Annual Performance Report 2001-2002





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

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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)

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RECIPIENT ORGANIZATION N. C. Department of Public Instruction	2. PR/AWARD NUMBERS: Basic Grant to States: VO48A010033
301 North Wilmington Street Raleigh, North Carolina 27601	Tech-Prep Education: V243A010033
3. RECIPIENT IDENTIFYING NUMBER: 067195610	
4. PERIOD COVERED BY THIS REPORT (mm/dd/yy):	From: July 1, 2001 To: June 30, 2002
5. REMARKS: This document contains North Carolina's an grams authorized by Perkins III, P.L. 105-332.	nual report for the basic grant and tech prep grant pro-
6. CERTIFICATION: I certify to the best of my knowledge I-IV and Narrative Performance Report, is correct and complete purposes set forth in the award documents.	
SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	.: DATE REPORT SUBMITTED:
Phillip J. Kich, J.	December 5, 2002
TYPED OR PRINTED NAME AND TITLE:	TELEPHONE (Including Area Code):
Phillip J. Kirk, Chairman State Board of Education	919-807-3815

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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

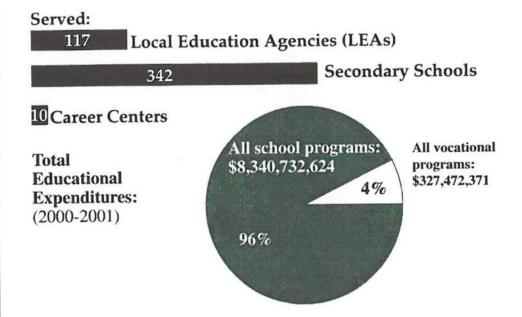
The purposes of Workforce Development Education are to

- 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.

Purposes

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

Department of Public Instruction



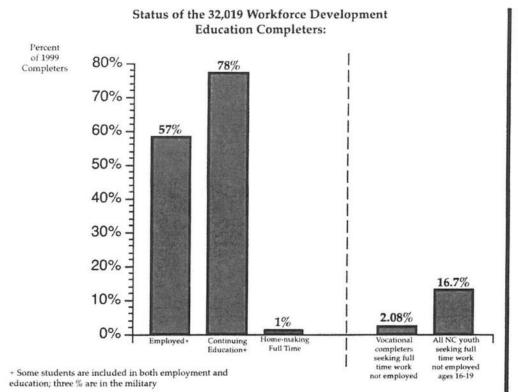
Workforce Development Education

Total statewide student enrollment in 235,572* Workforce Development Education, Grades 9-12: (unduplicated count) 66% **Number of Students** Enrolled in at least one Per Program vocational course Area 140,000 125,890 Grades 9-12 120,000 (duplicated count) 100,000 83,457 80,000 -67,790 60,000 -40,000 -22,110 17,073 *Total student enrollment for 20,000 Workforce Development Education Grades 6-8: 198,234 (unduplicated count)

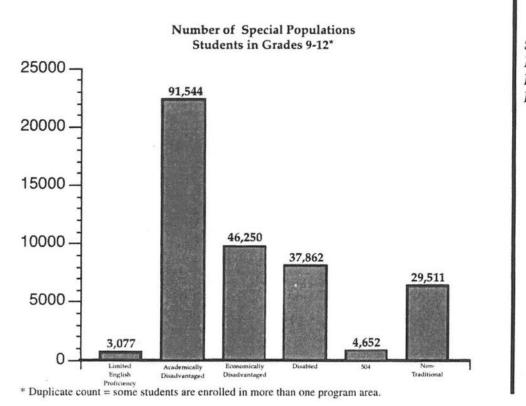
356,841

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

Total statewide enrollment in Grades 9-12:



Completers of Workforce Development Education



Special Populations Education Enrollment Curriculum

Professional Development

Assessment

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 Development 27 curriculum guides were developed and 25 course blueprints were developed/revised for student assessment measurement purposes; 10 courses were aligned with national standards.
- Test Item Bank Development 41 new test item banks were developed.
- Professional Development with state-of-the-art Technology 203 staff development workshops/conferences were implemented for 11,858 participants; NC Information Highway, Distance Learning by Satellite, virtual classroom and the Internet were used to provide professional development.
- Assessment of Courses was conducted through the following strategies:
 - · Accountability was provided through on-site visits to 25 schools using the High Schools That Work program;
 - · Ten 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
 - Twenty-five course blueprints were reviewed to ensure inclusion of career planning, all aspects of the industry, and principle concepts that supported nontraditional employment.
 - Forty-one classroom assessment test item banks were developed.

Definitions

The following definitions were used for program year 2001-2002:

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 (ASSET). This definition is the same as for the previous program year (2000-2001).

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 achieve 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 FY2002 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. Elsie Leak 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).

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

The Workforce Development Education program includes a Standard Courses 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:

- Curriculum Development: Validated and determined reliability levels for student assessment measures of 25 course blueprints; aligned ten courses with national curriculum standards; all products supported and guided local school systems to update and to implement/improve programs.
- · Test Item Bank Development: Developed 41 test item banks.
- Professional Development: Implemented/coordinated staff development for 203 events and 30,532 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 25 schools using the High Schools That Work program;
 - Ten course sequences were correlated to national industry standards and national curriculum standards;
 - Career planning curriculum was developed for all 117 local education agencies; and
 - All course blueprints were reviewed to ensure inclusion of career planning, all aspects of the industry, and principle concepts that supported nontraditional employment and training.
 - · Forty-one classroom assessment test item banks were developed.
 - All post assessment test item banks were reviewed to ensure support and inclusion of 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
 - 3,600 plus business/industry representatives. They were involved in:

State Administration

State Leadership

- · 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,
 - · 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.

Activities and Outcome

I. b. 3. Core Indicator Activities

· Curriculum:

- Conducted meetings with a variety of education and business groups to gain input into reaching the core indicator measures as noted in the Perkins III Act;
- Continued refinement and management of the 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
- Completed Phase II of the PPMS which contained the main architecture and operating components for processing and using data for program planning, management and accountability. Plus user friendly enhancements to include regional screens and regional profiles for local and state summaries.

· Professional Development:

- Provided over 50 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, improved the viable online learning community so that vocational administrators learn from one another about planning and performance management as related to the established core indicators.

Monitoring and Accountability:

- Collected, processed and returned using electronic format enrollment data, inschool performance data, and out-of-school performance data for
 - over 345,000 enrollees,
 - · over 30,000 concentrators, and
 - 9,908 employers;
- Provided performance-based information to all school systems and schools relative to the core indicator measures;
- Utilized e-groups to share information essential for improvement of WDE;
 e-groups composed of WDE administrators, teacher educators and business/industry representatives;
- Began Phase II of PPMS to improve the quality of data and make the system more efficient and effective at all levels (local, state and federal reporting/ usage);

- Approved 117 local plans within federal and state guidelines and requirements;
- Completely implemented 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, re-engineering and refinement 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 effective methodologies including the Baldrige system 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.

II. Program Performance

II. a. State Performance Summary

During the 2001-2002 year, North Carolina finalized negotiations of 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 1999-2000 except where noted and are from the most recent years.

Special populations data/results: the enrollment continued to increase. Note that, 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 workstudy, co-op positions, apprenticeships, internships, shadowing experiences and other

Next Fiscal Year/ State Plan

Special Populations

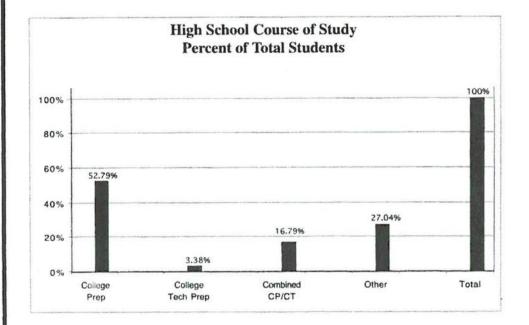
Special Populations (continued)

Next Fiscal Year/ State Plan

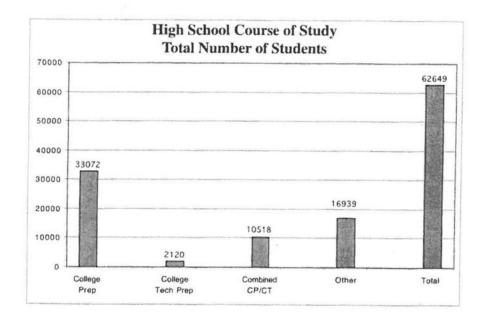
Tech Prep job-related activities. Special population coordinators also provided outreach activities in special education classes, WDE programs, and on an individual basis. Nontraditional training for students included career development, computer science, technology, and emerging high skill, high wage occupations; also, occupations and fields of work identified in the nontraditional core indicators continued to be emphasized.

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, continued to use 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.



The course of study that has shown an increase over prior years is that reflecting students graduating in a combination College Tech Prep (CTP) and College Prep program. Three years ago the statewide ABC Accountability program included students graduating with a CTP course of study in their ratings of school performance.



Tech Prep Continued

II. b. Vocational Concentrators and Tech Prep Students For definitions please refer to page four.

II. c. Measurement Approaches and Data Quality Improvement Measurement approaches used per subindicator were used as follows:

Core indicator	Measurement Approach
1S1	Postsecondary placement scores
1S2	Workforce Development Education End-of-Course test scores
2s1a	NA
2s1b	Credentials
3S1	Follow-up data
3S2	NA
2S1	Enrollment data – nontraditional
4S2	Enrollment and concentrator data - nontraditional

Approaches

Definitions

A summary of data quality per subindicator follows:

• 1S1 – Placement test scores (National Assessment System (ASSET): North Carolina used the ASSET test in all 117 LEAs in its first trial year, in conjunction with the North Carolina community college system. Data were collected statewide in four categories: reading, writing, math, and elementary algebra. Identified problems were resolved during the year, pointing to a statewide set of valid numbers in 2000-2001. These data were collected through a new statewide Internet-based screening process to assure all numbers, courses, and student identification were valid.

Data Quality Data
Quality
Continued

- 1S2 The Workforce Development Education End-of-Course Tests (Standards and Assessment System): An Internet-based method was used for moving student data from LEAs to the state level in order to have them in a standardized format, and then for populating each LEA's online Planning and Performance Management System (PPMS). During this process, many irregularities were discovered in local course numbering and collection, which were clarified for further improvements in the statewide data collection system. These data were collected through a new statewide Internet-based screening process to assure all numbers, courses, and student identification were valid. Performance information for each student was inserted into each LEA's PPMS at the LEA and school levels by each special populations category, tech prep, and each WDE program area. Milestones for each of each of these subcategories and categories were created from subtracting this year's end-of-year actual score from next year's benchmark. The milestones indicate each subcategory's distance to go next year to attain its benchmark. LEAs are expected to target Perkins III resources to their greatest milestones and their greatest opportunities for improvement.
- 2S1a Not Applicable
- 2S1b Credentials: These data were collected statewide. The data were disaggregated for each LEA into relevant special populations categories, tech prep, and program areas. Milestones for each of each of these subcategories and categories were created from subtracting this year's end-of-year actual score from next year's benchmark. The milestones indicate each subcategory's distance to go next year to attain it's benchmark. LEAs are expected to target Perkins III resources to their greatest milestones and their greatest opportunities for improvement.
- 3S1 Follow-Up Data (State Developed and Locally Administered Survey/ Placement Forms): These data were processed as they were the previous year. This methodology is stable and produces reliable information. Performance information for each student, a combination of entering further education and/or work, was inserted into each LEA's PPMS at the LEA and school levels by each special populations category, tech prep, and each WDE program area. Milestones for each of each of these subcategories and categories were created from subtracting this year's end-of-year actual score from next year's benchmark. The milestones indicate each subcategory's distance to go next year to attain its benchmark. LEAs are expected to target Perkins III resources to their greatest milestones and their greatest opportunities for improvement.
- 3S2 Not Required.
- 4S1 Enrollment data nontraditional (State/Local Administrative Data): These data were inserted again this year into each LEA's online Planning and Performance Management System for the LEA and for each school by each special populations category, tech prep, and each WDE program area. Milestones for each of each of these subcategories and categories were created from subtracting this year's end-of-year actual score from next year's benchmark. The milestones indicate each subcategory's distance to go next year to attain its benchmark. LEAs are expected to target Perkins III resources to their greatest milestones and their greatest opportunities for improvement.
- 4S2 Enrollment and concentrator data (State/Local/Administrative Data): These data were inserted again this year into each LEA's online Planning and Performance Management System for the LEA and for each school by each special populations category, tech prep, and each WDE program area. Caculations for milestones were completed. The milestones indicate each subcategory's distance to go next year to attain it's benchmark. LEAs are expected to target Perkins III resources to their greatest milestones and their greatest opportunities for improvement.

Efforts to Improve Quality

Weekly meetings were held with key participants in collecting, processing, sharing, and using the resulting information to improve programs. Two sets of programming projects were outsourced: one to improve the structure and contents of the online Planning and Performance Management System and the other to improve the quality of the data collected and processed. To complement these, ongoing workshops and meetings were conducted by six regional coordinators and select state staff members with the local performance data providers and resulting performance information users.

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

During the last year our focus has been on the quality of the data collected and of the quality of the processes for changing the data into information. Hundreds of hours were spent on doing this. For instance, 44 edits were established for collecting all the data to make sure that the correct numbers were provided and collected for each LEA, school, 390K students, course, special populations category, and performance score. The collection of statewide enrollments was changed from one spring collection to two enrollment collections in the spring and fall to capture accurate information for both first and second semesters. Data collection timelines were aligned with other collectors of data for special populations. Interfaces were developed for data collection processes to access and use relevant data for each student. Each LEA was provided a report about the quality of its data in all categories. Plans and timelines were set to repeat the above to improve the data collection and processing in the coming year.

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

Core Indicator	Usage and improvement strategies
• 151	Collected and processed data statewide for most LEAs. Identified data collection problems and solutions both in terms of the roles of community colleges and roles of LEAs and schools.
• 1S2	Collected and processed data for all LEAs and schools. Processed data correctly fo nearly all LEAs and schools. Resolve problems to assure data were valid and reliable.
• 2S1a	Not Applicable
• 2S1b	Provided data back to LEAs to compare with local figures to ascertain validity. Developed computer programs that interrelated several databases to provide data by relevant student categories, including special populations, tech prep, and program areas for local users, and in clusters for federal reporting.
• 3S1	Combined follow-up data showing further education outcomes with those showing work outcomes to create scores for each LEA, school, region and statewide, and each student subcategory in each of these levels.
• 3S2	Not Applicable
• 4S1	Provided the percentage scores as well as numbers which generated these percentages to each LEA, school, region, and statewide to determine if these numbers matched those at each scale.
• 482	Provided the percentage scores as well as numbers which generated these percentages to each LEA, school, region, and statewide to determine if these numbers matched those at each scale.

Results and effectiveness per core indicator follows:

• 1S1 – Directions were developed and shared in manuals during the year. Workshops were held, and information was collected. Positive results varied by LEA and statewide. For instance, statewide the state collected scores for 74% of the graduating concentrators of the relevant high school graduates, up from 66% the previous year. Processes are being developed to account for the 26% of the students unaccounted for. Performance levels were adjusted and resubmitted to OVAE for reconsideration.

Effectiveness

- 1S2 End-of-course technical attainment tests were taken by 168,414 of the 282,713 enrollees in WDE courses for which there were end-of-course tests. Processes are being developed for the 12% of the students unaccounted for. The data were processed and put into cells for each relevant subcategory of students. Benchmarks were calculated for each category and subcategory. Milestones were determined for how far each category and subcategory needed to progress to attain their benchmarks for the coming year. Performance levels were adjusted and resubmitted to OVAE for reconsideration.
- 2S1a Not applicable
- 2S1b Credentials: Improvment method developed the previous year were put into effect for this year. Some problems were corrected in computer programming.
- 3S1 Follow-up data: These data were used again in LEAs. The statewide average exceeded the benchmark for the fiscal year.
- 4S1 Enrollment data nontraditional: The data were analyzed locally. Performance levels were adjusted and resubmitted to OVAE for reconsideration.
- 4S2 Enrollment and concentrator nontraditional: The data were used and analyzed locally.

II. e. Improvement Strategies for Next Program Year

Based on the State Performance summary (IIa) and the Effectiveness of Improvement Strategies, (IId), definitions and methodologies were developed. These apply to the local and state levels. We will address the local level first.

At the local level, there are three sets of greatest opportunities for improvement.

- The first is the online operating system called the Planning and Performance Management System (PPMS). In it, the application of all aspects of Perkins III has been improved, including the requirements and permissibles.
- Significant steps have been taken to improve the quality of the data collected for performance measures in it.
- Significant steps have been taken to provide more relevant, timely, and accurate information provided for local use in improving local programs based on the annual evaluation.
- Multiple training activities have occurred about the information to improve programs locally.

At the state level, the following are improvement strategies for the coming program, year.

- The highest performing (benchmark) LEAs were identified for six groupings of LEAs based on size. These LEAs conducted training for their counterparts on their recipes for high performance.
- The continued development of a plan to revise the VTE curriculum across the state.
- Professional development on using online education modules for courses.
- Professional development on using trends to improve the quality of curriculum.
- Greater use of business/industry representatives.
- Establishment of a Leadership Academy for WDE teachers and administrators.
- New Director Internships
- New teacher workshops

Improvement Strategies

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 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 Education and the Community College System resulted in final agreed-upon baseline and performance levels in September 2001. The baseline data is from program year 1999–2000, except for participants who were placed in employment, for which 1998–1999 data is to be 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 Management Information System, 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.

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 refining 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 D below) while others were released to the colleges through a proposal process (1 15). Both rural and urban schools were funded and the thrust and cost of the projects varied widely.

Directly Funded Projects

A. In late fall 2001 online professional development surveys of curriculum faculty and administrative staff were conducted. The survey instruments measured professional development needs through six broad categories of questions. The administrator survey contained an additional category regarding administrative professional development needs. This project identified faculty and administrator perspectives on professional development that can serve as a practical foundation for future planning. The Center for Occupational Research and Development provided eleven recommendations for future professional development in the North Carolina Community College System.

Approximately 1660 faculty and 450 administrators responded, representing the 58 community colleges in the North Carolina Community College System.

B. Workshop for Disability Services Providers - A presentation by Dr. Jane Jarrow at the 2002 Joint Spring Seminar of the NCCCS Disability Services Advisory Board and NC Association of Higher Education and Disability was held on March 20 on the Jamestown campus of Guilford Technical Community College. Individuals whose work includes responsibility for services to disabled students were invited to attend. Jane Jarrow, Ph. D., is president of Disability Access Information and Support (DAIS). She is a skilled presenter and speaks knowledgeably about the legal and educational mandates surrounding the participation of persons with disabilities in postsecondary settings. She is the author of several publications. Evaluations were very complimentary.

One hundred fifty individuals attended the session.

C. The North Carolina Community College System nursing programs are showing decreasing pass rates for both practical and registered nursing on the licensing exams. Many of the programs with decreasing pass rates have reported turnover of faculty and directors and the matriculation of less academically prepared students. The nursing program directors have stated they need more guidance related to roles and responsibilities, legal issues, and teaching methodologies. The development of the "Survival Guide for Directors of Nursing Programs" and the related orientation sessions involved working collaboratively with the directors of the nursing programs and the North Carolina Board of Nursing.

It is expected that with increase in knowledge, resources, and confidence, the directors can positively influence their programs through communicating these assets to faculty. As instability in directors and faculty has been shown to have a direct correlation with lower National Council Licensure Examination scores, it is projected that an increase in scores will be the end result. Significant changes are expected within two years of inception for the Practical Nurse exam and three years for the Associate Degree Nurse.

D. The colleges of North Carolina's Community College System have banded together in an effort called the Virtual Learning Community (VLC). It is a collaborative effort of all 58 colleges, sharing resources and expertise to expand access to quality online courses and support services. Benefits to colleges include: a library of online credit and non-credit courses that can be offered as-is or adapted to local needs; access to Blackboard (the system chosen for statewide delivery of online courses) for development or delivery of online courses or support materials; online and face-to-face faculty training; tips for effective online course delivery; help materials for online students; online student support services; a web listing of online offerings from each college with links back to local web sites; newsletters, online discussion, and mailing lists to spur communication; and evaluation materials for online courses.

In 2001-2002, an additional twenty-one courses were added to the library and eleven existing courses were edited.

Perkins also sponsored a two-day training event for sixty Blackboard server administrators in installing and operating Blackboard 5.5.

College-Proposed Projects

1. Interdisciplinary Problem-Based Learning Teams – Alamance Community College. The project had the two-fold purpose of providing professional development for faculty in problem-based learning (PBL) and developing interdisciplinary faculty and student teams. It involved a collaborative effort between medical laboratory technology faculty and nursing program faculty who conceptualized a learning experience anchored in PBL. Students from both programs, facilitated by faculty from both, worked through problems drawing on each other's knowledge base to arrive at a resolution and patient plan. Follow-up activities will include a professional development workshop for all faculty, publication of the project in a health professional publication, and implementation of PBL exercises in the classroom.

Ten faculty and sixty-nine students participated in the project.

2. Inviting Success; Reflecting Excellence – Beaufort County Community College. A series of four workshops were held for faculty, staff, and administration dealing with Invitational Education, a theory of practice that addresses the total educational environment. The sessions dealt with four assumptions of Invitational Education (respect, trust, optimism, and intentionality), and concluded with participant goal setting. Materials developed through the project are on the college's website and are linked to the System site.

One hundred forty five faculty, staff, and administrators participated.

3. Interactive Video Technology: Change Agent of Faculty Practice – Carteret Community College. The goal of the project was to pilot a professional development program that will lead to an institutionalized practice of creating interactive video technology-mediated learning enhancement systems. Faculty members were introduced to the instructional potential and technical aspects of segmented (non-linear), learner-controlled interactive video technology (IVT) for delivery on CD-ROM or the World Wide Web. Their collaboration, plus guidance from two technical experts, resulted in the production of "Making Pottery." The college will continue this project over the next several months through a series of workshops. Instructors will each develop their own interactive video modules and test it with their students. An introduction to this project is on the college's website and is linked to the System site.

Three faculty and two administrators participated in this pilot.

4. Practical Resources for Instructional Development and Excellence – Coastal Carolina Community College. Six objectives were sought by the project. Providing instructional skill development training of foundation skills in teaching methodology for the adult learner, instituting a new mentoring and instructional support system for new faculty members, training in the foundation skills of teaching methodology for the adult learner, training in the integration of technology into vocational and technical classrooms, training in alternative delivery methods, including online instruction, and professional development for student services staff focusing on guidance, retention, and transition of students pursuing nontraditional vocational /technical training and employment. A Professional Development Day was day was held during which prescriptive training workshops were held for all vocational, technical, and related instructional faculty. State and local funds contributed approximately \$30,000 for faculty salaries while this project provided the training modules.

One hundred fifty-four faculty, thirteen staff, twenty-four counselors, and seven administrators participated in the various professional development activities.

Cooperative Instruction Project – Durham Technical Community College. The college is aware of the
need for better reading and writing skills among their vocational and technical students. This project
approached that problem by hosting five workshops focusing on strategies for using technology to teach

reading and writing in the vocational and technical areas. There was also a segment of the project in which vocational and technical instructors were paired with reading and English instructors for a one-semester collaborative partnership so that each pair could develop strategies to improve the use of technology in the classroom and incorporate reading and writing within vocational and technical classes and vice versa. Since the project, significant changes have been made in lesson development. A pamphlet for students concerning becoming "workplace ready" was published under the auspices of the project. A comprehensive collection of materials and information from the project is on the college's website and is linked to the System site.

Six counselors, thirty-five faculty, and six administrators participated in the project.

6. Expanding Technology in Classroom Instruction – Forsyth Technical Community College. It was proposed that release time would be provided for twenty faculty members to participate in a forty-hour workshop on using state-of-the-art teaching techniques utilizing an array of technology. An overwhelming response led to 70 participants. The workshops concentrated on utilizing distance learning technology to enhance interaction of instructor-to-student and student-to-student, promoting assessment of student learning, and demonstrating the use of technology in specific modules of course work. Faculty having gone through the workshops have taken to the new approaches and are providing others with mentoring. A faculty training and development center is planned for a new building being built on campus partially in response to this effort. Information on the project is on the college's website and is linked to the System site.

Fifty-six faculty and fourteen administrators participated in the workshops.

7. Building Skills for Effective Teaching with Special Populations Students – Gaston College. The college has rapidly growing populations of students facing language barriers and students who have disabilities. Issues dealing with these types of students have not been systematically approached in the past, so this project was used as a start in that direction. Faculty training was carried out that addressed cultural differences in and teaching strategies for working with these two populations. ADA brochures for students and for faculty were developed and departmental information sheets from the Health Division were translated from English into Spanish. This information is available on the college's website and is linked to the System site.

Seventy-seven faculty, sixty-eight counselors, and thirty-one administrators participated in the numerous sessions.

8. Professional Development Leading to Curriculum Improvement in Automotive Systems Technology – Guilford Technical Community College. A supplementary course was designed for NATEF certified programs to assist with ASE certification of automobile technicians. Course outlines, linkage with high school courses, and a test bank were developed. Resource guides were developed as on-line products that enable any high school teacher to find resources for teaching these subjects. These guides are available at the college's website and are linked to the System site.

Six faculty and three administrators participated in the project.

9. Utilizing Interactive Exercises and Gaming – Haywood Community College. Workshops were held with the objective of helping faculty develop skills in implementing user-friendly freeware to create interactive exercises to supplement and reinforce courses and in creating and using instructional games to enhance and increase student interest and retention. These strategies have been proven to be successful with students who learn best by doing. Twenty-four faculty attended the workshops.

10. Course Design and Technical Mentoring to Implement Exemplary Campus Use of Technology as an Instructional Tool – Pitt Community College. Faculty members and those from seventeen other community colleges were trained in technological means of designing presentations, materials, and entire lessons for community college courses. The training was provided through the use of focused training sessions, mentoring, and the use of external consultants. Online course design and use experiences were shared as to which methods were effective and which weren't. The use of handhelds, Office XP, PowerPoint, Blackboard, and streaming video were presented and followed through into application in the classroom. Each participant prepared a CD-ROM for further instructional use. Resources developed or identified are on the college's website and are linked to the System site.

Two hundred thirteen faculty from eighteen community colleges participated.

11. Competency Testing Development – Southeastern Community College. A Perkins-funded professional development project in the 2000-2001 school year built an instructional model for teaching courses in a vocational field and designed technology relevant to each field. As a follow-up, this project was conducted to develop a testing model to measure course competencies and competencies desired by employers. Instructors from several other community colleges joined those from Southeastern to become better equipped to write student learning outcomes for their courses, use those outcomes to design effective tests and other types of assignments, and evaluate student performance to assess the effectiveness of instruction.

Sixteen faculty and two administrators participated in the project.

12. Professional Development for Cultural Awareness – Stanly Community College. In the face of a rapidly growing immigrant population in the service area, the college is seeking to implement initiatives that integrate that population into mainstream culture, provide educational opportunities that will establish it as a contributor to the economy, reduce ethnic biases by the existing residents, and help the newcomers maintain their home cultural identity. This project sought to assist those efforts by providing training for faculty, staff, and administrators to heighten their understanding of the immigrant experience and to explore various strategies for the recruitment and retention of minority populations.

Sixty faculty, two counselors, and ten administrators participated in the project.

13. Internet Based Teaching in the Community College – Surry Community College. Vocational and technical instructors lacked the skills to translate traditional courses to distance-learning versions. Workshops were held to train them in the pedagogy of online instruction, the different ways of interacting with students whom they do not see face-to-face, and adapting their classroom to an online environment. Copyright and licensing issues were covered to ensure that resources used are legally available. The basics of Blackboard were covered to the degree that instructors are able to create useable course components.

Sixty faculty and nine administrators participated.

14. Alternative Fuels Technology Applications – Wake Technical Community College. No community colleges in the state provide instruction in alternative fuels technology, even though federal and state mandates are in place to immediately start moving in that direction. To that end, this project provided that members of the Automotive and Heavy Equipment program received training at the National Alternative Fuels Training Consortium Center at West Virginia University. Through this effort, Wake Tech became an institutional member of the Consortium in 2002. Faculty also visited an electric vehicle

center, alternative fuel providers, took in-service training at auto dealers, and linked with training at the College of the Desert, Palm Springs, California. An alternative fuels vehicles training resource section has been established at the college's library and Internet links have been established between the college's web page and West Virginia University.

Seven faculty and one administrator participated in the project.

15. Building Instructional Technology Skills – Wayne Community College. Vocational and technical instructors were given formal training in computer applications and instructional technology. Short courses, seminars, and workshops provided the training for faculty teaching in high technology/communications programs. The modules were designed around current books and CDs and courses in the Common Course Library of the N.C. Community College System.

Fifty-six faculty, one counselor, and nine administrators participated.

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

Project			Re	qui	red 1	Uses						P	erm	issil	ole I					
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c. Implications for next fiscal year/State Plan – State Leadership funds were spread across all of the Core Indicator related activities. Program year 2001 – 2002 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 community college system exceeded negotiated performance levels in all core sub-indicators. The special populations groups not meeting negotiated levels were consistently those usually the least successful and, therefore, most in need of services. We are extremely cognizant of this need for services and most schools have included them in basic grant activities. Some leadership-funded activities are also tied to this effort. We will continue to stress services to these special populations.
- 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.

These definitions have not changed from those used last year.

c. Measurement Approaches and Data Quality Improvement -

Core Indicator	Measurement Approach	Quality Assessment
1PI	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 concentratedparticipation 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.
3P2	Administrative Record Exchange	Fourth Quarter UI data is used to determine retention in employment for those included in 3P1.
4P1	State/Local Administrative Data	Non-traditional occupations are defined at the state level and enrollments of the underrepresented gender groups are measured.
4P2	State/Local Administrative Data	Non-traditional occupations 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 2002 - 2003 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 Projects were implemented that increased teacher, especially new teacher, effectiveness, improved career counseling through training, including distance counseling, strengthened academic skills of students through integration of academic and vocational courses. The immediate effectiveness of such projects is questionable, but a general strengthening of the program is unquestionable. All colleges are aware of and are working to improve the core indicator performance levels of special populations. Indications are that some success is being had in that all the overall performance levels of the core sub-indicators were met this program year.
- e. Improvement Strategies for next Program Year Each community college submitted a local plan that included improvement strategies for future program years. 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.
 - 3P2 Continuing contact with ex-students and employers, intensive counseling before job placement to ensure proper fit, tailoring of courses so that completers will have the type and quality of skills which will enable employment success.
 - 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)

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

(Name and Complete Address, Including Zip Code)

North Carolina Department of Public Instruction

301 North Wilminton St.

Raleigh, N. C. 27601-2825

2. PR/AWARD NUMBERS:

Basic Grant to States:

V048A000033

Tech-Prep Education:

V243A000033

3. RECIPIENT IDENTIFYING NUMBER:

4. PERIOD COVERED BY THIS REPORT (mm/dd/yy): From:

00/10//00

09/30/02

To:

5. REMARKS: (Attach any explanation deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation)

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:

Duly M. Contin

Becky McConkey, Manager - Office of Budget Management TYPED OR PRINTED NAME AND TITLE:

DATE REPORT SUBMITTED:

12-12-02

TELEPHONE (Including Area Code): (919) 807-3741

FORM I

TUVANCIAI STATIIS DEDODT

	FINANCIAL STATUS REFORM	
	FOR STATE BASIC GRANT and TECH-PREP GRANT PROGRAMS	T PROGRAMS
$\vec{\vdash}$	1. FINAL REPORT: YES X NO \square	
2	2. ACCOUNTING BASIS: CASH X ACCRUAL	
3.	3. FEDERAL FUNDING PERIOD (mm/dd/yy): From: 07/01/00 To:	09/30/02
4.	4. PERIOD COVERED BY THIS REPORT (mm/dd/yy): From: 07/01/00 To:	09/30/02
5.	5. REMARKS: (Attach any explanation deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation)	ing agency in compliance with governin

FORM II, Page 1

COVER SHEET

CONSOLIDATED ANNUAL PERFORMANCE, ACCOUNTABILITY, AND FINANCIAL STATUS REPORT FOR STATE-ADMINISTERED VOCATIONAL EDUCATION PROGRAMS

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

1. RECIPIENT ORGANIZATION

(Name and Complete Address, Including Zip Code)

North Carolina Community College System

200 West Jones Street Raleigh, NC 27603 Caswell Building

V048A000033

2. PR/AWARD NUMBERS:

Basic Grant to States:

Tech-Prep Education:

V243A000033

3. RECIPIENT IDENTIFYING NUMBER:

4. PERIOD COVERED BY THIS REPORT (mm/dd/yy): From: 07-01-00

To: 09-30-02

5. REMARKS: (Attach any explanation deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation)

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:

TYPED OR PRINTED NAME AND TITLE:

Kennon D. Briggs, Vice President of Business and Finance

919-733-7051 ext. 211

DATE REPORT SUBMITTED:

TELEPHONE (Including Area Code)

FORM I

FINANCIAL STATUS REPORT

	FOR		
	STATE BASIC GRANT and TECH-PREP GRANT PROGRAMS	BRAN	T PROGRAMS
$\vec{-}$	1. FINAL REPORT: YES X NO □		
7	2. ACCOUNTING BASIS: CASH X ACCRUAL		
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4.	4. PERIOD COVERED BY THIS REPORT (mm/dd/yy): From: 07/01/00	To:	09/30/02
5	5. REMARKS: (Attach any explanation deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation)	l sponso	ing agency in compliance with governing legislation)

FORM II, Page 1

STATE North Carolina

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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

(Name and Complete Address, Including Zip Code)

North Carolina Community College System

200 West Jones Street Caswell Building

Raleigh, NC 27603

27603

2. PR/AWARD NUMBERS:

Basic Grant to States:

Tech-Prep Education:

V243A010033

V048A010033

3. RECIPIENT IDENTIFYING NUMBER:

4. PERIOD COVERED BY THIS REPORT (mm/dd/yy): From: 07-01-01

To: 09-30-02

5. REMARKS: (Attach any explanation deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation)

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:

TYPED OR PRINTED NAME AND TITLE:

Kennon D. Briggs, Vice President of Business and Finance

1300 000

DATE REPORT SUBMITTED:

12-12-02

919-733-7051 ext. 211 TELEPHONE (Including Area Code):

FORM I

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

NO X 1. FINAL REPORT: YES

2. ACCOUNTING BASIS: CASH X

ACCRUAL

3. FEDERAL FUNDING PERIOD (mm/dd/yy):

From: 07/01/01

09/30/03 To:

4. PERIOD COVERED BY THIS REPORT (mm/dd/yy): From: 07/01/01

09/30/02 To:

5. REMARKS: (Attach any explanation deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation)

FORM II, Page 1

Federal Funding Period: 7/1/21 - 5/28/03 Federal Grant Year 2001 as of 9/30/02

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Other Expanditures	医阿里拉斯姆斯			是 教養 學情報	高い かられる からない	おいて ない かんとう ない かんとう ない かんしん かんしん かんしん かんしん かんしん かんしん かんしん かんし	1000000000000000000000000000000000000	の 一日 日本		一般 日本	· · · · · · · · · · · · · · · · · · ·
4 Secondary Eligible Recipients		\$ 309,369,695.95		\$ 205,300,000,200 \$	\$ 59,369,090,000 \$	\$ 292,994,904.95 \$	\$ 16,374,591,00 \$		\$ 16,374,591,00 \$	\$ 16,374,591.00	
5 Postsecondary Elighta Recipients	•	•	,					1	•		
6 Total Other Expenditures		\$ 309,369,495.95 \$		\$ 5636F69E'60C \$	\$ 309,289,485,95	\$ 292,994,904.95 \$	16,374,591.00		16,374,591,00	\$ 14,374,591.00 \$	
7 Total Local Uses of Plends	3	\$ 309,369,495 \$		\$6.245.00C \$0.00C \$					\$ 16,374,591.00	16,374,591.00	
State Leadorship	の対する。	の対象を表現を		新工作的 新技术	The second second	の 日本の 日本の 日本の 日本の 日本の 日本の 日本の 日本の 日本の 日本	2000年の日本	が かんかん はい	· · · · · · · · · · · · · · · · · · ·	であるとははは	SALANDAR SALA
a Non-Traditional Training and Englostrati	· Charles Capable	\$ 39,838.00 \$	•	\$ 39,938.00	\$ 39,938,00 \$		\$ 39,938,00 \$		8 39,938.00 8	\$ 39,938.00 \$	
9 State trestudions.	•	1 80.000.00 1		\$ 60,000,000 8	00'000'05		\$ 50,000,00		\$ 50,000.00		
to Other		\$ 1,198,398.61 \$		8 1,196,396.61 \$	1,198,398,61	•	1,198,398,61		1,198,398.81 \$	22	\$ 1,149,646,39
11 Total Stein Leadership	1	5 1,284,336,61 8		19 900 9821 8			1,788,136.61		1 1,288,336,61 \$		
12 State Administration		5 1,368,890.67 \$		1,668,690.67	29'00'8'99'1 S	\$ £4.787,785,1 \$			\$ 611,123.24 \$		
13 TOTAL BASIC GRAMT TO STATES		\$ 312,526,723.23		\$ 312,526,723.23 \$	12 212 525 773 23	1 23	-	,	\$ 18,274,050.85 \$,	-
Title II - Tech-Prep Education		· · · · · · · · · · · · · · · · · · ·				の 日本の 日本の 日本の 日本の 日本の 日本の 日本の 日本の 日本の 日本	ない の の の の の の の の の の の の の の の の の の の	のではいる	大学 はない はない はない	· · · · · · · · · · · · · · · · · · ·	
14 State Administration	•	4£.728,1 3		\$ 85.736,1	85.736,1 3		3 95,729,1		\$ 62,729, \$	8 00.000.001	\$ 183,642.61
15 Local Corsortia		\$ 1,703,334,70 \$		\$ 1,703,334.70 \$	8 1,703,334.70		8 1,793,334.70 \$		1,701,134,70	-	
16 TOTAL TECHNISCEDICATION	1										

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

(Name and Complete Address, Including Zip Code)

North Carolina Department of Public Instruction 301 North Wilminton St.

Raleigh, N. C. 27601-2825

2. PR/AWARD NUMBERS;

Basic Grant to States:

V048A010033

V243A010033

Tech-Prep Education:

To:

3. RECIPIENT IDENTIFYING NUMBER:

4. PERIOD COVERED BY THIS REPORT (mm/dd/yy): From:

07/01/01

09/30/02

5. REMARKS: (Attach any explanation deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation)

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:

TYPED OR FRINTED NAME AND TITLE: A Stelay

Becky McConkey, Manager - Office of Budget Management

DATE REPORT SUBMITTED:

12.12.02

TELEPHONE (Including Area Code): (919) 807-3741

FORM I

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

NO X 1. FINAL REPORT: YES

2. ACCOUNTING BASIS: CASH X

ACCRUAL

3. FEDERAL FUNDING PERIOD (mm/dd/yy):

From: 07/01/01

To:

09/30/03

4. PERIOD COVERED BY THIS REPORT (mm/dd/yy): From: 07/01/01

09/30/02 To: 5. REMARKS: (Attach any explanation deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation)

FORM II, Page 1

Federal Funding Period: 7/1/01 - \$/36/02 Federal Grant Year 2001 as of 9/30/02

	A Net Outlays Previously Reported	B Total outlays this report period	Program income	D Net outlays this report period	E Net Outlays To Date	F Non-Federal share of cuttays	G Total Federal share of outlays	Federal share of uniquidated	Federal share Federal share of ouds; of uniquidated is uniquidated obliticale	Federal Funds	Satance of Unochigated
Line Title f . Basic Grant to States	S. C.	Contractor and the second second	Credita	(Columns B - C)	(Column A + D)	this report period	(Columns E - f.)	obligations	(Columns G + H)	in State Plan	(Columns 1. t)
-				SAME CALL DOUGH		STANDONES PLANT	のおからの は ののの	THE CONTRACTOR OF THE PARTY OF	SECONDARY SECONDARY	SACREDANGED AND ST	
Lacus Ugas of Punds		SAME PRODUCED THE	の方式の	株文化の日本の日本の日本日本日本日本日本日本日本日本日本日本日本日本日本日本日本日本	The second secon	SERVICE SECURITY SECURITY					
Reserve		をできて を記録を	SCHOOL STATE	おはないときないのとはない				STATE OF THE PARTY		STOCKED STOCKED	医阿拉斯尼斯尼斯
Secondary Eligible Recipients	3							中であるという	の自然の場合の	1000年の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の	ないのでは、
Postsecondary Eligible Recipients	10	7									
THE REAL PROPERTY AND ADDRESS OF THE PARTY AND			-								
The state of the s		Total State of State	\$		The State of				t		
The same of the sa			September 1				STATE STATE OF	SALPHONESASS.	STREET, STREET	STATE	
			8		THE REAL PROPERTY.			The state of the s			
			-			The state of the s		manifest the property of the state of the st			\$
					Section of the sectio	-			-		
Other Expenditures	西 の	(金川のいるのでは多数を	HELP SEVERAL S	SEPTEMBER STUDIES IN	Control Belle Britain	· Company of the last of the l	2			,	
Secondary Elighille Recipients	*			Transmission of the last	NOTIFICATION AND PROPERTY.		STATE OF STREET	信は戦烈の心が	で一個などのである。	のからのないのである	STATE STATE OF THE PARTY OF THE
Postsecondary Eligible Recipients	*	301 374 805 00		1							
Total Other Expenditures	-		I	ı	1	\$ 292.512.670.00	\$ 8,862,195,00		\$ 8.862,195.00 \$	9 645 787 00 4	£ 783 633 no
Total or al lines of Londs		301,374,563,00	1	ı		\$ 292,512,670,00	\$ 6,862,195.00		\$ 880 105 On 6	l	I
and the same of the same		301,374,865,00		301,374,885.00	301,374,865,00	\$ 292.512.670.00 \$		-		ı	
otate Leadership	が一般のないというないので	と と と と と と と と と と と と と と と と と と と	10 10 10 10 10 10 10 10 10 10 10 10 10 1	の おおはないのでは、	STATE	Company of the last section of the last sectio	I	-	\$ 0,052,195,00 \$	9,645,787,00	\$ 783,592.00
Non-Traditional Training and Employment	\$	21.254.00				TO SECTION AND ADDRESS OF THE PARTY OF THE P				C. 50 Kall	
State institutions				0.40713	21,254.00		\$ 21,254.00 \$		\$ 21,254.00 \$	21,254.00	**
Other		-									
Total State Leadurghip		21.254.00	I								
State Administration		788 GTA 00		20,252,00	71,254,00	-	\$ 21,254.00 8		\$ 21,254.00 \$	21,254,00	
TOTAL BASIC DICART TO STATES.	5	102 181 060 08		186,970,00	786,970,00	\$ 616,353.00 \$	\$ 170,617.00		\$ 170,617,00 \$	ľ	A
Title II - Tech-Prep Education	STREET, STREET	20,600,001,000		307,183,089.00	302,183,039.00	\$ 293,129,023.00 \$	\$ 9,054,066,00		\$ 9,054,066.00 \$	9.974.175.00	
State Administration			STATE OF STA	STATES SALES OF STATES OF STATES	THE RESIDENCE OF THE PARTY OF T	のことをとれるという	Station of the State of the Sta	のないのはないのかの		STATE	SHEEK
ocal Consortia		90,704,00		86.754.00	86,754.00		\$ 86,754.00 \$		8 RA 784 ON C	415 000 00	· Common
Section 1	-	533,372.00		\$33,372.00 \$	533,372.00		\$ 538.372.00 \$			00'000'01	
TOTAL STREET,		620,126.00 \$	8	620,126.00 \$	620,126,00	-	630 136 00 6		200,372,00	683,430,00	\$ 350,058,00

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

Account of the second of the s

VOCATIONAL-TECHNICAL EDUCATION BASIC GRANT STUDENT ENROLLMENT REPORT STATE

STATE

PROGRAM YEAR 2001-2002

LEVEL	STUDENT POPULATION	Male	Famala	Gender	County Town
		A	י מון מופ	CINCIONITI	GRAND TOTAL
-	BOTH POPULATION UNDUPLICATED GRAND TOTAL	160,017	174.860	0	334 877
Row 2 SECONDARY	UNDUPLICATED TOTAL	120.509	115.063	C	228 672
Row 3 SECONDARY	American Indian or Alaska Native	1.810	1.863	0	3 673
Row 4 SECONDARY	Asian or Pacific Islander	2,326	2.071	0	4 397
10L	Black, non-Hispanic	33,184	37,453	0	70 637
20	Hispanic	3,967	3.643	0	7,610
Row 7 SECONDARY	White, non-Hispanic	78.267	68.944	0	147 211
Row 8 SECONDARY	Unknown/Other	955	1 089	0	2000
Row 9 SECONDARY	TOTAL RACE/ETHNICITY	120,509	115.063	0	235 573
Row 10 SECONDARY	Individuals With Disabilities	16,903	7.714	0	24 647
	Economically Disadvantaged	23,727	26,558	0	50 28K
9/4	Nontraditional Enrollees	20,277	7.822	0	28 099
KOW 13 SECONDARY	Single Parents	d/u	a/u	u/u	
	Displaced Homemakers	d/u	a/u	u/u	
Row 15 SECONDARY	Other Educational Barriers	36,785	27.445	O	64 230
KOW 16 SECONDARY	Limited English Proficient	1,830	1.652	0	3.482
991	TOTAL SPECIAL POPULATION	99,522	71,191	0	170.713
46.1	UNDUPLICATED TOTAL	39,508	59,797	0	99.305
-	American Indian or Alaska Native	486	1,194	0	1,680
0.35	Asian or Pacific Islander	740	807	0	1.547
NOW Z I PUSTSECONDARY	black, non-Hispanic	8,331	19,232	0	27.563
9.13	Hispanic	834	887	0	1721
TOW 23 PUSISECONDARY	White, non-Hispanic	28,522	37,043	0	65,565
	Unknown/Other	265	634	0	1 229
and the	IOTAL RACE/ETHNICITY	39,508	59,797	0	99.305
	Individuals With Disabilities	1,562	1,923	0	3 485
ALC: U	Economically Disadvantaged	4,043	14.079	0	18 122
ROW 28 POSTSECONDARY	Nontraditional Enrollees	15,087	4,395	0	19.482
	Single Parents	726	7,473	0	8,199
	Displaced Homemakers	372	3,843	0	4.215
	Uner Educational Barriers	17,090	32,207	0	49,297
	TOTAL epicals Prolicient	424	545	0	696
TO TO STREET CONTRACT	TOTAL SPECIAL POPULATION	39 30.4	CA ACE	-	200

VOCATIONAL-TECHNICAL EDUCATION <u>TECH PREP</u> STUDENT ENROLLMENT REPORT

STATE

PROGRAM YEAR 2001-2002

GRAND TOTAL	88 171	82.348	1 839	4 344	1.0.1	25,403	2,908	50,219	899	82,348	8,583	19,065	9,777	0	0	27,841	1,484	66,750	5,823	98	75	1,439	77	4,053	81	5,823	195	776	1,090	386	195	3,445	34	6,121
Gender	0	0	0		0	0	0	0	0	0	0	0	0	d/u	d/u	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Female	44 844	38 560	00,00	140	999	13,537	1,378	21,766	348	38,569	2,587	986.6	2,746	d/u	d/u	11,857	687	27,863	3,272	65	44	1,029	49	2045	40	3,272	68	561	185	344	176	2023	18	3,396
Male	AC 220	40,330	000	080	(12	11,866	1,530	28,453	320	43,779	5,996	6/0/6	7,031	d/u	d/u	15,984	797	38,887	2,551	33	31	410	28	2,008	41	2,551	106	215	902	42	19	1,422	16	2,725
STUDENT POPULATION		OTH POPULATIONS UNDUPLICATED GRAND TOTAL	UNDUPLICATED TOTAL	American Indian or Alaska Native	Asian or Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic	Unknown/Other	TOTAL RACE/ETHNICITY	Individuals With Disabilities	Economically Disadvantaged	Nontraditional Enrollees	Single Parents	Displaced Homemakers	Other Educational Barriers	Limited English Proficient	TOTAL SPECIAL POPULATION	UNDUPLICATED TOTAL	American Indian or Alaska Native	Asian or Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic	Unknown/Other	TOTAL RACE/ETHNICITY	Individuals With Disabilities	Economically Disadvantaged	Nontraditional Enrollees	Single Parents	Displaced Homemakers	Other Educational Barriers	Limited English Proficient	TOTAL SPECIAL POPULATION
LEVEL	はのなるなどはないない	BOTH POPULATION	SECONDARY	SECONDARY	SECONDARY	SECONDARY	SECONDARY	SECONDARY	GELONDADV	SECONDARY	18	7	9	U	10		1 4	1 4	1 8	Į č	1 0	1 6	I	18	POSTSECONDARY	1 g	- 0	1.0	1 6	1 0	No.	1 6	Id	10
		Row 1	Row 2	Row 3	Row 4	Row 5	Row 6	Down 7	Bone 8	Bow 9	Bow 10	Row 11	Row 12	Row 13	Row 14	Row 15	Row 16	Row 17	Row 18	Row 19	Row 20	Row 21	Row 22	Row 23	Row 24	Row 25	Row 26	Row 27	Row 28	Row 29	Row 30	Row 31	Row 32	Row 33

Section E The Accountability Report (Form IV)

CORE INDICATOR #1: ATTAINMENT OF ACADEMIC SKILLS VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE PROGRAM YEAR 2001-2002

0

			ACADEMIC	ACADEMIC ATTAINMENT	(1S1/1P1)	
LEVEL	POPULATION	STUDENTS IN THE NUMBERATOR	NUMBER OF STUDENTS IN THE DENOMINATOR	ADJUSTED LEVEL OF PERFORMANCE	ACTUAL LEVEL OF	ACTUAL VS ADJUSTED LEVEL OF
SECONDARY	GRAND TOTAL	8,076	14.939	L	54 OF%.	TOWN CHANGE
SECONDARY	Maio	4,088	7.764		52 BEW.	
SECONDARY	Fense	3,988	7,175		45 580/	
SECONDARY	George Unknown	0	0		MOUNT	
SECONDARY	American Indian or Alaska Kative	138	306		A5 10%.	
SECONDARY	Asian or Pacific Intender	155	281		55 160	
SECONDARY	Black, non-Hispanie	1.551	3 871		45 250V	
SECONDARY		138	273		60 5500	
SECONDARY	White, non Hispanic	B 044	10 328		50.00%	
SECONDARY		50	080		20.0276	
SECONDARY	Indurculate With Onsibilities	201	277	THE RESERVE TO SERVE THE PROPERTY OF THE PERSON NAMED IN COLUMN TO SERVE THE PERSON NAMED IN COLUMN TO	28 0462	
SECONDARY	Economically Disaduantinged	1,161	2 625		AA 230.	
SECONDARY	Surgle Parents	d/u	aju		0.00%	
SECONDARY	Displaced Homemaker's	g/u	d/n		0.00%	
SECONDARY	Other Educational Samers	1,200	3.556		33 75%	
SECONDARY	Limited English Proficient	41	114		35 96%	
SECONDARY	Novimelational Entolems	1,082	2.006		53 04%	
SECONDARY	TOTAL SPECIAL POPULATIONS	3,685	9,073		40.62%	
SECONDARY	TECH PREP	7,173	11,690		61 36%	
POSTSECONDARY	GRAND TOTAL	8,964	12.966	64.83%	69 13%	-
POSTSECONDARY	Male	2,919	4.605		63 30%	
OSTBECONDARY	Female	6,045	8,361		72 30%	
POSTSECONDARY	Gender Unknown	0	0		#DIVIO	
OSTSECONDARY	American Indian or Alaska Native	125	194		64 43%	
POSTSECONDARY	Asian or Pacific Islander	102	179		56 98%	
POSTSECONDARY	Black, non-Hispanic	1,459	2,622		55.64%	
POSTSECONDARY	Hispanic	129	192	- 日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日	67 19%	
POSTSECONDARY	White, non Hispanic	7,063	9,662	京の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の	73 10%	
POSTSECONDARY	Unknown/Other	98	117	の の の の の の の の の の の の の の の の の の の	73.50%	
POSTSECONDARY	Individuals With Despuibles	333	209		65.42%	
POSTSECONDARY	Economically Disadvantaged	1,999	2.764		72 32%	
POSTSECONDARY	Single Parents	752	1.051		71 55%	
POSTSECONDARY	Onplaced Homemakers	574	735		78 10%	
POSTSECONDARY	Other Educational Barriers	5,086	6.697		75 94%	
POSTSECONDARY	Limited English Proteins	88	136		RA 71%	
POSTSECONDARY	Northadecrat Enchess	1,276	1.897		A7 26%	
POSTSECONDARY	TOTAL SPECIAL POPULATIONS	10,108	13,789		73 30%	
POSTSECONDARY	TECHPREP		849		74 56%	
				CONTRACTOR AND ADDRESS OF THE PARTY OF THE P	2.00.60	

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CORE INDICATOR #1: ATTAINMENT OF VOCATIONAL SKILLS VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT STATE PROGRAM YEAR 2001-2002

		日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日	SUITE ALIAMENT	HINNEINI	(104)114)	
IEVEL	NOLLALIATION	NUMBER OF STUDENTS IN THE NUMERATOR	NUMBER OF STUDENTS IN THE DENOMINATOR	ADJUSTED LEVEL OF PERFORMANCE	ACTUAL LEVEL OF PERFORMANCE	ACTUAL VS ADJUSTED LEVEL OF PERFORMANCE*
SECONDARY	GRAND TOTAL	168,414	282,645	25.99%	59.58%	日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日
SECONDARY	Table 1	81,174	144,642	· · · · · · · · · · · · · · · · · · ·	56.12%	日本 (10 mm) (
SECONDARY	Fernale	87,240	138,003	The second secon	63.22%	
SECONDARY	Gender Unknown	0	0	- 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	#DIV/0I	10000000000000000000000000000000000000
SECONDARY	American Indian or Alaska Native	1,985	4,827	- 一日の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本	41.12%	が 日本
SECONDARY	Azien or Pacific Islander	2,925	5,087		27.50%	
SECONDARY	Black, non-Hispanic	34,994	78,614		44.51%	の音なないないない。
SECONDARY	Hspanic	3,729	7,672		48.61%	の行うの経過ではたいと
SECONDARY	White, non Hispanic	123,354	184,190		%26.99	
SECONDARY	UnknownlOther	1,427	2,255		63.28%	一年 日本
SECONDARY	Endhyduels With Deskilbins	7,348	22,922	では ない はない はない はない はんだい はんだい はんだい はんだい はんだい はんだい はんだい はんだ	32.06%	
SECONDARY	Economically Distorant light	29,186	60,519		48.23%	
SECONDARY	Strong Parents	d/u	n/p	なる 日本の	%00.0	
SECONDARY	Ortpieced Horsemaliens	d/u	d/u	東京の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の	%00.0	いたのでは、
SECONDARY	Other Educational Barriers	29,198	75,735		38.55%	いたが、 では、 では、 では、 では、 では、 では、 では、 では
SECONDARY	Lmiled English Proficient	1,195	3,203		37.31%	
SECONDARY	Nontricklonal Entolleds	16,334	26,107	の記憶を経過にある	62.57%	
SECONDARY	TOTAL SPECIAL POPULATIONS	83,261	188,486		44.17%	
SECONDARY	TECH PREP	57,655	106,920	The state of the s	53.92%	のというないのである。
POSTSECONDARY	GRAND TOTAL	9,468	12,966	72.28%	73.02%	
POSTSECONDARY	Supply States	3,147	4,605	の地の世界があるないのでは	68.34%	
POSTSECONDARY	Fernie	6,321	8,361	· · · · · · · · · · · · · · · · · · ·	75.60%	1000年の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の
POSTSECONDARY	Gerder Unknown	0	0		10/AIC#	
POSTSECONDARY	American Indian or Alaska Native	133	194		68.56%	の一般を表現の一個
OSTSECONDARY	Asian or Pacific Intender	103	179		57.54%	
POSTSECONDARY	Black, non-Hispanic	1,565	2,622		29.69%	
OSTSECONDARY	Hispank	135	192		70.31%	を の の の の の の の の の の の の の の の の の の の
POSTSECONDARY	White, non Hispanic	7,442	9,662		77.02%	
POSTSECONDARY	Unknown/Other	06	117		76.92%	
OSTSECONDARY	Shifters, it's With Descriptions	355	509		69.74%	
POSTSECONDARY	Economically Delethurlaged	2,115	2,764		76.52%	を は と の で の で の で の で の で の で の で の で の で の
POSTSECONDARY	Single Parents	797	1,051		75.83%	
POSTSECONDARY	Dieplaced Homemakerra	284	735		81.22%	
OSTSECONDARY	Other Educational Semisirs	5,385	6,697		80.41%	一年 一日 日本
OSTSECONDARY	Limbed English Profitient	88			64.71%	
POSTSECONDARY	Pécnésalis, of Ejvelipes	1,336		市区 経済など 建る機関	70.43%	
POSTSECONDARY	TOTAL SPECIAL POPULATIONS	10,673	新衛門 四十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二		77.40%	
		000	210	こうちょうしょう とうしゅうしょう かんしょうしょうしょうしょうしょう	40 000	THE PERSON NAMED IN COLUMN TWO IS NOT THE OWNER.

"M" = "MET"; "E" = "EXCEEDED"; "D" =

CORE INDICATOR #2 : DIPLOMA/CREDENTIAL VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT STATE PROGRAM YEAR 2001-2002

LEVEL	The second secon		COMPLEIION	LION	(2S1/2P1)	
	POPULATION	NUMBER OF STUDENTS IN THE NUMERATOR	NUMBER OF STUDENTS IN THE DENOMINATOR	ADJUSTED LEVEL OF	ACTUAL LEVEL OF	ACTUAL VS ADJUSTED LEVEL OF
SECONDARY	GRAND TOTAL	14.086		TENTON MANCE	PERFURMANCE	PERFORMANCE.
SECONDARY	Male	7 099		13.3076	12.98%	3
SECONDARY	Famale	6 087	077.0		12.14%	
SECONDARY	Gendar Una rown	0000	67,0		79.59%	· · · · · · · · · · · · · · · · · · ·
SECONDARY	American Indian or Alaska Native	291	040		#DIVIO#	
SECONDARY	Asian or Pacific Intender	288	245		85.09%	
SECONDARY	Black, non-Hispanic	3 547			87.54%	
SECONDARY	Hispanic	280	4,627		76.66%	
SECONDARY	White, non-Hispanic	0623	40.040		78.55%	
SECONDARY	VelmownOther	77	12,813		75.10%	
SECONDARY	Individuals With Disabilities	AAG	900		80.21%	· · · · · · · · · · · · · · · · · · ·
SECONDARY	Economically Disactvariaged	2 421	1,023		43.50%	
SECONDARY	Skige Parents	0/0	3,202		74.22%	と の の の の の の の の の の の の の の の の の の の
SECONDARY	Otsplaced Homemakers	dia di	n/p		%00.0	
SECONDARY	Officer Educational Barriers	2 508	d/u	THE REPORT OF THE PARTY OF THE	%00.0	
SECONDARY	Limited English Proficient	108	700,4		57.03%	
SECONDARY	Noneaditional Entrolless	4 670	134	THE PROPERTY OF THE PARTY OF TH	79.10%	
SECONDARY	TOTAL SPECIAL POPULATIONS	1,8/0	2,438		76.70%	
SECONDARY	9 888	1,430	11,409		65.19%	の一個などのでは、
POSTSECONDARY	GRAND TOTAL	100,1	9,492	では、 では、 は、 は	79.61%	
POSTSECONDARY	Miles	13,130	24,668	63.78%	64.04%	ш
POSTSECONDARY	Fortale	7000	9,633		60.84%	
POSTSECONDARY	Gender Untrosen	0,000	50,035		%60.99	
POSTSECONDARY	American indian or Alasks Native	070	0 00		#DIVIO!	の対抗の対抗な対対の対対の対対は
POSTSECONDARY	100	100	382	THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NAMED IN COL	70.68%	で 日本の
POSTSECONDARY	Black, non-Hispanie	2 460	200		53.52%	
POSTSECONDARY	Hispanic	267	3,061		61.06%	
POSTSECONDARY	White, nan-tispenic	11 447	410		64.34%	
POSTSECONDARY	Unknown/Other	155	000'11		65.02%	
POSTSECONDARY	Andricanis With Despities	582	230		67.39%	
POSTSECONDARY	Economically Disadvanlaged	3 234	1 4 704 V		61.85%	
POSTSECONDARY	Single Parents	1 246	4,000		67.44%	
POSTSECONDARY	Deplaced Homergalers	841	1,630		67.86%	
POSTSECONDARY	Other Educational Barrers	7 780	1,193		70.38%	では、一般の一般の一般を表現
POSTSECONDARY	Ermind English Proficient	162	11,444		68.06%	THE STATE OF THE PARTY OF THE P
POSTSECONDARY	Nortraditional Enrollege	20174	C97		56.84%	
POSTSECONDARY	TOTAL SPECIAL POPULATIONS	48 UDE	3,699		58.77%	The County of th
POSTSECONDARY	TECH PREP	2000	44,191		66.24%	
"M" = "MET": "F" = "FXCFEDED": "D" =	CEEDED". "D" - "DIO NOT MITTEL	937	1,397		67.07%	

CORE INDICATOR #2 :CREDENTIAL ATTAINMENT VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT STATE PROGRAM YEAR 2001-2002

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NUMBER OF STUDENTS IN THE	LEVEL SECONDARY			DIPLOMA		(252)	
NUMBER OF STUDENTS IN THE ST	LEVEL			のは 一日 日本		THE RESERVED IN COLUMN 2 IN CO	
Automotive	LEVEL	Notes of the second	NUMBER OF STUDENTS IN THE	NUMBER OF STUDENTS IN THE	ADJUSTED LEVEL OF PERFORMANCE	ACTUAL LEVEL OF PERFORMANCE	ACTUAL VS ADJUSTED LEVEL OF PERFORMANCE*
Control Class	ECONDARY	POPULATION		4.65	n/p	#DIV/0!	#DIV/0I
Feature Trip		GRAND TOTAL	'd/u	d/υ		%00.0	
Contract Language	ECONDARY	Mole	a/u	d/u		%00.0	があるというできる。
Automatical policy Color	ECONDARY	Fertals	o/u	d/u		%00.0	のないのでは、
Auton or Partic Hander	ECONDARY		d/u	d/u		%00.0	
Biock, recefesionic	ECONDARI		d/u	d/u		%00'0	世紀を 知めいと はば
Highline Trip	ECONDARY		d/u	n/p	· · · · · · · · · · · · · · · · · · ·	%00.0	
Makes March Marc	PCONDARY		d/u	d/u	は 一般の	%00.0	
Universary Colors	ECONDARI		d/u		から は 日本	%00.0	
Octobrase Viet Describes	ECONDARY		d/u		经经验 化二丁二丁二丁二丁二丁二丁二丁二丁二丁二丁二丁二丁二丁二丁二丁二丁二丁二丁二丁	0.00%	
Crossessi Dashestoped	FCONDARY		d/u		のを見いているをあるので	%00.0	
Copyright Present	ECONDARY	Economically Disadvantaged	d/u		日本 日	0.00%	
Control Services Control Services Control Control Control Control Services Control Services Control Control Control Services Control C	ECONDARY	Single Parents	d/u		STATE OF THE PARTY	0.00%	
Cross Education Barriers	ECONDARY	1000	d/u			0.00%	10年 日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日
Decision Production Purp	ECONDARY		d/u		日本の なって 日本の	0,000,0	
Victor V	ECONDARY	HOW.	d/u		STATE OF THE PERSON NAMED IN	0,000,0	
TECH PREP TOTAL SPECIAL POPULATIONS TOTAL SPECIAL POPU	ECONDARY	North addice to Entollates	d/u			0,000	
1000.00	ECONDARY	TOTAL SPECIAL POPULATIONS	STATE OF THE PARTY			#OIANO	
	ECONDARY	TECH PREP	d/u			0.00%	
			一 一 一 一 一 一 一 一 一 一 一 一 一 一 一 一 一 一 一	· · · · · · · · · · · · · · · · · · ·	THE REAL PROPERTY.		
	「			のののできないとなるないのであるから	The second secon		
				所はは、一般の一般の一般の一般の一般の一般の一般の一般の一般の一般の一般の一般の一般の一	三年 日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日	The second secon	
	一種では ののでは できてい			ない かんかん かんかん かんかん かんかん かんかん かんかん かんかん かん			
		· · · · · · · · · · · · · · · · · · ·	The second secon	· · · · · · · · · · · · · · · · · · ·		なる。 は は は は は に に に に に に に に に に に に に	
	一大学 村田 田田 日本	では かんとう はいかん はいかん はいかん はいかん はいかん はいかん はいかん はいかん		· · · · · · · · · · · · · · · · · · ·	を できる		
				おりません			
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						· · · · · · · · · · · · · · · · · · ·	THE REAL PROPERTY OF THE PARTY
				The second secon			
	1000年の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の				THE REAL PROPERTY AND ADDRESS OF THE PERSON NAMED IN COLUMN TWO PERSONS AND ADDRESS OF THE PERSON NAMED IN COLUMN TWO PERSONS AND ADDRESS OF THE PERSON NAMED IN COLUMN TWO PERSON NAMED IN COLUMN TRANSPORT NAMED IN COLUMN TWO PERSON NAMED		
						の一般の大学の大学の大学の大学の大学の大学の大学の大学の大学の大学の大学の大学の大学の	一
						ののは、日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日	
				日本の一般の一般の一個の一個の一個の一個の一個の一個の一個の一個の一個の一個の一個の一個の一個の	東京に お の の の の の の の の の の の の の の の の の の		
					である。 は 1000 日本の 1000 日		からないというできる
	The state of the s		日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日	The state of the s	一 一 一 一 一 一 一 一 一 一 一 一 一 一 一 一 一 一 一	となる。	
	The state of the s			を 対対 が は かい	· · · · · · · · · · · · · · · · · · ·		

Additional Information:

CORE INDICATOR #3: PLACEMENT AND RETENTION VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE PROGRAM YEAR 2001-2002

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		THE PARTY OF THE P				
			IOTAL PLACEMENT	EMENT	(3\$4/3P1)	
LEVEL	POPULATION	NUMBER OF STUDENTS IN THE NUMERATOR	NUMBER OF STUDENTS IN THE	ADJUSTED LEVEL OF	ACTUAL LEVEL OF	ACTUAL VS ADJUSTED LEVEL OF
SECONDARY	GRAND TOTAL	12 925		PERFURMANCE	PERFORMANCE	PERFORMANCE.
SECONDARY		6 844		34.60%	%14.08	u
SECONDARY	Change Control	1000			95.96%	
SECOMPANY	Terial	0,421	6,771	の 日本の 日本の 日本の 日本の 日本の 日本の 日本の 日本の 日本の 日本	94.83%	THE REAL PROPERTY AND ADDRESS.
CCONDAR!	20	0	0	のできるというでものものにものにものにものものにものにものにものにものにものにものにものにものに	#DIV/0I	
SECONDARY	American Indian or Alaska Netive	225	244		20 240	
SECONDARY	Astanor Parofic Islander	170			36.6170	
SECONDARY	Black, non-Hispanic	3 282	6		30.08%	
SECONDARY	Missense	3,404	3,		92.09%	
SECONDARY	Michigan and Michigan	CRI			94.66%	
CECOMORDA	reason, non-reapparac	9,328	9,649		96.67%	日本の 一日本の 日本の 日本の 日本の 日本の 日本の 日本の 日本の 日本の 日本の
CONDART	£Β	55	55	STATE OF THE PERSON NAMED IN	100.00%	
SECONDARY	Individues With Deabities	621	675		90 Ane.	
SECONDARY	Economically Dissiduritaged	1,862	2.004	ある。日間の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の	02 010	
SECONDARY	Single Parents	a/u	u/u		0 0000	
SECONDARY	Displaced Homenakera	u/u			0.00%	
SECONDARY	Other Educational Berning,	2 698	2 030		0.00%	
SECONDARY	Limited English Proficient	89			%80.76	
SECONDARY	Montactional Enrollers	2004	71		94.44%	
SECONDARY	ITOTAL SPECIAL POPUR ATIONS	5,03	2,206		94,79%	日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日
SECONDARY	TECHPREP	0.770			92.40%	
POSTSECONDARY	CIDAND TOTAL	9,10			96.59%	建筑的的国际区域
POSTSECONDARY	Mare	3 544		79.80%	81.16%	E
POSTSECONDARY	Firm	440,0			81.28%	ののないのでは、
POSTSECONDARY	remand	860'0	8,13		81.09%	
No contraction of the contractio		0	0	はいいないのと	i0/AIC#	10年の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の
COSTSECONDARY	** (1)	155	194		79.90%	
JOI DECONDARY	Asian or Pacific Islander	120	177	Company of the last of the las	67.80%	
OSTSECONDARY	Black, non-Kapanie	1,846	2.339	THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TRANSPORT OF THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TRANSPORT IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NAMED IN COL	78 Q2%	
POSTSECONDARY	Hispanic	103	140		72 570	
POSTSECONDARY	White, non-fispenic	7,876	9.578		10,000	
POSTSECONDARY	Unknown/Other	42	69		07.02.20	
POSTSECONDARY	Prodystuals With Disapilities	348	483		20.00 78	
POSTSECONDARY	Economically Disadvantaged	2309	2 007		67.CU.27	
POSTSECONDARY	Single Parants	036	4,300		/9.43%	
POSTSECONDARY	Olitaliscad Homemak are	220	1,135		82.47%	
POSTSECONDARY	Other Educational Bernary	440	111		75.87%	THE REAL PROPERTY.
POSTSECONDARY	1000	004,4	29462		81.11%	
POSTSECONDARY	131110	26, 5	137		67.88%	
POSTSECONDARY		1,401	1,792		78.18%	
POSTSECONDABY	Teru Born	10,001	12,633		79.64%	
W" = "MET". "E" - "EV	"M" = "MCT". "C" = "FOOFTBEEL" "FE	269	199		85.31%	
M . MEI . L . LA	The state of the s				The state of the s	

CORE INDICATOR #3: PLACEMENT AND RETENTION VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT STATE PROGRAM YEAR 2001-2002

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		H	DUCATION	EDUCATION / ADVANCED I MAINING	The Course of	
LEVEL	POPULATION	NUMBER OF STUDENTS IN THE NUMERATOR	NUMBER OF STUDENTS IN THE DENOMINATOR	ADJUSTED LEVEL OF PERFORMANCE	ACTUAL LEVEL OF PERFORMANCE	ACTUAL VS ADJUSTED LEVEL OF PERFORMANCE*
CECONDARY	GRAND TOTAL	0	STATES AND ASSESSED.	0 n/p	io/AlG#	
SECONDARY		d/u	n/p		%00.0	
SECONDARY	Ferreis	d/u	n/p	を できる	%00.0	
SECONDARY	Gender Unknown	d/u		A STATE OF THE PERSON NAMED IN	0.00%	
SECONDARY	American Indian or Alaska Native	d/n			0.00%	
SECONDARY	Asian or Pacific Islander	d/u			0.00%	
SECONDARY	Black, non-Hispanic	d/u			0.00%	
SECONDARY	Hispanic	d/u			0.00%	
SECONDARY	White, non-Hispanic	d/u			0.00%	The second secon
SECONDARY	Unknown/Other	d/u			8000	
SECONDARY	Individuals With Disabilities	n/p			0.00%	
SECONDARY	Economically Disadvanlaged	η/n			0.00%	Service of the servic
SECONDARY	Single Partints	d/u		日本 日	0.00%	
SECONDARY	Displaced Homemakers	d/u		1000円の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の	0.00%	
SECONDARY	Other Educational Barriers	d/u			0,00%	
SECONDARY	Limited English Proficent	n/p			0.00%	
SECONDARY	Nonradility Errollees	d/u	/u		0.00%	
SECONDARY	TOTAL SPECIAL POPULATIONS				in/Ain#	
SECONDARY	TECH PREP	d/u	d/u		STATE OF STREET	
POSTSECONDARY	GRAND TOTAL	日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日		d/u		
POSTSECONDARY	Male	n/p			%00.0	
POSTSECONDARY	Female	d/u			0.00%	
POSTSECONDARY	Gendar Unknown	n/p			0.00%	
POSTSECONDARY	American Indian or Alaska Native	n/p		が 一般 では はん	%00.0	
POSTSECONDARY	Asian or Pacific Islander	ďν			%00.0	
POSTSECONDARY	Black, non-Hispanie.	d/n			0.00%	
POSTSECONDARY	Hispanic	d/u			0.00%	
POSTSECONDARY	White, non-Hispanic	n/p			0.00%	
POSTSECONDARY	Unknown/Other	n/p			0.00%	
POSTSECONDARY	Institutionalis With Disabilifies.	n/p			0.00%	The second secon
POSTSECONDARY	Economically Disablantaged	n/p		THE REAL PROPERTY OF THE PARTY	0.00%	
POSTSECONDARY	Single Parents	n/p			0.00%	
POSTSECONDARY	Osplaced Homemakers	n/p			0.00%	
POSTSECONDARY	Other Educational Barners	n/p			0.00%	
POSTSECONDARY	Umited English Proficient	d/u			0.00%	
POSTSECONDARY	Nortraditional Enrollens	n/p	d/u		0.00%	
POSTSECONDARY	TOTAL SPECIAL POPULATIONS	0	のは、日本のは、日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日		#DIV/0!	

"M" = "MET"; "E" = "EXCEEDED"; "D" = "DID NOT MEET" Additional Information:

CORE INDICATOR #3: PLACEMENT AND RETENTION VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT STATE PROGRAM YEAR 2001-2002

			EMPLOYMENT	IN	(3S1/3P1)	
LEVEL	POPULATION	NUMBER OF STUDENTS IN THE NUMERATOR	NUMBER OF STUDENTS IN THE DENOMINATOR	ADJUSTED LEVEL OF PERFORMANCE	ACTUAL LEVEL OF	ACTUAL VS ADJUSTED LEVEL OF
SECONDARY	GRAND TOTAL	O JUNE DE SELECTION DE SELECTIO	0	a/a	#DIVIOI	Tall Oliver
SECONDARY	Main	d/u	d/u	STANDARD TO PROTO ACLUSION	%000	
SECONDARY	Ferrale	a/u	u/u		0.00%	
SECONDARY	Gender Uniscoun	o/u	o/u		2000	
SECONDARY	American Indian of Alseka Kative	d/u	u/u		9000	
SECONDARY	Aslan or Pacific Islander	0/0	0/0		0.00%	
SECONDARY		ujo	d'al		0.00%	
SECONDARY	Hispanic	dia di	d/u		00.00%	
SECONDARY	White, non-Hapanito	0,0	0/0		0.00%	
SECONDARY	UnknownOther	0/0	d'a		0.00%	
SECONDARY	Prodviduale With Cisabilities	dia	0/0		0.00%	
SECONDARY	Economics by Deschartaged	a/u	0/0		0,000	
SECONDARY		0/0	0/0		0.00%	
SECONDARY	Displaced Homemakers	a/u	0/0		0.00%	
SECONDARY	Other Educational Business	0/0	4/2		0.0000	
SECONDARY	Landed English Prolitoens	g/u	0/0		0000	
SECONDARY	Northadbonsi Entolege	d/u	u/u		0.00%	
SECONDARY	TOTAL SPECIAL POPULATIONS	0	O CONTROL STORY OF THE PARTY OF		MONAM	
SECONDARY	тесн ряер	d/u	a/u		79000	
POSTSECONDARY	GRAND TOTAL	10,142	12.497	79.80%	81 16%	
POSTSECONDARY	Manual Control of the	3.544	4.360		81.28%	
POSTSECONDARY	Famate	6,598	8.137		81 00%	
POSTSECONDARY	Gender Lestrown	0	0		IUIVIUH	
POSTSECONDARY	American Indian or Alseba (serbre	155	194		79 00%	
OSTSECONDARY	Asian or Pacific Islander	120	1771		A7 80%	
OSTSECONDARY	Black, Hon-Hispanic	1,846	2.339		78 02%	
POSTSECONDARY	Hispanic	103	140		73 57%	
OSTSECONDARY	White nea-Hispanic	7.876	9.578		R2 236	
POSTSECONDARY	Unknown/Other	42	69		&0 87%.	
POSTSECONDARY	Inchilbusie With Dissouthers	348	483		72 05%	
POSTSECONDARY	Economically Destructions	2.309	2 907		70.42%	
POSTSECONDARY	Skughe Patrentia	936	1.135	Allega and a second	82 A70	
POSTSECONDARY	Displaced Homemukers	544	717		75 B794	
POSTSECONDARY	Displaced Homemakers	4,430	5.462		81 116	
POSTSECONDARY	Limited English Prolicient	93	137		67 BB%	
POSTSECONDARY	Montraditional Euroleeus	1.401	1 792		78 180	
POSTSECONDARY	TOTAL SPECIAL POPULATIONS	10,061	12.633		70 64%	
POSTSECONDARY	TECH PREP	699	199		85.31%	
STREET - NEW TOWN	The state of the s			A CONTRACTOR OF THE PERSON NAMED IN COLUMN TWO IS NOT THE OWNER, THE PERSON NAMED IN COLUMN TWO IS NAMED IN THE OWNER, THE PERSON NAMED IN THE OWNER, THE PERS		

CORE INDICATOR #3: PLACEMENT AND RETENTION VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT STATE PROGRAM YEAR 2001-2002

NUMBER OF STUDENTS IN THE PREFERENCE PERFORMANCE							
NUMERO FITS IN THE STUDENTS IN THE POPULATON PERFORMANCE PERFO				RETENTIC	NC	(3P2)	
Coloniar Coloniar	LEVEL	POPULATION	NUMBER OF STUDENTS IN THE NUMERATOR	NUMBER OF STUDENTS IN THE DENOMINATOR	ADJUSTED LEVEL OF PERFORMANCE	ACTUAL LEVEL OF PERFORMANCE	ACTUAL VS ADJUSTED LEVEL OF PERFORMANCE*
State Stat							
Control of the Cont							
Control of Control o					The state of the s		
Colore of Particle Libraries Colore Colored Particle Colored Color							A STATE OF STREET
Contact Cont							
Control total Control tota							
Construction Cons			TO SECTION SEC				
Control to Total							
Control of Parkers Control							
Section				一日 の 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日		THE REAL PROPERTY.	のでは、日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日
Contact Children	は 日本の						
CRANID TOTAL 1,598 10,142 92,09% 94,64%							
Autor 6,283 10,142 92.09% 94.64% Fermina 6,283 6,598 92.09% 94.64% Consider Univocan 147 155 95.23% Advant or Pearlis Libration 177 120 94.84% Advant or Pearlis Libration 1,748 1,846 94.69% Advant or Pearlis Libration 97 103 94.17% Advant or Pearlis Libration 32 7.876 94.17% Advant or Pearlis Pe	THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NAMED IN COL			The state of the s			The same of the sa
Vulue 3,315 3,544 93,54% Conductor Control Contr	POSTSECONDARY	GRAND TOTAL	9,598				E STATE
familia 6,283 6,598 95,23% Consider Univocan 147 155 94,84% Advant or Pearlite Libration 1,748 1,846 94,89% Advant or Pearlite Libration 1,748 1,846 94,69% Indext, wood-Happanic 97 103 94,17% Abbrille, mon-Haspanic 7,459 7,876 94,17% Abbrille, mon-Haspanic 326 348 94,17% Abbrille, mon-Haspanic 326 348 94,17% Abbrille, mon-Haspanic 326 348 94,17% Abbrille, mon-Haspanic 2,180 2,309 94,41% Abbrille, mon-Haspanic 2,180 2,309 94,41% Abbrille, demandating of parameter 897 936 94,41% Abbrille, demandating of parameter 87 93 94,29% Abbrille, demandating of parameter 87 93 55% Abbrille, demandating of parameter 87 94,94 94,36% Abbrille, demandating of parameter 87 94,94 <	POSTSECONDARY	Name of the last o	3,315		THE REAL PROPERTY AND ADDRESS OF THE PERSON NAMED IN COLUMN TWO PERSONS ASSESSED.	93.54%	八 连 日本
Concrete Univocent 0 0 #DIV/OI Advanced Inflation 147 155 94.84% Advanced Inflation 1,748 1,846 94.69% Black, non-Hispanic 97 1,846 94.69% Viscource Inflation 97 1,7876 94.17% White, non-Hispanic 7,459 7,876 94.77% Ulathrowindoire 36 42 94.77% Lockbook Web Deads/straged 2,180 2,309 94.41% Shope Parrele 517 4,430 94.41% Shope Parrele 517 4,430 94.29% Lockbook Included Inflation 87 93.6% 94.29% Shope Parrele 517 4,430 94.29% Lockbook Inflational Barriers 87 93 55% Lockbook English Anness 87 93 55% Intractional English 1,401 94.36% 95.08% Interesting English 544 10,061 95.08%	POSTSECONDARY	Female	6,283		では、日本のでは、	95.23%	
Authoritional banders 147 155 94.84% Adder or Petellik bisinder 171 120 94.84% Adder or Petellik bisinder 1,748 1,846 94.69% Black, non-Hitspanic 97 1,03 94.69% White, non-Hitspanic 7,459 7,876 94.77% White, non-Hitspanic 36 7,876 94.77% Unknown/Coher 36 7,876 94.77% Shipe Perror 32,180 2,309 94.41% Connecest Detachinged 2,180 2,309 94.41% Shipe Perror 897 936 95.83% Shipe Perror 517 4,430 94.29% Connecest Locational Barriers 87 93 55% Linear Explainment Barriers 87 93 55% Linear Explainment Barriers 87 93 55% Add	POSTSECONDARY	Gender Unknown	0		が 一	#DIV/OI	
Marie of Peterlic Balancies	POSTSECONDARY	American Indian or Alaska Native	147			94.84%	The state of the s
Pacet non-Hispanic 1,748 1,846 94,037%	POSTSECONDARY		111			92.50%	
Material Materials 97 103 94-17% Affilia soot-Hispanic 7,459 7,876 94-17% Upsidously With Displaces 326 348 93.68% Assistance of Name Strate 897 936 94.41% Comprehensive of Name Strate 897 936 94.29% Displaced Ferror 47.177 4,430 94.29% Americal English Professional Bearines 87 93 94.29% Assistational English Professional English Professional Bearines 1,401 94.36% Teck H Program Professional English Professional Residence 94.36% 95.08% Teck H Program 549 69.69 95.08%	POSTSECONDARY		1,748		The Control of the Co	84.69%	1000年の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の
Michiganite 7,439 7,070 97,174	POSTSECONDARY	Hispanic	7 450		A CONTRACTOR OF STREET, STREET	04.11%	
Action of the Particular	POSTSECONDARY		1,438			85.71%	
Connective Detailment April 1,300 94,41% 95,83% 95,83% 95,83% 95,83% 95,83% 95,83% 95,04% 95,04% 95,04% 95,04% 95,04% 95,04% 95,04% 95,04% 95,04% 95,04% 95,04% 95,04% 95,04% 95,06% 95,06% 95,06% 95,06% 95,06% 95,06% 95,06% 95,06% 95,06% 95,06% 95,06% 95,06% 95,06% 95,06% 95,06% 95,06% 95,06% 95,06%	POSTSECONDARY	Society of Mer Districts	326			93.68%	· · · · · · · · · · · · · · · · · · ·
Skippe Parents 897 936 95.83% Disclosed ferramakers 517 544 95.04% Disclosed ferramakers 4,177 4,430 94.29% Limbol English Professor 87 93 93.55% Not incidious English Professor 1,310 1,401 93.50% TECH PREP 94.36% 49.43 94.36% TECH PREP 569 95.08%	DOCTRECONDADY	56	2.180			94.41%	· · · · · · · · · · · · · · · · · · ·
Displaced featurementary 517 544 95,04% Other Educational Burners 4,177 4,430 94,29% Linear English Professor 87 93 94,29% Aprillable and Professor 1,310 1,401 93,50% TECH PREP 94,94 10,061 94,36% TECH PREP 569 95,08%	POSTSECONDARY	Slegue Parento	897			95.83%	
Colour Educational Burniers 4,177 4,430 94,29% Linuxional English Professional English Professional English Professional English 87 93 93.55% Non-Installowal English 1,401 1,401 93.50% TECH PREP 94,494 10,061 94.36% TECH PREP 569 95.08%	POSTSECONDARY		517		はいいないというできない。	95.04%	· · · · · · · · · · · · · · · · · · ·
Lines English Professor 87 93 93.55% Normalisms English 1,310 1,401 93.50% TOTAL SPECIAL POPULATIONS 9,494 10,061 94.36% TECH PREP 569 95.08%	POSTSECONDARY	1 3	4,177		明 は 日本	94.29%	
1,310 1,401 93.50% 1,000 1,401 93.50% 100.00 1,401 94.36% 100.00 1,401	POSTSECONDARY		87			93.55%	STATE OF THE PARTY
TITAL SPECIAL POPULATIONS 9,494 10,061 94.36% 94.36% 175CH PREP 559 95.08%	POSTSECONDARY	Nuntraditional Enrollens	1,310			93.50%	から 大きな は は は は は は は は は は は は は は は は は は は
тесн мер 55.08%	POSTSECONDARY	TOTAL SPECIAL POPULATIONS	9,494	THE RESERVE OF THE PERSON NAMED IN	の の の の の の の の の の の の の の の の の の の	94.36%	
	POSTSECONDARY	TECH PREP	541			95.08%	

* "M" = "MET"; "E" = "EXCEEDED"
Additional Information:

17(j-2)

CORE INDICATOR #4: PARTICIPATION IN NONTRADITIONAL PROGRAMS

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT STATE PROGRAM YEAR 2001-2002

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SECONDARY STOCHAS ST				PARTICIPATION	NO	(4S1/4P1)	
1,000 1,00	LEVEL	POPULATION	UNDERREPRESENTED STUDENTS IN THE NUMERATOR	TOTAL NUMBER OF ENROLLED STUDENTS IN THE DENOMINATOR	ADJUSTED LEVEL OF PERFORMANCE	ACTUAL LEVEL OF PERFORMANCE	ACTUAL VS ADJUSTED LEVEL OF PERFORMANCE*
Value Valu	SECONDARY	GRAND TOTAL	29,511	120,855	25.33%	24.42%	O
Principal Control Co	SECONDARY	Use	20,920	74.198	A STATE OF THE PARTY OF THE PAR	28.19%	
Activate between Colored Extended Colored Extended Extended Extended Extended Colored Extended	SECONDARY	Female	8,591	46,657		18.41%	
Automotive foliation to Automate foliation foliation to Automate foliation folia	SECONDARY	Gender Unknownt	0	0	一	#DIVIO!	
Author of Proceedings Author of Processing Author of Processin	SECONDARY	American indian or Alaska Nativa	420	2.030	1000年の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の	20,69%	
State Stat	SECONDARY		708	2,120		33.40%	のであると、他はいるのでは
without the final between the state of the final between the state o	SECONDARY		8.027	31,469	ののののではいいののであるので	25.51%	
Page	SECONDARY	Hispanic	835	3,155		26.47%	
Page	SECONDARY	Withlia, nos-Hispanic	19.279	81.257		23 73%	
Processes	SECONDARY	Volznown/Other	242	824		29.37%	
13.799 24.02%	SECONDARY	BISCI	2.232	12.308	このないのでは、 できる	18.13%	
Colore C	SECONDARY	1926	3,315	13,799		24.02%	
Control National Protects	SECONDARY		d/u	d/u		0.00%	
Otto Execution Breese 7,220 30,678 23,53% Inchestrogeth Protects 2,23 2,54 Inchestrogeth Protects 2,54 12,086 28,71% Inchestrogeth Protects 19,481 12,086 22,39% 21,71% Inchestrogeth Protects 19,481 13,98 14,81% Inchestrogeth Protects 15,086 33,666 44,81% Inchestrogeth Protects 13,98 13,98 14,81% Inchestrogeth Protects 13,98 13,98 14,81% Inchestrogeth Protects 13,98 13,98 14,81% Inchestrogeth Protects 12,980 53,864 24,398 Inchestrogeth Protects 2,796 15,286 15,286 Inchestrogeth Protects 2,796 15,286 16,29% Inchestrogeth Protects 2,796 16,286 16,29% Inchestrogeth Protects 2,796 16,286 Inchestrogeth Protects 2,796 16,28% Inchestrogeth Protects 2,796	SECONDARY		d/u	d/u		%00.0	
Loine Copies Prediction 2.32 808 2.8.17% Invite Copies Prediction 2.9.511 1.20.855 2.8.17% Part Laboration 4.2.510 1.20.855 2.24.32% 2.24.32% Total Facilities 10.372 4.7.485 2.2.39% 2.3.35% E Loss Cabulty Total 1.394 3.3.66 4.4.81% E 4.4.81% E Formula American Indian or health white 2.67 1.398 4.9.10% 4.8.83% E Grander Peacle Indian or health white 2.67 1.398 1.9.10% 4.8.83% E American Indian or health white 2.67 1.398 1.9.10% 4.8.83% E American Indian or health white 2.00 2.00 4.8.83% E E.9.10% E Make constriction in Make or health and or he	SECONDARY	1 × D	7,220	30.678		23.53%	
Tech recommender 12,0,655 12,42% 12,0,655 12,42% 12,0,655 12,42% 12,0,655 12,42% 12,0,655	SECONDARY		232	808	「	28.71%	
VICTALL SECOLAL POPULATIONS VICTALL SECOLAL POPULATIONS VICTAL SECOLAL POPULATIONS VICTAL SECOLAL POPULATIONS VICTAL SECOLAL POPULATION VICTAL SECOLAR POPULATION VICTAL POPULATION VICTAL SECOLAR POPULATION VICTAL POPULATION VICTAL POPULATION VICTAL POPULATION VICTAL POPULATION VICTAL POPULATION VICTAL POPULAT	SECONDARY	North additional Entraînes	29,511	120,855	STATE OF THE PARTY	24.42%	
TECH FREED 10,372 47,785 22,39% 23,35% E	SECONDARY	TOTAL SPECIAL POPULATIONS	42,510	178,448	の語の問題の記念を記念	23.82%	のないののでは、一つのでは、
Maile	SECONDARY	TECH PREP	10,372	47,785	CHEST SECTION OF THE PERSON OF	21,71%	TO SHARE THE PARTY OF THE PARTY
Particle Particle	POSTSECONDARY	GRAND TOTAL	19,481	83,414	22.39%	23.35%	w
Secretary Secr	POSTSECONDARY	Male	15,086	33,666	· 日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日	44.81%	
Animal of Public Indian of Albada Horinary Animal of Public Indian of Albada Horinary Animal of Public Indian of Indian o	POSTSECONDARY	Formula	4,395	49.748		8.83%	
Autoric of Pacific Indian Acribe 267 1,398 19,10% Autor of Pacific Indian Acribe 386 1,308 29,51% Black non-Mitpanic 410 1,465 27,99% Miles into Hispanic 12,980 53,864 27,99% Whele, non-Hispanic 12,980 53,864 24,10% Unknown-Order 344 1,041 24,10% Unknown-Order 848 2,926 28,98% Indian War Classifiers 872 7,012 18,29% Scope Exercise Market 9,198 41,865 11,27% Other Exercises Markets 9,198 41,865 21,97% Inmise Explain Professe 19,481 19,481 100,00% Inch Prices 100 AOW 22,25% FEXICE EDED**** "Din NOT MEET" 1,090 4,898	POSTSECONDARY	Gender Unknown	0	0		#DIVIO	
Author of Peatle Interview 386 1,308 29,51% Black con-Hispanic 5,094 24,338 20,93% Historic 410 1,465 27,99% White, non-Hispanic 12,980 53,864 24,10% Unknown-Order 344 1,041 33,05% Unknown-Order 2,796 15,286 18,29% Consider I bracker 872 7,012 12,44% Consider I bracker 9,198 41,865 11,27% Unine Explain Professor 19,481 19,481 19,481 100,00% TECH PREZ TECH PREZ 1000 NOT MEET* TECH PREZ TECH PREZ TECH PREZ TECH PREZ TECH PREZ TECH PREZ TECH PREZ TECH PREZ TECH PREZ TECH PREZ TECH PREZ TECH PREZ TECH PREZ TECH PREZ TECH PREZ TECH	POSTSECONDARY	American Indian or Alaska Kathve	267	1,398		19.10%	
Historic 1,465 20,93% 20,033	POSTSECONDARY		386	1,308		29.51%	
Histories	POSTSECONDARY		5,094	24,338		20.93%	
Widther, non-Hispanic 12,980 53,864 24.10% 24.10% UnknownObject 344 1,041 33.05% 33.05% Inchristative Win Oeschliers 848 2,926 28.98% 28.98% Economically Disablerating Strain Registry 872 15,286 18,29% 12,44% Strain Encoded Homers 383 3,398 11,27% 11,27% Other Elocation Registry Product 22 807 28,25% Intrinsicual Encoded 29,198 41,865 21,97% Intrinsicual Encoded 28,25% 100,00% Intrinsicual Encoded 100,00% 37,24% International Encoded 1,090 4,898 22,25% FORMINY Pages 22,25% FORMINY Pages	POSTSECONDARY	Hispanic	410	1,465		27.99%	
Unknown Votes 344 1,041 33.05% 2.926 28.98% 2.926 28.98% 2.926 28.98% 2.926 28.98% 2.926 28.98% 2.926 28.98% 2.926 28.98% 2.926 28.98% 2.926 28.28.98% 2.926 28.28% 2.926 28.28% 2.926 29.98 29.198 29.198 29.198 29.198 29.198 29.25%	POSTSECONDARY	White, non-Hispanic	12,980	53,864		24.10%	
Convertable National Work Characteristics Convertable National Work Characteristics Convertable Convertabl	POSTSECONDARY	UnknownvOther	344	1,041		33.05%	
Strope Parents	POSTSECONDARY		848	2,926	の 日本の 日本の 日本の 日本の 日本の 日本の 日本の 日本の 日本の 日本	28.98%	のできるないのでは、
Stroph Parents 872 7,012 12,44% Deposed Horninghers 383 3,398 11,27% Other Educational Barriers 9,198 41,865 21,97% Limited English Productor 228 807 28,25% Acceptably Stricted 19,481 19,481 100,00% TOTAL SPECIAL POPULATIONS 33,806 90,775 37,24% EXCREBDED*** "D" = "DID NOT MEET" 1,090 4,898 22,25%	POSTSECONDARY	836.3	2,796	15,286		18.29%	
Other Education Particular 383 3,398 11,27% 11,27% 21,97% 21,97% 21,97% 21,97% 21,97% 22,97% 22,97% 22,07% 22,07% 22,07% 22,07% 22,07% 22,02% 22,	POSTSECONDARY		872	7,012	The second second second	12.44%	
Charle Explain Production & Barriers 9,198 41,865 21,97%	POSTSECONDARY		383	3,398		11.27%	The state of the s
Jamise English Productor 228 807 28.25%	POSTSECONDARY		9,198	41,865		21.97%	
100.00% 100.	POSTSECONDARY	Lamited English Profesers	228	807		28.25%	でなるのではははいるのではない
TOTAL SPECIAL POPULATIONS 33,806 90,775 37.24%	POSTSECONDARY		19,481	19,481		100.00%	CONTRACTOR OF THE PARTY OF THE
= "EXCEEDED"; "D" = "DID NOT MEET" FORM IV. Page	POSTSECONDARY	TOTAL SPECIAL POPULATIONS	33,806	90,775		37.24%	
"D" = "DID NOT MEET" FORM IV. Page	POSTSECONDARY		1,090	4,898	日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日	22.25%	
	" "M" = "MET"; "E" = "EXC		L				FORM IV Page 0

CORE INDICATOR #4:COMPLETION IN NONTRADITIONAL PROGRAMS VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE PROGRAM YEAR 2001-2002

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LEVEL SECONDARY SECONDARY SECONDARY SECONDARY SECONDARY		NUMBER OF				The state of the s
ECONDARY ECONDARY ECONDARY ECONDARY	NOTA III ADA	UNDERREPRESENTED STUDENTS IN THE NUMERATOR	TOTAL NUMBER OF ENROLLED STUDENTS IN THE DENOMINATOR	ADJUSTED LEVEL OF PERFORMANCE	ACTUAL LEVEL OF PERFORMANCE	ACTUAL VS ADJUSTED LEVEL OF PERFORMANGE*
ECONDARY ECONDARY ECONDARY	Coant total	1.486	12,443	14.49%	11.94%	Q
ECONDARY	Zing	626	6,973	の意思を受けるのは	8.98%	
ECONDARY	Fartule	860	5,470	一般の配性の理解を計画を対象	15.72%	
	Gender Unkindwth	0		Control of the last of the las	#DIV/0I	は 日本の
SECONDARY	American Indian or Alaska Native	27	244		11.07%	
SECONDARY	Asian or Pacific Islander	25	131		19.08%	
SECONDARY	1 0	405	2,892		14,00%	
SECONDARY	Hispanic	33	207	THE REAL PROPERTY AND ADDRESS OF THE PERSON NAMED IN COLUMN TWO PERSONS AND ADDRESS OF THE PERSON NAMED IN COLUMN TWO PERSONS AND ADDRESS OF THE PERSON NAMED IN COLUMN TWO PERSONS AND ADDRESS OF THE PERSON NAMED IN COLUMN TWO PERSON NAMED IN COLUMN TRANSPORT NAMED IN COLUMN TWO PERSON NAMED	15.94%	
SECONDARY	Within, non-Hapsinic	982	8,908		11.02%	
SECONDARY	Unknown/Other	14	61	(国际)	22.95%	を できる
SECONDARY	Individuals With Disabilities	111	1,179	· · · · · · · · · · · · · · · · · · ·	9.41%	
SECONDARY	18	164	-	日本の	12.41%	
SECONDARY		g/u	d/u	と 日本の	%00.0	
SECONDARY	Displaced Homemakera	a/u		の情報の表を表が	%00.0	A STATE OF THE PROPERTY OF THE PARTY OF THE
SECONDARY	Other Educational Barriers	394	3,	世 四十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二	12,98%	
SECONDARY	Limited English Proficient	10	44		22.73%	一 日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日
SECONDARY	Acets adlacest E-molesis	1,486			11.94%	· · · · · · · · · · · · · · · · · · ·
SECONDARY	TOTAL SPECIAL POPULATIONS	2,165	18,022		12.01%	
SECONDARY	TECH PREP	677			11.11%	· · · · · · · · · · · · · · · · · · ·
POSTSECONDARY	GRAND TOTAL	2,174	The state of the s	16.23%	17.22%	3
POSTSECONDARY	-	1,479	5		28.92%	1000年の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の
POSTSECONDARY	Female	695	7,511	1000年の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の	9.25%	
POSTSECONDARY	Geoder Unknown	0		の できない はい	#DIV/OI	
POSTSECONDARY	American Indian or Alaska Hative	25			14.79%	班 人名 日本
POSTSECONDARY	Aslan or Pacific Islander	30		が 100mm 10	19.74%	
POSTSECONDARY	Black, non-Hispanic	451	2	の記録の記録の記録の	15.32%	THE REAL PROPERTY AND ADDRESS OF THE PERSON NAMED IN COLUMN TWO PERSON NAME
POSTSECONDARY	Hispanic	49			21.30%	THE RESIDENCE OF THE PARTY OF T
POSTSECONDARY	White: non-Hispanic	1,581	9,005		17.56%	から とうない 一日 日本の 日本の 日本の 日本の 日本の 日本の 日本の 日本の 日本の 日本
POSTSECONDARY	Unknown/Other	38		の 日本の 日本の 日本の 日本の 日本の 日本の 日本の 日本の 日本の 日本	30.40%	
POSTSECONDARY	Induduse Wet Dissolates	108		一 一 一 一 一 一 一 一 一 一 一 一 一 一 一 一 一 一 一	21.86%	
POSTSECONDARY	Economicsally Deadvantaged	370	2,506	美国独立的政治的	14.76%	
POSTSECONDARY	Single Parents	103	3 947		10.88%	ことの 日本の 日本の 日本の 日本の 日本の 日本の 日本の 日本の 日本の 日本
POSTSECONDARY	Displaced Homemakers	49	9 601		8,15%	
POSTSECONDARY	Other Educational Berriers	926	6,120		15.62%	
POSTSECONDARY	Limited English Proficent	34	131		25.95%	
POSTSECONDARY	Nortraditional Employs	2,174			100.00%	は、日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日
POSTSECONDARY	TOTAL SPECIAL POPULATIONS	3,794	12,	の の の の の の の の の の の の の の の の の の の	29.25%	2000年の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の
POSTSECONDARY	TECH PREP	104	1 762		13.65%	STATE OF STA

^{* &}quot;M" = "MET"; "E" = "EXCEEDED"; "D" = "DID NOT MEET"

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT STATE PROGRAM YEAR 2001-2002

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NUMBER OF STUDENTS IN THE STUDENTS IN THE DENOMINATOR PERFORMANCE PERFORMANC				USTED LEVEL OF ERFORMANCE	ACTUAL LEVEL OF PERFORMANCE	ACTUAL VS ADJUSTED LEVEL OF PERFORMANCE*
Colored Participation Colo						
Cocket 1074, Cock						
Code Vertical Code Ver						
Count 1072,						
Control 107A, Control 107A						
Content Use Cont						
Code+No TOTAL					THE PERSON NAMED IN COLUMN TWO IS NOT THE OWNER.	
Control Total Control Total Control Total Control Leborari C						
Alies of Percentary Charles (1996) Control of Contr						
Control of Control o						
Value	GRANGT	G	0			
February February February Currector United Control February February Astalan or Pacific Intervent February February Astalan or Pacific Intervent February February February Integrated February	Male	d/u	dina	SECTION SECTION SECTION	#014/01	#DIV/0!
Caroder Unitroder	Name of the least	d/u	di		0.00%	
Avieto of Pacific Interview	Gender U	d/u	d/u		0.00%	
Attitus or Petialic Interview	American		d/u		%000	
Black, nos-Hispanic	Aslan or P	n/p	d/u		0.00%	
Milliagn nocy-flessed	Black, nee	d/u	d/u		0.00%	公共 1000 1000 1000 1000 1000 1000 1000 10
Unknown-Chiese	White non	d/u	d/u		%00.0	
100	Unknown/C	divide divide	diu		%00.0	
Economistrate Deadward-graph Tri D	individuals	a/u	d/u		0.00%	
Straigle December Clip	STATE		d/u		7000	
Descriptions Remins	Snake Pare	υ/p	ďγ		0000	
Cohe Educational Barriers	Displaced	d/u	ďν		%000	
Limbed English Professors	Other Educa	d/u	d/u		%00.0	
North spectual N/P	Limited Eng	d/u	d/u		%00.0	
1 TECH PRESS OF THE PROPERTY O			d/u	THE REAL PROPERTY.	%00'0	
n/p	STATE STATE OF THE PARTY OF THE		0		#DIV/0i	
	"EVORE		n/p	のこれのできる。 日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日	%00.0	STATE OF STREET, STATE OF STREET, STATE OF STREET, STATE OF STATE OF STREET, STATE OF STATE O

" "M" = "MET"; "E" = "EXCEEDED"; "D" = "DID NOT MEET" Additional Information: 17(m-2)

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT STATE PROGRAM YEAR 2001-2002

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				MEASURE:		
i i	NOLTA MADOR	NUMBER OF STUDENTS IN THE NUMERATOR	NUMBER OF STUDENTS IN THE DENOMINATOR	ADJUSTED LEVEL OF PERFORMANCE	ACTUAL LEVEL OF PERFORMANCE	ACTUAL VS ADJUSTED LEVEL OF PERFORMANCE*
LEVEL	Control works	0	O THE PROPERTY OF THE PARTY OF	d/u	#DIV/0I	#DIAIG#
SECONDARY	SKAMIN TOTAL	d/u	d/u		%00.0	ない ないのから これの ないの ないの ないの ないの ないの ないの ないの ないの ないの ない
SECONDARI	Towards .	d/u	d/u	多种的基础的影响的	%00.0	
SECONDANT	Canadas Indonesia	d/u	d/u	医中国人工工工工工工工工工工工工工工工工工工工工工工工工工工工工工工工工工工工工	0.00%	
SECONDANI		d/n	d/u	金 の の の の の の の の の の の の の の の の の の の	%00.0	
COMPANY		d/u	d/u	高级的配针和新数据	%00.0	STATE OF STA
SECONDARY		d/u			%00.0	
SECONDARY	Harmonic	d/n		THE REAL PROPERTY OF THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN TRANSPORT NAMED IN THE PERSON NAMED I	%00.0	
COUNTANT	Markins accorditational	d/u	d/u		%00.0	The state of the s
SECONDARY	I had received Politice	d/n			%00.0	STATE OF STA
SECUNDARI	to the one to the Condition	d/n			%00.0	
SECONDARI	18:	d/u			%00.0	
SECONDARI		d/u	d/u	O Management of the last of th	%00.0	
SECONDAN	Deplaced Homemakers	d/u	d/u		%00.0	
SECONDARY	Other Educational Barriers	d/u	d/u		%00.0	
SECONDARY	Cambrid English Professit	d/u	n/p		0.00%	
SECONDARY	Nortraditional Enrollens	n/p	d/u		%00.0	
SECONDARY	TOTAL SPECIAL POPULATIONS	THE REAL PROPERTY OF THE PARTY	海の金属の金属の		#DIVIO!	
SECONDARY	TECH PREP	d/u	_	Control of the Contro	#OU.00	#DIV/UI
POSTSECONDARY	GRAND TOTAL	0	THE REAL PROPERTY.	diun	1010 U	
POSTSECONDARY	Male Control Control of the Control	d/u			0.00%	
POSTSECONDARY	Female	u/p			0.00%	
POSTSECONDARY	Gender Unknown	d/u			2000	CONTRACTOR OF THE PARTY OF THE
POSTSECONDARY	American Indian or Alanka Native	d/u			0.00%	
POSTSECONDARY	Asian or Pacific Islander	d/u			0.00%	
POSTSECONDARY	Bisck, non-Hispanic	ďν			%000	
POSTSECONDARY	Hispanic	η/η γ			0000	
POSTSECONDARY	White, non-Hispanic	d/u			0.00%	
POSTSECONDARY	Unknown/Other	d/u		d	0.00.0	
POSTSECONDARY	end-viduals With Disabilities	n/p		d	0.00%	
POSTSECONDARY	Economically Disabilitaged	u/p		d	0.00%	
POSTSECONDARY	Stropie Parlents	n/p		d	0.00%	
POSTSECONDARY	Depleced Homemakers	n/p		d	0.00%	
POSTSECONDARY	Other Educational Barriors	d/u		a	0.00%	
POSTSECONDARY	Lenited English Profesion	d/u		a	0.00%	
POSTSECONDARY	Nonlindtonal Enrolless	d/u	d/u	O.	0.00%	
POSTSECONDARY	TOTAL SPECIAL POPULATIONS			0	#010/0	
VOSTOPOPOPOPO	Peru poeo	d/u	d/u	d	0.00%	THE RESIDENCE OF THE PARTY OF T

^{* &}quot;M" = "MET"; "E" = "EXCEEDED"; "D" = "DID NOT MEET"