CONSOLIDATED ANNUAL REPORT (CAR)

for the CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006

North Carolina

2009-2010

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 and many of the 17 Permissible Uses of Funds as specified in Section 124(b) and (c) of Perkins IV. The following are the major activities undertaken during 2009-2010. Please note **North Carolina meets Required Use of Funds #7 through a direct allocation to the North Carolina Department of Juvenile Justice and Delinquency Prevention**.

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

Curriculum efforts for 2009-2010 centered on three areas:

1. **Development of the CTE Standard Course of Study.** Work continued on the Standard Course of Study, which is scheduled for release in 2011 and implementation in 2012-2013. The existing Course of Study was released in 2002 and went into effect in 2004. A draft Standard Course of Study was 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 was collected. Changes were made in the document based on this feedback. The Department of Public Instruction will continue to gather input from stakeholders during Fall 2010 and revise the document as indicated. The document is scheduled to be presented to the State Board of Education in March 2011.

2. **Improving curriculum.** During 2009-2010, secondary CTE continued its focus on improving curriculum through the following efforts:

   a. **Development of curriculum.** Working with Dr. Lorin W. 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 2010. Work was done on five 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 2009-2010, commercially available curriculum and assessments were adapted for use with four courses. Adapting commercially available curriculum follows a standard procedure that 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.

3. **Partnerships.** In addition, North Carolina began development of two partnerships that will provide enhanced curriculum and opportunities for student and teacher credentialing in high-wage, high-skill, high-demand areas:

a. **Project Management:** NCDPI is working with the Southern Regional Education Board to develop a four-course sequence in Project Management. This sequence is designed to integrate essential skills from language arts and mathematics and to prepare students for initial Project Manager certification. This project, which is being directed by Dr. Lorin W. Anderson, will be disseminated through the SREB and will serve as a national model for curriculum development. A curriculum team has begun to lay the framework for the course sequence and development will continue in 2010-2011.

b. **Microsoft Information Technology (IT) Academy:** Negotiations are underway to make create a Microsoft IT Academy and make it available to students in North Carolina. The IT Academy would offer instruction for students in Microsoft applications including Word, Publisher, PowerPoint, Excel and Access and provide a mechanism for students to earn specific entry-level certifications that they could take directly to the workplace or on to further education. Microsoft Office programs are widely used in business and industry and individuals who have earned certifications are in high demand. The IT Academy also has a strong professional development component that will help teachers improve their own computer skills as they work with students. IT Academy courses will be piloted in Fall 2010.

Required Uses of Funds: 1, 2, 3, 4, 5, 6, 8, and 9
Permissible Uses of Funds: 1, 2, 3, 6, 7, 9, 14, and 16

SB   **Professional Development**

Professional development offered in 2010-2011 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 need 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. Staff used a variety of formats during instruction, including sessions that allowed participants to take part from their own workstations or in regional meetings as well as pre-recorded presentations and training that users could take advantage of as needed. This effort was driven in part by economic necessity, which will become even more important in 2010-2011. Evaluations suggest that having different formats available has made the training more accessible without hurting its effectiveness.

Professional development focused on topics including:

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

Required Uses of Funds: 1, 2, 3, 4, 5, 6, 8, and 9
Permissible Uses of Funds: 1, 5, 7, 9, 11, 14, 15, and 17

SC   **Services to Nontraditional Students**

To address the two Perkins nontraditional Performance Indicators, North Carolina CTE continued 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.

In 2009-2010, CTE began a collaborative initiative with the NC State Engineering Department to develop relations and generate ideas on future projects. As an immediate result, a presentation on "Where are the Women in STEM?" by the director of the Women in Engineering Program at NC State was featured at the 2010 CTE Summer Conference and focused on all under-represented demographics. Additionally, the group is working on projects that will use Project

Lead the Way or another engineering curriculum for linkage so that all students have the opportunity for K-12 exposure to an engineering-focused curriculum.

North Carolina CTE continues to evaluate local education agency (LEA) 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.

Required Uses of Funds: 2, 3, 5, 6, 8, and 9
Permissible Uses of Funds: 1, 4, 15, and 17

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 2009-2010, these efforts focused in three areas:

1. **Computerized Instructional Management System.** Efforts continued to move North Carolina's CTE Instructional Management System, formerly known as VoCATS, to a web-based platform. After considerable study, Elements™, a computerized instructional management system produced by Thinkgate, LLC, was selected for further study. Fifteen local school systems (and 34 schools) were involved in a pilot study conducted in Spring 2010 that examined how the application could be used for planning, instruction, and assessment. At the conclusion of the pilot, participants strongly recommended the project be expanded statewide. The web-based application will fully integrate the instructional management system with NC WISE, the state's student information management system. Use of the system 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 and improving data quality.

2. **CTE Analysis and Reporting System.** Development of the CTE Analysis and Reporting System continued in 2009-2010. The Analysis and Reporting System is a web-based application that will analyze CTE data, create reports for local and state use, and 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 authoritative 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 Fall 2010.

3. **Other state initiatives.** CTE worked with other NCDPI areas on the following initiatives:

   a. **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.

   b. **Local Planning System update.** NCDPI began study of a grants management system that could replace outdated software and paper-and-pencil applications being used throughout the agency. CTE staff were involved in a gap analysis to determine which CTE needs would remain unmet in the proposed package. The grants management system, working in conjunction with the Analysis and Reporting System and supplemental software, may be part of an update to the Local Planning System, the tool used by local education agencies for strategic planning for CTE.

Required Uses of Funds: 1, 2, 3, 6, and 9
Permissible Uses of Funds: 14, 15, and 17

SE   **Assistance to Districts and Schools**

North Carolina CTE worked closely with statewide school improvement initiatives during 2009-2010. 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 [NCLB]) 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 ongoing 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.

Required Uses of Funds: 1, 2, 3, 4, 5, 6, 8, and 9
Permissible Uses of Funds: 1, 3, 8, 9, 15, and 16

Postsecondary
PA   **North Carolina Career Clusters Guide**—a guide to career planning and career opportunities, based on the 16 career clusters, was developed in 2008-2009. In 2009-2010, copies were distributed to community colleges as a resource and training and presentations occurred to

assist student services/counseling staff in the best practices for utilizing the publication for students and displaced workers.

Required Uses of Funds: 4, 5, 6, and 8
Permissible Uses of Funds: 1, 9, 13, and 17

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.

Required Uses of Funds: 2, 4, and 6
Permissible Uses of Funds: 6, 8, and 16

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.

Required Uses of Funds: 1, 2, and 3
Permissible Uses of Funds: 14 and 16

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.

Required Uses of Funds: 1, 3, 4, 5, and 8
Permissible Uses of Funds: 1, 8, 9, 14, and 16

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. In 2009-2010 targeted CTE activities included *Second Life* training for CTE faculty to use

immersive virtual learning experiences, National Association for the Education of Young Children accreditation and classroom assessment techniques workshops, and best practices dissemination in teaching and learning techniques, and career and personal development.

Required Uses of Funds: 1, 3, 4, and 9
Permissible Uses of Funds: 9, 14, and 16

PF   **Career Counseling Information (Nontraditional)—**a *North Carolina Community College Special Edition* of a Parent Resource Guide focusing on nontraditional careers was written specifically for North Carolina, to assist in guiding student 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.

Required Uses of Funds: 3 and 5
Permissible Uses of Funds: 1, 13, and 17

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.

- *Enhancing Instructional Effectiveness through Technology for Science and Marine Technology Faculties—*designed and implemented an online, no-impact estuarine nature trail to provide faculty and students with virtual access to a sensitive coastal habitat.
- *Assessment and Documentation of Core Competencies—*designed, developed and implemented training to incorporate the use of ePortfolios for CTE programs.
- *Use of High Fidelity Simulation in Teaching Concepts of Safety to Health Professionals—*designed training and educational modules for healthcare simulators intended to expand utilization of the simulators to multiple healthcare programs.
- *Let Everything Go Green—Project LEGG—*developed training for CTE faculty to incorporate environmentally responsible practices into their courses and created a cadre of faculty to serve as leaders in training other faculty to similarly adapt their courses.
- *The Contextual Teaching and Learning Plan: Preparing Today's Students for Tomorrow's Workforce—*developed and implemented contextual teaching workshops and learning objects for CTE faculty.
- *Green Technology Integration for Career and Technical Education Programs—*provided workshops and return to industry experiences for CTE faculty to improve their courses by including green concepts that are changing industry.
- *Distance Learning Instructor Readiness Assessment and Training—*developed and implemented workshops, two self-paced courses, and an assessment that determines whether instructors have the requisite skills needed to offer CTE distance learning courses.
- *Building Sustainable Content for the Eco-friendly Laboratory—*developed a course for CTE faculty to learn the benefits and methods of developing laboratory content that reduces or eliminates the use of environmentally hazardous products.

- **Professional Development for Technical Faculty Utilizing Formative Assessment in Learning to Increase Student Retention**—provided training in the development of student comprehension assessment designed to offer instant feedback as the student completes the assessment.

Required Uses of Funds: 1, 2, 3, 4, 8, and 9
Permissible Uses of Funds: 8, 9, 14, and 16

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.

During 2009-2010, CTE piloted a process for collection of results of students on industry-recognized certifications, third-party assessments or, where appropriate based on students' Individualized Education Plans, on alternate assessments. Although data were successfully collected, the process was found to be too cumbersome for full, statewide use. Efforts to develop a means of collecting the data directly from accrediting agencies where possible and indirectly from students are continuing.

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. 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.

With the national emphasis on certification, NCCCS is exploring ways to collect this data in the "data warehouse." Because most certifications are awarded after the completion of coursework, many students have left their college before being gaining their certification. This remains a persistent issue in collecting accurate information regarding certifications.

3. Implementation of State Program Improvement Plans

Secondary

In 2009-2010 North Carolina failed to meet at least 90 percent of the agreed upon State adjusted level of performance for one Performance Indicator, 1S2 Academic Attainment - Mathematics. This indicator reports the performance of CTE concentrators on the examination used by North Carolina to report high school mathematics proficiency. The exam is usually taken at the ninth or tenth grade, which makes it an imperfect measure of the impact on CTE on academic attainment. The following information provides details about this indicator, including performance of subgroups highlighting those with significant gaps between expected and actual performance, action steps, responsible staff for implementing action steps, and the timeline for their implementation.

1S2 Academic Attainment - Mathematics Subgroup Performance		
Population	**Actual Level of Performance**	**Difference between Actual Performance and Target***
Overall	60.86%	-13.64%
Male	62.57%	-11.93%
Female	58.98%	-15.52%
American Indian or Alaskan Native	51.25%	-23.25%
Asian	73.69%	-0.81%
Black (not Hispanic)	44.08%	-30.42%
Hispanic	57.83%	-16.67%
White	70.89%	-3.61%
Unknown	64.34%	-10.16%
Students with Disabilities	33.55%	-40.95%
Economically Disadvantaged	52.09%	-22.41%
Single Parents	45.57%	-28.93%
Limited English Proficient	40.80%	-33.70%
Migrant	60.00%	-14.50%
Nontraditional enrollees	64.17%	-10.33%
Tech Prep	47.04%	-27.46%

Subgroups highlighted in yellow failed to meet at least 90 percent of the performance target.

1S2 Academic Attainment - Mathematics Action Plan			
	Action Steps	**Staff Responsible**	**Timeline**
1	Design targeted training for CTE teachers and deliver at the 2011 CTE Summer Conference.	Felicia Gray-Watson	By July 31, 2011
2	Work with Southern Regional Education Board and other stakeholders to develop a model for integration of mathematics into CTE courses and create one or more courses using this model.	Mary Jo Nason	By June 30, 2011
3	Provide training for CTE Administrators in analyzing local data and developing strategies for improvement on this measure.	Wendy Edney	By April 30, 2011
4	Collaborate with Division of Accountability staff and others within NCDPI to implement an assessment program designed to provide diagnostic information and intervention strategies on student mathematics achievement.	Rhonda Welfare	By June 30, 2011

Because there are no displaced homemakers reported in NC secondary CTE, no files have been uploaded to EDEN for this subgroup.

Postsecondary
In 2009-2010 North Carolina met at least 90 percent of the agreed upon State adjusted level of performance for all Core Indicators of Performance.

> **Core Indicator 5P2- Nontraditional Completion** significantly improved in 2009-2010, primarily due to the progress achieved through implementing the Action Plan submitted in the 2008-2009 Consolidated Annual Report; however, additional gains were made as a result of the Accountability Committee's analysis of data collection and reporting procedures. Until the 2009-2010 reporting year, completion had been determined by reporting "graduates." Analysis revealed that students were reported as graduates only when all institutional requirements had been fulfilled, including the payment of "graduation fees" required for participation in commencement exercises, rather than the successful completion of courses. These additional criteria used to determine graduates vary among the participating colleges and do not accurately reflect the number of students who meet the definition of "completer." Use of data that more accurately reflect the true number of students who meet the approved definition of completer and implementation of the Action Plan provided a significant increase in the reported percentage of Nontraditional Completers.

4. Implementation of Local Program Improvement Plans

Secondary

As part of the grant process, North Carolina's 115 local education agencies (LEAs) must prepare a plan to develop strategies for improving performance on the eight secondary performance indicators. This requirement applies to all LEAs, no matter what their current level of performance. In addition, local education agencies that failed to meet at least 90 percent of their targets are 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.

Secondary Performance Indicators*								
	1S1	1S2	2S1	3S1	4S1	5S1	6S1	6S2
State performance	MET	NOT MET	MET	MET	MET	MET	MET	MET
LEAs **meeting** 90% or more of performance target	110	110	99	115	115	109	92	78
LEAs **not meeting** at least 90% of performance target	5	5	16	0	0	6	23	37
Percentage of LEAs that met 90% or more of performance target	95.7%	95.7%	86.1%	100.0%	100.0%	94.8%	80.0%	67.8%

Calculated on data prior to EDEN submission.

Trends by Indicator

In 2009-2010 North Carolina met at least 90 percent of the agreed upon State adjusted level of performance for all Performance Indicators except 1S2.

1S1   Five LEAs failed to reach at least 90 percent of the target. Students with disabilities and Limited English Proficient students were the subgroups that fell farthest below the performance target. Black, Hispanic, and American Indian students scored significantly lower than White and Asian students. The number of migrant students included in this measure is too small to draw conclusions about their performance.

1S2   Only 15.7 percent of the LEAs reached at least 90 percent of the target for this measure. Asian and White students were the only subgroup to reach at least 90 percent of the target, and no subgroup performance exceeded the actual target. The subgroups with the greatest gap between the target and their actual performance were Black students, students with disabilities, and Limited English Proficient students.

2S1   Significant performance gaps exist between the target and actual performance for a number of subgroups, most notably Limited English Proficient students, students with disabilities, single parents, migrant students, and American Indian, Black and Hispanic students.

3S1   All LEAs met 90 percent or more of the target for this performance indicator and only five LEAs failed to meet the actual target. In addition, all subgroups statewide met or exceeded the actual target. Among the lowest performing LEAs, the lowest subgroup performance was with multi-racial students and those students who were economically disadvantaged.

4S1   All LEAs met 90 percent or more of the target for this performance indicator and only three LEAs failed to meet the actual target. All subgroups met at least 90 percent of the target and only single parents failed to meet the actual target. Among the lowest performing LEAs, the lowest subgroup performance was among students with disabilities and single parents.

5S1   Only six LEAs failed to meet at least 90 percent of the target for this performance indicator. The subgroup with the largest gap between the target and actual performance was single parents, but American Indians and students with disabilities also scored significantly below the total group performance.

6S1   Twenty-three LEAs failed to meet at least 90 percent of the target for this performance indicator. Of the reported subgroups, only males failed to meet at least 90 percent of the target. Black and Asian students were most likely to be non-traditional and American Indian students least likely.

6S2   One-third of the LEAs failed to meet at least 90 percent of the target for this performance indicator. Fourteen LEAs had 5 or fewer non-traditional concentrators and four had none at all! The result on this performance indicator appears to be impacted strongly by the performance of nontraditional males, who made up less than 5 percent of the population of male students who were concentrators in nontraditional programs. Most male students were enrolled in courses that are traditional for males. The number of migrant students included in this measure is too small to draw conclusions about their performance.

Postsecondary

Each of North Carolina's 58 community colleges utilizes Perkins funding, with two colleges having formed a consortium. Although two colleges have formed a consortium the total number of recipients is still referenced as "57 colleges."

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.

Postsecondary Performance Indicators						
	1P1	**2P1**	**3P1**	**4P1**	**5P1**	**5P2**
State performance	MET	MET	MET	MET	MET	MET
Colleges **meeting** 90% or More of Core Indicator	57	49	55	39	44	27
Colleges **not meeting** at least 90% of Core Indicator	0	8	2	18	13	30
Percentage of colleges that met 90% or more of Core Indicator	100%	85.9%	96.5%	68.4%	77.2%	47.4%

Trends by Core Indicator

In 2009-2010 North Carolina met at least 90 percent of the agreed upon State adjusted level of performance for all Core Indicators of Performance.

1P1	All colleges achieved at least 90 percent of their negotiated Level of Performance.
2P1	Data indicate that American Indian or Alaskan Native, Asian and Pacific Islander, Black (not Hispanic), Nontraditional, and Tech Prep students at local colleges often achieved less than 90 percent of the negotiated Level of Performance.
3P1	No trends could be determined because only two colleges failed to meet at least 90 percent of the negotiated Level of Performance.
4P1	Data indicate that Asian and Pacific Islander, Black (not Hispanic), Economically Disadvantaged, Single Parents, Displaced Homemakers, Limited English Proficient, and Nontraditional Enrollees at local colleges often achieved less than 90 percent of the negotiated Level of Performance.
5P1	Data indicate that Male and Tech Prep students at local colleges often achieved less than 90 percent of the negotiated Level of Performance.
5P2	Data indicate that Male, White, and Tech Prep students at local colleges often achieved less than 90 percent of the negotiated Level of Performance.

5. Tech Prep Grant Award Information

Effectiveness of Tech Prep Programs

During the 2009-2010, North Carolina completed the second year in a two-year cycle of Tech Prep funding to a total of 32 consortia 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 from the annual review of Tech Prep funded programs are as follows:
1. An emphasis on high school students graduating with 21st century skills taught in a traditional classroom setting has provided students with the option to concentrate in Tech Prep by taking four credits in a career pathway.
2. Increased numbers of career academies are providing students with career pathway cohort groups as they move through high school and transition to community college.
3. Secondary students earning postsecondary credit continues to increase.
4. Secondary students earning articulated credit continues to rise.
5. The need for remediation in mathematics, reading, and writing skills persists but greater emphasis on efforts to reduce the number of students requiring remediation classes after high school graduation are occurring.
6. Tracking of industry certifications remains is challenging as most certifying groups do not share information with the education agencies.
7. Marketing Tech Prep continues through various media including a state website at www.ctpnc.org.
8. Online videos are being used to disseminate Tech Prep information and promising practices.

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:

	Applied	Recommended
Total number of consortia:	42	32
Total number of community colleges:	38	28
Total number of Local education agencies	62	46

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
Total		**$1,865,600**	**$932,800**	**$2,798,400**

*2008-2009 Carryover Dollars