARTICIPATION	451	SECONDARY	White		53,000	15,258					28.79			
10	NONTRADITIONAL PARTICIPATION	451	SECONDARY	Unknown/Other		403	143					35.48			
11	NONTRADITIONAL PARTICIPATION	451	SECONDARY	Individuals With Disabilities		6,961	1,583					22.74 E			
12	NONTRADITIONAL PARTICIPATION	451	SECONDARY	Economically Disadvantaged		8,454	2,354					27.84 E			
13	NONTRADITIONAL PARTICIPATION	451	SECONDARY	Nontraditional Employees		79,901	23,231					29.07 E			
14	NONTRADITIONAL PARTICIPATION	451	SECONDARY	Single Parents		0	0					0 M			
15	NONTRADITIONAL PARTICIPATION	451	SECONDARY	Displaced Homemakers		0	0					0 M			
16	NONTRADITIONAL PARTICIPATION	451	SECONDARY	Other Educational Barriers		18,042	5,004					27.74 E			
17	NONTRADITIONAL PARTICIPATION	451	SECONDARY	Limited English Proficient		593	203					34.23 E			
18	NONTRADITIONAL PARTICIPATION	451	SECONDARY	TECH PREP		30,934	8,414					27.20 E			
19	NONTRADITIONAL PARTICIPATION	451	SECONDARY	GRAND TOTAL		67,771	4,965					7 E			
20	NONTRADITIONAL PARTICIPATION	451	POSTSECONDARY	Male								M			
21	NONTRADITIONAL PARTICIPATION	451	POSTSECONDARY	Female								M			
22	NONTRADITIONAL PARTICIPATION	451	POSTSECONDARY	American Indian or Alaska Native											
23	NONTRADITIONAL PARTICIPATION	451	POSTSECONDARY	Asian											
24	NONTRADITIONAL PARTICIPATION	451	POSTSECONDARY	Black or African American											
25	NONTRADITIONAL PARTICIPATION	451	POSTSECONDARY	Hispanic or Latino											
26	NONTRADITIONAL PARTICIPATION	451	POSTSECONDARY	Native Hawaiian or Other Pacific Islander											
27	NONTRADITIONAL PARTICIPATION	451	POSTSECONDARY	White											
28	NONTRADITIONAL PARTICIPATION	451	POSTSECONDARY	Unknown/Other											
29	NONTRADITIONAL PARTICIPATION	451	POSTSECONDARY	Individuals With Disabilities		4,965	225					4.53 E			
30	NONTRADITIONAL PARTICIPATION	451	POSTSECONDARY	Economically Disadvantaged		4,965	915					18.43 E			
31	NONTRADITIONAL PARTICIPATION	451	POSTSECONDARY	Nontraditional Employees								M			
32	NONTRADITIONAL PARTICIPATION	451	POSTSECONDARY	Single Parents		4,965	313					6.30 E			
33	NONTRADITIONAL PARTICIPATION	451	POSTSECONDARY	Displaced Homemakers		4,965	196					3.95 E			
34	NONTRADITIONAL PARTICIPATION	451	POSTSECONDARY	Other Educational Barriers		4,965	2,023					40.75 E			
35	NONTRADITIONAL PARTICIPATION	451	POSTSECONDARY	Limited English Proficient								M			
36	NONTRADITIONAL PARTICIPATION	451	POSTSECONDARY	TECH PREP		4,965	110					2.22 E			

* "M" = "MET"; "E" = "EXCEEDED"; "D" = "DID NOT MEET"

FORM IV, Page 9

CORE INDICATOR #4 : COMPLETION IN NONTRADITIONAL OCCUPATIONS

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE
PROGRAM YEAR 1999-2000

		NONTRADITIONAL COMPLETION						
LEVEL		POPULATION	NUMBER OF STUDENTS IN THE DENOMINATOR	NUMBER OF STUDENTS IN THE NUMERATOR	ADJUSTED LEVEL OF PERFORMANCE	ACTUAL LEVEL OF PERFORMANCE	ACTUAL VS ADJUSTED LEVEL OF PERFORMANCE*	
INDICATOR #4 : COMPLETION IN NONTRADITIONAL OCCUPATIONS	SECONDARY	GRAND TOTAL	9,585	1,446	0	31	E	
	SECONDARY	Male	5,160	626		12.13	E	
	SECONDARY	Female	4,425	820		18.53	E	
	SECONDARY	American Indian or Alaska Native	180	23		12.78		
	SECONDARY	Asian	98	26		26.53		
	SECONDARY	Black or African American	2,468	380		15.40		
	SECONDARY	Hispanic or Latino	93	14		15.05		
	SECONDARY	Native Hawaiian or Other Pacific Islander	0	0		0		
	SECONDARY	White	6,717	999		13.79		
	SECONDARY	Unknown/Other	29	4		13.79		
	SECONDARY	Individuals With Disabilities	731	66			M	
	SECONDARY	Economically Disadvantaged	995	137			M	
	SECONDARY	Nontraditional Enrolees	9,585	1,446			M	
	SECONDARY	Single Parents	0	0			M	
	SECONDARY	Displaced Homemakers	0	0			M	
	SECONDARY	Other Educational Barriers	2,125	292			M	
	SECONDARY	Limited English Proficient	41	3			M	
	SECONDARY	TECH PREP					M	
	POSTSECONDARY	GRAND TOTAL	17,488	1,201	0	7	E	
	POSTSECONDARY	Male					M	
	POSTSECONDARY	Female					M	
POSTSECONDARY	American Indian or Alaska Native							
POSTSECONDARY	Asian							
POSTSECONDARY	Black or African American							
POSTSECONDARY	Hispanic or Latino							
POSTSECONDARY	Native Hawaiian or Other Pacific Islander							
POSTSECONDARY	White							
POSTSECONDARY	Unknown/Other							
POSTSECONDARY	Individuals With Disabilities	1,201	54		4.50	E		
POSTSECONDARY	Economically Disadvantaged	1,201	231		19.23	E		
POSTSECONDARY	Nontraditional Enrolees					M		
POSTSECONDARY	Single Parents	1,201	86		7.16	E		
POSTSECONDARY	Displaced Homemakers	1,201	49		4.08	E		
POSTSECONDARY	Other Educational Barriers	1,201	417		34.72	E		
POSTSECONDARY	Limited English Proficient		Included in "Other Educ. Barriers"			M		
POSTSECONDARY	TECH PREP	1,201	25		2.08	E		

* "M" = "MET"; "E" = "EXCEEDED"; "D" = "DID NOT MEET"

FORM IV, Page 10

