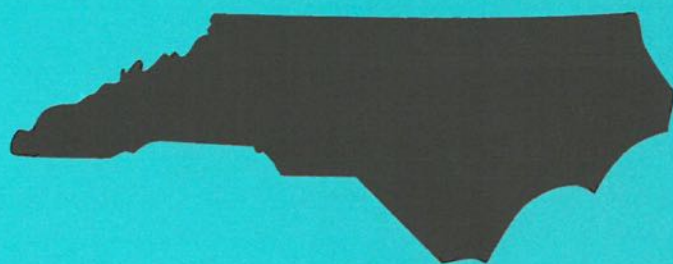


# NORTH CAROLINA Annual Performance Report 20001-20002



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

North Carolina Community College System



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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)

**1. RECIPIENT ORGANIZATION**

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

**2. PR/AWARD NUMBERS:**

Basic Grant to States: VO48A010033

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 annual report for the basic grant and tech prep grant programs authorized by Perkins III, P.L. 105-332.

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL: DATE REPORT SUBMITTED:

Phillip J. Kirk, Jr.

December 5, 2002

TYPED OR PRINTED NAME AND TITLE:

Phillip J. Kirk, Chairman  
State Board of Education

TELEPHONE (Including Area Code):

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

*Purposes*

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

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

**Served:**

**117**

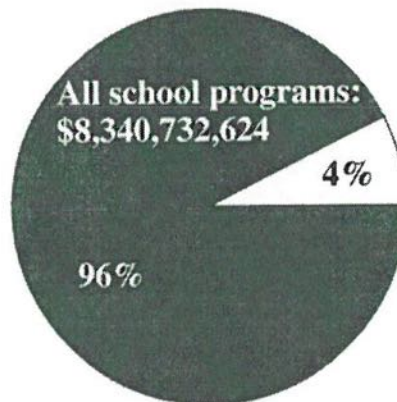
**Local Education Agencies (LEAs)**

**342**

**Secondary Schools**

**10 Career Centers**

**Total  
Educational  
Expenditures:  
(2000-2001)**



**All vocational  
programs:  
\$327,472,371**

**Workforce  
Development  
Education**

Total statewide enrollment in Grades 9-12:

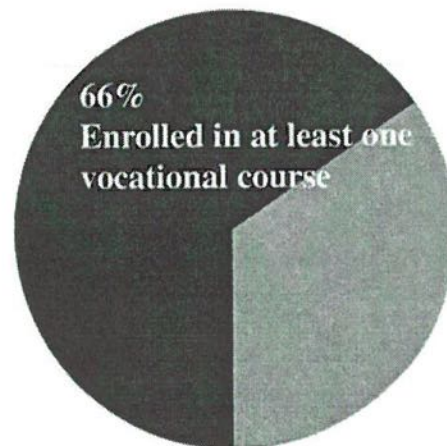
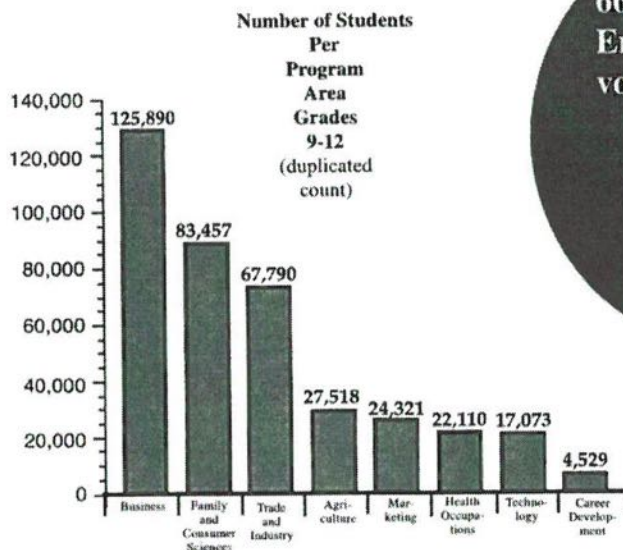
356,841

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

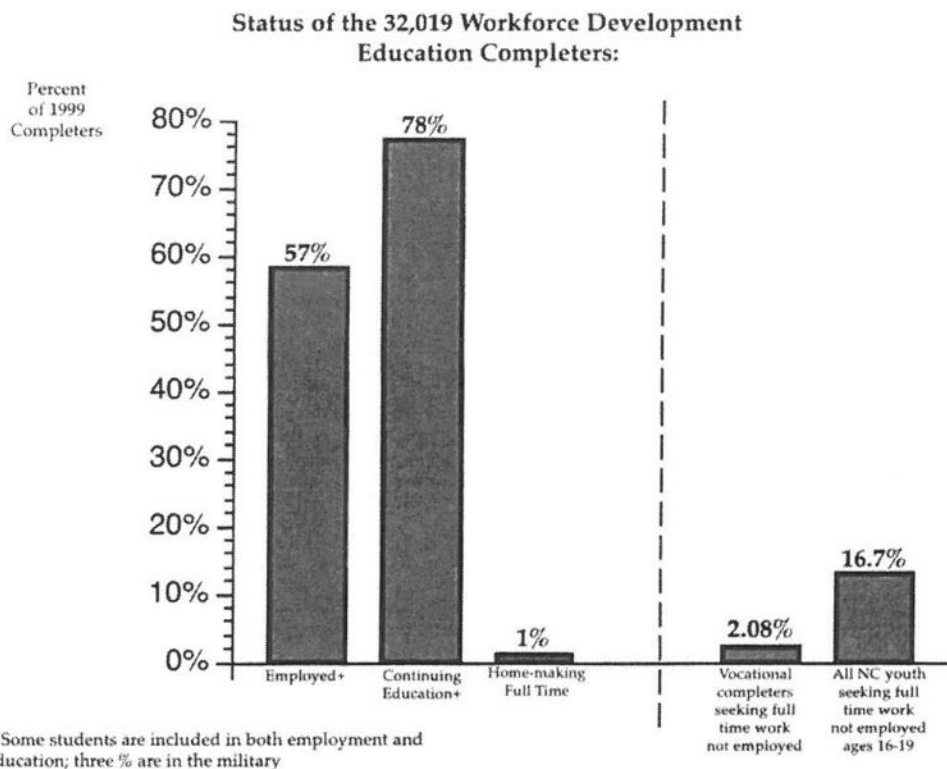
235,572\*

**Program  
Areas**

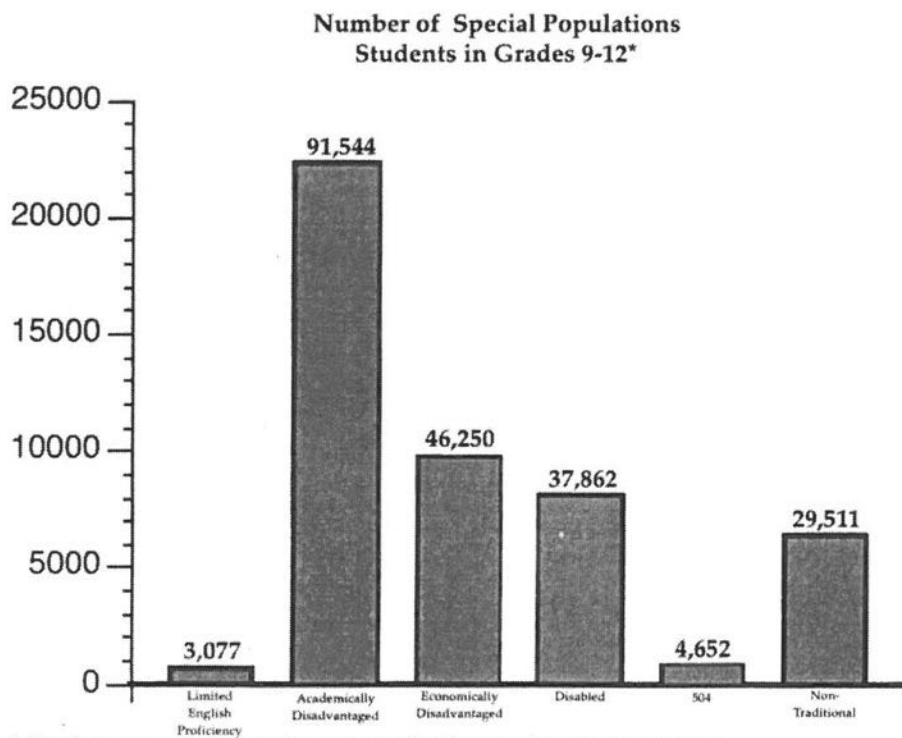
Agriculture  
Business  
Career Development  
Family and  
Consumer Sciences  
Health Occupations  
Marketing  
Technology  
Trade and Industry



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



*Completers of Workforce Development Education*



*Special Populations Education Enrollment*

\* Duplicate count = some students are enrolled in more than one program area.



### *Curriculum*

### *Professional Development*

### *Assessment*

### *Definitions*

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.

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).

*State  
Administration*

#### 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:

*State  
Leadership*

- **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.
- **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:



*Activities  
and Outcome*

- 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.

**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, in-school 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 work-study, co-op positions, apprenticeships, internships, shadowing experiences and other

*Next Fiscal Year/  
State Plan*

*Special  
Populations*

**Special  
Populations  
(continued)**

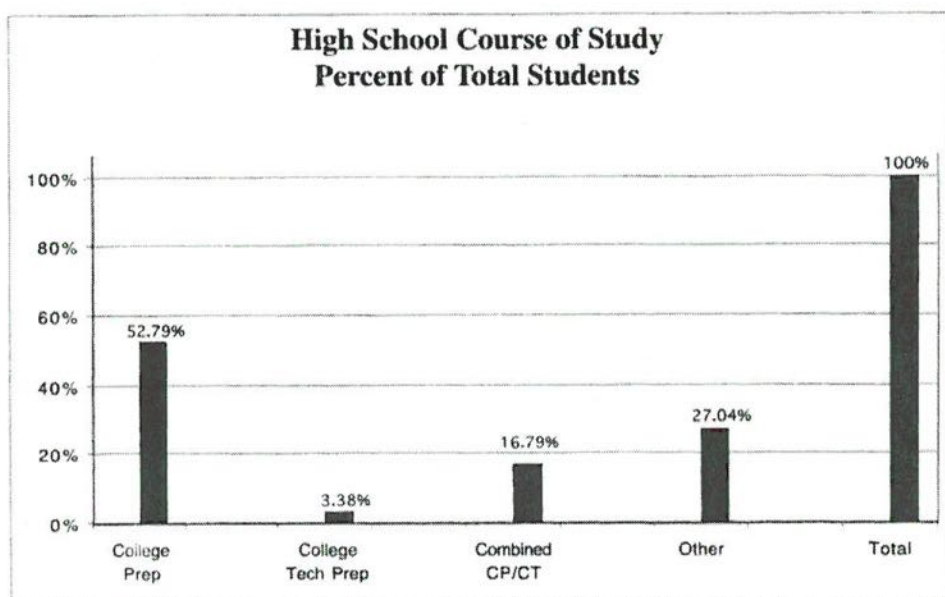
**Next Fiscal Year/  
State Plan**

**Tech  
Prep**

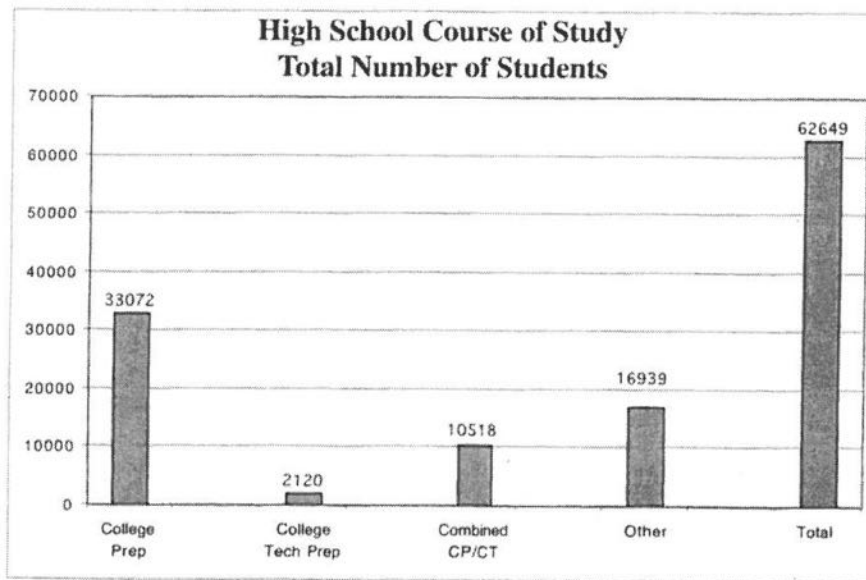
job-related activities. Special population coordinators also provided outreach activities in special education classes, WDE programs, and on an individual basis. Nontraditional training for students included career development, computer science, technology, and emerging high skill, high wage occupations; 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.

*Definitions*

## **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*

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*



- **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 its 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. Calculations for milestones were completed. 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.



### 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.

### Effectiveness

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

Core Indicator	Usage and improvement strategies
• 1S1	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 for 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.
• 4S2	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.

- **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: Improvement 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, (IIc), 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 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.

5. 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	Required Uses								Permissible Uses											
	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	9	10	11	12
A	X		X	X					X											
B	X		X					X	X	X										
C	X		X	X	X				X						X				X	X
D		X	X	X	X		X	X	X			X			X	X		X	X	
1			X		X				X						X					
2			X	X					X											
3		X	X						X									X		
4	X	X	X	X	X			X	X	X								X	X	
5	X	X	X	X		X			X	X									X	X
6	X	X	X	X			X		X											
7	X		X					X	X	X									X	
8	X	X	X			X			X		X	X		X			X	X		
9			X						X											
10		X	X						X											
11		X	X						X											
12	X		X		X			X	X											X
13	X	X	X				X		X										X	
14	X		X	X		X			X		X	X			X		X	X		
15		X	X						X											

- c. **Implications for next fiscal year/State Plan** – State Leadership funds were spread across all of the Core Indicator related activities. Program year 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
1P1	Overall Grade Point Average	Academic attainment measurement addresses the academic content areas addressed in state-approved program academic standards and is measured concurrent with or after concentrated participation in vocational education.
1P2	Overall Grade Point Average	Attainment measurement addresses state defined and industry validated skills and is measured concurrent with or after concentrated participation in vocational education.
2P1	State/Local Administrative Data	Measurement is based on state approved and program defined requirements for degree, diploma, and certificate completers.
3P1	Administrative Record Exchange	Third quarter UI data is used to determine placement in employment for program completers.
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 Wilmington 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: \_\_\_\_\_

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:

Becky McConkey, Manager - Office of Budget Management

DATE REPORT SUBMITTED:

12-12-02

TELEPHONE (Including Area Code):

(919) 807-3741

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

1. **FINAL REPORT:** YES X      NO ☐
2. **ACCOUNTING BASIS:** CASH X      ACCRUAL ☐
3. **FEDERAL FUNDING PERIOD (mm/dd/yy):**      From: 07/01/00      To: 09/30/02
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)



## 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

### 2. PR/AWARD NUMBERS:

Basic Grant to States: V048A0000033

Tech-Prep Education: V243A0000033

### 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)

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SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL:

12-12-02

DATE REPORT SUBMITTED:

TYPED OR PRINTED NAME AND TITLE:

Kennon D. Briggs, Vice President of Business and Finance

919-733-7051 ext. 211

TELEPHONE (Including Area Code):

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

1. **FINAL REPORT:** YES X      NO ☐
2. **ACCOUNTING BASIS:** CASH X      ACCRUAL ☐
3. **FEDERAL FUNDING PERIOD (mm/dd/yy):**      From: 07/01/00      To: 09/30/02
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)

## STATUS OF FUNDS

Line	A Net Outlays Previously Reported	B Total outlays this report period	C Program income credits	D Net outlays this report period (Columns B - C)	E Net Outlays To Date (Column A + D)	F Non-Federal share of outlays this report period	G Total Federal share of outlays (Columns E - F)	H Federal share of unobligated obligations	I Federal share of outlays and unobligated obligations (Column G + H)	J Federal Funds Authorized in State Plan	K Balance of Unobligated Federal Funds (Column J - I)
<b>Title I: Basic Grant to States</b>											
1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4	\$ 305,541,587.12	\$ -	\$ -	\$ -	\$ 305,541,587.12	\$ 289,166,996.12	\$ 16,374,591.00	\$ -	\$ 16,374,591.00	\$ 16,374,591.00	\$ -
5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6	\$ 305,541,587.12	\$ -	\$ -	\$ -	\$ 305,541,587.12	\$ 289,166,996.12	\$ 16,374,591.00	\$ -	\$ 16,374,591.00	\$ 16,374,591.00	\$ -
7	\$ 305,541,587.12	\$ -	\$ -	\$ -	\$ 305,541,587.12	\$ 289,166,996.12	\$ 16,374,591.00	\$ -	\$ 16,374,591.00	\$ 16,374,591.00	\$ -
8	\$ 69,732.62	\$ -	\$ -	\$ -	\$ 69,732.62	\$ -	\$ 69,732.62	\$ -	\$ 69,732.62	\$ 69,732.62	\$ -
9	\$ 50,000.00	\$ -	\$ -	\$ -	\$ 50,000.00	\$ -	\$ 50,000.00	\$ -	\$ 50,000.00	\$ 50,000.00	\$ -
10	\$ 1,391,515.96	\$ 452,353.42	\$ -	\$ 452,353.42	\$ 1,839,999.38	\$ -	\$ 1,839,999.38	\$ -	\$ 1,839,999.38	\$ 1,839,999.38	\$ -
11	\$ 7,591,248.68	\$ 458,383.42	\$ -	\$ 458,383.42	\$ 7,838,632.00	\$ -	\$ 7,838,632.00	\$ -	\$ 7,838,632.00	\$ 7,838,632.00	\$ -
12	\$ 1,851,320.09	\$ 547,874.37	\$ -	\$ 547,874.37	\$ 2,399,194.46	\$ 1,250,124.46	\$ 1,148,950.00	\$ -	\$ 1,148,950.00	\$ 1,148,950.00	\$ -
13	\$ 306,894,688.79	\$ 1,006,257.79	\$ -	\$ 1,006,257.79	\$ 306,900,946.58	\$ 290,417,190.26	\$ 19,483,756.32	\$ -	\$ 19,483,756.32	\$ 19,483,756.32	\$ -
<b>Title II: Tech-Prep Education</b>											
14	\$ 56,094.18	\$ 193,551.82	\$ -	\$ 193,551.82	\$ 159,848.09	\$ -	\$ 159,848.09	\$ -	\$ 159,848.09	\$ 159,848.09	\$ -
15	\$ 1,714,482.90	\$ 85,654.50	\$ -	\$ 85,654.50	\$ 1,800,937.20	\$ -	\$ 1,800,937.20	\$ -	\$ 1,800,937.20	\$ 1,800,937.20	\$ -
16	\$ 1,770,496.88	\$ 193,206.32	\$ -	\$ 193,206.32	\$ 1,958,793.00	\$ -	\$ 1,958,793.00	\$ -	\$ 1,958,793.00	\$ 1,958,793.00	\$ -

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

2. **PR/AWARD NUMBERS:**

Basic Grant to States: V048A010033

Tech-Prep Education: V243A010033

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

DATE REPORT SUBMITTED:

12-12-02

919-733-7051 ext. 211

TELEPHONE (Including Area Code):

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

1. **FINAL REPORT:** YES ☐ NO ☒ X
2. **ACCOUNTING BASIS:** CASH ☒ X ACCRUAL ☐
3. **FEDERAL FUNDING PERIOD (mm/dd/yy):** From: 07/01/01 To: 09/30/03
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)

FORM II, Page I



## STATUS OF FUNDS

Line	A Net Outlays Previously Reported	B Total outlays this report period	C Program Income credits	D Net outlays this report period (Column B - C)	E Net Outlays To Date (Column A + D)	F Non-Federal share of outlays this report period (Column E - F)	G Total Federal share of outlays (Columns E - F)	H Federal share of unliquidated obligations	I Federal share of outlays and unliquidated obligations (Columns G + H)	J Federal Funds Authorized in State Plan	K Balance of Unobligated Federal Funds (Column J - I)
<b>Title I - Basic Grant to States</b>											
Local Uses of Funds											
Secondary Eligible Recipients											
1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Expenditures											
4	\$ -	\$ 309,369,495.95	\$ -	\$ 309,369,495.95	\$ 309,369,495.95	\$ 293,994,904.85	\$ 16,374,591.10	\$ -	\$ 16,374,591.10	\$ 16,374,591.10	\$ -
5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6	\$ -	\$ 309,369,495.95	\$ -	\$ 309,369,495.95	\$ 309,369,495.95	\$ 293,994,904.85	\$ 16,374,591.10	\$ -	\$ 16,374,591.10	\$ 16,374,591.10	\$ -
7	\$ -	\$ 309,369,495.95	\$ -	\$ 309,369,495.95	\$ 309,369,495.95	\$ 293,994,904.85	\$ 16,374,591.10	\$ -	\$ 16,374,591.10	\$ 16,374,591.10	\$ -
Non-Traditional Training and Employment											
8	\$ -	\$ 39,938.00	\$ -	\$ 39,938.00	\$ 39,938.00	\$ -	\$ 39,938.00	\$ -	\$ 39,938.00	\$ 39,938.00	\$ -
9	\$ -	\$ 50,000.00	\$ -	\$ 50,000.00	\$ 50,000.00	\$ -	\$ 50,000.00	\$ -	\$ 50,000.00	\$ 50,000.00	\$ -
10	\$ -	\$ 1,188,336.61	\$ -	\$ 1,188,336.61	\$ 1,188,336.61	\$ -	\$ 1,188,336.61	\$ -	\$ 1,188,336.61	\$ 1,188,336.61	\$ -
11	\$ -	\$ 1,288,336.61	\$ -	\$ 1,288,336.61	\$ 1,288,336.61	\$ -	\$ 1,288,336.61	\$ -	\$ 1,288,336.61	\$ 1,288,336.61	\$ -
12	\$ -	\$ 1,808,890.67	\$ -	\$ 1,808,890.67	\$ 1,808,890.67	\$ 1,297,767.43	\$ 511,123.24	\$ -	\$ 811,123.24	\$ 1,188,776.00	\$ 577,632.76
13	\$ -	\$ 317,526,722.23	\$ -	\$ 317,526,722.23	\$ 317,526,722.23	\$ 294,233,672.38	\$ 18,293,050.85	\$ -	\$ 18,293,050.85	\$ 28,001,350.00	\$ 1,727,299.15
<b>Title II - Tech-Prep Education</b>											
14	\$ -	\$ 1,957.39	\$ -	\$ 1,957.39	\$ 1,957.39	\$ -	\$ 1,957.39	\$ -	\$ 1,957.39	\$ 185,000.00	\$ 183,042.61
15	\$ -	\$ 1,793,334.70	\$ -	\$ 1,793,334.70	\$ 1,793,334.70	\$ -	\$ 1,793,334.70	\$ -	\$ 1,793,334.70	\$ 1,812,161.00	\$ 18,826.30
16	\$ -	\$ 1,795,292.09	\$ -	\$ 1,795,292.09	\$ 1,795,292.09	\$ -	\$ 1,795,292.09	\$ -	\$ 1,795,292.09	\$ 1,997,161.00	\$ 291,868.91

## 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 Wilmington St.  
Raleigh, N. C. 27601-2825

### 2. PR/AWARD NUMBERS:

Basic Grant to States: V048A010033

Tech-Prep Education: V243A010033

### 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:

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

### DATE REPORT SUBMITTED:

12-12-02

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

FORM I

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

1. **FINAL REPORT:** YES ☐ NO ☒
2. **ACCOUNTING BASIS:** CASH ☒ ACCRUAL ☐
3. **FEDERAL FUNDING PERIOD (mm/dd/yy):** From: 07/01/01 To: 09/30/03
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)

FORM II, Page 1

STATE: North Carolina

Federal Funding Period: 7/1/01 - 6/30/02  
Federal Grant Year 2001 as of 9/30/02

Line	STATUS OF FUNDS										
	A Net Outlays Previously Reported	B Total outlays this report period	C Program income credits	D Net outlays this report period (Column B - C)	E Net Outlays To Date (Column A + D)	F Non-Federal share of outlays this report period	G Total Federal share of outlays (Column E - F)	H Federal share of unliquidated obligations	I Federal share of outlay and unliquidated obligate (Column G + H)	J Federal Funds Authorized in State Plan	K Balance of Unliquidated Federal Funds (Column J - I)
<b>Title I - Basic Grant to States</b>											
1	Local Units of Funds										
2	Reserves										
3	Secondary Eligible Recipients	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4	Postsecondary Eligible Recipients	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5	Total Federal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Title II - Other Expenditures</b>											
6	Secondary Eligible Recipients	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7	Postsecondary Eligible Recipients	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8	Total Federal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
9	Non-Traditional Training and Employment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
10	State Institutions	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
11	Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
12	Total State Leadership	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
13	State Administration	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
14	Total Basic Grant To States	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Title III - Tech-Prep Education</b>											
15	State Administration	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
16	Local Consortia	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
17	Total Tech-Prep Education	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -





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



VOCATIONAL-TECHNICAL EDUCATION BASIC GRANT STUDENT ENROLLMENT REPORT

STATE  
PROGRAM YEAR 2001-2002

LEVEL	STUDENT POPULATION	Male A	Female B	Gender Unknown C	GRAND TOTAL D
Row 1	BOTH POPULATIONS				
Row 2	UNDUPLICATED GRAND TOTAL	160,017	174,860	0	334,877
Row 3	SECONDARY	120,509	115,063	0	235,572
Row 4	American Indian or Alaska Native	1,810	1,863	0	3,673
Row 5	Asian or Pacific Islander	2,326	2,071	0	4,397
Row 6	Black, non-Hispanic	33,184	37,453	0	70,637
Row 7	Hispanic	3,967	3,643	0	7,610
Row 8	White, non-Hispanic	78,267	68,944	0	147,211
Row 9	Unknown/Other	955	1,089	0	2,044
Row 10	TOTAL RACE/ETHNICITY	120,509	115,063	0	235,572
Row 11	Individuals With Disabilities	16,903	7,714	0	24,617
Row 12	Economically Disadvantaged	23,727	26,558	0	50,285
Row 13	Nontraditional Enrollees	20,277	7,822	0	28,099
Row 14	Single Parents	n/p	n/p	n/p	0
Row 15	Displaced Homemakers	n/p	n/p	n/p	0
Row 16	Other Educational Barriers	36,785	27,445	0	64,230
Row 17	Limited English Proficient	1,830	1,652	0	3,482
Row 18	TOTAL SPECIAL POPULATION	99,522	71,191	0	170,713
Row 19	UNDUPLICATED TOTAL	39,508	59,797	0	99,305
Row 20	American Indian or Alaska Native	486	1,194	0	1,680
Row 21	Asian or Pacific Islander	740	807	0	1,547
Row 22	Black, non-Hispanic	8,331	19,232	0	27,563
Row 23	Hispanic	834	887	0	1,721
Row 24	White, non-Hispanic	28,522	37,043	0	65,565
Row 25	Unknown/Other	595	634	0	1,229
Row 26	TOTAL RACE/ETHNICITY	39,508	59,797	0	99,305
Row 27	Individuals With Disabilities	1,562	1,923	0	3,485
Row 28	Economically Disadvantaged	4,043	14,079	0	18,122
Row 29	Nontraditional Enrollees	15,087	4,395	0	19,482
Row 30	Single Parents	726	7,473	0	8,199
Row 31	Displaced Homemakers	372	3,843	0	4,215
Row 32	Other Educational Barriers	17,090	32,207	0	49,297
Row 33	Limited English Proficient	424	545	0	969
	TOTAL SPECIAL POPULATION	39,304	64,465	0	103,769

Additional Information:



VOCATIONAL-TECHNICAL EDUCATION TECH PREP STUDENT ENROLLMENT REPORT  
STATE

PROGRAM YEAR 2001-2002

LEVEL	STUDENT POPULATION	Male A	Female B	Gender Unknown C	GRAND TOTAL D
Row 1	BOTH POPULATIONS	46,330	41,841	0	88,171
Row 2	UNDUPLICATED GRAND TOTAL	46,330	41,841	0	88,171
Row 3	UNDUPLICATED TOTAL	43,779	38,569	0	82,348
Row 4	American Indian or Alaska Native	898	941	0	1,839
Row 5	Asian or Pacific Islander	712	599	0	1,311
Row 6	Black, non-Hispanic	11,866	13,537	0	25,403
Row 7	Hispanic	1,530	1,378	0	2,908
Row 8	White, non-Hispanic	28,453	21,766	0	50,219
Row 9	Unknown/Other	320	348	0	668
Row 10	TOTAL RACE/ETHNICITY	43,779	38,569	0	82,348
Row 11	Individuals With Disabilities	5,996	2,587	0	8,583
Row 12	Economically Disadvantaged	9,079	9,986	0	19,065
Row 13	Nontraditional Enrollees	7,031	2,746	0	9,777
Row 14	Single Parents	n/p	n/p	n/p	0
Row 15	Displaced Homemakers	n/p	n/p	n/p	0
Row 16	Other Educational Barriers	15,984	11,857	0	27,841
Row 17	Limited English Proficient	797	687	0	1,484
Row 18	TOTAL SPECIAL POPULATION	38,887	27,863	0	66,750
Row 19	UNDUPLICATED TOTAL	2,551	3,272	0	5,823
Row 20	American Indian or Alaska Native	33	65	0	98
Row 21	Asian or Pacific Islander	31	44	0	75
Row 22	Black, non-Hispanic	410	1,029	0	1,439
Row 23	Hispanic	28	49	0	77
Row 24	White, non-Hispanic	2,008	2,045	0	4,053
Row 25	Unknown/Other	41	40	0	81
Row 26	TOTAL RACE/ETHNICITY	2,551	3,272	0	5,823
Row 27	Individuals With Disabilities	106	89	0	195
Row 28	Economically Disadvantaged	215	561	0	776
Row 29	Nontraditional Enrollees	905	185	0	1,090
Row 30	Single Parents	42	344	0	386
Row 31	Displaced Homemakers	19	176	0	195
Row 32	Other Educational Barriers	1,422	2,023	0	3,445
Row 33	Limited English Proficient	16	18	0	34
	TOTAL SPECIAL POPULATION	2,725	3,396	0	6,121

Additional Information:

**Section E**  
**The Accountability Report**  
**(Form IV)**



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

**STATE**  
**PROGRAM YEAR 2001-2002**

A LEVEL	B POPULATION	C ACADEMIC ATTAINMENT (1S1/1P1)				G ACTUAL VS ADJUSTED LEVEL OF PERFORMANCE*
		NUMBER OF STUDENTS IN THE NUMERATOR	NUMBER OF STUDENTS IN THE DENOMINATOR	ADJUSTED LEVEL OF PERFORMANCE	ACTUAL LEVEL OF PERFORMANCE	
SECONDARY	GRAND TOTAL	8,076	14,939	48.69%	54.06%	E
SECONDARY	Male	4,088	7,764		52.65%	
SECONDARY	Female	3,988	7,175		55.58%	
SECONDARY	Gender Unknown	0	0		#DIV/0!	
SECONDARY	American Indian or Alaska Native	138	306		45.10%	
SECONDARY	Asian or Pacific Islander	155	281		55.16%	
SECONDARY	Black, non-Hispanic	1,551	3,671		42.25%	
SECONDARY	Hispanic	138	273		50.55%	
SECONDARY	White, non-Hispanic	6,044	10,328		58.52%	
SECONDARY	Unknown/Other	50	80		62.50%	
SECONDARY	Individuals With Disabilities	201	772		26.04%	
SECONDARY	Economically Disadvantaged	1,161	2,625		44.23%	
SECONDARY	Single Parents	n/p	n/p		0.00%	
SECONDARY	Displaced Homemakers	n/p	n/p		0.00%	
SECONDARY	Other Educational Barriers	1,200	3,556		33.75%	
SECONDARY	Limited English Proficient	41	114		35.96%	
SECONDARY	Nontraditional Enrollments	1,082	2,006		53.94%	
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%	E
POSTSECONDARY	Male	2,919	4,605		63.39%	
POSTSECONDARY	Female	6,045	8,361		72.30%	
POSTSECONDARY	Gender Unknown	0	0		#DIV/0!	
POSTSECONDARY	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		67.19%	
POSTSECONDARY	White, non-Hispanic	7,063	9,862		73.10%	
POSTSECONDARY	Unknown/Other	86	117		73.50%	
POSTSECONDARY	Individuals With Disabilities	333	509		65.42%	
POSTSECONDARY	Economically Disadvantaged	1,999	2,764		72.32%	
POSTSECONDARY	Single Parents	752	1,051		71.55%	
POSTSECONDARY	Displaced Homemakers	574	735		78.10%	
POSTSECONDARY	Other Educational Barriers	5,086	6,697		75.94%	
POSTSECONDARY	Limited English Proficient	88	136		64.71%	
POSTSECONDARY	Nontraditional Enrollments	1,276	1,897		67.26%	
POSTSECONDARY	TOTAL SPECIAL POPULATIONS	10,108	13,789		73.30%	
POSTSECONDARY	TECH PREP	633	849		74.56%	

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

Additional Information:

FORM IV, Page 1



CORE INDICATOR #1: ATTAINMENT OF VOCATIONAL SKILLS

VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE

PROGRAM YEAR 2001-2002

LEVEL	POPULATION	NUMBER OF STUDENTS IN THE NUMERATOR	NUMBER OF STUDENTS IN THE DENOMINATOR	SKILL ATTAINMENT			ACTUAL VS ADJUSTED LEVEL OF PERFORMANCE*
				ADJUSTED LEVEL OF PERFORMANCE	ACTUAL LEVEL OF PERFORMANCE	(1S2/1P2)	
SECONDARY	GRAND TOTAL	158,414	282,645	55.99%	59.58%		E
SECONDARY	Male	81,174	144,642		56.12%		
SECONDARY	Female	87,240	138,003		63.22%		
SECONDARY	Gender Unknown	0	0		#DIV/0!		
SECONDARY	American Indian or Alaska Native	1,985	4,827		41.12%		
SECONDARY	Asian or Pacific Islander	2,925	5,087		57.50%		
SECONDARY	Black, non-Hispanic	34,994	78,614		44.51%		
SECONDARY	Hispanic	3,729	7,672		48.61%		
SECONDARY	White, non-Hispanic	123,354	184,190		66.97%		
SECONDARY	Unknown/Other	1,427	2,255		63.28%		
SECONDARY	Individuals With Disabilities	7,348	22,922		32.08%		
SECONDARY	Economically Disadvantaged	29,186	60,519		48.23%		
SECONDARY	Single Parents	n/p	n/p		0.00%		
SECONDARY	Displaced Homemakers	n/p	n/p		0.00%		
SECONDARY	Other Educational Barriers	29,198	75,735		38.55%		
SECONDARY	Limited English Proficient	1,195	3,203		37.31%		
SECONDARY	Nontraditional Enrollers	16,334	26,107		62.57%		
SECONDARY	TOTAL SPECIAL POPULATIONS	83,261	188,486		44.17%		
SECONDARY	TECH PREP	57,655	106,920		53.92%		
POSTSECONDARY	GRAND TOTAL	9,468	12,966	72.28%	73.02%		E
POSTSECONDARY	Male	3,147	4,605		68.34%		
POSTSECONDARY	Female	6,321	8,361		75.60%		
POSTSECONDARY	Gender Unknown	0	0		#DIV/0!		
POSTSECONDARY	American Indian or Alaska Native	133	194		68.56%		
POSTSECONDARY	Asian or Pacific Islander	103	179		57.54%		
POSTSECONDARY	Black, non-Hispanic	1,565	2,622		59.69%		
POSTSECONDARY	Hispanic	135	192		70.31%		
POSTSECONDARY	White, non-Hispanic	7,442	9,662		77.02%		
POSTSECONDARY	Unknown/Other	90	117		76.92%		
POSTSECONDARY	Individuals With Disabilities	355	509		69.74%		
POSTSECONDARY	Economically Disadvantaged	2,115	2,764		76.52%		
POSTSECONDARY	Single Parents	797	1,051		75.83%		
POSTSECONDARY	Displaced Homemakers	597	735		81.22%		
POSTSECONDARY	Other Educational Barriers	5,385	6,697		80.41%		
POSTSECONDARY	Limited English Proficient	88	136		64.71%		
POSTSECONDARY	Nontraditional Enrollers	1,336	1,897		70.43%		
POSTSECONDARY	TOTAL SPECIAL POPULATIONS	10,673	13,789		77.40%		
POSTSECONDARY	TECH PREP	669	849		78.80%		

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

FORM IV, Page 2

Additional Information:

# CORE INDICATOR #2 : DIPLOMA/CREDENTIAL VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE

PROGRAM YEAR 2001-2002

A LEVEL	B POPULATION	C COMPLETION				F (2S1/2P1)	G ACTUAL VS ADJUSTED LEVEL OF PERFORMANCE*
		NUMBER OF STUDENTS IN THE NUMERATOR	NUMBER OF STUDENTS IN THE DENOMINATOR	ADJUSTED LEVEL OF PERFORMANCE	ACTUAL LEVEL OF PERFORMANCE		
SECONDARY	GRAND TOTAL	14,086	18,538	75.50%	75.98%	E	
SECONDARY	Male	7,099	9,759		72.74%		
SECONDARY	Female	6,987	8,779		79.59%		
SECONDARY	Gender Unknown	0	0		#DIV/0!		
SECONDARY	American Indian or Alaska Native	291	342		85.09%		
SECONDARY	Asian or Pacific Islander	288	329		87.54%		
SECONDARY	Black, non-Hispanic	3,547	4,627		76.66%		
SECONDARY	Hispanic	260	331		78.55%		
SECONDARY	White, non-Hispanic	9,623	12,813		75.10%		
SECONDARY	Unknown/Other	77	96		80.21%		
SECONDARY	Individuals With Disabilities	445	1,023		43.50%		
SECONDARY	Economically Disadvantaged	2,421	3,262		74.22%		
SECONDARY	Single Parents	n/p	n/p		0.00%		
SECONDARY	Displaced Home Makers	n/p	n/p		0.00%		
SECONDARY	Other Educational Barriers	2,596	4,552		57.03%		
SECONDARY	Limited English Proficient	106	134		79.10%		
SECONDARY	Nontraditional Enrollers	1,870	2,438		76.70%		
SECONDARY	TOTAL SPECIAL POPULATIONS	7,438	11,409		65.19%		
SECONDARY	TECH PREP	7,557	9,492		79.61%		
POSTSECONDARY	GRAND TOTAL	15,798	24,668	63.78%	64.04%	E	
POSTSECONDARY	Male	5,861	9,633		60.84%		
POSTSECONDARY	Female	9,937	15,035		66.09%		
POSTSECONDARY	Gender Unknown	0	0		#DIV/0!		
POSTSECONDARY	American Indian or Alaska Native	270	382		70.68%		
POSTSECONDARY	Asian or Pacific Islander	190	355		53.52%		
POSTSECONDARY	Black, non-Hispanic	3,469	5,681		61.06%		
POSTSECONDARY	Hispanic	267	415		64.34%		
POSTSECONDARY	White, non-Hispanic	11,447	17,605		65.02%		
POSTSECONDARY	Unknown/Other	155	230		67.39%		
POSTSECONDARY	Individuals With Disabilities	582	941		61.85%		
POSTSECONDARY	Economically Disadvantaged	3,231	4,791		67.44%		
POSTSECONDARY	Single Parents	1,246	1,836		67.86%		
POSTSECONDARY	Displaced Homemakers	841	1,195		70.38%		
POSTSECONDARY	Other Educational Barriers	7,789	11,444		68.06%		
POSTSECONDARY	Limited English Proficient	162	285		56.84%		
POSTSECONDARY	Nontraditional Enrollers	2,174	3,699		58.77%		
POSTSECONDARY	TOTAL SPECIAL POPULATIONS	16,025	24,191		66.24%		
POSTSECONDARY	TECH PREP	937	1,397		67.07%		

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

Additional Information:

FORM IV, Page 3



**CORE INDICATOR #2 : CREDENTIAL ATTAINMENT**

PROGRAM YEAR 2001-2002

FORM IV, Page 4

**Additional Information:**

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

**STATE**

**PROGRAM YEAR 2001-2002**

A LEVEL	B POPULATION	C TOTAL PLACEMENT				F ACTUAL LEVEL OF PERFORMANCE	G ACTUAL VS ADJUSTED LEVEL OF PERFORMANCE*
		NUMBER OF STUDENTS IN THE NUMERATOR	NUMBER OF STUDENTS IN THE DENOMINATOR	ADJUSTED LEVEL OF PERFORMANCE	(3S1/3P1)		
SECONDARY	GRAND TOTAL	13,235	13,872	94.80%		95.41%	E
SECONDARY	Male	6,814	7,101			95.96%	
SECONDARY	Female	6,421	6,771			94.83%	
SECONDARY	Gender Unknown	0	0			#DIV/0!	
SECONDARY	American Indian or Alaska Native	225	244			92.21%	
SECONDARY	Asian or Pacific Islander	170	176			96.59%	
SECONDARY	Black, non-Hispanic	3,262	3,542			92.09%	
SECONDARY	Hispanic	195	206			94.66%	
SECONDARY	White, non-Hispanic	9,328	9,649			96.67%	
SECONDARY	Unknown/Other	55	55			100.00%	
SECONDARY	Individuals With Disabilities	621	675			92.00%	
SECONDARY	Economically Disadvantaged	1,862	2,004			92.91%	
SECONDARY	Single Parents	n/p	n/p			0.00%	
SECONDARY	Displaced Homemakers	n/p	n/p			0.00%	
SECONDARY	Other Educational Barriers	2,698	2,930			92.08%	
SECONDARY	Limited English Proficient	68	72			94.44%	
SECONDARY	Nontraditional Enrollers	2,091	2,206			94.79%	
SECONDARY	TOTAL SPECIAL POPULATIONS	5,249	5,681			92.40%	
SECONDARY	TECH PREP	9,773	10,118			96.59%	
POSTSECONDARY	GRAND TOTAL	10,142	12,497	79.80%		81.16%	E
POSTSECONDARY	Male	3,544	4,360			81.28%	
POSTSECONDARY	Female	6,598	8,137			81.09%	
POSTSECONDARY	Gender Unknown	0	0			#DIV/0!	
POSTSECONDARY	American Indian or Alaska Native	155	194			79.90%	
POSTSECONDARY	Asian or Pacific Islander	120	177			67.80%	
POSTSECONDARY	Black, non-Hispanic	1,846	2,339			78.92%	
POSTSECONDARY	Hispanic	103	140			73.57%	
POSTSECONDARY	White, non-Hispanic	7,876	9,578			82.23%	
POSTSECONDARY	Unknown/Other	42	69			60.87%	
POSTSECONDARY	Individuals With Disabilities	348	483			72.05%	
POSTSECONDARY	Economically Disadvantaged	2,309	2,907			79.43%	
POSTSECONDARY	Single Parents	936	1,135			82.47%	
POSTSECONDARY	Displaced Homemakers	544	717			75.87%	
POSTSECONDARY	Other Educational Barriers	4,430	5,462			81.11%	
POSTSECONDARY	Limited English Proficient	93	137			67.88%	
POSTSECONDARY	Nontraditional Enrollers	1,401	1,792			78.18%	
POSTSECONDARY	TOTAL SPECIAL POPULATIONS	10,061	12,633			79.64%	
POSTSECONDARY	TECH PREP	569	667			85.31%	

FORM IV, Page 5

\* "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

		EDUCATION / ADVANCED TRAINING (3S1/3P1)				
LEVEL	POPULATION	NUMBER OF STUDENTS IN THE NUMERATOR	NUMBER OF STUDENTS IN THE DENOMINATOR	ADJUSTED LEVEL OF PERFORMANCE	ACTUAL LEVEL OF PERFORMANCE #DIV/0!	ACTUAL VS ADJUSTED LEVEL OF PERFORMANCE*
SECONDARY	GRAND TOTAL	0	0	n/p		
SECONDARY	Male	n/p	n/p		0.00%	
SECONDARY	Female	n/p	n/p		0.00%	
SECONDARY	Gender Unknown	n/p	n/p		0.00%	
SECONDARY	American Indian or Alaska Native	n/p	n/p		0.00%	
SECONDARY	Asian or Pacific Islander	n/p	n/p		0.00%	
SECONDARY	Black, non-Hispanic	n/p	n/p		0.00%	
SECONDARY	Hispanic	n/p	n/p		0.00%	
SECONDARY	White, non-Hispanic	n/p	n/p		0.00%	
SECONDARY	Unknown/Other	n/p	n/p		0.00%	
SECONDARY	Individuals With Disabilities	n/p	n/p		0.00%	
SECONDARY	Economically Disadvantaged	n/p	n/p		0.00%	
SECONDARY	Single Parents	n/p	n/p		0.00%	
SECONDARY	Displaced Homemakers	n/p	n/p		0.00%	
SECONDARY	Other Educational Barriers	n/p	n/p		0.00%	
SECONDARY	Limited English Proficient	n/p	n/p		0.00%	
SECONDARY	Nontraditional Enrollers	n/p	n/p		0.00%	
SECONDARY	TOTAL SPECIAL POPULATIONS	0	0	0	#DIV/0!	
SECONDARY	TECH PREP	n/p	n/p		0.00%	
POSTSECONDARY	GRAND TOTAL	0	0	n/p	#DIV/0!	
POSTSECONDARY	Male	n/p	n/p		0.00%	
POSTSECONDARY	Female	n/p	n/p		0.00%	
POSTSECONDARY	Gender Unknown	n/p	n/p		0.00%	
POSTSECONDARY	American Indian or Alaska Native	n/p	n/p		0.00%	
POSTSECONDARY	Asian or Pacific Islander	n/p	n/p		0.00%	
POSTSECONDARY	Black, non-Hispanic	n/p	n/p		0.00%	
POSTSECONDARY	Hispanic	n/p	n/p		0.00%	
POSTSECONDARY	White, non-Hispanic	n/p	n/p		0.00%	
POSTSECONDARY	Unknown/Other	n/p	n/p		0.00%	
POSTSECONDARY	Individuals With Disabilities	n/p	n/p		0.00%	
POSTSECONDARY	Economically Disadvantaged	n/p	n/p		0.00%	
POSTSECONDARY	Single Parents	n/p	n/p		0.00%	
POSTSECONDARY	Displaced Homemakers	n/p	n/p		0.00%	
POSTSECONDARY	Other Educational Barriers	n/p	n/p		0.00%	
POSTSECONDARY	Limited English Proficient	n/p	n/p		0.00%	
POSTSECONDARY	Nontraditional Enrollers	n/p	n/p		0.00%	
POSTSECONDARY	TOTAL SPECIAL POPULATIONS	0	0	0	#DIV/0!	
POSTSECONDARY	TECH PREP	n/p	n/p		0.00%	

FORM IV, Page 6

\* "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

A LEVEL	B POPULATION	C EMPLOYMENT				F ACTUAL LEVEL OF PERFORMANCE #DIV/0!	G ACTUAL VS ADJUSTED LEVEL OF PERFORMANCE <sup>1</sup>
		NUMBER OF STUDENTS IN THE NUMERATOR	NUMBER OF STUDENTS IN THE DENOMINATOR	ADJUSTED LEVEL OF PERFORMANCE	(3S1/3P1)		
SECONDARY	GRAND TOTAL	0	0	n/p			
SECONDARY	Male	n/p	n/p	n/p		0.00%	
SECONDARY	Female	n/p	n/p	n/p		0.00%	
SECONDARY	Gender Unknown	n/p	n/p	n/p		0.00%	
SECONDARY	American Indian or Alaska Native	n/p	n/p	n/p		0.00%	
SECONDARY	Asian or Pacific Islander	n/p	n/p	n/p		0.00%	
SECONDARY	Black, non-Hispanic	n/p	n/p	n/p		0.00%	
SECONDARY	Hispanic	n/p	n/p	n/p		0.00%	
SECONDARY	White, non-Hispanic	n/p	n/p	n/p		0.00%	
SECONDARY	Unknown/Other	n/p	n/p	n/p		0.00%	
SECONDARY	Individuals With Disabilities	n/p	n/p	n/p		0.00%	
SECONDARY	Economically Disadvantaged	n/p	n/p	n/p		0.00%	
SECONDARY	Single Parents	n/p	n/p	n/p		0.00%	
SECONDARY	Displaced Homemakers	n/p	n/p	n/p		0.00%	
SECONDARY	Other Educational Barriers	n/p	n/p	n/p		0.00%	
SECONDARY	Limited English Proficient	n/p	n/p	n/p		0.00%	
SECONDARY	Vocational/English Enrichment	n/p	n/p	n/p		0.00%	
SECONDARY	TOTAL SPECIAL POPULATIONS	0	0	n/p		#DIV/0!	
SECONDARY	TECH PREP	n/p	n/p	n/p		0.00%	
POSTSECONDARY	GRAND TOTAL	10,142	12,497	79.80%		81.16%	
POSTSECONDARY	Male	3,544	4,360			81.28%	
POSTSECONDARY	Female	6,598	8,137			81.09%	
POSTSECONDARY	Gender Unknown	0	0			#DIV/0!	
POSTSECONDARY	American Indian or Alaska Native	155	194			79.90%	
POSTSECONDARY	Asian or Pacific Islander	120	177			67.80%	
POSTSECONDARY	Black, non-Hispanic	1,846	2,339			78.92%	
POSTSECONDARY	Hispanic	103	140			73.57%	
POSTSECONDARY	White, non-Hispanic	7,876	9,578			82.23%	
POSTSECONDARY	Unknown/Other	42	69			60.87%	
POSTSECONDARY	Individuals With Disabilities	348	483			72.05%	
POSTSECONDARY	Economically Disadvantaged	2,309	2,907			79.43%	
POSTSECONDARY	Single Parents	936	1,135			82.47%	
POSTSECONDARY	Displaced Homemakers	544	717			75.87%	
POSTSECONDARY	Displaced Homemakers	4,430	5,462			81.11%	
POSTSECONDARY	Limited English Proficient	93	137			67.88%	
POSTSECONDARY	Nontraditional Enrollers	1,401	1,792			78.18%	
POSTSECONDARY	TOTAL SPECIAL POPULATIONS	10,081	12,633			79.64%	
POSTSECONDARY	TECH PREP	569	667			85.31%	

FORM IV, Page 7

\* "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

A LEVEL	B POPULATION	C RETENTION				D (3P2)	
		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	
POSTSECONDARY	GRAND TOTAL	9,598	10,142	92.09%	94.64%	E	
POSTSECONDARY	Male	3,315	3,544		93.54%		
POSTSECONDARY	Female	6,283	6,598		95.23%		
POSTSECONDARY	Gender Unknown	0	0		#DIV/0!		
POSTSECONDARY	American Indian or Alaska Native	147	155		94.84%		
POSTSECONDARY	Asian or Pacific Islander	111	120		92.50%		
POSTSECONDARY	Black, non-Hispanic	1,748	1,846		94.69%		
POSTSECONDARY	Hispanic	97	103		94.17%		
POSTSECONDARY	White, non-Hispanic	7,459	7,876		94.71%		
POSTSECONDARY	Unknown/Other	36	42		85.71%		
POSTSECONDARY	Individuals With Disabilities	326	348		93.68%		
POSTSECONDARY	Economically Disadvantaged	2,180	2,309		94.41%		
POSTSECONDARY	Single Parents	897	936		95.83%		
POSTSECONDARY	Displaced Homemakers	517	544		95.04%		
POSTSECONDARY	Other Educational Barriers	4,177	4,430		94.29%		
POSTSECONDARY	Limited English Proficient	87	93		93.55%		
POSTSECONDARY	Nontraditional Enrolled	1,310	1,401		93.50%		
POSTSECONDARY	TOTAL SPECIAL POPULATIONS	9,494	10,061		94.36%		
POSTSECONDARY	TECH PREP	541	569		95.08%		

FORM IV, Page 8

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

Additional Information:



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

**STATE**

**PROGRAM YEAR 2001-2002**

A LEVEL	B POPULATION	C PARTICIPATION			D (4S1/4P1)		E ACTUAL VS ADJUSTED LEVEL OF PERFORMANCE*
		NUMBER OF UNDERREPRESENTED STUDENTS IN THE NUMERATOR	TOTAL NUMBER OF ENROLLED STUDENTS IN THE DENOMINATOR	ADJUSTED LEVEL OF PERFORMANCE	ACTUAL LEVEL OF PERFORMANCE	ADJUSTED LEVEL OF PERFORMANCE	
SECONDARY	GRAND TOTAL	29,511	120,855	25.33%	24.42%		D
SECONDARY	Male	20,920	74,198		28.19%		
SECONDARY	Female	8,591	46,657		18.41%		
SECONDARY	Gender Unknown	0	0		#DIV/0!		
SECONDARY	American Indian or Alaska Native	420	2,030		20.69%		
SECONDARY	Asian or Pacific Islander	708	2,120		33.40%		
SECONDARY	Black, non-Hispanic	8,027	31,469		25.51%		
SECONDARY	Hispanic	835	3,155		26.47%		
SECONDARY	White, non-Hispanic	19,279	81,257		23.73%		
SECONDARY	Unknown/Other	242	824		29.37%		
SECONDARY	Individuals With Disabilities	2,232	12,308		18.13%		
SECONDARY	Economically Disadvantaged	3,315	13,799		24.02%		
SECONDARY	Single Parents	n/p	n/p		0.00%		
SECONDARY	Displaced Homemakers	n/p	n/p		0.00%		
SECONDARY	Other Educational Barriers	7,220	30,678		23.53%		
SECONDARY	Limited English Proficient	232	808		28.71%		
SECONDARY	North eastern Enrollees	29,511	120,855		24.42%		
SECONDARY	TOTAL SPECIAL POPULATIONS	42,510	178,448		23.82%		
SECONDARY	TECH PREP	10,372	47,785		21.71%		
POSTSECONDARY	GRAND TOTAL	19,481	83,414	22.39%	23.35%		E
POSTSECONDARY	Male	15,086	33,666		44.81%		
POSTSECONDARY	Female	4,395	49,748		8.83%		
POSTSECONDARY	Gender Unknown	0	0		#DIV/0!		
POSTSECONDARY	American Indian or Alaska Native	267	1,398		19.10%		
POSTSECONDARY	Asian or Pacific Islander	386	1,308		29.51%		
POSTSECONDARY	Black, non-Hispanic	5,094	24,338		20.93%		
POSTSECONDARY	Hispanic	410	1,465		27.99%		
POSTSECONDARY	White, non-Hispanic	12,980	53,864		24.10%		
POSTSECONDARY	Unknown/Other	344	1,041		33.05%		
POSTSECONDARY	Individual With Disabilities	848	2,926		28.98%		
POSTSECONDARY	Economically Disadvantaged	2,796	15,286		18.29%		
POSTSECONDARY	Single Parents	872	7,012		12.44%		
POSTSECONDARY	Displaced Homemakers	383	3,398		11.27%		
POSTSECONDARY	Other Educational Barriers	9,198	41,865		21.97%		
POSTSECONDARY	Limited English Proficient	228	807		28.25%		
POSTSECONDARY	Nontraditional Enrollees	19,481	80,775		100.00%		
POSTSECONDARY	TOTAL SPECIAL POPULATIONS	33,806	90,775		37.24%		
POSTSECONDARY	TECH PREP	1,090	4,898		22.25%		

FORM IV, Page 9

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

Additional Information:

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

**STATE**

**PROGRAM YEAR 2001-2002**

LEVEL	POPULATION	COMPLETION				(4S2/4P2)		ACTUAL VS ADJUSTED LEVEL OF PERFORMANCE*
		NUMBER OF UNDERREPRESENTED STUDENTS IN THE NUMERATOR	TOTAL NUMBER OF ENROLLED STUDENTS IN THE DENOMINATOR	ADJUSTED LEVEL OF PERFORMANCE		ACTUAL LEVEL OF PERFORMANCE		
SECONDARY	GRAND TOTAL	1,486	12,443	14.49%		11.94%		D
SECONDARY	Male	626	6,973			8.98%		
SECONDARY	Female	860	5,470			15.72%		
SECONDARY	Gender Unknown	0	0			#DIV/0!		
SECONDARY	American Indian or Alaska Native	27	244			11.07%		
SECONDARY	Asian or Pacific Islander	25	131			19.08%		
SECONDARY	Black, non-Hispanic	405	2,892			14.00%		
SECONDARY	Hispanic	33	207			15.94%		
SECONDARY	White, non-Hispanic	982	8,908			11.02%		
SECONDARY	Unknown/Other	14	61			22.95%		
SECONDARY	Individuals With Disabilities	111	1,179			9.41%		
SECONDARY	Economically Disadvantaged	164	1,321			12.41%		
SECONDARY	Single Parents	n/p	n/p			0.00%		
SECONDARY	Deployed Homemakers	n/p	n/p			0.00%		
SECONDARY	Other Educational Barriers	394	3,035			12.98%		
SECONDARY	Limited English Proficient	10	44			22.73%		
SECONDARY	Nontraditional Enrollers	1,486	12,443			11.94%		
SECONDARY	TOTAL SPECIAL POPULATIONS	2,165	18,022			12.01%		
SECONDARY	TECH PREP	677	6,096			11.11%		E
POSTSECONDARY	GRAND TOTAL	2,174	12,625	16.23%		17.22%		
POSTSECONDARY	Male	1,479	5,114			28.92%		
POSTSECONDARY	Female	695	7,511			9.25%		
POSTSECONDARY	Gender Unknown	0	0			#DIV/0!		
POSTSECONDARY	American Indian or Alaska Native	25	169			14.79%		
POSTSECONDARY	Asian or Pacific Islander	30	152			19.74%		
POSTSECONDARY	Black, non-Hispanic	451	2,944			15.32%		
POSTSECONDARY	Hispanic	49	230			21.30%		
POSTSECONDARY	White, non-Hispanic	1,581	9,005			17.56%		
POSTSECONDARY	Unknown/Other	38	125			30.40%		
POSTSECONDARY	Individuals With Disabilities	108	494			21.86%		
POSTSECONDARY	Economically Disadvantaged	370	2,506			14.76%		
POSTSECONDARY	Single Parents	103	947			10.88%		
POSTSECONDARY	Deployed Homemakers	49	601			8.15%		
POSTSECONDARY	Other Educational Barriers	956	6,120			15.62%		
POSTSECONDARY	Limited English Proficient	34	131			25.95%		
POSTSECONDARY	Nontraditional Enrollers	2,174	2,174			100.00%		
POSTSECONDARY	TOTAL SPECIAL POPULATIONS	3,794	12,973			29.25%		
POSTSECONDARY	TECH PREP	104	762			13.65%		

FORM IV, Page 10

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

Additional Information:



## ADULT DATA

STATE  
PROGRAM YEAR 2001-2002

LEVEL	POPULATION	MEASURE:				ACTUAL VS ADJUSTED LEVEL OF PERFORMANCE <sup>1</sup>
		NUMBER OF STUDENTS IN THE NUMERATOR	NUMBER OF STUDENTS IN THE DENOMINATOR	ADJUSTED LEVEL OF PERFORMANCE	ACTUAL LEVEL OF PERFORMANCE	
POSTSECONDARY	GRAND TOTAL	0	0	n/p	#DIV/0!	#DIV/0!
POSTSECONDARY	Male	n/p	n/p	n/p	0.00%	0.00%
POSTSECONDARY	Female	n/p	n/p	n/p	0.00%	0.00%
POSTSECONDARY	Gender Unknown	n/p	n/p	n/p	0.00%	0.00%
POSTSECONDARY	American Indian or Alaska Native	n/p	n/p	n/p	0.00%	0.00%
POSTSECONDARY	Asian or Pacific Islander	n/p	n/p	n/p	0.00%	0.00%
POSTSECONDARY	Black, non-Hispanic	n/p	n/p	n/p	0.00%	0.00%
POSTSECONDARY	Hispanic	n/p	n/p	n/p	0.00%	0.00%
POSTSECONDARY	White, non-Hispanic	n/p	n/p	n/p	0.00%	0.00%
POSTSECONDARY	Unknown/Other	n/p	n/p	n/p	0.00%	0.00%
POSTSECONDARY	Individuals With Disabilities	n/p	n/p	n/p	0.00%	0.00%
POSTSECONDARY	Economically Disadvantaged	n/p	n/p	n/p	0.00%	0.00%
POSTSECONDARY	Single Parent	n/p	n/p	n/p	0.00%	0.00%
POSTSECONDARY	Unemployed Homeless	n/p	n/p	n/p	0.00%	0.00%
POSTSECONDARY	Other Educational Barriers	n/p	n/p	n/p	0.00%	0.00%
POSTSECONDARY	Limited English Proficient	n/p	n/p	n/p	0.00%	0.00%
POSTSECONDARY	Nontraditional Enrollment	n/p	n/p	n/p	0.00%	0.00%
POSTSECONDARY	TOTAL SPECIAL POPULATIONS	0	0	0	#DIV/0!	#DIV/0!
POSTSECONDARY	TECH PREP	n/p	n/p	n/p	0.00%	0.00%

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**Additional Information:**



# VOCATIONAL-TECHNICAL EDUCATION ACCOUNTABILITY REPORT

STATE

PROGRAM YEAR 2001-2002

A LEVEL	B POPULATION	C MEASURE:				F ACTUAL LEVEL OF PERFORMANCE #DIV/0!	G ACTUAL VS ADJUSTED LEVEL OF PERFORMANCE* #DIV/0!
		NUMBER OF STUDENTS IN THE NUMERATOR	NUMBER OF STUDENTS IN THE DENOMINATOR	ADJUSTED LEVEL OF PERFORMANCE	ACTUAL LEVEL OF PERFORMANCE		
SECONDARY	GRAND TOTAL	0	0	n/p	n/p	0.00%	
SECONDARY	Male	n/p	n/p	n/p	n/p	0.00%	
SECONDARY	Female	n/p	n/p	n/p	n/p	0.00%	
SECONDARY	Gender Unknown	n/p	n/p	n/p	n/p	0.00%	
SECONDARY	American Indian or Alaska Native	n/p	n/p	n/p	n/p	0.00%	
SECONDARY	Asian or Pacific Islander	n/p	n/p	n/p	n/p	0.00%	
SECONDARY	Black, non-Hispanic	n/p	n/p	n/p	n/p	0.00%	
SECONDARY	Hispanic	n/p	n/p	n/p	n/p	0.00%	
SECONDARY	White, non-Hispanic	n/p	n/p	n/p	n/p	0.00%	
SECONDARY	Unknown/Other	n/p	n/p	n/p	n/p	0.00%	
SECONDARY	Individuals With Disabilities	n/p	n/p	n/p	n/p	0.00%	
SECONDARY	Economically Disadvantaged	n/p	n/p	n/p	n/p	0.00%	
SECONDARY	Single Parents	n/p	n/p	n/p	n/p	0.00%	
SECONDARY	Deployed Homeless	n/p	n/p	n/p	n/p	0.00%	
SECONDARY	Other Educational Barriers	n/p	n/p	n/p	n/p	0.00%	
SECONDARY	Limited English Proficient	n/p	n/p	n/p	n/p	0.00%	
SECONDARY	Nontraditional Enrollers	n/p	n/p	n/p	n/p	0.00%	
SECONDARY	TOTAL SPECIAL POPULATIONS	0	0	n/p	n/p	0.00%	#DIV/0!
SECONDARY	TECH PREP	n/p	n/p	n/p	n/p	0.00%	#DIV/0!
POSTSECONDARY	GRAND TOTAL	0	0	n/p	n/p	0.00%	
POSTSECONDARY	Male	n/p	n/p	n/p	n/p	0.00%	
POSTSECONDARY	Female	n/p	n/p	n/p	n/p	0.00%	
POSTSECONDARY	Gender Unknown	n/p	n/p	n/p	n/p	0.00%	
POSTSECONDARY	American Indian or Alaska Native	n/p	n/p	n/p	n/p	0.00%	
POSTSECONDARY	Asian or Pacific Islander	n/p	n/p	n/p	n/p	0.00%	
POSTSECONDARY	Black, non-Hispanic	n/p	n/p	n/p	n/p	0.00%	
POSTSECONDARY	Hispanic	n/p	n/p	n/p	n/p	0.00%	
POSTSECONDARY	White, non-Hispanic	n/p	n/p	n/p	n/p	0.00%	
POSTSECONDARY	Unknown/Other	n/p	n/p	n/p	n/p	0.00%	
POSTSECONDARY	Individuals With Disabilities	n/p	n/p	n/p	n/p	0.00%	
POSTSECONDARY	Economically Disadvantaged	n/p	n/p	n/p	n/p	0.00%	
POSTSECONDARY	Single Parents	n/p	n/p	n/p	n/p	0.00%	
POSTSECONDARY	Deployed Homeless	n/p	n/p	n/p	n/p	0.00%	
POSTSECONDARY	Other Educational Barriers	n/p	n/p	n/p	n/p	0.00%	
POSTSECONDARY	Limited English Proficient	n/p	n/p	n/p	n/p	0.00%	
POSTSECONDARY	Nontraditional Enrollers	n/p	n/p	n/p	n/p	0.00%	
POSTSECONDARY	TOTAL SPECIAL POPULATIONS	0	0	n/p	n/p	0.00%	#DIV/0!
POSTSECONDARY	TECH PREP	n/p	n/p	n/p	n/p	0.00%	

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

Additional Information:

FORM IV, Page 12