

Secondary Narrative Report

I. State Administration

I. a. State Roles/Responsibilities Summary

As directed by the North Carolina State Board of Education, the FY2006 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. June Atkinson, State Superintendent, was a member. Dr. Elsie Leak is the Associate State Superintendent and Ms. Rebecca Payne then follows in this direct line of supervision acting as the State Director of Vocational and Technical Education hereto referred to as Career And Technical Education (CTE).

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

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

- **Curriculum Development:** Validated and determined reliability levels for student assessment measures for 26 course blueprints; aligned 21 courses with national curriculum standards; and guided local school systems to update and to implement/improve programs.
- **Test Item Bank Development:** Developed 21 test item banks.
- **Professional Development:** Implemented/coordinated staff development for 173 events and 21,154 participants; State-of-the-art technology uses included the North Carolina Information Highway, Distance Learning by Satellite, virtual classroom, the Internet to include on-line instruction, voice recognition software and digital communication systems.
- **Assessment of Courses** was conducted through the following strategies:
 - Accountability was provided through over 11 on-site visits to schools using the *High Schools That Work* program;
 - Twenty-one course sequences were correlated to national industry standards and national curriculum standards;
 - Career planning programs were developed and implemented in all 115 local education agencies, with career plans for students identified as special populations
 - All course blueprints were reviewed to ensure inclusion of career planning, all aspects of industry and principle concepts that support nontraditional employment and training.
 - One hundred seventeen classroom assessment test item banks were developed and improved.
 - All post assessment test item banks were reviewed to ensure support and inclusion of nontraditional employment
 - Reliability study was conducted for over 108 courses.
 - Validation was conducted for 15 courses, using over 120 participants.
 - Eighteen focus groups gave input on curriculum development issues.
 - One hundred two nurse aide program audits were conducted.
- **Promotion of Business and Industry Partnerships** were continued with the:
 - Labor Department
 - Commerce Department
 - Employment Security Commission
 - Community College System

State
Leadership

- 1,800 plus business/industry representatives
- North Carolina Hospital Association
- North Carolina Association for Biomedical Technology
- NC Restaurant Association
- NC Association of CPAs
- NC Council on Economic Education

These groups were involved in:

- Local School Systems Partnerships
- College Tech Strategic Planning
- Curriculum Development
- Staff Development
- Career And Technical Student Organizations
- Test Validations- Assessment and Reliability (including business/industry focus groups)
- Career And Technical student organization judging

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*
 - College Tech Prep
 - Business and Industry Symposiums
 - Health Care Industry
 - Oracle Corporation

Provided a variety of types of Vocational/Career and Technical Education information for local, state, and federal agencies on:

- Enrollments
- Completions
- Employer feedback
- Student and completer performance

I.b.3. Core Indicator Activities

Curriculum:

The secondary education continued use of the revised CTE Standard Course of Study.

Continued to validate classroom and secure item banks

Continued to focus on increasing the quantity and quality of performance assessments in the classroom banks.

Activities
and
Outcome

Disseminate four training powerpoints and two Camtasia videos for local administrators to use with professional development for teachers.

Emphasized improving quality of secure post-assessments.

Improved consistency of training for curriculum team members.

Professional Development:

- Conducted the fourth annual statewide effort to collect and train CTE Directors in proven practices for high performance. To do so, began the CTE Performance Acceleration Academy. Field-tested and trained 31 of the 115 LEAs in basics of how to accelerate performance in CTE.
- Conducted four statewide workshops on varying aspects of CTE nationally, including the latest information on Perkins IV, implementing the new CTE Standard Course of Study, working with special populations and changes in trend data in CTE.
- Compiled all performance information and shared it via a series of venues, including the online Planning and Performance Management System, and via 503 megabytes in a CD. This information shows performance in each LEA and school and allows users to find similar but high performing LEAs, schools, and courses with which to compare performance and from which to learn proven strategies.
- Held monthly regional training sessions on a number of topics relative to managing CTE for results.
- Focused on-going Regional Coordinator “one on one” technical assistance on the greatest opportunities for improvement strategy development for performance indicators in each LEA and school.
- Conducted the statewide Administrative Internship Program during which four days were focused on PPMS training.

Monitoring and Accountability:

- Collected, processed and returned performance indicator results for more than 299,000 students enrolled in CTE in 2005-2006 and nearly 30,000 concentrators who graduated in 2004-2005, using electronic format enrollment data and electronic files containing more than 350,000 new postassessment scores, concentrator feedback data for 29,893 concentrators who graduated in 2005, and academic attainment scores for more than 29,380 concentrators who graduated in 2006.
- Provided performance-based information to all school systems and schools relative to the core indicator measures.
- Updated the local Single Audit Guidelines for use by local auditors and CTE program administrators with Perkins III Act activities.

- Updated the PPMS with built-in automatic monitoring and accountability mechanisms.
- Provided regional staff development information on improving data collection processes.
- Analyzed each LEA's PPMS and approved PPMS amendments based both on their alignment with and the quality of strategy development aimed at improving student performance in areas with low performance scores.
- Made sure that both the budget and program strategies for all local CTE plans were tied to each LEA's greatest opportunities for improvement.

I.c.Implications

During the next fiscal year, we will begin to evaluate the state and local data collection, planning, approval, and monitoring system requirements to align with Perkins IV.

The data collection system will be improved to better:

- Collect data more times per year
- Move the data from localities to the state
- Support the online Planning and Performance Management System

State-level, regional, and local training will occur at key intervals to:

- Improve local performance
- Obtain feedback
- Implement changes
- Re-assess PPMS in its entirety

Additional training will be provided in statewide and regional workshops and in the Performance Acceleration Academy on effective methodologies including the Baldrige system.

An online monthly statewide and regional planner will be updated with timelines and deadlines to make sure of both timeliness and accuracy in 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

The following indicate progress or regression in performance:

Academic attainment: N.C. missed its performance benchmark overall by about 1.5 percent. Five subgroups – Asian, white, other, non-traditional enrollees, and Tech Prep - exceeded the benchmark.

Technical attainment: While the state exceeded its benchmark by more than 2 percent (and, in fact, exceeded next year's benchmark) only three of the 17 groups – female, white, and other - attained theirs.

Credential attainment: North Carolina exceeded its benchmark. Only three categories of enrollees (individuals with disabilities, other educational barriers, and limited English proficiency) did not.

Placement: The state did not attain its benchmark. Only two subgroups (white and other) attained the benchmark.

Nontraditional enrollments: While the state attained its benchmark, three (female, American Indian, and Tech Prep) of the 17 subcategories did not.

Nontraditional completions: The state did not attain its performance benchmark. Only two (male and Asian) of its 17 subcategories did.

Special Populations:

Special populations students overall met their agreed-to-benchmarks for the year only for credential attainment.

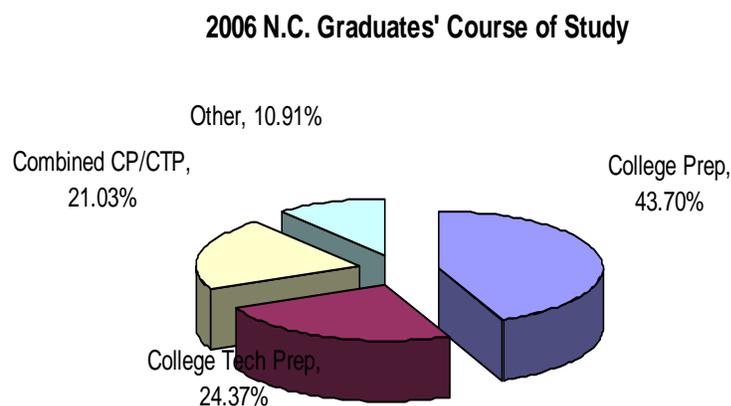
Typically, the highest scoring subgroups are white and Asian and the lowest are individuals with disabilities and LEP.

II.b.Career and Technical Concentrators and Tech Prep Students

The number and percentage of students who meet the requirements for College University Prep (CUP) and College Tech Prep (CTP) courses of study in North Carolina continue to grow. According to NC ABCs Accountability Data, in 2005-2006 45.4 percent of North Carolina's 76,710 high school graduates met the requirements either for CTP or for both CTP and CUP courses of study. Another 43.7 percent of the students met the requirements for CUP alone and only 10.9 percent achieved some other course of study. The percentage of North Carolina graduates who have met the requirements for either CUP, CTP, or both is 89.1 percent.

Tech Prep

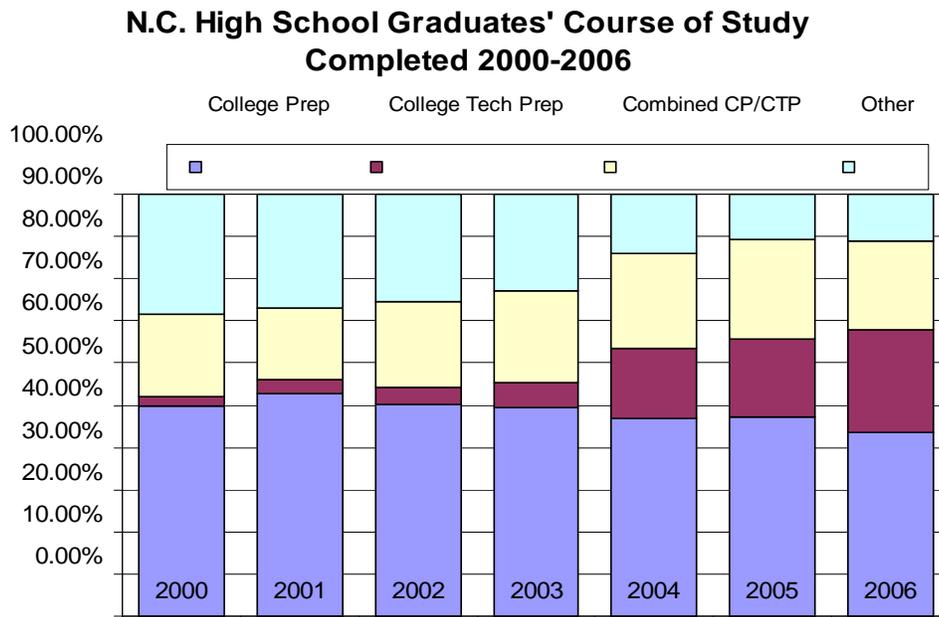
Figure 1 shows an analysis of 2006 NC High School graduates by course of study.



2005 NC High School Graduates by Course of Study

Since 1999-2000, the first year for which these data are available, the percentage of graduates who met the requirements for either CUP, CTP, or both has grown from 71.5 percent to 89.1 percent. The percentage of students who met the CUP requirements has remained relatively constant, but the percentage of students who met the CTP requirement has increased from only 2.3 percent to 28.3 percent and those who met the requirements of both CTP and CUP went from 19.3 percent to 21.0 percent.

Figure 2 shows how the relative percentages of students meeting the requirements for each course of study have changed since 1999-2000, when students graduating without a CUP or CTP course of study made up almost one-third of NC graduates.



Since 1999-2000, NC's statewide ABCs Accountability Model has included a measure of the percentage of students who met the requirements of either the CTP or CUP course of study.

Approaches

II.c. Measurement Approaches and Data Quality Improvement

Measurement approaches used per sub-indicator were as follows:

1S1 Postsecondary Placement test scores [National Assessment System (ASSET)]:*
 North Carolina used the ASSET test in all 115 LEAs in conjunction with the North Carolina community college system. All CTE concentrators were tested statewide in four academic attainment categories: reading, writing, math, and elementary algebra. These data were collected through a statewide check/editing process to assure all numbers, courses, and student identifiers were valid.

Data Quality

All 2004-2005 end-of-year scores were subtracted from all 2005-2006 agreed-to-benchmarks for each of the 17 subgroups. These gaps became the annual yearly progress benchmarks (AYPs) for the following year. The AYPs indicate each subcategory's distance to go next year to attain its benchmark. Users were provided information to show improvement priorities in each LEA and school. This process was followed in all performance indicators.

LEAs are required to target Perkins III resources to their greatest AYPs, especially those for special populations, as well as to their greatest opportunities for improvement overall. Perkins III resources were aligned with LEAs' greatest AYPs in order to have the expenditures of funds approved.

IS2* *Career and Technical Education Postassessment Tests*: These technical attainment data were collected through a statewide Internet-based screening process to assure all numbers, courses, and student identification was valid. Performance information for all students was placed in each LEA's Planning and Performance Management System at the LEA and school levels, including for each special populations category, tech prep, and each CTE program area. The AYPs for each of these subcategories and categories were identified and ranked from the largest to smallest for each LEA and school.

Performance measures were implemented for both the timeliness and accuracy of the enrollment data upon which all scores are based. All LEAs were provided their uploading performance scores weekly during each process and then at the end of each process. A new report provided LEAs with additional access to raw data to diagnose uploading problems.

2Sa* Not Applicable

2S1b* *Credentials*: These data were collected statewide and disaggregated for each LEA and school into relevant special population's categories, tech prep, and CTE program areas. Ranked AYPs for each of these subcategories and categories were identified. The top three were identified for each LEA and school. Each LEA had to target resources to at least the top three.

3S1* *Feedback 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, combining data about entering further education and/or work, was inserted into each LEA's Planning and Performance Management System at the LEA and school levels by each special populations category, tech prep, and each CTE program area. AYPs for each of each of these subcategories and categories were identified.

2S2 Not Required.

4S1* *Enrollment data – nontraditional (State/Local Administrative Data)*: These data were inserted 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 CTE program area. AYPs for each of these subcategories and categories were created by subtracting this year's end of year actual score from next year's 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 placed into each LEA's online Planning and Performance Management System for each LEA and school by each special populations category, tech prep, and each CTE program area. Calculations for AYPs were made for each of these. The AYPs 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 and special meetings are held with key interagency team participants in collecting, processing, sharing, and using the resulting information to improve programs.

Performance measures were developed and put into practice to measure each LEA's timeliness and accuracy in its data. These measures were provided weekly and then at the end of the process.

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

Our focus was on improving the quality of (a) the data collected, (b) the processes for changing the data into information and (c) reporting. 7881 fatal (critical) and warning (needed by the LEA but not critical to the state) edits make sure that the correct numbers are provided and collected for each LEA, school, and enrollees (including special populations category).

The collection of statewide enrollments is based on two enrollment collections. In the spring and fall respectively, to capture accurate information for both first and second semesters. Data collection timelines are aligned with other collections of data for special populations.

A system was developed and implemented to obtain information on students with disabilities and economically disadvantaged students to improve data quality and save time required for data entry at the local level.

Online calendars were implemented both statewide and in each region to show when information is due and when reports are provided. Via hypertext the actual reports are attached to each date, thereby creating an online chronological filing and retrieval system for each LEA.

Interfaces enable our data collection processes to access and use other relevant data for each student. Each LEA was provided immediate reports about the quality of its data in all categories. Plans and timelines were set to repeat the above to improve the data collection and processing in the coming year.

A brief summary of usage and improvement strategies for each sub-indicator is on the next page.

Core Indicator	Usage and improvement strategies
1S1	Note: Developed performance measures for collecting enrollment data. All performance scores are tied to these. Therefore, improving these improves all other data. Collected and processed data statewide for all LEAs. Identified data collection problems and solutions for the test providers, the community colleges, the LEAs and schools, and the state-level programmers.
1S2	Collected and processed data for all LEAs and schools. Processed data correctly for nearly all LEAs and schools. Fixed 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. Used computer programs to interrelate 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	Provide 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.

Effectiveness

Effectiveness

Results and effectiveness per core indicator follow:

1S1* Directions were refined and shared online during the year. Training was conducted. Data were collected. Results varied by LEA and statewide. Processes are being developed to account for the percentages of the students unaccounted for. Performance levels were adjusted and resubmitted to OVAE for reconsideration.

1S2* Postassessment technical attainment tests were taken by 80.6 percent of the 354,625 enrollees in CTE courses for which there were postassessment tests. Processes are being developed to account for the 19.4 percent of the students enrolled but who did not receive scores. The data were processed and put into cells for each relevant subcategory of students. Benchmarks were compared for each category and subcategory, to actual scores. Annual yearly progress was calculated to determine how far each group and subgroup of students needed to progress to attain their yearly progress agreed to with OVAE for the coming year.

2S1a* Not applicable

2S1b* *Credentials*: Calculations were revisited for all performance areas. Improvement methods developed in previous years were put into effect for this year. Some problems were corrected in computer programming.

3S1* *Follow-up feedback data*: These data were used again in LEAs. This process is stable.

4S1* *Enrollment data – nontraditional*: The data were analyzed for each locality and for the state. Approved activities were aligned with the greatest opportunities for improvement.

4S2* *Enrollment and concentrator – nontraditional*: The data were used and analyzed locally and reported at the state level.

II.e.Improvement Strategies for Next Program Year

Based on the State Performance Summary (IIa) and the Effectiveness of Improvement Strategies (IIc), improvement strategies will be developed and implemented for both local and state levels. We will address the local level first.

Local Improvements:

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

1. Performance in all the programs for all the performance categories will be examined in each LEA. Errors will be found and corrected. Applicable strategies will be developed and approved.
2. Steps will be taken to improve the quality of the data collected for performance measures. The most significant one will be the development and implementation of performance measures for the accuracy and timeliness of uploading performance data.
3. Steps will be taken to provide more relevant, timely, and accurate information for local use in improving local programs based on the required third-party annual evaluation. The online management system used is the Planning and Performance Management System (PPMS). Unfortunately, for over a year, the PPMS has been frozen by the state government Information Technology Department, with no improvements allowed other than ones that will be mandated by a new federal law. A major step will be to allow it to be upgraded again.

State Improvements:

Multiple and varied activities again will be provided relative to improving programs locally. These include the following strategies:

- The CTE Performance Acceleration Academy will be conducted for roughly one-fourth of LEAs with the greatest opportunities for improving technical attainment.
- Performance measures for LEA CTE managers will be developed and implemented for uploading accurate and timely performance data.
- Professional development on using trend data to improve the quality of curriculum will be provided both through the Performance Acceleration Academy and in each region.

- Greater use of business/industry representatives will focus on key strategies.
- New CTE director internships will train participants in high performance management.
- New CTE teacher workshops will show new teachers how to survive and thrive.
- Three statewide and monthly regional workshops will be conducted for local CTE administrators.

Postsecondary

I. State Administration

A. Sole State Agency and Governance Structure

The state of North Carolina administers its Perkins III vocational funding through a partnership between the North Carolina Department of Public Instruction (NCDPI) and the North Carolina Community College System (NCCCS), with NCDPI serving as the sole state agency. Two-thirds of the allocation is administered by NCDPI and one-third is administered by NCCCS. The responsibility of NCCCS is to act as the state-level agency that distributes Perkins III funds to and monitors the use of these funds at each of North Carolina's 58 community colleges.

Please see attachment CC-1 for the NCCCS organizational chart and placement of Perkins staff.

B. Organization of Vocational and Technical Education

The educational system in North Carolina is structured to provide smooth transition from K-12 to the workforce, community college, and/or four-year university. To encourage this transition, a statewide articulation agreement between high schools and community colleges is in place. Many of the community colleges have further enhanced service to vocational/technical (V/T) students by developing local agreements. Additionally, over 21,000 high school students took advantage of dual/concurrent enrollment opportunities.

II. State Leadership Activities

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 – E below).

A. Expansion of the Virtual Learning Community (VLC) – a repository of online courses available for download by individual colleges.

In 2005-2006, an additional six vocational education courses were added to the VLC online course library and fifteen existing vocational courses were updated. Available courses in the VLC library enable colleges to build programs of study to offer nine complete AAS degrees online.

B. Expansion of the North Carolina Network for Excellence in Teaching (NC-NET) – online access to quality professional development for V/T faculty. NC-NET offers, based on identified faculty need, online courses and tutorials, planning tools, databases, resource exchange, and a discussion room. Resources are organized into six areas: Teaching and Learning, Discipline-Specific, Career and Personal Development, Technology in the Classroom, Online Teaching, and Student Services.

C. Support of NC-NET Regional Centers – develop and edit faculty resources to avoid duplication and maximize resources. Each Center is responsible for leading the development of resources in their assigned programmatic areas. Centers conduct workshops, develop modules, and host seminars.

- D. Support of Strategic Planning** – a web-based tool that enables colleges to identify growth and development opportunities within their service area in order to plan future courses that support industry change.
- E. Professional Development Activities** – opportunities for V/T faculty, staff, and counselors to improve teaching skills and remain current with the needs, expectations, and methods of industry. Projects included:
- ***Audio/Video Production for Distance Learning***—training that provided opportunities to reach instructors in vocational education programs who may not have otherwise pursued options in distance learning.
 - ***Assessing for Learning Follow-Up Project***—training that provided for the creation of an assessment model which connects learning to assessment for the purpose of implementing curricula that actively seeks to instill continuous learning into vocational/technical courses.
 - ***Training Programs for Americans with Disabilities Act (ADA)/Assistive Technology Awareness and ADA Compliant Distance Learning***—training on issues related to the ADA as they pertain to students in traditional seat courses as well as courses delivered through a distance education medium; incorporate assistive technologies into the design of courses that will allow students with different learning styles and special needs to successfully complete their courses; and acquire skills for effective student engagement techniques in a distance education environment.
 - ***Enhancing Instructional Quality*** --training to provide on-site sessions emphasizing instructional techniques and strategies for vocational-technical faculty.
 - ***A Systematic Workforce Education Program for College and Community--Information Literacy for Workforce Development***—Training to integrate Problem-Based Learning into vocational curricula to provide students with skills sought by employers.
 - ***Quest for Outcomes Driven Instruction Models***—created or updated discipline resource areas to reflect sources of teaching materials in specific V/T disciplines.
 - ***A/V Training for Instructional and Curricular Improvement***—provided training for vocational/technical instructors to incorporate technology into their curricula.
 - ***Teaching Strategies for Student Success***—training for vocational/technical faculty to increase and update teaching skills.
 - ***Revisiting Academic Honesty: Tools and Resources for Community College Instructors***—training for faculty to help identify and combat issues of cheating and plagiarism.
 - ***Incorporating Biotechnology, Technology, and New Skills into the Industrial Technologies Learning Community***—training for faculty that introduced them to new and emerging technologies, methodologies, and principles in fields that are changing through the expansion of the biotechnology fields.
 - ***Issues in Correctional Education***—workshop designed for instructors teaching in correctional institutions.
 - ***Utilizing Learning Styles Research in the Teaching of Technical Trades***—workshop on multiple intelligences and related teaching strategies for faculty in the technical trades curricula.
 - ***Vocational and Technical Staff Leadership Institute***—Program designed to increase the educational leadership skills of vocational/technical faculty and staff.
 - ***Meeting All of Their Needs: Teaching and Supporting English Language Learners***—training for faculty to better address the needs of students who are not native speakers of English.

- *Developmental Education Across the Curriculum: Enhancing Skills for V-T Instructors Working with Special Populations Students*—training and a handbook for instructors with diverse student populations (developmental needs, ESL, etc.).

A. Required Uses of Funds

The following chart illustrates how the postsecondary portion of State Leadership funds were used for the activities required under Section 124 (b)(1-8) of the Act.

Project	Required Uses							
	1	2	3	4	5	6	7*	8
A		X		X			X	X
B	X	X	X	X	X			X
C		X	X	X	X			X
D		X						X
E	X	X	X	X	X	X	X	X

* North Carolina meets Required Use #7 through a direct allocation to the North Carolina Department of Juvenile Justice and Delinquency Prevention.

B. Permissible Uses of Funds

The following chart illustrates how the postsecondary portion of State Leadership funds were used for the activities required under Section 124 (c)(1-12) of the Act.

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

III. Distribution of Funds and Local Plan for Vocational and Technical Education Programs

In North Carolina, the only entities receiving funding from the postsecondary portion of Perkins III funding are the 58 community colleges. Each of the community colleges applies for funding on an annual basis through a local application process. In 2000, the colleges submitted a four-year plan that addresses the requirements of Section 135 of the Act. Unless an amendment to the four-year plan is needed, colleges annually submit a budget and assurance that Section 135 (b) is met. Each college receives funding based on the prescribed formula with two colleges receiving a waiver.

Please see attachment CC-2 for the latest version of the local application used to fund eligible recipients.

IV. Accountability

A. State’s Overall Performance Results and Program Improvement Strategies

1P1 – Attainment of Academic Skills

Result—Exceeded

Factors Contributing to Result: Strengthened academic skills of students by utilizing services of Individualized Learning Centers or Pre-Curriculum programs; placed students in need of remediation in appropriate developmental subjects and closely monitored their progress; required all students to perform at the same level on academic as well as vocational examinations.

1P2—Attainment of Vocational Skills

Result—Exceeded

Factors Contributing to Result: Hired faculty with appropriate work experience to lead students in class and lab experiences toward industry standards; used information solicited from advisory councils composed of practitioners; offered cooperative education courses and internships.

2P1 – Diploma/Credential (Completion)

Result – Exceeded

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

3P1 – Placement and Retention in Employment (Total Placement)

Result – Did Not Meet

Factors Contributing to Result: This result is directly related to the unexpected job losses experienced across North Carolina. These job losses were addressed by the federal government through the funneling of funds to North Carolina for additional emergency assistance for dislocated workers. The workforce was affected by plant closings and outsourcing.

Strategies to Improve Result: 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 – Placement and Retention in Employment (Retention)

Result—Exceeded

Factors Contributing to Result: Continued contact with ex-students and employers, provided intensive counseling before job placement to ensure proper fit, tailored courses so that completers will possess the type and quality of skills which will enable employment success, assisted victims of plant closings through enrollment in training and retraining programs.

4P1 – Participation in Nontraditional Programs (Participation)

Result – Did Not Meet

Factors Contributing to Result: Statewide, efforts are being made to increase nontraditional participation in vocational/technical programs; however, a rural agrarian culture that remains across the vast majority of North Carolina. Within this culture there is still the belief that “certain jobs are for women and others are appropriate to men.” Efforts are underway to change this attitude.

In addition, the colleges have experienced significant growth in V/T programs; however, enrollment by nontraditional students in these courses was disproportionate.

Strategies to Improve Result: At the campus level, efforts will include a distinct focus on marketing that exemplifies nontraditional enrollees in vocational/technical fields and identification and analysis of barriers that hinder nontraditional enrollment. Several colleges are implementing specific activities involving high school girls to increase their involvement in V/T programs. Statewide, there is an increased emphasis on ensuring that all community colleges are eliminating barriers for nontraditional enrollees. Additionally, when individual colleges excel in accommodating nontraditional enrollees, NCCCS provides the opportunity for disseminating successful strategies through the NC-NET, a professional development repository where successful projects from North Carolina's community colleges are housed for easy access from anyone with access to the Internet.

Plans for 2006-2007 include the formation of an advisory committee that focuses on the Nontraditional community college experience and NCCCS will produce a "facebook" tabloid showcasing North Carolina women and men who work in nontraditional fields. In addition, a career magazine devoted solely to nontraditional careers was purchased and distributed to all colleges.

4P2 – Participation in Nontraditional Programs (Completion)

Result – Did Not Meet

Factors Contributing to Result: The population addressed by this core indicator is very small which leads to difficulty in monitoring and addressing this groups needs. NCCCS realizes the need to better serve this group and is investigating the most pertinent options for increasing completion. Of particular note is the vastly higher completion rate for nontraditional males than nontraditional females.

Strategies to Improve Result: Utilizing existing resources to enhance opportunities for non-traditional students to earn degrees and obtain employment; increasing access to developmental programs and Individualized Learning Centers; providing support services such as financial aid, academic counseling, career counseling and developmental instruction to address barriers to success; remaining committed to the successful placement of students/graduates regardless of gender and race into employment opportunities directly related to their major field of study. Counselors and instructors are also addressing these issues with employers and are stressing the importance and benefits of completion to students.

B. State's Performance Results for Special Populations and Program Improvement Strategies

Overall, special populations students meet the agreed-upon performance levels at a higher rate than the general population. Each of North Carolina's community colleges responds to the needs of special populations at its college. Many of the colleges spend a significant portion of their annual Perkins III allotment on equipment, supplies and services specifically for the special populations at their institutions. One issue that complicates service for special populations is that federal regulations greatly limit the identification of these students. Currently, special populations students are discovered only through self-identification or by report from faculty.

Through State Leadership funds, two different methods have evolved for addressing the needs of Special Populations: 1.) Colleges have identified the best practices for dealing with a particular barrier for special populations students and are disseminating those practices within their own college, through face-to-face workshops for other colleges, through NC-NET, and at conferences; and 2.) Colleges have identified barriers to special populations and are enlisting the service of reputable consultants who determine the best means for addressing these challenges and provide instruction to campus faculty and staff and to other colleges through NC-NET and another statewide online resource known as NC-VITAL.

C. Definitions

Vocational participant -- A student enrolled in a state-approved curriculum program that leads to an Associate of Applied Science degree, a diploma, or a certificate.

Vocational concentrator -- A student 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.

Vocational completer -- A student 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 100% of the hours required in the student's major program of study.

Tech-Prep student-- A postsecondary 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.

D. Measurement Approaches

Core Indicator	Measurement Approach	Numerator and Denominator
1P1	Overall Grade Point Average	<p>Numerator: Number of students reaching the threshold level of vocational education to complete a postsecondary program who have met program-defined academic standards with a GPA of 2.5 or higher and have stopped program participation in the reporting year.</p> <p>Denominator: Number of students reaching the threshold level of vocational education to complete a postsecondary program and have stopped program participation in the reporting year.</p>
1P2	Overall Grade Point Average	<p>Numerator: Number of students reaching the threshold level of vocational education to complete a postsecondary program who have met program-defined vocational standards with a GPA of 2.5 or higher and have stopped program participation in the reporting year.</p> <p>Denominator: Number of students reaching the threshold level of vocational education to complete a postsecondary program and have stopped program participation in the reporting year.</p>
2P1	State/ Local Administrative Data	<p>Numerator: Number of students reaching the threshold level of vocational education who received or were eligible to receive a postsecondary degree, diploma, or certificate and who left the postsecondary program in the reporting year.</p> <p>Denominator: Number of students reaching the threshold level of vocational education who are not yet eligible to complete plus those students who received or were eligible to receive a postsecondary degree, diploma, or certificate.</p>
3P1	Administrative Record Exchange	<p>Numerator: number of students reaching the threshold level of vocational education to complete a postsecondary program who completed the program in the reporting year, stopped program participation, and was employed during the calendar year third quarter.</p> <p>Denominator: Number of students reaching the threshold level of vocational education to complete a postsecondary program who have stopped participation in the postsecondary program in the reporting year.</p>
3P2	Administrative Record Exchange	<p>Numerator: Number of students reaching the threshold level of vocational education to complete a postsecondary program who completed in the reporting year, stopped program participation, were employed during the third quarter of the calendar year and were retained in employment during the fourth quarter.</p> <p>Denominator: Number of students reaching the threshold level of vocational education to complete a postsecondary program who completed the program in the reporting year, stopped program participation, and was employed during the calendar year third quarter.</p>
4P1	State/ Local Administrative Data	<p>Numerator: Number of students in under-represented gender groups who participated in a vocational and technical education program that leads to nontraditional training and employment in the reporting year.</p> <p>Denominator: Number of students who participated in a vocational and technical education program that leads to nontraditional training and employment in the reporting year.</p>
4P2	State/ Local Administrative Data	<p>Numerator: Number of students in under-represented gender groups who completed a vocational and technical education program that leads to nontraditional training and employment in the reporting year.</p> <p>Denominator: Number of students who completed a vocational and technical education program that leads to nontraditional training and employment in the reporting year.</p>

E. Improvement Strategies

Data quality improvement is a statewide focus. Several workshops were held in 2005-2006 to specifically address data input and quality. Regular meetings are being held with Information Systems staff to continuously improve the collection and reporting of data. NCCCS is currently exploring the possibility of web-based data collection.

V. Monitoring Follow-up

Not Applicable.

VI. Workforce Investment Act (WIA) Incentive Grant Award Results

Not Applicable.