

CONSOLIDATED ANNUAL REPORT (CAR)
for the CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006

North Carolina
2008-2009

Combined Submission: Secondary and Postsecondary

1. State Leadership

North Carolina has performed multiple activities utilizing State Leadership Funds and addressing each of the nine Required Uses of Funds as required by Section 124(b) of Perkins IV. The following are the major activities undertaken during 2008-2009.

Secondary

SA Development of Secondary Career and Technical Education (CTE) Curriculum

Curriculum efforts for 2008-2009 centered on two areas:

1. **Development of the CTE Standard Course of Study.** Work began on the Standard Course of Study, which is scheduled for release in January 2011 and implementation in 2012-2013. The existing Course of Study was released in 2002 and went into effect in 2004. For 2008-2009, consultants focused on preliminary efforts to survey their respective industries and gather information on employment needs during the next decade in North Carolina and across the country. Consultants looked at technological trends and their potential impact on the industry as well as examined national curriculum and industry standards. A draft Standard Course of Study is scheduled to be developed during Fall 2009 and feedback from teachers, education administrators and support personnel, community college and university faculty, representatives of business and industry, and other stakeholders is scheduled to begin in January 2010.
2. **Improving curriculum.** During 2008-2009, secondary CTE continued its focus on improving curriculum through the following efforts:
 - a. **Development of curriculum.** Working with Dr. Lorin Anderson, principal author and editor of *A Taxonomy for Learning, Teaching, and Assessing*, state staff used Revised Bloom's Taxonomy (RBT) to work with teachers, community college and university faculty, and working professionals to develop essential standards, related curriculum

products, and aligned assessments for four courses released in Summer 2009. Work was done on seven additional courses that are scheduled for future release.

Curriculum developed using this process is designed to meet the needs of new teachers, particularly teachers coming directly to the profession from business and industry. A professional development plan guides the training that accompanies release of each new curriculum product. Extensive training for teachers and other users was conducted at the annual North Carolina Career and Technical Education Summer Conference. This training included instruction on how to use the RBT curriculum, technical updating of content, and information on best instructional practices. Additional training also was provided to CTE Administrators and eligible agency personnel who work with teachers to improve the use of curriculum and instructional practices.

- b. **Essential standards for “adapted” curriculum.** During 2008-2009, a procedure was created for adapting commercially available curriculum and assessments to meet needs of North Carolina students. Use of this procedure ensures that all curricula approved for use in North Carolina are linked directly to essential standards as defined by representatives of the industry and provides for accountability in these adapted areas. Adapted curriculum was released for five courses in Summer 2009 and work was done on one additional course scheduled for future release.
- c. **Local course option process.** In addition, materials and processes were created for development of local course options, which local school systems can design to meet needs in their community not addressed by the state curriculum. These processes assist local educators in creating appropriate courses and ensure that such courses are of rigor comparable to what is available in the state curriculum.
- d. **Improvement of online course offerings.** CTE staff also worked with the NC Virtual Public School to improve the availability and quality of CTE courses.

SB Professional Development

Professional development offered in 2008-2009 included a wide range of activities for CTE teachers and administrators and other educators as appropriate using both traditional face-to-face and online formats. Face-to-face workshops included the annual Career and Technical Education Summer Conference, which provided technical updates and introduction to new curriculum for about 2,000 participants. In addition, state staff led a number of sessions across the state for participants who needed training best provided in a hands-on, face-to-face environment.

The move to more online training was driven by the need to reach as many participants as possible in an efficient and cost-effective manner. A variety of formats were used during the year, including sessions that allowed participants to take part from their own workstation or in regional meetings as well as pre-recorded presentations and training that users could take

advantage of as needed. Although this effort was driven in part by economic necessity, it has proven very successful and will likely be further expanded during 2009-2010.

Professional development focused on topics including:

1. Implementation of Career Clusters
2. Technical updates for credentials
3. Introduction to use of new curriculum products
4. Integration of language arts and mathematics into CTE
5. Use of accountability data to improve instruction
6. Working with special populations and nontraditional students
7. Development of curriculum including local course options

SC Services to Nontraditional Students

To address the two Perkins nontraditional Performance Indicators, North Carolina CTE initiated implementation of the National Alliance for Partnerships in Equity's (NAPE) "Guide for Program Improvement for Perkins IV: Nontraditional CTE Program Participation and Completion." Presentations were made to Special Population Coordinators and CTE Administrators throughout North Carolina to identify possible root causes of the lack of nontraditional students participating in one or more courses that lead to nontraditional occupations and how to improve.

North Carolina CTE continues to evaluate local education agency student demographic data to assist school systems to improve their nontraditional enrollment and completion percentages. CTE staff presented at several statewide conferences on "Perkins IV and Five-Year Plan for Special Populations," and "Understanding Equity and Diversity." CTE also developed booklets and brochures as well as PowerPoint presentations for Training on Harassment and Bullying Prevention, believing that harassment and bullying contribute to nontraditional students not enrolling or declining to continue in nontraditional courses.

SD Focus on 21st Century Technologies

North Carolina is working continuously to utilize 21st Century technologies in instruction and administration to take advantage of improvements in functionality and operational efficiencies. In 2008-2009, these efforts focused in three areas:

- 1. Updating of the Local Planning System.** In 2007-2008, this application was updated to align with standards in the 2006 Carl Perkins Career and Technical Education Improvement Act. This updating included cosmetic improvements to make the system more user-friendly as well as extensive reprogramming to incorporate Perkins IV performance indicators. Version 1.1 was released in Fall 2008 to provide additional functionality. The Local Planning System is used by local school systems to analyze current performance and to plan strategically for continuous improvement.

- 2. Migration/consolidation of data collection and analysis tools.** Efforts to improve the data-driven decision-making environment to help improve student learning include two major initiatives:
- a. **CTE Analysis and Reporting System.** This project, designed to migrate existing data analysis tools to the web, continued in 2008-2009. The Analysis and Reporting System is used to analyze CTE data and create reports for local and state use and to generate reports required under federal accountability guidelines. When complete, the system will be able to collect CTE enrollment data, match it to performance data from CTE and the Division of Accountability, and link that to information about students' classification in special populations from multiple other sources. Reports, available via the Internet, will allow stakeholders to access information needed for strategic planning and planning for instructional improvements. Version 1.0 was released in Fall 2008. Version 2.0, which should make the application available to users statewide, is scheduled for release in Summer 2010.
 - b. **NC Common Education Data Analysis and Reporting System (CEDARS).** CTE staff members also were involved in development of CEDARS, a longitudinal K-12 data system that integrates information from authoritative sources throughout the agency, including CTE. CEDARS will provide transparent and easy access to current and historical data to generate reports required for federal accountability under the Elementary and Secondary Education Act, the Carl D. Perkins Career and Technical Education Act, and other legislation. It will provide for efficient collection and analysis of data throughout the system.
- 3. Computerized Instructional Management System.** Work continued on efforts to move North Carolina's CTE Instructional Management System, formerly known as VoCATS, to a web-based platform. The long-range plan is to have an application in place that will fully integrate the instructional management system with NC WISE, the state's student information management system. Using the Internet will allow the state to push information directly to teachers and to collect data directly, eliminating significant amounts of time and resources spent in transfer of information to paper forms and manual electronic transmittal of files. An RFP was released in June 2009. Local users, state CTE staff, and information technology personnel at both the NC Department of Public Instruction and State Information Technology Services will review responses to the RFP and recommend a vendor to conduct a pilot study in Spring 2010. Depending on the results of the pilot, a decision will be made about whether it is appropriate to take the project statewide in the future.

SE Assistance to Districts and Schools

North Carolina CTE worked closely with statewide school improvement initiatives during 2008-2009. This involvement focused on District and School Transformation, a state-directed project to focus attention and resources on schools with the greatest opportunity for growth, based

primarily on Elementary and Secondary Education Act (No Child Left Behind) standards. Regional-based CTE staff worked with targeted organizations to integrate CTE data into the planning process and CTE resources into the solutions. Consultant staff provided focused professional development to targeted school systems.

CTE also worked with other statewide initiatives that focus on improvement of students' competency in mathematics and language and in increasing the graduation rate, including development of resource materials aligned to the Future Ready Core graduation standards, development of a new statewide accountability model, and strengthening of mathematics and language content and instruction in CTE classes.

Finally, North Carolina continued the transition from the state's existing 10 pathways to the 16 Career Clusters that are part of the federal Career Clusters initiative. This new plan goes into effect with entering freshmen in 2009-2010, which is also when the state's new graduation requirements begin. Efforts in 2008-2009 included development of detailed resource materials (see PA below) and aligned professional development for CTE teachers, administrators, school counselors, other school personnel, and representatives of postsecondary education.

Postsecondary

- PA North Carolina Career Clusters Guide**—a new guide to career planning and career opportunities, based on the 16 career clusters, was developed. Copies were, in the current fiscal year, distributed to each community college and high school within the State. Training sessions are also in development to assist student services/counseling staff in the best practices for utilizing the publication for students and displaced workers. The document is also now available online and in CD format.
- PB North Carolina Automotive Dealers Association (NCADA)**—a partnership between NCADA, the North Carolina Department of Public Instruction (NCDPI), and the North Carolina Community College System (NCCCS) that assists students to progress seamlessly into the automotive fields trained to industry standard with up-to-date equipment. The partnership also assists automotive programs by assisting faculty with industry supported professional development opportunities.
- PC Today's Class- Online Automotive Instruction**—provides interactive online automotive training aligned with standardized outcome assessment tools and provides a verifiable time-tracking component which is a requirement for automotive instructors in National Automotive Teachers Educational Foundation (NATEF) certified educational programs. The current professional development requirement for auto instructors is 20 hours of training per year. Instructors also use it as a course management tool that can be used to track student progress using assessment tools that align with standardized automotive curriculum competencies.

- PD Support and Expansion of the North Carolina Network for Excellence in Teaching (NC-NET)**—online access to quality professional development for NCCCS CTE faculty. Now in its sixth year of existence, NC-NET offers online courses and tutorials, planning tools, databases, resource exchange, and a discussion room. Resources are organized into five areas: Teaching and Learning, Discipline-Specific, Career and Personal Development, Technology in the Classroom, and Online Teaching. In 2008-2009 three regional centers were supported and numerous modules were added.
- PE Centers for Teaching Excellence**—three centers continued to assist in marketing encouraging faculty and staff to participate in NC-NET activities, host workshops in their regions, and mentor other colleges in the area of professional development for CTE instructors. The three centers are strategically located across the state with each center specializing in Technology Resources, Discipline Specific Resources, or Teaching and Learning, and Career and Personal Development.
- PF Career Counseling Information (Nontraditional)**—each college received publications, written specifically for North Carolina, that assist in guiding students careers choices. The document was designed to be a resource for students and their parents to show that success in careers, typically stereotyped for one gender, can be achieved by any student who follows the appropriate course of study. Each of the careers highlighted is CTE and specifically encouraged nontraditional participation.
- PG Professional Development Activities**—opportunities for NCCCS CTE faculty, staff, and counselors to improve teaching skills and remain current with the needs, expectations, and methods of industry. Projects included the following.
- ***That's Not What I Signed Up For: Teaching College Courses to High School Students***—training for CTE faculty in understanding the needs and learning styles of high school-age community college students.
 - ***Enhancing Teaching and Learning***—provided career and technical faculty opportunities (1) to gain a better understanding of the millennial generation of students; (2) to communicate effectively with these students and the rest of the campus community in various settings including the classroom, student-faculty conferences, and faculty-faculty conferences; and (3) to customize course material to better engage students.
 - ***Using Technology to Enhance Instruction for Full-time Faculty and Staff***—infused technology and technology training for career and technical education faculty and staff who are now empowered and excited about incorporating technology into their classes – both traditional and distance learning.

- ***Pedagogy for Online Instruction***—provided workshops that move beyond a basic understanding of online instruction and participants investigated and gained experience using tools including Pronto, Camtasia, Discussion Board, and others to improve online, hybrid, and web-assisted courses.
- ***Student Learning Outcomes for Career-Technical Programs***— provided assessment workshops helping CTE faculty to refine student learning outcomes and develop assessment plans specific to their respective programs.
- ***Conversational Spanish for the Classroom***— training for faculty in basic conversational Spanish, including discipline-specific Spanish vocabulary lists, so that CTE faculty are better able to better communicate with an at-risk student population in attempts of fostering higher retention and better student/faculty interaction.
- ***Helping Our Students to Succeed--The HOSTS Project***— subject matter experts were trained CTE faculty in the areas of psychology, developmental education, and technology to better address the needs of dislocated workers enrolling in community college courses.
- ***Master Teacher Tracks via Online Training***— resulted in the development of 19 online workshops providing sustained, high quality training in effective techniques and teaching skills based on research and effective practices for CTE program instructors.
- ***Improving Paralegal Instruction via Online Training***— online training modules were developed to teach instructors the importance of modern technology in the paralegal workplace and demonstrate how these technologies can be taught with hands-on experiences in the classroom.
- ***North Carolina Vocational Instructors Training in Accessible Learning (NC-VITAL) Website Update***—revised the NC-VITAL website, a repository of information concerning numerous campus and online accessibility issues.
- ***Editing for Repurpose and Redevelopment of NC-NET Modules as Learning Objects***— substantially revised existing professional development modules to extract learning objects for faculty to use in Blackboard-assisted, online, or a hybrid courses.

Required Uses and Permissible Activity Charts 2008-2009

Project	Required Uses								
	1	2	3	4	5	6	7*	8	9
SA	X	X	X	X	X	X		X	X
SB	X	X	X	X	X	X		X	X
SC		X	X		X	X		X	X
SD	X	X	X			X			X
SE	X	X	X	X	X	X		X	X
PA				X	X	X		X	
PB		X		X		X			
PC		X	X						
PD			X	X	X			X	
PE			X	X					X
PF			X		X				
PG	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.

Project	Permissible Activities																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
SA	X	X	X			X	X		X					X		X	
SB	X				X		X		X		X			X	X		X
SC	X			X											X		X
SD														X	X		X
SE	X		X					X	X						X	X	
PA	X								X				X				X
PB	X					X		X	X							X	
PC									X							X	
PD	X								X							X	
PE									X							X	
PF	X												X				X
PG								X	X					X		X	

2. Progress in Developing and Implementing Technical Skill Assessments

Secondary

Technical Skills Assessments are offered in all eight program areas in North Carolina: Agricultural Education, Business and Information Technology, Career Development, Family and Consumer Sciences Education, Health Occupations Education, Marketing Education, Technology Education, and Trade and Industrial Education.

Efforts continued to clean up enrollments to assist local school systems in determining exactly which students are expected to be assessed. Previously, issues with the enrollment system resulted in counting students who never actually started a particular course or who transferred prior to availability of the assessment. Beginning in 2008-2009, local school systems were penalized for testing fewer than 95 percent of enrolled students in courses for which an assessment was available.

Groundwork was laid for beginning collection in 2009-2010 of results of students on industry-recognized certifications or, where appropriate based on students' Individualized Education Plans, on alternate assessments.

Postsecondary

The number of programs with Technical Skill Assessments has not changed since the approval of the North Carolina State Plan for Career and Technical Education. As was listed in the approved State Plan, licensing and certification exam results are provided to the State by individual licensing agencies in 11 program areas. Those program areas are: Aviation Maintenance, Basic Law Enforcement Training, Cosmetic Arts, Dental Hygiene, Emergency Medical Technician, Nursing, Opticianry, Physical Therapy Assistant, Radiologic Technology, Real Estate, and Veterinary Medical Technology.

The estimated percentage of CTE concentrators who participated in a Technical Skill Assessment is 10.96 percent and 8.35 percent for all CTE test takers. Duplicated counts and non-curriculum students are reported within these percentages. Only first-time test takers are tracked and at colleges with less than 10 students participating in a particular Technical Skill Assessment passing rates are not reported to ensure student privacy.

Progress regarding the plan and timeframe to increase the number of Technical Skill Assessments is dependent on external credentialing services making usable data available to the State. Because of the inability to unduplicate or receive additional information, GPA continues to be used as the measure of technical skill attainment. By using this method, all relevant CTE students are included in this indicator with an accurate and nearly universally accepted measure.

Many programs also use capstone course and the Accountability Committee will be examining the use of these courses as an alternate measure.

3. Implementation of State Program Improvement Plans

Secondary

North Carolina exceeded Final Agreed upon Performance Levels in all eight secondary Performance Indicators. No State Program Improvement Plan is required.

Postsecondary

In 2008-2009 North Carolina failed to meet at least 90 percent of the agreed upon State adjusted level of performance for one Core Indicator of Performance, 5P2-Nontraditional Completion. The following details this Core Indicator, disaggregated populations with gaps in performance, action steps, responsible staff for implementing action steps, and timeline for implementation of action steps.

5P2—Nontraditional Completion		
Disaggregated Categories of Students With Quantifiable Disparities or Gaps In Performance		
Population	Actual Level of Performance	Difference from Adjusted Level of Performance
Overall (19.91%)	15.58%	4.33%
Male	9.45%	10.46%
American Indian or Alaskan Native	14.72%	5.19%
Black (not Hispanic)	17.89%	2.02%
Hispanic	19.86%	0.05%
White	14.62%	5.29%
Unknown	15.55%	4.36%
Economically Disadvantaged	18.68%	1.23%
Tech Prep	12.32%	7.59%

5P2—Nontraditional Completion			
Action Plan			
	Action Steps	Staff Responsible	Timeline
1	Solicit best practices from colleges successfully meeting 5P2 and disseminate to all colleges through NC-NET.	Nancy Massey and Douglas Long	By June 30, 2010
2	Targeted training for allied health faculty and staff specifically designed to increase the successful completion of male students in these programs and disseminate to all colleges through NC-NET.	Nancy Massey and Douglas Long	By June 30, 2010
3	Collaborate with NCDPI to verify that secondary and postsecondary faculty and staff are fostering environments that eliminate barriers for students seeking careers in nontraditional fields, solicit best practices from colleges, and disseminate to all colleges through NC-NET.	Robert Witchger, Nancy Massey, and Douglas Long	By June 30, 2010
4	Continue current efforts for increasing the success of students entering nontraditional fields including: nontraditional focus of NC-NET and career and counseling publications for students and parents highlighting nontraditional career choices	Nancy Massey	By June 30, 2010

4. Implementation of Local Program Improvement Plans

Secondary

For 2008-2009, target performance was calculated for local education agencies on the two Performance Indicators for which baseline data were available: 1S1 Academic Attainment-Language Arts and 1S2 Academic Attainment-Mathematics. These local targets were designed to close the gap between performance on the indicator in 2007-2008 and total possible performance by at least 10 percent over the next five years. Local education agencies were given an opportunity to renegotiate these targets.

The following table shows the number of local education agencies Meeting or Not Meeting at least 90 percent of the target on each of these three measures.

	1S1	1S2
Local education agencies Meeting 90% or More of Core Indicator	54	102
Local education agencies Not Meeting 90% of Core Indicator	51	13
Percentage of local education agencies that Met 90% or More of Core Indicator	55.7%	88.7%

According to this information, 51 of 115 local education agencies failed to meet 90 percent of their targets for 1S1 Academic Attainment-Language Arts and 13 of 115 failed to meet 90 percent of their targets for 1S2 Academic Attainment-Mathematics.

Because baseline data were not available for the remaining Performance Indicators, for 2008-2009 the state Final Agreed upon Performance Levels were used as local targets. (Actual 2008-2009 performance data will be used to set local targets beginning in 2009-2010.) The following table shows the number of local education agencies Meeting or Not Meeting at least 90 percent of the state target on each of these five measures: 2S1 Technical Attainment, 3S1 Completion, 4S1 Student Graduation Rate, 5S1 Placement, 6S1 Nontraditional Participation, and 6S2 Nontraditional Completion.

	2S1	3S1	4S1	5S1	6S1	6S2
Local education agencies Meeting 90% or More of Core Indicator	92	115	106	111	93	67
Local education agencies Not Meeting 90% of Core Indicator	23	0	9	4	22	48
Percentage of local education agencies that Met 90% or More of Core Indicator	80.0%	100.0%	92.2%	96.5%	80.9%	58.3%

All local education agencies are required to submit local plans that indicate specific strategies they plan to use to improve performance on all Performance Indicators. In addition, local education agencies that failed to meet at least 90 percent of their targets will be required to provide additional documentation of efforts to close the gap.

At the state level, information about which local education agencies failed to meet at least 90 percent of their performance targets will be used to direct additional technical assistance and professional development where it is most needed.

Postsecondary

Each college that failed to meet 90 percent of an agreed upon Local Adjusted Level of Performance is required implement a State-approved Action Plan that will be designed to improve results. Upon approval of the Action Plan the college will be required to regularly report the changes being made to improve results, the resources dedicated to making these improvements, staff responsible for activities within the action plan, and milestones to be achieved as the plan is implemented.

Through data analysis, the State will work to identify reasons that contributed to deficiencies in individual core indicators at multiple colleges. When applicable and determined to be the best course of action, the State will work to establish training and identify best practices for the relevant Core Indicators.

Local College Core Indicators						
	1P1	2P1	3P1	4P1	5P1	5P2
Colleges Meeting 90% or More of Core Indicator	57	56	56	40	43	12
Colleges Not Meeting 90% of Core Indicator	0	1	1	17	14	45
Percentage of Colleges that Met 90% or More of Core Indicator	100%	98.2%	98.2%	70.2%	75.4%	21.0%

Trends by Core Indicator

- 1P1** All colleges achieved at least 90 percent of their negotiated Level of Performance.
- 2P1** No trends could be determined because only one college failed to meet at least 90 percent of their negotiated Level of Performance
- 3P1** No trends could be determined because only one college failed to meet at least 90 percent of their negotiated Level of Performance.
- 4P1** Data indicate trends showing that Male, Asian and Pacific Islander, Hispanic, Unknown, Tech Prep students at local colleges often achieved less than 90 percent of the of the negotiated Level of Performance.
- 5P1** Data indicate trends showing that Male and Tech Prep students at local colleges often achieved less than 90 percent of the of the negotiated Level of Performance.
- 5P2** Data indicate trends showing that Male, American Indian, Black (not Hispanic), White, Unknown, and Tech Prep students at local colleges often achieved less than 90 percent of the of the negotiated Level of Performance.

5. Tech Prep Grant Award Information

Effectiveness of Tech Prep Programs

During 2008-2009, North Carolina began a new two-year cycle of Tech Prep funding to a total of 31 consortia, each consisting of at least one local education agency and one community college.

The effectiveness of Tech Prep programs assisted through these funds is significant. The relevant findings are as follows:

1. There was a moderate increase of secondary students enrolled as Tech Prep students.
2. A renewed emphasis has been placed on high school students graduating with 21st Century critical skills taught in a traditional classroom setting. Students have the option to concentrate in Tech Prep by taking four courses in a cluster.
3. An increase in the number of career and technical Career Academies affords pathways for students to actively take part in Tech Prep as they move through high school in technical cohorts.
4. Secondary students earning postsecondary credit continues to increase.
5. Secondary students earning articulated credit continues to rise.
6. Renewed emphasis is taking place to reduce the number of students enrolled in remedial classes after high school graduation.
7. Marketing Tech Prep continues through various avenues including the development of many informational web sites.

Award Process

In the spring of 2008, consortia were invited to submit proposals to the state for competitive Tech Prep funding. The guidelines for the competition were clearly outlined in a formal request for proposals, which was made available to every eligible consortia member within the State. Upon receipt by the state, the proposals were evaluated competitively by panels of reviewers, all of whom were familiar with CTE and Tech Prep. The following represents the responses received during this grant cycle:

	<u>Applied</u>	<u>Recommended</u>
Total number of consortia:	42	32
Total number of community colleges:	38	28
Total number of Local education agencies	62	48

Tech Prep Consortia Funded in 2008-2009				
LEA	Community College	Allocation to LEA	Allocation to Community College	Total Allocation
Buncombe County Schools, Madison County Schools, and Asheville City Schools	Asheville-Buncombe Technical Community College	\$80,000	\$40,000	\$120,000
Beaufort County Schools	Beaufort County Community College	\$40,667	\$20,333	\$61,000
Hyde County Schools	Beaufort County Community College	\$38,000	\$19,000	\$57,000
Henderson County Schools and Transylvania County Schools	Blue Ridge Community College	\$66,000	\$33,000	\$99,000
Brunswick County Schools	Brunswick Community College	\$47,333	\$23,667	\$71,000
Caldwell County Schools	Caldwell Community College and Technical Institute	\$52,000	\$26,000	\$78,000
Carteret County Schools	Carteret Community College	\$42,667	\$21,333	\$64,000
Catawba County Schools, Alexander County Schools, Hickory Public Schools, and Newton-Conover City Schools	Catawba Valley Community College	\$70,667	\$35,333	\$106,000
Onslow County Schools	Coastal Carolina Community College	\$61,333	\$30,667	\$92,000
Perquimans County Schools and Edenton-Chowan Schools	College of The Albemarle	\$38,000	\$19,000	\$57,000
Dare County Schools	College of The Albemarle	\$47,333	\$23,667	\$71,000
Craven County Schools	Craven Community College	\$42,667	\$21,333	\$64,000
Davidson County Schools	Davidson County Community College	\$61,333	\$30,667	\$92,000
Durham Public Schools, Orange County Schools, and Chapel Hill/Carrboro City Schools	Durham Technical Community College	\$45,600	\$22,800	\$68,400
Edgecombe County Schools	Edgecombe Community College	\$42,667	\$21,333	\$64,000
Cumberland County Schools	Fayetteville Technical Community College	\$89,333	\$44,667	\$134,000
Winston-Salem/Forsyth County Schools	Forsyth Technical Community College	\$89,333	\$44,667	\$134,000
Lincoln County Schools	Gaston College	\$56,667	\$28,333	\$85,000
Guilford County Schools	Guilford Technical Community College	\$98,667	\$49,333	\$148,000
Duplin County Schools	James Sprunt Community College	\$47,333	\$23,667	\$71,000
Johnston County Schools	Johnston Community College	\$61,333	\$30,667	\$92,000
Person County Schools	Piedmont Community College	\$33,333	\$16,667	\$50,000
Pitt County Schools	Pitt Community College	\$56,667	\$28,333	\$85,000
Richmond County Schools and Scotland County Schools	Richmond Community College	\$38,000	\$19,000	\$57,000
Robeson County Schools	Robeson Community College	\$61,333	\$30,667	\$92,000
Sampson County and Clinton City Schools	Sampson Community College	\$52,000	\$26,000	\$78,000
Anson County Schools	South Piedmont Community College	\$42,667	\$21,333	\$64,000
Columbus County Schools and Whiteville City Schools	Southeastern Community College	\$47,333	\$23,667	\$71,000
Surry County Schools, Yadkin County Schools, Mt. Airy Schools, and Elkin City Schools	Surry Community College	\$61,333	\$30,667	\$92,000
Wake County Schools	Wake Technical Community College	\$131,333	\$65,667	\$197,000
Wayne County Public Schools	Wayne Community College	\$56,667	\$28,333	\$85,000
*Iredell-Statesville Schools and Mooresville Graded Schools	*Mitchell Community College	\$66,000	\$33,000	\$99,000
Totals		\$1,865,600	\$932,800	\$2,798,400

*2008-2009 Carryover Dollars