

Alison

NORTH CAROLINA

STATE PLAN

FOR

VOCATIONAL EDUCATION

ANNUAL PLAN
FISCAL YEAR 1979

STATE BOARD OF EDUCATION
RALEIGH, NORTH CAROLINA



NORTH CAROLINA
STATE PLAN
FOR
VOCATIONAL EDUCATION

ANNUAL PROGRAM PLAN, FY 1979

STATE BOARD OF EDUCATION
Raleigh, North Carolina

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AMENDMENTS TO FIVE YEAR PLAN

Part I	Page 8	Addition of Objective (m), Apprenticeship-Related Instruction
Part I	Page 9	Addition of Definition No. 10 "Apprenticeship Training Programs"
Part I	Page 13	I.B-5.3 Request for copy of local plan format
Part I	Page 55	I.B-35 Apprenticeship Programs
Part I	Page 64-65	Additional Agencies and Groups Added for Cooperation and Coordination Needed With Other Agencies
		<ul style="list-style-type: none"> . Assistance to the Rehabilitation of Prison Inmates Through Vocational Education . Assistance to the Development of Job Skills Through Apprenticeship-Related Instruction . Assistance to the Economic Development of the State . Assistance to American Indians
Part II	Page 14(a)	Table 10(a) 1974 Estimated Number of Handicapped Persons per County, 12% of Total Population 15-65 Years

DEC 21 1978

1979 Annual Program Plan for the
Administration of Vocational Education
Under Title II of the Education
Amendments of 1976, (P.L. 94-482)

Submitted by the State of NORTH CAROLINA

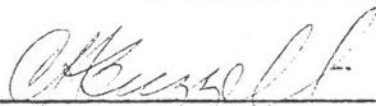
Adopted by North Carolina State Board of Education
(Name of State Board)

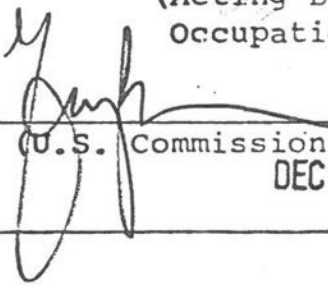
On June 1, 1978
(Date)

To be completed by the Office of Education:

Received by the Office of Education: June 30, 1978
(Date)

Effective date of State Plan: July 1, 1978
(Date)

Approval recommended: 
(Acting Deputy Commissioner for
Occupational and Adult Education)

Approved: 
(U.S. Commissioner of Education)

Date Approved: DEC 19 1978

Certificate of State Board

State of North Carolina

I hereby certify that the attached FY 1979 Annual State Plan for Vocational Education was adopted by the North Carolina State Board of Education on June 1, 1978. The State Plan, as submitted, constitutes the basis for the administration and operation of the State's program established pursuant to the Vocational Education Amendments of 1976, Public Law 94-482 and to the State Boards' policies, rules, and regulations.

All information and representations contained in the Plan as of this date are accurate to the best of my knowledge and belief.

N. C. State Board of Education
(Official Name of State Board)

6-1-78
(Date)

By: A.raig Phillips
State Superintendent

Certificate of Attorney General

State of North Carolina

1. That the North Carolina State Board of Education is the State Board in this State within the meaning of Section 104(a)(1) of Public Law 94-482;
2. That said Board has the authority under State law to submit a State Plan;
3. That said Board has authority to administer or supervise the administration of the foregoing State Plan;
4. That all of the provisions of the foregoing Plan can be carried out by the State;
5. That the State Superintendent of Public Instruction has been duly authorized by the North Carolina State Board of Education to submit the foregoing State Plan and to represent the State Board in all matters pertaining thereto.

6-5-78

(Date)

(Signed)

Andrew A. Venore, Jr.

Deputy Attorney General



STATE OF NORTH CAROLINA

OFFICE OF THE GOVERNOR

RALEIGH 27611

JAMES B. HUNT, JR.
GOVERNOR

GOVERNOR'S

COMMENTS ON STATE PLAN

DATE: June 23, 1978

PLAN DOCUMENT: FY 1979 Annual State Plan for Vocational Education,
including secondary, post-secondary and adult
programs under Title 11, Education Amendments.

SUBMITTED BY: Division of Vocational Education,
N.C. Department of Public Instruction

SUBMITTED ON: May 11, 1978 (SP 78-022)

COMMENTS: The above referenced State Plan is generally in
keeping with State policy objectives, and does not
appear to be in conflict with any other statewide
comprehensive plans in state agency programs.

As the Governor's designee for review and evaluation of
State Plans, pursuant to OMB Circular A-95, Part III,
I hereby approve this State Plan.

A handwritten signature in cursive script, reading "Arnold Zogry", written over a horizontal line.

Arnold Zogry
Assistant Secretary for
Policy and Management
North Carolina Department
of Administration



STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION

P. O. BOX 5312

RALEIGH, NORTH CAROLINA 27650

(919) 737-2495

PHILLIP O. BERRY
CHAIRMAN

E. MICHAEL LATTA
EXECUTIVE DIRECTOR

CERTIFICATION OF THE STATE ADVISORY COUNCIL

TO WHOM IT MAY CONCERN:

The Vocational Education Act of 1963 as extended by Title II Education Amendments of 1976 (Public Law 94-482, as amended), declares "...the State Advisory Council shall advise the State board in the development of the five-year State plan...and the annual program plan...and shall advise the State board on policy matters arising out of the administration of programs under such plans...." Also, the federal rules and regulations direct: "A statement describing its [State Advisory Council] consultation with the State board shall be submitted with the five-year State plan, and the annual program plan...."

In response to these directives, the State Advisory Council on Vocational Education is pleased to report the following as evidence of its consultation with the State Board of Education:

- The Chairman of the State Advisory Council on Vocational Education (SACVE) appeared before the State Board of Education to present the Council's Annual Report, 1977. The recommendations in the Report are scheduled for adoption by the State Board of Education at its June 1978 meeting.

At the same State Board meeting a resolution was offered by SACVE urging the State Board of Education and the North Carolina Employment Training Council (known in federal as the State Manpower Services Council--SMSC) to meet to develop a better degree of communication, collaboration, and cooperation. Such a meeting took place on May 3, 1978. The result was an agreement signed by the Governor and the Chairman of the State Board of Education, representing the North Carolina Employment and Training Council and the State Board of Education, respectively.

- In response to a suggestion by the SACVE, several responsibilities under P.L. 94-482 concerning the interrelationships between the State Advisory Council on Vocational Education and the State Board of Education were delineated. The SACVE and the State Board have entered into a written agreement which deals with the provision of technical assistance to local advisory committees as they work with local boards of education and local boards of trustees.

- The State Board at its May 1978 meeting considered four (4) items relative to the work and involvement of the State Advisory Council on Vocational Education. They were: (1) a draft of the Annual Vocational Education Plan, 1979, scheduled for adoption by the Board at its June 1978 meeting; (2) a copy of SACVE's latest study entitled: "Statewide Assessment/ Evaluation of Occupational Programs for Disadvantaged and Handicapped Students"; (3) a proposal for the State Board of Education to direct that a State Plan for Guidance and Counseling be developed; and (4) the adoption of an agreement between the N. C. Employment and Training Council and the State Board of Education.
- A State Board of Education member attended each SACVE meeting during 1977-78:

Dr. John Tart attended the September 1977 meeting.
 Mr. Barton Hayes attended the November 1977 meeting.
 Mrs. Evelyn Tyler attended the January 1978 meeting.
 Dr. David Bruton attended the March 1978 meeting.
 Dr. C. R. Edwards attended the May 1978 meeting.

- The SACVE was represented on the State Plan Committee for Vocational Education by Mrs. Gladys B. Slaughter. Mrs. Slaughter actively participated in the development of the Plan during meetings which were held in accordance with the provisions of P.L. 94-482, as amended.

The State Advisory Council on Vocational Education (SACVE) is pleased with this record of consultation and cooperation with the State Board of Education. We hope this relationship can be expanded and enriched in the coming year in order to achieve the full and unrestricted cooperation suggested in the federal Vocational Education Act and the rules and regulations.

The foregoing was adopted by the State Advisory Council on Vocational Education at its regular meeting on May 26, 1978. The Executive Director was directed to submit this document as formal evidence of the Council's consultation with the State Board of Education in developing the Annual Vocational Education Plan for 1979.

May 30, 1978
 Date

E. Michael Lark
 Authorizing Representative

CERTIFICATE OF PUBLIC HEARINGS

State of North Carolina

I hereby certify that:

1. *Notification of dates and purposes for public hearings on the Fiscal Year 1979 State Plan were provided as follows:*

<u>Date of Notification</u>	<u>Sent to:</u>
December 20, 1977	° Newspapers - Paid Public Hearing Notices - 10 minority and 4 predominantly white
January 3, 1978	° Superintendents of Schools
	° Presidents of Community Colleges and Technical Institutes
	° Local Directors/Planners of Vocational Education
	° State Advisory Council on Vocational Education
	° Vocational Teacher Educators
	° N. C. Vocational Association Board of Directors
	° Program Advisory Committees
	° Selected Department of Public Instruction Staff
	° Selected Department of Community Colleges Staff
	° State Plan Committee Members
	° Selected Native American Representatives
	° State Youth Organizations Officers
	° Selected Lay People
January 13, 1978	News Releases -
	° Newspapers - approximately 200
	° Radio Stations - 19 minority and 25 predominantly white
February 9, 1978	° Organizations Concerned with Status of Women
	° N. C. Congress of Parents and Teachers

2. *Public Hearings on the State Plan for Vocational and Technical Education were held as follows:*

<u>Date</u>	<u>Place</u>	<u>Attendance</u>
February 9	Lenoir Community College Auditorium Kinston	60
February 14	Asheville High School Auditorium, McDowell Street Asheville	54
February 15	Carver Hall, North Carolina A & T State University Greensboro	<u>97</u>
	Total	211

3. *The hearings were conducted by:* the North Carolina State Board of Education with Dr. John Tart, Chairman of the Vocational Education Committee of the State Board, presiding. Another member of the State Board present was: Mrs. Evelyn Tyler.

The various publics were notified that the hearings provide an opportunity for citizens of the State to express views on:

- a. the goals which should be adopted in the annual program plan.
- b. the programs to be offered under the annual program plan.
- c. the allocation of responsibility for programs among the various levels of education and among the various institutions of the State.
- d. the allocation of local, State, and Federal resources to meet those goals.

Fifteen individuals made presentations to the Board at these hearings. Almost all of the individual presenters had prepared manuscripts which were left with the hearing officer. All others present were given an opportunity to express concerns, raise questions and make recommendations relative to vocational education at the secondary and/or post-secondary levels. Hearings were taped.

There were many favorable comments on vocational education as administered and conducted in this State; however, there were some concerns expressed and recommendations made. Many of the recommendations have, or will be incorporated into the State Plan. The suggestions that seem to be contrary to Board Policy or require additional funding or time to implement, will either be rejected or may require additional consideration.

Comments and responses are summarized and appear as an Appendix to this Plan.

6-1-78
(Date)

North Carolina State Board of Education
(Official Name of State Board)

By: A. Laing Phillips
State Superintendent of Public Instruction

NORTH CAROLINA STATE BOARD OF EDUCATION
ANNUAL VOCATIONAL EDUCATION STATE PLAN

CERTIFICATION BY CONSULTANT FOR SEX EQUITY

In compliance with the requirements of Public Law 94-482,
I hereby certify that I was afforded the opportunity to
review the plan to assure equal access to vocational educa-
tion programs by both men and women.

Gary L. Redmond
Consultant for Sex Equity
(Secondary)

Cathy A. Duncan
Consultant for Sex Equity
(Post Secondary)

4-25-78
Date

4-25-78
Date

Certification of Involvement of Designated Agencies

State of North Carolina

The State Board certifies that representation of the agencies, councils, and individuals required by Section 108 of the Act did meet on the indicated dates and that such agencies, councils and individuals have been afforded the opportunity to be involved.

N. C. State Board of Education
(Official Name of State Board)

6-1-78
(Date)

By: A.raig Phillips
State Superintendent

Certificate of the Vocational Education State Plan Committee

State of North Carolina

The following members were appointed to the planning group by the Superintendent, Department of Public Instruction, the State President, Department of Community Colleges (by authorization from the State Board), or the agency specified in the Act.

We, the undersigned, certify that we have had the opportunity to participate actively in the formulating of the Fiscal Year 1979 Annual Plan as required by Section 108 of the Act. We further certify that the signatures below constitute a recommendation for adoption of the Fiscal Year 1979 Annual Plan. The dates the planning group met are as follows:

November 22, 1977, January 17, 1978, and March 21, 1978

Date of Signatures by Committee Members

March 21, 1978

State Agency - Secondary

Dr. Elizabeth Koontz, Assistant Superintendent
Raleigh, North Carolina

Elizabeth D. Koontz

Post-Secondary

Fred Manley, Post-Secondary and Vocational Technical
Raleigh, North Carolina

Fred Manley

Community Colleges

Dr. Marsellette Smith, Vice President
Student Services/Program Resources
Raleigh, North Carolina

Marsellette M. Smith

Higher Education

Dr. Robert Williams, Associate Vice President
Academic Affairs
The University of North Carolina
General Administration, Chapel Hill

Robert Williams

Local School Board

James Atkins, Wake County
Distributive Education/Agriculture

James Atkins

Mrs. Byrde Chambers
Board of Trustees
Technical Institute of Alamance
Burlington, North Carolina

Byrde Chambers

Vocational Educators

Peggy Morgan, Health Occupations
Sylva-Webster High School
Sylva, North Carolina

Peggy Morgan

Roy Thomas, Instructor
Surry Community College

Roy M. Thomas

Local School Administrators

Jeanne Meiggs, Administrative Superintendent
Currituck, North Carolina

Jeanne Meiggs

Jack Young, President
Roanoke-Chowan Technical Institute

Jack Young

Ray Oxendine, Principal
East Montgomery High School
Biscoe, North Carolina

Ray Oxendine

Dr. Clarence Dodgens, Dean
Cape Fear Technical Institute
Wilmington, North Carolina

Clarence E. Dodgens

Evelyn Withers, Local Director
Gaston County Schools

Evelyn Withers

Lois Denny, Director
Sampson Technical Institute

Lois Denny

State Manpower Services Council

David Alston, Division of Community Employment
Raleigh, North Carolina

David Alston, Jr.

State Advisory Council

Gladys Barnes Slaughter, Department of Corrections
Wilson, North Carolina

Gladys B. Slaughter

North Carolina does not have a comprehensive post-secondary planning agency.

CONCERNS EXPRESSED BY VOCATIONAL EDUCATION
STATE PLAN COMMITTEE WITH RELATED RESPONSES

Mrs. Gladys Slaughter, representing the State Advisory Council on Vocational Education raised three concerns of the Council. Concerns and responses are listed as follows:

Concern No. 1: In carrying out the State Board's responsibilities under 104.32(d), does Section 104.33 require that one or more members of the State Board of Education be personally in attendance at any meeting mandated under Section 104.162, as opposed to having that meeting conducted in consultation with members of the staff of the State Board of Education?

Response: Interpretation by the Attorney General's Office to the above question:

"It is the opinion of this office that a staff member may perform these duties. It is true that the duties here are made non-delegable by the act. We interpret delegation, however, to mean a referral to another State agency or entity. And we do not believe that the Board's own staff could be considered a separate State agency or entity. The Board functions through its staff and thus the staff seems to us to be the Board's alter ego."

"To conclude then, we believe the duties you specify may be carried out by a staff member of the Board as long as the staff member is (of course) properly designated to represent the Board and as long as the staff member properly reports back to the Board after the duty is performed."

Concern No. 2: That the State Plan development and implementation be coordinated with other programs in the State such as employment and training programs, vocational rehabilitation, special education and other programs related to the Vocational Act; to the extent that a consistent, integrated and coordinated approach to meeting employment needs.

Response: Efforts are made to coordinate vocational education planning and implementation with other agencies and organizations. Pages 95 to 103 of the Plan relate to coordination with other agencies while Exhibit I in the Appendices relate to coordination and cooperation needed among agencies and vocational education.

Concern No. 3: To what extent does cooperation and coordination exist between the State Board of Education and the University Board of Governor's in development of trained teachers for vocational education?

Response: A statement of coordination and cooperation appears in Exhibit I, Appendices.

Gary Ridout, Secondary Consultant for Sex Equity, presented at the final Committee meeting a request for a change in working of the purpose of Secondary Vocational Education as found on Page 3 of the FY 1979 Annual Plan, under II. Purpose (c) by adding words, "which are not governed by stereotyped thinking but are based on real abilities and attitudes."

Page 4, No. III, Belief, the following should be added: "and that the choice made to elect such training shall be based on informal choice rather than stereotyped expectations."

The changes requested were not included in the Plan because original wording in the Plan represents Board Policy or is a direct quote from State Statutes.

Certification of Requirement of Local Advisory Councils 105(g)(2)

State of North Carolina

I hereby certify that eligible recipients were notified of the responsibility to establish local advisory councils on February 25, 1977.

I further certify that all eligible recipients receiving assistance have established advisory councils.

N. C. State Board of Education
Official Name of State Board

6-1-78

Date

By:

A.raig Phillipin
State Superintendent

FISCAL YEAR 1979 ANNUAL PLAN FOR VOCATIONAL EDUCATION

This Annual Fiscal Year 1979 State Plan sets forth the goals, objectives and projected programs with appropriate funding to indicate progress toward meeting goals of the Five Year Plan, 1978-1982.

The Plan presents some updated information, goals and funding due to improved or later data, different projection methodology, and different funding levels. Significant changes in the Plan will be indicated.

Requirements of State Board policy and Rules and Regulations, based on Title II of the Education Amendments of 1976, have been followed in the development of this Plan.

Involvement of many persons, groups, agencies and institutions are manifested in the document which presents certifications and results of involvement.

The State Board's Policy Plan for vocational education at the secondary level and vocation/technical education at post-secondary level is included. This Policy Plan covers philosophy, plus programmatic and funding intent to implement program requirements.

Socio-economic information and data which underlie the need for vocational education in North Carolina are presented.

This Annual Plan projects for FY 1979 the following types of numerical data and goals:

- ° Job openings as related to some 170 instructional programs
- ° Enrollments in the 170 instructional programs; by secondary, post-secondary and adult levels
- ° Number of projected completers within these instructional programs as related to job openings
- ° Estimated Federal, State and local expenditures by instructional program in each of the three levels
- ° Enrollments within Consumer and Homemaking programs with estimated expenditures
- ° Basic grant monies to local education agencies and institutions
- ° Special grants to local education agencies and institutions
- ° Consumer and Homemaking allocations to local education agencies

- ° Projected program funding by Sub-parts and purposes of the Act for secondary, post-secondary and adult programs

The Plan also includes:

- (a) Results of coordination of employment and training programs and programs funded under this Act;
- (b) Results of requirements for providing equal access to programs by both men and women;
- (c) Results of participation of local advisory councils

THE PLAN OF THE STATE BOARD OF EDUCATION GOVERNING THE
NORTH CAROLINA PROGRAM OF SECONDARY VOCATIONAL EDUCATION

Objective: To establish and maintain the North Carolina Program of Secondary Vocational Education supported through a State-Local Partnership of funding with Federal vocational education funds supplementing to the extent available.

In satisfying the above objective, the following components establish the foundation for the implementation of a redesigned program approach, a modified funding pattern for secondary vocational education, and new allocation formulas for resources going to local education agencies. Regardless of the final funding pattern and allocation system selected by the State Board of Education, it is proposed that these components will be the administrative guide for program implementation and continuation.

I. Basic Assumption

Vocational Education is that part of education which makes an individual more employable in one group of occupations than in another. Conversely, general education courses are equally applicable to all aspects of life, regardless of occupation chosen, and serve as the foundation for vocational education. There can be no high quality vocational education program without a high quality general education program serving as a base.

II. Purpose

Vocational education shall be an integral part of the educational process in the public schools. Its functions are:

- (a) to prepare individuals for entry level employment in recognized occupations, new occupations, and emerging occupations. (Vocational Skill Development)
- (b) to prepare individuals for participation in advanced or highly skilled post-secondary vocational and technical education. (Preparation for Advanced Education)
- (c) to assist individuals in the making of informed and meaningful occupational choices and consumer decisions. (Prevocational-Introductory)

Two additional purposes of the program are: (1) to provide appropriate programs (extended school day) for persons who have left high school and who are available for study, and (2) to provide appropriate vocational programs and/or supporting services for persons who have academic, socio-economic, and/or other disadvantages or handicaps that prevent them from succeeding in regular programs.

III. *Belief*

Believing that vocational education is the right and privilege of every *student* in North Carolina, it is the policy of the State Board of Education that vocational education shall be offered and taught in the public schools of North Carolina to the extent that every *student* desiring to acquire vocational knowledge and training resulting in an *entry level* salable skill shall have the opportunity to obtain such training.

IV. Definitions

1. "Vocational education" means instructional programs, services, or activities directly related to one's preparation for employment, for advanced technical education, or for the making of informed and meaningful occupational choices.
2. "Vocational skill development" means a program, service, or activity designed to prepare individuals for gainful employment as semi-skilled or skilled workers, technicians, or professional-support personnel in recognized occupations and in new and emerging occupations including occupations of a trade, technical, business, health, office, homemaking, agricultural, distributive, and other nature. Instruction is designed to fit individuals for initial employment in a specific occupation or a cluster of closely related occupations in an occupational field. Such instruction includes education in manipulative skills, theory, auxiliary information, and other associated knowledges.
3. "Preparation for advanced education" means a program, service, or activity designed to prepare individuals for participation in advanced or highly skilled post-secondary and technical education programs leading to employment in specific occupations or a cluster of closely related occupations and for participation in vocational education teacher education programs. This may be accomplished through the vocational skill development program as individual students apply these skills toward a higher level of training and is not, necessarily, a separate program element.
4. "Prevocational-Introductory" means an instructional program, service, or activity designed to familiarize individuals with the broad range of occupations for which special skills are required, the requisites for careers in such occupations, to provide introductory skills in identified program areas, and/or to provide for informed consumer decision making.

V. Planning for Quality Programs

High quality vocational education programs require appropriate planning. The most detailed planning should take place as near the level of implementation as possible, with policies and guidelines from the State and Federal government providing direction while allowing maximum flexibility. Such planning shall consider labor force needs, student needs and aspirations, resources, facilities; and particular attention shall be given to the design of the curriculum.

A necessary ingredient of a quality vocational education program is the successive building of one skill upon another; therefore, the curriculum content and educational activities of vocational education programs shall be presented in logical

sequence and in a scope sufficient to accomplish its stated purposes. Such sequencing includes three levels of skill specialization:

Level I	-	Introductory skills
Level II	-	Advanced skills for specific area
Level III	-	Specialized skills for specific area

As an example of appropriate scope and sequencing, a model is included in the Vocational Education Program of Studies showing such levels and the natural flow of students as they make individual decisions. Each of the functions of vocational education is addressed by virtue of the sequencing of instruction and activities.

PREVOCATIONAL - INTRODUCTORY FUNCTION:

Prevocational - Prevocational activities are designed to familiarize students with the broad range of occupations for which special skills are required and the requisites for careers in such occupations and to assist students in the making of informed and meaningful occupational and consumer choices.

Introductory - Students may move from prevocational activities to introductory activities in identified program areas. Introductory activities are designed to familiarize students with the range of occupations for which special skills in the program are required and the requisite skills in such occupations. These activities are elective, open to all students in grades 9-12. For students who elect to continue into skill development programs, introductory courses are at Level I in terms of specialization.

VOCATIONAL SKILL DEVELOPMENT FUNCTION:

Vocational skill development - Skill development activities are only for those students who have been sufficiently introduced to the field and with proper guidance have elected to enter that program to gain a specific salable skill which will enable him/her to (1) enter that labor market, and/or (2) attend a post-secondary institution which will add additional salable skills in his/her area of specialization. All such courses are at grades 11 and 12 only and are at Levels II and III respectively in terms of specialization. In the model, courses are identified in each program area and shown at the first grade level during which they may be offered for student enrollment. Students in each succeeding grade level may also be enrolled in proper sequence.

NOTE: Level I competencies must be demonstrated by a student prior to enrollment in the Level II course of a sequence.

NOTE: Level II course competencies must be completed and/or demonstrated by a student prior to enrollment in the Level III course of a sequence.

It should be reemphasized that the chart is a model depicting the necessary scope and the appropriate sequencing of such content and activities to achieve maximum results for vocational skill development. Courses are shown in an attempt to implement this scope and sequence concept. From this total listing of courses and programs, planning personnel in a local education agency (LEA) are responsible for planning an appropriate comprehensive occupational education program mix for their students and the local situation in accordance with established criteria for planning, implementing, and evaluating programs.

VI. Implementation

The State Board of Education shall be the sole State agency for the State administration of vocational education at all levels and shall cooperate with the United States Office of Education in the administration of the Federal acts assisting vocational education, administer any legislation pursuant thereto enacted by the General Assembly of North Carolina, and assist local boards of education in providing vocational education programs, services, and activities for youth and adults residing in the area under their jurisdiction. In addition, it shall coordinate its program in the public schools with all other institutions, agencies, councils, and organizations having responsibilities for labor force development and may also contract with such agencies as it deems necessary to carry out any functions consistent with the goals and purposes of the public schools.

In carrying out its duties, the State Board of Education shall develop and implement such policies, rules, regulations, and procedures as necessary to ensure vocational education programs of high quality. Such policies, rules, regulations, and procedures shall ensure that:

- (a) priority shall be given to the vocational skill development component of vocational education to the following extent: the amount expended during each fiscal year by the State Board of Education for vocational skill development programs shall be no less than the amount accrued by combining the federal grant received that fiscal year from the U. S. Office of Education pursuant to the Education Amendments of 1976 or its subsequent amendments and Acts with the amount of State/ local dollars required to match the federal allotment. This shall be the minimum. It shall be reviewed annually and may be increased at the discretion of the State Board of Education;
- (b) business, industrial, agricultural, and lay representatives are utilized in the development of decisions affecting vocational education programs and services and in a subsequent plan of operation;
- (c) public hearings are conducted annually to afford the general public an opportunity to express their views concerning the State Board's plan of operation and to suggest changes in the plan;
- (d) the plan of operation describes the State's goals for vocational education and the system utilized for the delivery of vocational education programs, services, and activities;
- (e) a professionally and occupationally qualified staff is employed and organized in a manner to assure efficient and effective State leadership for vocational education. Provisions may be made for such functions as planning, administration, supervision, curriculum development, research and evaluation, and such others as the State Board may direct;
- (f) an appropriate supply of qualified personnel will be maintained for program expansion and replacements through cooperative arrangements with institutions of higher education and other institutions or agencies and where necessary in the financial maintenance of programs and

curriculums designed for the preparation of vocational administrators, instructors, and support personnel;

- (g) minimum standards are prescribed for personnel employed at the State and local levels;
- (h) local boards of education submit to the State Board of Education a local plan for vocational education which has been prepared in accord with the procedures set forth in the plan of operation for vocational education;
- (i) appropriate minimum standards for vocational education programs, services, and activities will be established, promulgated, supervised, monitored, and maintained. Such standards shall specify such characteristics as program objectives, skill competencies, course sequences, qualifications of instructors, and all other standards necessary to ensure that all programs conducted by local education agencies are of high quality, relevant to student needs, and coordinated with employment opportunities; and
- (j) a system of continuing qualitative and quantitative evaluation of all vocational education programs, services, and activities will be established, maintained, and utilized periodically. One component of such system shall be follow-up studies of former students of vocational skill development programs who have been out of school for one year, three years, and five years to ascertain the effectiveness of instruction, services, and activities.

VII. Funding

1. Vocational Skill Development. Those Federal resources which may be used for skill development training, and which are available to the State Board of Education during each fiscal year shall be distributed to the LEAs on a formula which meets the criteria established by the U. S. Office of Education and approved in the State Plan for Vocational Education by the U. S. Office of Education. Programs funded from such monies shall meet all necessary criteria for funding. Any LEA choosing not to use the monies for the purposes so stated shall return the monies to the State Board of Education for redistribution.
2. Prevocational-Introductory and Vocational Skill Development. The remaining resources available to the State Board of Education for vocational education shall be distributed to the LEAs on a State designed formula. Such monies may be spent for any legitimate purpose as established by State Board policy to support a prevocational-introductory and vocational skill development program in vocational education. The utilization of resources for both vocational skill development and prevocational-introductory programs must be described in the LEA's Local Plan for Vocational Education and be approved by the State Board of Education.

I. B-1.4 Policy for the Continued Development of the North Carolina Program of Post-Secondary Vocational/Technical Education

I. PURPOSE

General Statute 115A-1 provides for the establishment, organization, and administration of a system of educational institutions throughout the state offering courses of instruction in one or more of the general areas of . . . technical, vocational, and adult programs.

The law further states that the major purpose of each and every institution operating under the provisions of this chapter shall be and shall continue to be the offering of vocational and technical education and training and basic high school level academic education needed in order to profit from vocational and technical education for students who are high school graduates or who are beyond the compulsory age limit of the public school system and who have left the public schools.

II. OBJECTIVE

To establish and maintain the North Carolina program of post-secondary vocational and technical education for students who are high school graduates or who are beyond the compulsory age limit of the public school system and who have left the public schools. These programs are supported by state funding, with federal vocational education funds supplementing to the extent available.

The specific objectives of post-secondary vocational and technical education are:

- (a) To provide expanded vocational and technical education opportunities for young people and adults who would not otherwise continue their education.
- (b) To prepare individuals for employment in recognized occupations, new occupations, and emerging occupations.
- (c) To prepare individuals for participation in advanced or highly skilled post-secondary vocational and technical education.
- (d) To assist individuals in the making of informed and meaningful occupational choices.
- (e) To provide vocational programs of less than technician level, preparing students for jobs requiring different levels of occupational ability and skill. The occupational entry of the graduate is at the semi-skilled or "crafts worker" level.
- (f) To provide technical programs, preparing students for jobs in industry, agriculture, business, and service occupations. The occupational entry of the graduate is at the semi-professional level.

- (g) To provide for the training needs of new and expanding industries.
- (h) To provide vocational and technical extension programs consisting of single courses, each complete in itself, designed for the specific purposes of training an individual for employment, upgrading the skills of persons presently employed, and retraining others for new employment in occupational fields.
- (i) To provide Human Resources Development Programs (HRD) to recruit, train, and place in employment chronically unemployed or underemployed adults.
- (j) To provide specialty education extension programs offered in the areas of ambulance training, electrical lineworker safety training, fire service training, fisheries occupations training, forensic science education, hospitality education, law enforcement training, management development programs, and telephone safety training.
- (k) To provide an opportunity for special credit students who take one or more single courses for credit but who are not enrolled in a regular vocational or technical curriculum program.
- (l) To provide occupational training and basic education for unemployed, underemployed, and disadvantaged or handicapped persons eligible for such training as defined in the rules and regulations of the Comprehensive Employment and Training Act.
- (m) To provide apprenticeship-related instruction to meet the special needs of apprentices registered with the North Carolina Department of Labor in skilled apprentice training programs.

III. DEFINITIONS

1. "Comprehensive Employment and Training Act (CETA) Programs" consist of occupational training and basic education for unemployed, underemployed and disadvantaged persons. The program is a cooperative venture between labor and education. The Labor Department selects both the fields in which training is to be offered and the students to receive the training. The Department of Community Colleges provides the training.
2. "Extension Programs" include Adult Basic Education, CETA (Comprehensive Employment and Training Act), New Industry, and self-supporting recreational programs in addition to the regular budget extension program areas of Occupational Extension, Adult High School, and Academic Extension.
3. "Human Resources Development Programs (HRD)" are intensive and unified efforts to recruit, train, and place in employment or, optionally, vocationally train chronically unemployed or underemployed adults. The primary objective of the training component is to help the jobless trainee reorient himself or herself to the world of work, appreciate

the effects of his or her behavior on others, and develop the basic academic and communication skills prerequisite to obtaining and maintaining employment. Periodic contacts with each trainee for twelve months after training is an inherent function of the Human Resources Development Program.

4. "New and Expanding Industry Programs" provide for the training needs of new industries which are moving into the state and also for existing industries undergoing a major expansion which results in the need for additional skilled workers.
5. "Occupational Extension Programs" consist of single courses, each complete in itself, designed for the specific purposes of training an individual for employment, upgrading the skills of persons presently employed, and retraining others for new employment in occupational fields.
6. "Special Credit Students" are those students who take one or more single courses for credit but who are not enrolled in a regular vocational or technical curriculum program.
7. "Speciality Education" is a special subset of occupational extension programs which are offered in the areas of ambulance training, electrical lineworkers safety training, fire service training, fisheries occupations training, forensic science education, hospitality education, law enforcement training, management development programs, and telephone safety training.
8. "Technical Education Curriculum Programs" are designed to prepare an individual for paraprofessional employment leading to an Associate in Applied Science degree. The programs are generally two academic years in length and include the application of scientific principles in research, design, development, production, distribution or service.
9. "Vocational Education Curriculum Programs" consist of a series of courses designed to prepare an individual for employment in a specific occupation. These programs consist of a sequence of courses which generally can be completed in one year or less by a full-time student. Successful completion of a vocational curriculum program leads to a diploma or certificate.
10. "Apprenticeship Training Programs" are skills training programs based upon a formal written agreement between the employer and the apprentice stating the conditions of the training period: the length of time, amount of pay, rate of periodic pay increases, with certification as a qualified craft worker (journeyman) upon completion of the term. The training is on the job, lasts from 1 to 5 years and requires 144 hours of related classroom instruction per year.

IV. PROCEDURE FOR ALLOCATING FUNDS TO POST-SECONDARY INSTITUTIONS

Federal funding for disadvantaged, handicapped, Subparts 2 and 3 programs, services, and activities will be distributed only to post-secondary institutions submitting an annual local application.

Local applications which have been submitted requesting federal funding will be placed in ranking order based on:

- (a) The highest rate of unemployment of an administrative area [county(ies) providing local support], and
- (b) The county(ies) (administrative area) which has been designated as an economically depressed area by the U.S. Department of Commerce, and
- (c) New and emerging occupations as identified by the N.C. Employment Security Commission or the N.C. Department of Commerce.

Subparts 2 and 3.

Distribution of federal funds will be based on the following required criteria except as noted in (c) of this section:

- (a) The amount of funds available to each eligible recipient will be determined by the relative number or concentration of students whose education imposes higher-than-average costs; these target groups shall include handicapped persons, persons from low-income families and persons from families in which English is not the dominant language. A ratio shall be derived for each institution which submits an appropriate application with such ratio being the quotient of the total target population for that institution divided by the sum of the target population for all institutions submitting approvable local plans, and
- (b) The ratio of federal to state matching funds will be determined by the relative financial ability to pay index. This index will be determined by the ratio derived by dividing the equalized tax valuation of the county(ies) (administrative area) by the county's(ies') latest official population.
- (c) Federal funds designated for use for construction (subpart 2), research, exemplary, and curriculum development (subpart 3) will be requested by project proposals written for specific project funding. Final approval of the project and funding allocation will rest with the State Board of Education.

Subpart 4.

Distribution of Subpart 4 federal funds will be made only to those institutions which submit approvable plans and which are in a county(ies) (administrative area) having higher-than-state-average youth unemployment and higher-than-state-average school dropout rates. The method of distribution of funds will be the same as described in Subparts 2 and 3.

Subpart 5.

State funds are used to support Consumer and Homemaking programs within the post-secondary system.

Target Areas, Population, and Employment Needs

This section of the Annual Plan for Vocational Education presents data and information relative to vocational education needs of the population of North Carolina.

Information on population, education needs, employment, and other special characteristics is presented through maps and tables. The data presented provide a basis upon which programs are planned and certain allocations for funding based on criteria are made.

TABLE 1 N. C. POPULATION PROJECTIONS BY AGE GROUPS, SEX, AND RACE - 1980*

Age Group	Total Population	SEX		RACE		(Population) Percent of Total
		Male	Female	White	Non-White	
Under 5	486,978	248,461	238,517	358,877	128,101	8.7
5-14	884,953	452,143	432,810	651,831	233,122	15.8
15-19	522,300	273,860	248,440	391,434	130,866	9.3
20-29	997,346	508,559	488,787	789,359	207,987	17.8
30-39	777,717	380,208	397,509	638,546	139,171	13.9
40-54	856,786	409,559	447,227	706,373	150,413	15.3
55-69	718,483	321,118	397,365	585,157	133,326	12.9
Over 69	350,426	132,390	218,036	285,517	64,909	6.3
TOTAL	5,594,989	2,726,298	2,868,691	4,407,094	1,187,895	100.0

*Source: U. S. Bureau of the Census.

TABLE 2*

GRADES K-12 PUPIL MEMBERSHIP BY RACE/ETHNIC ORIGIN 1975-76

American Indian or Alaskan Native	Black	Asian or Pacific Islander	Hispanic	White	Total
15,380	348,393	2,090	1,479	815,480	1,182,822

* Division of Management Information, N. C. Department of Public Education

TABLE 3 North Carolina Median School Years Completed

Group	The State	Urban	Rural non-farm	Farm
Total Pop., 25 yrs & over (<i>American Indian</i>)	10.6 (8.3)	NA (8.9)	NA (8.2)	NA
Whites	11.1	NA	NA	NA
Blacks & other races	8.6	NA	NA	NA
Males	10.3	11.6	9.6	8.5
White males	10.8	12.1	10.1	8.9
Black males	7.9	8.9	7.3	6.7
Females	10.8	11.5	10.4	6.7
White females	11.2	12.0	10.8	10.1
Black females	9.0	9.6	8.6	8.2

Sources: 1970 Census of Population, Tables 46 & 511970 Census of Population, American Indians, PC(2)-1FTABLE 4 Percent of Persons * with Vocational Training

	Total	White	Black
Males	23.6	25.3	17.1
Females	18.0	19.2	13.9

Source: 1970 Census of Population, Table 51

*Age 16 and over with less than 15 years of schooling

This page adapted from FY 1978 North Carolina Balance of State Annual Plan, CETA Title 1

EDUCATION and EMPLOYMENT in NORTH CAROLINA

Education

The most current data available on education in North Carolina is from the 1970 Census of Population, and this information is shown in Table 3. Levels of education in North Carolina fall below those for the United States as a whole. The median school years completed in the United States is 12.1 years as compared to 10.6 years in North Carolina. Within North Carolina, the education level for blacks is significantly below that of whites, indicating the need for programs to raise the level of education of blacks in North Carolina. Table 4 shows that fewer blacks have received vocational training than whites. Females, probably because of stereotyped occupational roles, are less likely to have received vocational training than males, though a larger percentage of white females have received vocational training than black males.

Table 3 shows that the median number of school years completed is higher for all groups in urban areas and lower for rural farm and non-farm areas. Persons with vocational training are more likely to be found in urban areas, due to in-migration of persons with skills training and to more comprehensive programs of training in urban areas. This tends to leave a concentration of persons who are relatively undereducated and undertrained in those rural areas served by rural schools and by training through Balance of State CETA programs.

An estimated 7.5% of North Carolina's high school pupils, approximately 28,200, dropped out of school during the 1975-76 school year, according to the 1977 Statistical Profile of North Carolina Schools. This dropout rate is likely to be even higher among black pupils and other minority groups. Those students not finishing school represent a challenge to vocational education and to training and employment services.

Table 5 North Carolina Employment Trends*

	1976	1975	1974	1973	1972
Civilian Labor Force	2,557,000	2,511,000	2,452,000	2,396,000	2,327,000
Unemployment, Total	159,000	217,000	111,000	83,000	93,000
Rate of Unemployment	6.2	8.6	4.5	3.5	4.0
Employment, Total	2,398,000	2,294,000	2,341,000	2,313,000	2,234,000

* Source: Employment Security Commission of North Carolina,
Annual Planning Report, May 1977

Employment Trends

North Carolina's labor force has grown steadily since 1970 to approximately 2.5 million people in 1975. In 1976, 159,000 of 2,557,000 people, or 6.2 percent of the labor force were unemployed. Table 5 shows that this annual average rate of unemployment was substantially below the 8.6 percent rate for 1975, indicating a recovery from the recession, which had a particularly strong impact on North Carolina's economy. Total employment dropped in absolute numbers from 1974 to 1975 and had barely recovered to pre-recession levels by 1976.

Employment Differentials*

Labor force participation and unemployment differ by age, race and sex and an understanding of these differentials can point to those groups most in need of education and training services. Table 6 shows the labor force participation rate (among persons age 16 to 19), which is the percentage of the population in a group that is in the labor force. White males have the highest participation rate, while blacks age 16 to 19 have the lowest. Females have a much lower rate of participation in the labor force than males, as might be expected since women have the children [some women do not choose to participate in the labor force], and are often subject to traditional roles that constrain them to remain out of the labor force. Especially in poor families, women can make a needed economic contribution, special vocational education and employment training services should be oriented toward encouraging a higher female rate of labor force participation rate among young blacks. Clearly this group is in need of services to bring them more into the economic mainstream.

In terms of unemployment, blacks and youth are the most urgent target groups. From Table 6, while blacks represent only 22.7 percent of the labor force, they account for 45 percent of all unemployment. Women are also over-represented in the unemployed, representing 56.8 percent of the unemployed but only 42.9 percent of the labor force. Persons age 16 to 19 constitute only 8.6 percent of the labor force, while representing 32.4 percent of the unemployed. This problem is acute among black youth. Clearly, blacks, youth, and female represent problem areas where special vocational education and employment and training services should be concentrated.

*Adapted from FY 1978 North Carolina Balance of State Annual Plan, CETA Title I

TABLE 6 NORTH CAROLINA EMPLOYMENT STATUS - 1974 ANNUAL AVERAGES*

	Population (000)	Labor Force (000)	LFPR**	Employed (000)	Un- Employed (000)	Un- Employed Rate	% of Labor Force	% of Employed	% of Un- Employed
Total - All Groups	3708	2448	66.0	2337	111	4.5	100.0	100.0	100.0
Whites	2848	1892	66.4	1831	61	3.2	77.3	78.3	55.0
Males	1340	1103	82.3	1074	29	2.6	45.1	46.0	26.1
Females	1508	789	52.3	757	32	4.1	32.2	32.4	28.8
16-19 yrs.	270	153	56.7	135	19	12.4	6.3	5.8	17.1
Black & Other Races	860	556	64.7	506	50	9.0	22.7	8.8	45.0
Males	388	294	75.8	274	20	6.8	12.0	11.5	18.0
Females	472	262	55.5	231	30	11.5	10.7	9.9	27.0
16-19 yrs.	125	57	45.6	41	17	29.8	2.3	1.8	15.3
All Females	1980	1051	53.1	988	63	6.0	42.9	42.3	56.8

* Adapted from FY 1978 North Carolina Balance of State Annual Plan, CETA Title I

** LFPR - Labor Force Participation Rate = $\frac{\text{Labor force}}{\text{Population}} \times 100$

Of civilian non-institutional population age 16 years and older, 1974 annual average, number in 1000's of persons.

Source: Geographic Profile of Employment and Unemployment
1974, U. S. Department of Labor, Bureau of Labor Statistics

LOCATION OF COUNTRIES ELIGIBLE FOR ECONOMIC DEVELOPMENT ACT PARTICIPATION AS OF DECEMBER, 1977

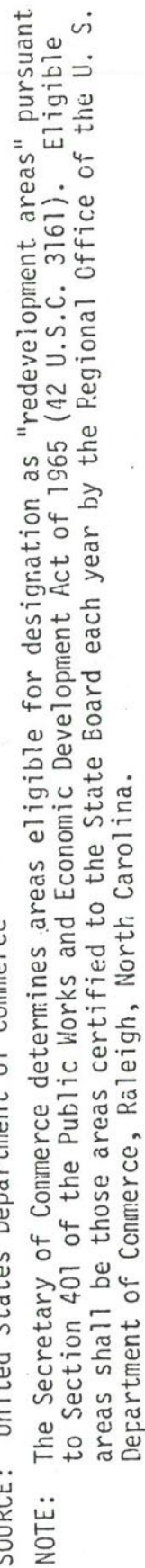


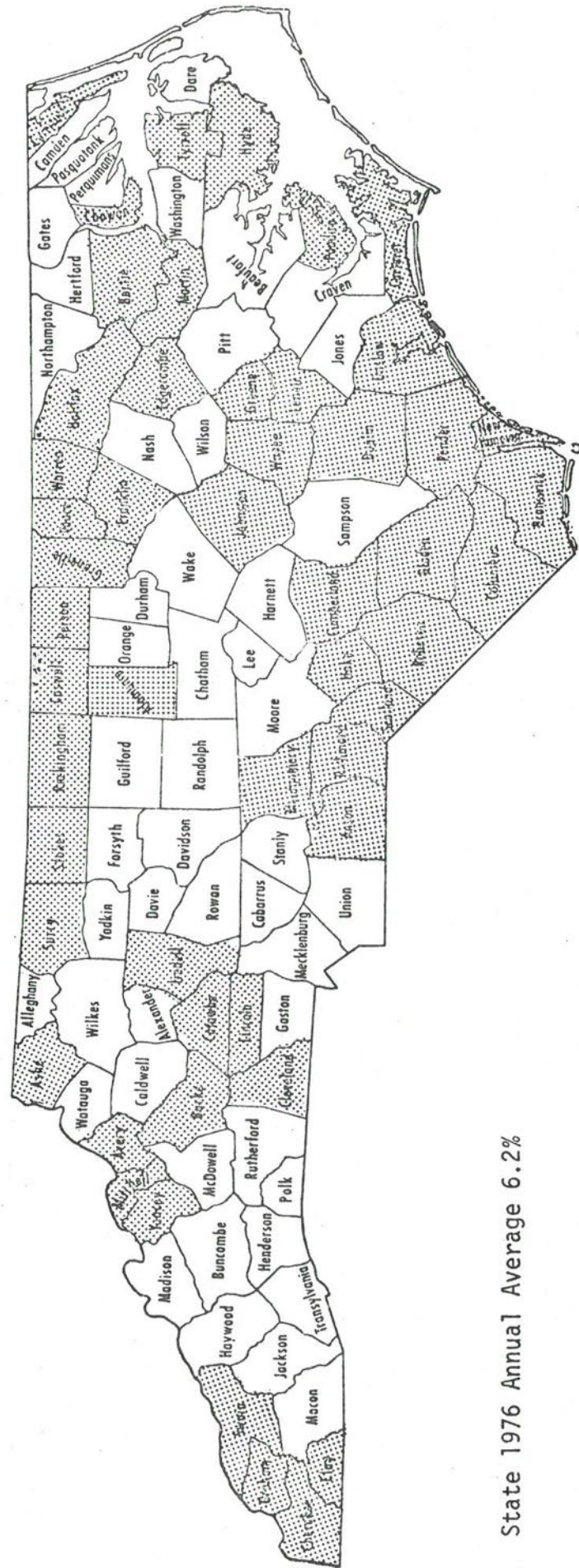
TABLE 7 EDA COUNTIES

CERTIFIED

1.	Anson County	20.	Franklin County	39.	Onslow County
2.	Ashe County	21.	Gaston County	40.	Pamlico County
3.	Avery County	22.	Gates County	41.	Pender County
4.	Beaufort County	23.	Graham County	42.	Perquimans County
5.	Bertie County	24.	Greene County	43.	Person County
6.	Bladen County	25.	Halifax County	44.	Pitt County
7.	Brunswick County	26.	Hertford County	45.	Robeson County
8.	Camden County	27.	Hoke County	46.	Sampson County
9.	Carteret County	28.	Hyde County	47.	Scotland County
10.	Caswell County	29.	Jackson County	48.	Swain County
11.	Cherokee County	30.	Johnston County	49.	Tyrrell County
12.	Chowan County	31.	Jones County	50.	Warren County
13.	Clay County	32.	Lenior County	51.	Washington County
14.	Columbus County	33.	Lincoln County	52.	Watauga County
15.	Craven County	34.	Macon County	53.	Wayne County
16.	Currituck County	35.	Madison County	54.	Wilson County
17.	Dare County	36.	Martin County	55.	Yancey County
18.	Duplin County	37.	Mitchell County		
19.	Edgecombe County	38.	Northampton County		

SOURCE: United States Department of Commerce

Figure II
GENERAL UNEMPLOYMENT - 1976
6.3% AND GREATER



State 1976 Annual Average 6.2%

3.2% to 6.2% Unemployed

6.3% to 11.4% Unemployed

SOURCE: North Carolina Employment Security Commission

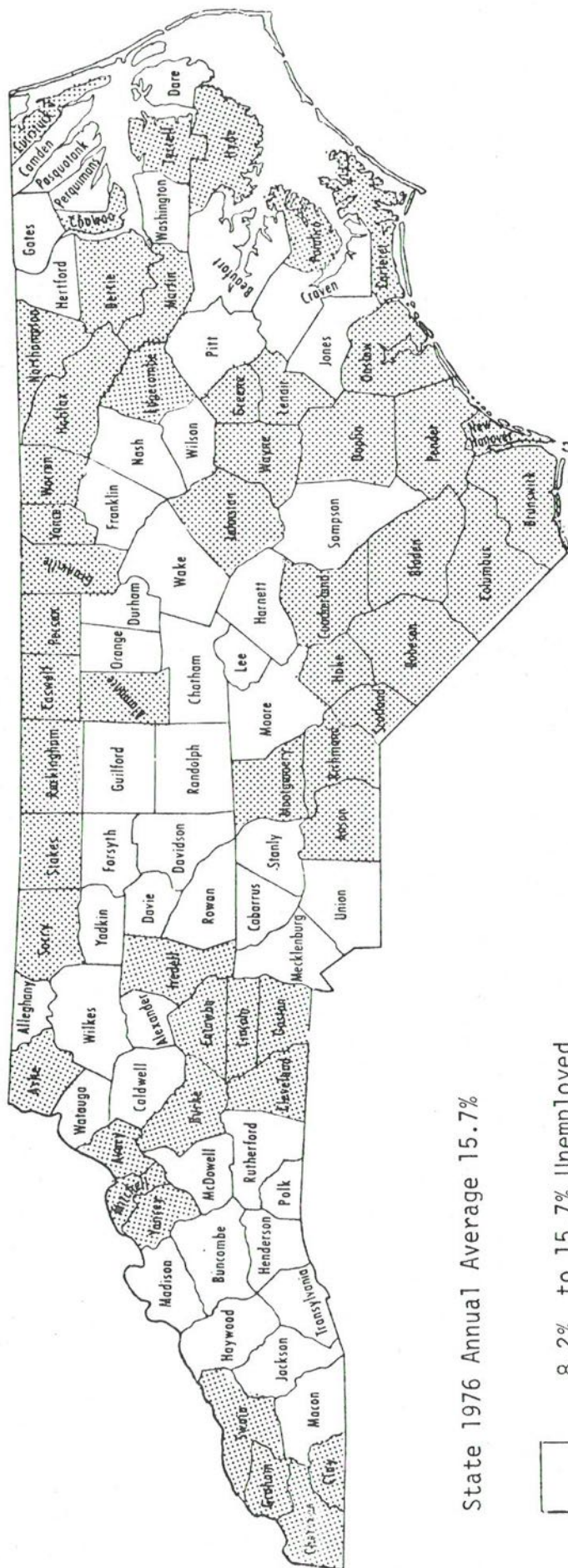
TABLE 8 1976 GENERAL UNEMPLOYMENT

Counties with Rates of 6.2 or Less			Counties with Rates of 6.3 and Greater		
County	%	County	%	County	%
1. Alexander	5.8	26. Madison	5.1	1. Alamance	8.9
2. Alleghany	5.0	27. McDowell	5.5	2. Anson	6.4
3. Beaufort	6.1	28. Mecklenburg	5.6	3. Ashe	6.8
4. Buncombe	6.0	29. Moore	6.1	4. Avery	9.6
5. Cabarrus	4.7	30. Nash	5.9	5. Bertie	8.8
6. Caldwell	5.8	31. Northampton	6.2	6. Bladen	9.2
7. Camden	4.2	32. Orange	4.3	7. Brunswick	10.3
8. Chatham	4.7	33. Pasquotank	4.8	8. Burke	8.0
9. Craven	5.6	34. Perquimans	5.5	9. Carteret	6.6
10. Dare	5.4	35. Pitt	5.2	10. Caswell	7.6
11. Davidson	5.9	36. Polk	3.2	11. Catawba	6.6
12. Davie	5.7	37. Randolph	6.0	12. Cherokee	8.5
13. Durham	4.9	38. Rowan	4.7	13. Chowan	6.6
14. Forsyth	5.6	39. Rutherford	5.8	14. Clay	7.0
15. Gaston	6.2	40. Sampson	6.2	15. Cleveland	6.8
16. Gates	3.9	41. Stanly	5.0	16. Columbus	8.0
17. Guilford	5.5	42. Transylvania	4.5	17. Cumberland	6.9
18. Harnett	6.1	43. Union	5.5	18. Currituck	6.5
19. Haywood	5.0	44. Wake	4.1	19. Duplin	8.7
20. Henderson	4.0	45. Washington	5.7	20. Edgecombe	7.1
21. Hertford	5.9	46. Watauga	6.1	21. Franklin	8.1
22. Jackson	5.7	47. Wilkes	4.9	22. Graham	11.4
23. Jones	6.0	48. Wilson	6.1	23. Granville	8.7
24. Lee	5.8	49. Yadkin	6.2	24. Greene	8.1
25. Macon	6.0			25. Halifax	9.1
				26. Hoke	8.2
				State Average	6.2

SOURCE: North Carolina Employment Security Commission

Figure III

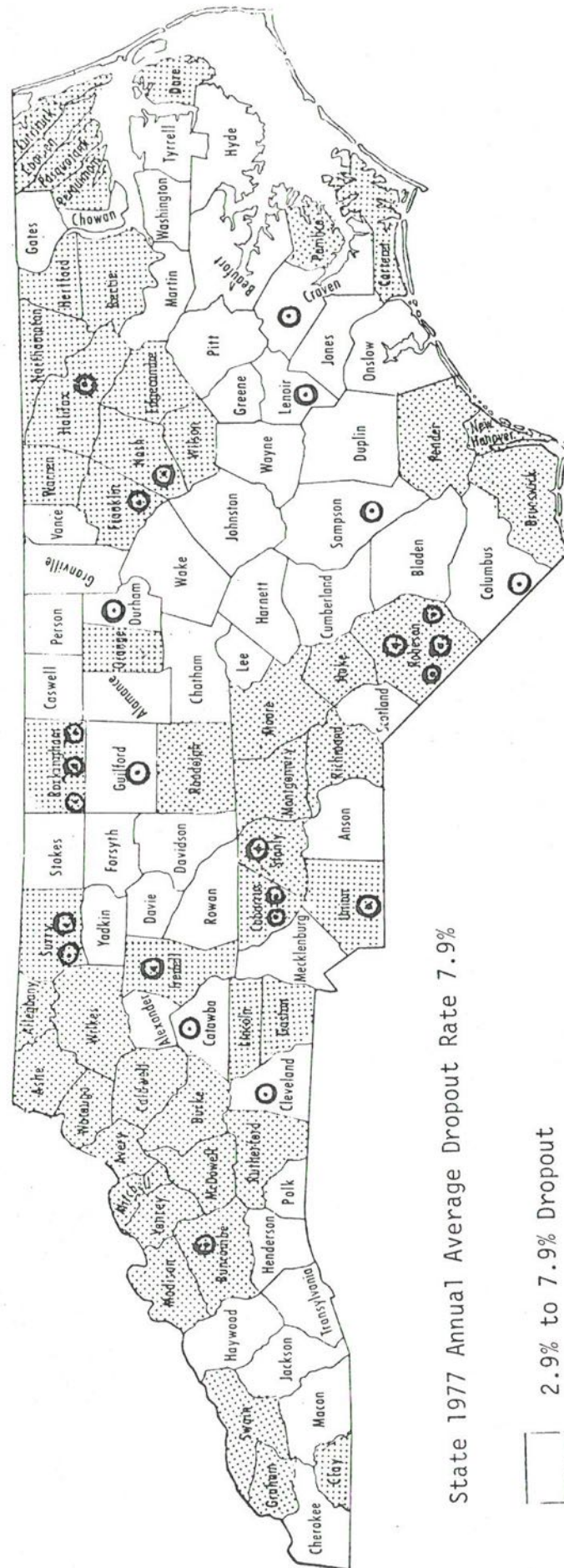
YOUTH UNEMPLOYMENT - 1976
15.8% AND GREATER



SOURCE: North Carolina Employment Security Commission

Figure IV

COUNTIES WITH ANNUAL AVERAGE DROPOUT RATES OF 8.0% and ABOVE - 1977



State 1977 Annual Average Dropout Rate 7.9%

2.9% to 7.9% Dropout

8.0% to 14.2% Dropout

Denotes City Unit within County with 8% or Higher Dropout

SOURCE: Management Information System, N. C. Department of Education

Counties with 7.9% and Less Dropout				Counties with 8.0% and Higher Dropout			
County	%	County	%	County	%	County	%
1. Alamance	7.0	36. Henderson	6.6	1. Alleghany	8.1	39. Mitchell	8.3
2. Burlington	6.2	37. Hendersonville	7.5	2. Ashe	8.3	40. Montgomery	8.8
3. Alexander	7.6	38. Hyde	6.2	3. Avery	8.4	41. Moore	9.3
4. Anson	7.5	39. Statesville	7.3	4. Bertie	8.7	42. Nash	9.4
5. Beaufort	5.4	40. Jackson	6.7	5. Brunswick	9.3	43. Rocky Mount	9.0
6. Washington	7.8	41. Johnston	6.6	6. Buncombe	8.3	44. New Hanover	9.0
7. Bladen	6.4	42. Jones	6.9	7. Asheville	8.8	45. Northampton	8.1
8. Caswell	7.9	43. Sanford/Lee	6.8	8. Burke	10.0	46. Orange	8.5
9. Catawba	6.6	44. Lenoir	7.1	9. Cabarrus	8.2	47. Pamlico	8.1
10. Newton	7.8	45. Macon	7.0	10. Concord	8.8	48. Pasquotank	10.2
11. Chatham	6.7	46. Martin	7.8	11. Kannapolis	8.7	49. Pender	9.6
12. Cherokee	7.4	47. Mecklenburg	7.5	12. Caldwell	9.0	50. Perquimans	12.1
13. Chowan	7.5	48. Onslow	7.6	13. Camden	8.6	51. Randolph	10.6
14. Cleveland	7.1	49. Chapel Hill	2.9	14. Carteret	8.9	52. Richmond	8.1
15. Shelby	6.2	50. Person	7.6	15. Hickory	8.2	53. Robeson	8.3
16. Columbus	6.9	51. Pitt	7.4	16. Clay	8.0	54. Fairmont	11.2
17. Craven	7.0	52. Greenville	6.1	17. Kings Mtn.	9.6	55. Lumberton	8.9
18. Cumberland	7.3	53. Polk	7.9	18. Whiteville	8.3	56. Maxton	9.8
19. Fayetteville	5.6	54. Tryon	3.5	19. New Bern	12.5	57. St. Pauls	9.5
20. Davidson	7.1	55. Asheboro	6.1	20. Currituck	11.5	58. Rockingham	9.8
21. Lexington	7.9	56. Red Springs	6.4	21. Dare	8.2	59. Eden	9.6
22. Thomasville	6.8	57. Rowan	7.5	22. Durham City	14.2	60. Madison/Mayod.	8.9
23. Davie	6.3	58. Salisbury	7.9	23. Edgecombe	10.5	61. Reidsville	8.3
24. Duplin	6.6	59. Sampson	6.5	24. Franklin	8.5	62. Rutherford	9.7
25. Durham	7.7	60. Scotland	7.9	25. Franklinton	8.1	63. Clinton	8.2
26. Tarboro	7.2	61. Stokes	7.1	26. Gaston	9.5	64. Stanly	8.2
27. Forsyth	6.0	62. Transylvania	7.9	27. Graham	9.9	65. Albemarle	8.6
28. Gates	7.1	63. Tyrrell	6.5	28. High Point	8.5	66. Surry	8.3
29. Granville	7.8	64. Vance	7.2	29. Halifax	9.2	67. Elkin	8.1
30. Greene	6.9	65. Wake	7.1	30. Weldon	11.3	68. Mount Airy	8.5
31. Guilford	7.2	66. Washington	7.2	31. Hertford	8.3	69. Swain	9.0
32. Greensboro	7.6	67. Watauga	7.7	32. Hoke	11.7	70. Union	8.7
33. Roanoke Rapids	6.5	68. Wayne	6.0	33. Iredell	8.7	71. Monroe	11.0
34. Harnett	7.7	69. Goldsboro	6.9	34. Mooresville	11.7	72. Warren	9.6
35. Haywood	7.1	70. Yadkin	7.0	35. Kinston	10.2	73. Wilkes	8.8
				36. Lincoln	8.5	74. Wilson	8.3
				37. Madison	8.2	75. Yancey	8.8
				38. McDowell	12.2		

TABLE 11

Number of Low Income Families

LEA	No.	LEA	No.	LEA	No.	LEA	No.	LEA	No.
Alamance	1,373	Cleveland	1,308	Halifax	2,453	New Hanover	3,153	Sampson	2,331
Burlington	894	Kings Mountain	595	Roanoke Rapids	871	Northampton	2,023	Clinton	999
Alexander	623	Shelby	651	Weldon	518	Onslow	3,943	Scotland	1,515
Alleghany	600	Columbus	2,440	Harnett	2,595	Orange	664	Stanly	877
Anson	1,580	Whiteville	785	Haywood	1,842	Chapel Hill	749	Albemarle	324
Ashe	1,509	Craven	1,535	Henderson	1,964	Pamlico	658	Stokes	1,055
Avery	934	New Bern	1,301	Hendersonville	445	Pasquotank	1,345	Surry	1,584
Beaufort	1,310	Cumberland	7,871	Hertford	1,559	Pender	1,268	Elkin	226
Washington	1,040	Fayetteville	2,693	Hoke	907	Perquimans	761	Mt. Airy	452
Bertie	1,814	Currituck	352	Hyde	457	Person	1,314	Swain	529
Bladen	1,961	Dare	254	Iredell	1,361	Pitt	3,118	Transylvania	690
Brunswick	1,420	Davidson	1,822	Mooresville	331	Greenville	1,606	Tyrrell	355
Buncombe	5,948	Lexington	479	Statesville	498	Polk	452	Union	1,444
Asheville	1,634	Thomasville	380	Johnston	1,315	Tryon	185	Monroe	384
Burke	1,567	Davie	719	Jones	706	Randolph	1,509	Vance	1,775
Cabarrus	932	Duplin	2,821	Lee/Sanford	4,113	Asheboro	530	Wake	6,239
Concord	322	Durham	4,746	Lenoir	1,817	Richmond	2,150	Warren	1,292
Kannapolis	541	Durham City	2,941	Kinston	1,354	Robeson	3,112	Washington	791
Caldwell	1,803	Edgecombe	2,155	Lincoln	1,046	Fairmont	671	Watauga	1,197
Camden	287	Tarboro	1,161	Macon	1,116	Lumberton	1,160	Wayne	3,180
Carteret	1,404	Forsyth	6,180	Madison	1,390	Maxton	305	Goldsboro	1,497
Caswell	877	Franklin	1,424	Martin	1,761	Red Springs	427	Wilkes	2,674
Catawba	1,083	Franklinton	390	McDowell	1,242	St. Pauls	427	Wilson	3,223
Hickory	496	Gaston	3,726	Mecklenburg	8,522	Rockingham	682	Yadkin	1,147
Newton	270	Gates	526	Mitchell	1,088	Eden	635	Yancey	1,050
Chatham	1,253	Graham	438	Montgomery	967	Madison-Mayo	376	Total	224,528
Cherokee	1,098	Granville	1,725	Moore	2,003	Reidsville	659		
Chowan	670	Greene	1,164	Nash	2,109	Rowan	2,027		
Clay	461	Guilford	4,791	Rocky Mount	1,406	Salisbury	475		
		Greensboro	5,248			Rutherford	2,063		
		High Point	1,863						

Source of Data: The number of Low Income Families represent the families with income less than the poverty level in 1969 and reported in the United States Department of Commerce Publication: General Social and Economic Characteristics of North Carolina, PC (1)-C35, TABLE 124.

1976 PROJECTED POPULATION AND ESTIMATED NUMBER OF HANDICAPPED PERSONS,
15-64 YEARS OF AGE, BY COUNTY*

TABLE: 11(a)

COUNTY	EST. POP.	NO. HAND.	COUNTY	EST. POP.	NO. HAND.	COUNTY	EST. POP.	NO. HAND.
Alamance	65,732	7,888	Franklin	17,585	2,110	Pamlico	5,903	708
Alexander	14,165	1,700	Gaston	99,967	11,996	Pasquotank	18,178	2,181
Alleghany	5,069	608	Gates	5,195	623	Pender	13,496	1,620
Anson	14,409	1,729	Graham	4,038	485	Perquimans	5,328	639
Ashe	12,664	1,520	Granville	21,114	2,534	Person	17,453	2,093
Avery	9,020	1,082	Greene	9,536	1,144	Pitt	54,159	6,499
Beaufort	24,438	2,933	Guilford	200,458	24,005	Polk	7,415	890
Bertie	12,868	1,544	Halifax	34,309	4,117	Randolph	54,450	6,534
Bladen	18,397	2,208	Harnett	35,486	4,258	Richmond	26,602	3,193
Brunswick	21,258	2,551	Haywood	28,269	3,392	Robeson	57,801	6,936
Buncombe	97,012	11,641	Henderson	30,861	3,703	Rockingham	49,876	5,985
Burke	42,710	5,125	Hertford	15,285	1,831	Rowan	60,142	7,217
Cabarrus	50,721	6,087	Hoke	11,410	1,369	Rutherford	32,015	3,842
Caldwell	39,005	4,681	Hyde	3,336	400	Sampson	30,787	3,694
Camden	3,526	423	Iredell	49,800	5,976	Scotland	18,824	2,259
Carteret	23,861	2,863	Jackson	16,856	2,023	St. nly	29,467	3,536
Caswell	12,585	1,510	Johnston	42,776	5,133	Stokes	18,465	2,216
Catawba	65,279	7,833	Jones	6,051	726	Surry	35,735	4,288
Chatham	19,551	2,346	Lee	21,626	2,595	Swain	6,485	778
Cherokee	11,126	1,335	Lenoir	39,450	4,734	Transylvania	13,804	1,656
Chowan	7,417	890	Lincoln	24,299	2,916	Tyrrell	2,348	282
Clay	3,809	457	McDowell	21,638	2,597	Union	40,149	4,818
Cleveland	50,237	6,028	Macon	11,403	1,368	Vance	21,270	2,552
Columbus	33,038	3,965	Madison	10,745	1,289	Wake	182,797	21,936
Craven	46,348	5,562	Martin	16,155	1,939	Warren	9,918	1,190
Cumberland	162,636	19,516	Mecklenburg	251,660	30,199	Washington	9,315	1,118
Currituck	6,578	789	Mitchell	8,807	1,057	Watauga	20,545	2,465
Dare	6,233	748	Montgomery	12,307	1,477	Wayne	59,338	7,121
Davidson	65,543	7,985	Moore	26,639	3,197	Wilkes	35,289	4,235
Davie	13,771	1,653	Nash	42,330	5,080	Wilson	38,468	4,616
Duplin	25,422	3,051	New Hanover	62,996	7,560	Yadkin	17,703	2,124
Durham	93,874	11,265	Northampton	14,153	1,698	Yancey	9,214	1,106
Edgecombe	34,422	4,131	Onslow	79,447	9,534			
Forsyth	151,139	18,137	Orange	50,216	6,026			

* Number of Handicapped based upon 12% of 1976 Estimate of Population, 15-64 Years of Age
Source: N. C. Division of State Budget and Management, Research and Planning Services

Projected Employment Related to Vocational Education Programs
North Carolina, 1978-1982

TABLE: 12(a)

Program Area	O.E. Course Number	Instructional Program	Current Employment	Expansion & Replacement Need					Total 5-Yr. Need
				1978	1979	1980	1981	1982	
Program Area 01.00 Agriculture	01.0100	Agricultural Production	122,440	2,351	2,255	2,165	2,078	1,995	10,844
	01.0200	Agricultural Supplies/Services	3,322	199	210	221	233	243	1,106
	01.0300	Agricultural Mechanics	9,238	462	466	470	475	479	2,352
	01.0400	Agricultural Products	14,222	946	958	970	982	994	4,850
	01.0500	Ornamental Horticulture	15,590	1,007	1,013	1,019	1,024	1,032	5,095
	01.0600	Agricultural Resources	3,680	276	277	279	280	282	1,394
	01.0700	Forestry	15,160	909	915	921	928	934	4,607
	01.9900	Other (Veterinary Medical Tech.)	2,660	107	108	110	111	113	549
	TOTAL AGRICULTURE		186,312	6,257	6,202	6,155	6,111	6,072	30,797
Program Area 04.00 Distribution and Marketing	04.0100	Advertising Services	7,110	524	528	532	537	541	2,662
	04.0200	Apparel and Accessories	20,642	1,238	1,266	1,293	1,321	1,348	6,466
	04.0300	Automotive	29,035	1,781	1,823	1,865	1,907	1,949	9,325
	04.0400	Finance and Credit	14,050	879	907	936	964	993	4,619
	04.0500	Floristry	1,705	99	102	104	106	109	520
	04.0600	Food Distribution	62,300	3,888	3,911	3,932	3,949	3,969	19,649
	04.0700	Food Services	13,400	1,540	1,552	1,574	1,592	1,609	7,867
	04.0800	General Merchandise	70,952	4,138	4,234	4,328	4,423	4,518	21,641
	04.0900	Hardware, Building Materials	16,821	1,021	1,033	1,045	1,057	1,069	5,225
	04.1000	Home Furnishings	10,829	660	669	677	685	694	3,385
Program Area 07.00 Health	04.1100	Hotel and Lodging	4,974	299	304	308	313	318	1,542
	04.1200	Industrial Marketing	17,686	786	799	812	825	838	4,060
	04.1300	Insurance	26,091	1,367	1,373	1,378	1,382	1,387	6,887
	04.1500	Personal Services	6,990	449	452	457	461	468	2,287
	04.1600	Petroleum	31,820	1,795	1,813	1,832	1,850	1,868	9,158
	04.1700	Real Estate	9,470	988	1,002	1,015	1,029	1,043	5,077
	04.1800	Recreation and Tourism	8,520	502	507	513	519	525	2,566
	04.1900	Transportation	40,210	1,883	1,901	1,918	1,936	1,954	9,592
	04.2000	Retail Trade, Other	30,203	1,987	1,994	2,002	2,009	2,017	10,009
	04.3100	Wholesale Trade, Other	3,005	186	189	191	194	197	957
Program Area 07.00 Health	TOTAL DISTRIBUTION AND MARKETING		425,813	26,010	26,359	26,712	27,059	27,354	133,494
	07.0101	Dental Assistant	3,060	560	708	856	1,004	1,152	4,280
	07.0102	Dental Hygienist (Associate Degree)	1,416	144	156	169	181	194	844
	07.0103	Dental Laboratory Assistant	1,650	51	57	63	70	76	317
	07.0203	Medical Laboratory Technician	2,970	434	446	457	469	479	2,285
	07.0301	Nursing (Associate Degree)	17,750	4,211	4,297	4,381	4,467	4,552	21,908
	07.0302	Practical (Voc.) Nurse	10,450	1,365	1,383	1,401	1,420	1,438	7,007
	07.0303	Nursing Assistant (Aide)	19,870	1,508	1,533	1,563	1,592	1,602	7,798
	07.0305	Surigal Technology	868	116	122	128	134	140	640
	07.0402	Physical Therapy	1,790	129	132	136	139	142	678
Program Area 07.00 Health	07.0499	Other Rehabilitation	189	30	34	37	41	45	187
	07.0501	Radiologic Technology	1,390	133	136	140	143	146	698
	07.0503	Nuclear Medical Technology	75	12	13	14	15	16	70
	07.0600	Ophthalmic	1,190	103	105	108	110	112	538
	07.0700	Environmental Health Technology	621	66	68	71	73	75	353
	07.0800	Mental Health Technology	645	66	67	71	73	76	354
	07.0903	Inhalation Therapy Tech. (Respiratory)	220	56	67	79	91	102	395
	07.0904	Medical Assistant	1,520	141	148	156	164	172	781
	07.0906	Health Aide	4,000	511	520	530	540	551	2,652
	07.0907	Medical Emergency Technology	1,500	75	79	82	86	90	412
Program Area 07.00 Health	07.0909	Mortuary Science	800	46	48	50	52	54	250
	07.9900	Other (Phar. Tech. & Physician Asst.)	231	46	61	75	90	105	377
	07.9900	Other	151	23	31	40	48	56	198
	TOTAL HEALTH		72,356	9,826	10,212	10,607	11,002	11,375	53,022

Source: Base Data - Employment Security Commission of N. C. Bureau of Employment Security Research - Data Adjusted for Consistency

TABLE: 12(b)

Program Area	O.E. Course Number	Instructional Program	Current Employment	Expansion & Replacement Need					Total 5-Yr. Need
				1978	1979	1980	1981	1982	
Home Economics	09.0201	Care and Guidance of Children	26,310	2,269	2,292	2,314	2,337	2,360	11,572
	09.0202	Clothing Mgmt., Production Services	19,530	1,367	1,386	1,405	1,425	1,444	7,027
	09.0203	Food Mgmt., Production and Services	14,490	1,233	1,235	1,240	1,240	1,243	6,189
	09.0204	Home Furnishings, Equip., Services	3,590	283	302	321	340	359	1,605
	09.0205	Institutional, Home Mgmt., Services	35,320	1,869	1,838	1,807	1,776	1,745	9,035
	09.0299	Other	300	30	44	59	73	88	294
	TOTAL OCCUPATIONAL HOME ECONOMICS		99,540	7,051	7,097	7,144	7,191	7,239	35,722
Occup. Home Economics	14.0100	Accounting and Computing	76,290	4,797	4,861	4,926	4,990	5,054	24,628
	14.0201	Computer and Console Operators	8,370	570	576	583	590	597	2,916
	14.0203	Programmers	3,890	248	251	254	257	260	1,270
	14.0299	Other Business Data Processing	2,790	200	212	225	237	250	1,124
	14.0300	Filing, Office Machines, Clerical	22,901	1,954	1,992	2,031	2,069	2,107	10,153
	14.0400	Information/Communications	38,590	2,551	2,586	2,621	2,656	2,691	13,105
	14.0500	Materials Support, Transportation	39,500	2,083	2,108	2,134	2,160	2,185	10,670
	14.0600	Personnel Training and Related	8,950	655	666	676	687	696	3,380
	14.0700	Steno, Secretarial and Related	85,970	8,936	9,154	9,371	9,589	9,807	46,857
	14.0800	Supervisory and Administration, Mgmt.	20,800	2,569	2,583	2,598	2,612	2,627	12,989
	14.0900	Typing and Related	14,670	1,573	1,600	1,638	1,677	1,704	8,192
	14.9900	Other	6,182	558	563	572	582	571	2,846
	TOTAL BUSINESS AND OFFICE		328,903	26,694	27,152	27,629	28,106	28,549	138,130
Technical	16.0101	Aeronautical Technology	123	7	9	11	13	15	55
	16.0103	Architectural Technology	1,196	95	103	111	120	128	557
	16.0104	Automotive Technology	989	108	110	111	113	115	557
	16.0105	Chemical Technology	2,670	133	138	143	149	154	717
	16.0106	Civil Technology	4,570	319	320	321	323	321	1,604
	16.0107	Electrical Technology	2,476	173	181	188	196	204	942
	16.0108	Electronic Technology	4,577	549	560	592	583	595	2,879
	16.0109	Electromechanical Technology	962	60	62	65	67	70	324
	16.0110	Environmental Control Technology	980	74	78	82	86	90	410
	16.0111	Industrial Technology	5,399	486	489	492	495	498	2,460
	16.0112	Instrumentation Technology	343	24	31	37	44	51	187
	16.0113	Mechanical Technology	2,782	183	185	188	190	193	939
	16.0114	Metallurgical Technology	135	10	15	21	26	32	104
	16.0117	Scientific Data Technology	501	40	41	42	44	45	212
Trades and Industries	16.0601	Commercial Pilot Training	1,120	98	98	99	99	100	494
	16.0602	Fire and Fire Safety Technology	1,102	95	99	102	106	110	512
	16.0604	Oceanographic Technology	895	70	75	80	86	91	402
	16.0605	Police Science	14,362	1,436	1,480	1,524	1,567	1,611	7,618
	16.9902	Water/Waste Water Technology	430	40	46	52	58	64	260
	TOTAL TECHNICAL		45,612	4,000	4,120	4,261	4,365	4,487	21,233
Trades and Industries	17.0100	Air Conditioning	7,390	517	522	526	531	536	2,632
	17.0200	Appliance Repair	3,480	190	192	194	197	199	972
	17.0301	Body and Fender Repair	6,500	390	405	420	435	450	2,100
	17.0302	Auto Mechanics	37,130	2,056	2,087	2,118	2,150	2,181	10,592
	17.0399	Other Automotive	2,050	184	193	202	211	220	1,010
	17.0400	Aviation Occupations	2,480	123	124	125	126	127	625
	17.0600	Business Machine Maintenance	2,350	99	99	100	101	102	501
	17.0700	Commercial Art Occupations	5,650	261	310	360	410	460	1,801
	17.0800	Commercial Fishery Occupations	3,050	117	118	119	120	121	595
	17.0900	Commercial Photography	2,665	208	210	212	214	216	1,060
	17.1001	Carpentry	36,651	1,990	2,023	2,057	2,090	2,124	10,284
	17.1002	Electricity	18,050	1,374	1,381	1,388	1,396	1,403	6,942

Projected Employment Related to Vocational Education Programs
North Carolina, 1978-1982

TABLE: 12(c)

Program Area	O.E. Course Number	Instructional Program	Current Employment	Expansion & Replacement Need					Total 5-Yr. Need
				1978	1979	1980	1981	1982	
17.00 Trades and Industries	17.1004	Masonry	28,640	1,432	1,438	1,445	1,451	1,458	7,224
	17.1007	Plumbing and Pipefitting	10,200	539	544	550	556	562	2,751
	17.1099	Other Const., and Maintenance	41,790	2,089	2,100	2,112	2,123	2,135	10,559
	17.1100	Custodial Service	50,183	3,672	3,731	3,789	3,848	3,906	18,946
	17.1200	Diesel Mechanic	15,272	602	609	616	623	630	3,080
	17.1300	Drafting Occupations	16,150	854	861	869	876	884	4,344
	17.1400	Electrical Occupations	10,760	538	549	560	571	583	2,801
	17.1500	Electronics Occupations	10,800	407	410	413	416	419	2,065
	17.1600	Fabric Maintenance Services	22,450	1,318	1,334	1,351	1,368	1,385	6,756
	17.1700	Foremanship/Mgmt. Development	63,200	3,057	3,092	3,126	3,161	3,195	15,631
	17.1900	Graphic Arts Occupations	8,390	394	399	404	409	414	2,020
	17.2100	Instrument Maintenance/Repair	4,200	222	224	227	230	233	1,136
	17.2200	Maritime Occupations	1,805	90	94	98	101	105	488
	17.2302	Machine Shop	20,400	885	890	895	900	905	4,475
	17.2303	Machine Tool Operation	26,950	894	899	904	909	914	4,520
	17.2305	Sheet Metal	4,280	136	137	139	140	141	693
	17.2306	Welding and Cutting	28,250	1,977	1,981	1,984	1,988	1,992	9,922
	17.2307	Tool and Die Making	2,060	91	92	94	95	96	468
	17.2399	Other Metalworking Occupations	1,190	59	61	64	66	69	319
	17.2601	Barbering	4,600	190	195	199	204	209	997
	17.2602	Cosmetology	13,490	1,288	1,307	1,326	1,346	1,365	6,632
	17.2699	Other Personal Services	3,030	156	157	158	159	160	790
	17.2700	Plastics Occupations	5,595	290	294	297	301	305	1,487
	17.2801	Fireman/Volunteer Fireman Trng.	33,970	2,100	2,105	2,110	2,115	2,120	10,550
	17.2802	Law Enforcement Training	37,810	3,781	3,793	3,805	3,817	3,829	19,025
	17.2899	Other Public Services	3,465	176	178	181	183	186	904
	17.2900	Quantity Food Occupations	65,650	2,511	2,537	2,563	2,589	2,615	12,815
	17.3000	Refrigeration	1,205	33	35	38	40	42	188
	17.3100	Small Engine Repair	17,700	920	942	964	987	1,009	4,822
	17.3300	Textile Production/Fabrication	155,980	7,799	7,836	7,874	7,911	7,949	39,369
	17.3400	Leather Working	1,805	83	84	84	85	85	421
	17.3500	Upholstering	10,120	448	453	458	462	467	2,288
	17.3600	Woodworking	56,090	1,607	1,652	1,697	1,742	1,787	8,485
	17.9900	Other	48,825	1,953	1,978	2,003	2,028	2,053	10,015
	TOTAL TRADES AND INDUSTRIES		953,751	50,100	50,655	51,218	51,781	52,346	256,100
STATE TOTAL (Related to Occupational Educ. Programs)			2,112,287	129,938	131,797	133,726	135,615	137,422	668,498

FY 1979 ANNUAL PROGRAM PLANNING AND BUDGETING

Secondary, Post-secondary and Adult

Preceding sections of this Plan provide data and information related to the socio-economic factors in North Carolina and the continuing need for vocational/technical education and special education and training services. An analysis of the data and information, coupled with recommendations from the Vocational Education State Plan Committee, the State Advisory Council, State-wide Public Hearings, Office of Equal Opportunity and State Vocational staff reveal many unmet vocational education needs in North Carolina.

In response to the many unmet needs, the State Board of Education provides leadership and resources for vocational/technical education opportunities through 145 Local Education Agencies and 57 area Technical Institutes and Community Colleges.

Twelve broad and continuing goals for vocational education in North Carolina have been established by the State Board for purpose of direction. Administrative provisions which govern process toward realization of these goals may be found in the Five Year Plan for Vocational Education and in the Plan of the State Board for secondary and post-secondary vocational education as set forth on Pages 3-11 in this Annual Plan.

The twelve continuing goals are listed on Page 32 following this introductory statement.

A main purpose of the Vocational Education Section of the Education Amendments of 1976 is aimed at providing skills for meeting employment needs. The main thrust of the sections that follow is attuned to achieving that purpose. Skills for employment needs are acquired within the public secondary and post-secondary schools through programs of instruction offered by seven broad program areas. These are:

- Agriculture
- Distribution and Marketing
- Health Occupations
- Occupational Home Economics
- Business and Office Education
- Technical Education
- Trade and Industrial Education

In addition, consumer and homemaking skills are offered through Consumer and Homemaking Education which is a separate part of the Act and of this Plan. Persons with special needs are generally served through one or more of the above program areas.

A rationale is presented for each of the preceding broad program areas as to why such programs should be offered and funded.

Goals for meeting employment needs are expressed numerically in Table 13. These goals are revealed in the following categories:

1. Programs to be offered to meet accompanying employment needs
2. Projected student enrollment at secondary, post-secondary and adult levels for each program
3. Projected completions at each level for each program. (Completions may be interpreted as those who have completed the sequence of courses for that program with skills and are employed or available for employment)
4. Projected Federal, State and local funds by level for each program
5. Enrollment and funding for special programs

Table 14 provides data on Consumer and Homemaking Programs with projected funding.

Since this Annual Plan is an update of the 1979 projections in the Five Year Plan, certain changes in projected enrollment and funding are planned. Changes are due to improved data base and more intensive planning to meet employment needs with accompanying changes in funding.

Table 15 presents a summary of projected enrollment by basic program area, by level, and by special programs to meet special needs. Numbers appearing in parenthesis indicate that those enrollments are included in basic coded instructional program areas.

Table 16 a, b and c present activities, budget and benefits planned according to Subparts and requirements of the Vocational Amendments of 1976.

Table 17 presents a summary of the annual projected funding by purpose for secondary, post-secondary and adult levels and by Federal, State and local funds.

These sections and Tables described herein project the broad goals, rationale, estimated enrollments and appropriate funding, and thus comprise the heart of the FY 1979 Annual Plan. Any additional information and data are supportive to this part of the Plan.

CONTINUING GOALS FOR VOCATIONAL EDUCATION

Secondary, Post-Secondary and Adult

Mission of Vocational Education:

The mission of the Divisions of Vocational Education within the Department of Public Instruction and the Department of Community Colleges is to provide necessary administrative and consultative leadership throughout the State for ensuring that all youth and certain adults, who need, want, and can profit from vocational education and/or consumer and homemaking education have ready access to such education which is of high quality, which is suited to their needs, interests, and aspirations, and which is realistic in light of actual or anticipated opportunities for gainful employment.

Goals for Carrying Out The Mission for Vocational Education:

Within the mission for vocational education, the State Board has adopted twelve broad and comprehensive goals through which leadership and/or resources will be provided to promote quality vocational education.

- More diversified vocational and consumer and homemaking education for a higher percentage of youth and adults to be trained or retrained.
- Continued development and improvement of vocational education opportunities and supportive services for disadvantaged youth and adults, handicapped youth and adults, and youth and adults residing in areas of the State which are economically depressed, have high rates of unemployment, and/or have high rates of school dropouts.
- Local planning for vocational and consumer and homemaking education which will correlate program offerings with labor market needs, present and potential student interests, and with annual assessment of the effectiveness and efficiency of current programs in relation to continuing objectives.
- Youth organizations as an integral part of vocational education.
- Elimination of sex/racial bias and discrimination in vocational education.
- Expansion of vocational guidance and job placement services.
- Attention to vocational education needs of American Indians, women, minorities, persons of limited English speaking ability, and qualified inmates of correctional institutions.
- Promotion of apprenticeship-related instruction, cooperative education, and vocational education for new and emerging occupations.

- Improvement of articulation between and within secondary and post-secondary vocational education in order to facilitate the transition of students between the two levels and in order to eliminate duplicated curricular requirements.
- Research, developmental, and evaluation activities to discover more effective and efficient strategies for responding to the vocational education needs of youth and adults.
- Expansion and improvement of opportunities for staff development, especially for personnel in new or modified programs of vocational education, through the articulated efforts of all levels of education - secondary, post-secondary, and higher education -, business and industry and other related institutions.
- Development, adaptation, and/or updating of appropriate curricular materials in vocational education.

In order to fulfill these commitments, the State Agency will assist local educational agencies with the following activities:

- The development of comprehensive local plans based upon needs assessment.
- Curriculum development and implementation, including alternatives such as extended day programs and individualized instruction.
- Continuous staff development.
- Continuous evaluation of programs, completers and leavers.

Furthermore, the State Agency will provide financial support for local programs consistent with State Board policies and to the extent that funds are provided by Federal, State and local governments.

In order to carry out the mission of vocational education, to respond more adequately to the needs identified in this Plan, and to comply with the mandates of Public Law 94-482 (the "Vocational Education Amendments of 1976"), the State Board submits its annual Fiscal Year 1979 Plan.

RATIONALE FOR VOCATIONAL PROGRAMS AS RELATED TO EMPLOYMENT NEEDS

A main purpose of the Vocational Education Section of the Education Amendments of 1976 is aimed at providing job skills to meet employment needs. Such job skills are acquired through vocational education programs within the public secondary and post-secondary schools in addition to private sources of training.

The paragraphs which follow relate to program areas through which job skill training is offered. These paragraphs broadly set forth the reasons for offering instruction in these program areas and for use of funds to support such program areas. The rationale statements are in support of enrollments and funding applied to programs as presented in Table 13.

01. AGRICULTURE The field of production agriculture plus off-farm related agricultural occupations present a broad and diversified area of employment in North Carolina with total employment of some 186,000 persons, according to Table 11. Economic projections are for gross farm income to increase from 2,973 million dollars in 1975 to 4,102 million dollars in 1982, with significant increases in all segments of production agriculture.

The need for numbers of farmers will decrease slightly due to consolidation of farms and applied chemical and mechanical technology, even as demand for increased production increases. Both present and prospective farmers need new and continuing Vocational/Technical education in many segments of agriculture, including environmental issues, economics and management and applied technology.

Due to difficulties in accurately assessing agricultural labor market needs data and placement data for agricultural completers, no Federal funds are applied in this service area for secondary programs. Federal funds are applied to four programs in agriculture at post-secondary level.

04. DISTRIBUTIVE EDUCATION Distribution and marketing represent one of the larger employment areas in North Carolina with a projected growth in numbers of workers needed over the next five years. In order to meet enrollment and placement needs, Federal funds are applied as an incentive to increase completions and placement to fill labor market needs. Distribution and Marketing programs at post-secondary level are inter-related with Business and Office curriculums; therefore, Federal funds have gone to Business programs.

07. HEALTH OCCUPATIONS An estimated total of 53,022 allied health workers are needed to fill expansion and replacement needs in jobs requiring less than a baccalaureate degree by 1982.

Health Occupations programs at the secondary level provide basic and exploratory experiences for many advanced programs in Health Occupations. Funding for secondary Health Occupations programs for 1979 will come from State and local sources. Federal funds, coupled with State and local funds are used in many of the post-secondary programs which provide more hours of training of a specialized nature to comply with license requirements.

- 09.02 OCCUPATIONAL HOME ECONOMICS There is a need for 35,722 new and replacement workers in this area by 1982. Federal funds are applied to programs related to greatest need for workers as an incentive to program growth in this service area.
- 14.0 BUSINESS AND OFFICE Projections indicate a need for 138,130 new and replacement workers in the field of business and office occupations during the years 1978-82. Federal funds are applied to skills development programs in business and office education at both secondary and post-secondary levels to meet expanding needs. Enrollments and completions in business and office education are projected to increase during the next five years to meet expanding employment needs.
- 16.0 TECHNICAL Technical education is offered at the post-secondary and adult levels in North Carolina. Approximately 207 thousand dollars from Federal funds are projected for technical education for 1978. Completions in the technical area fall short of the projected openings. Additional dollars will be allotted in future years to enhance enrollments and completions to fill demand.
- 17.0 TRADES AND INDUSTRIES represent the greatest area of employment in North Carolina with projected expansion and replacement needs of 256,100 new workers during the years 1978-82. Federal funds are applied to those programs where related employment needs are greatest and/or most acute. The need for workers for replacement and for new and emerging trade and industrial employment will continue to grow.

FY 1979 TABLE: 13 (a) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

ACTUAL 1978-79

Program Area	O. E. Program Number	Instructional Program, Level and Type of Institution	C I	Projected Job Openings	Projected Enrollment	Estimated Supply		Allocation of Funds		
						Completers	Other Sources	Federal	State	Local
	01.0100	Agricultural Sec.			1,232	228			323,860	161,128
		Production P-Sec.	X X		1,473 2,600	400		5,487	1,349,667	177,234
		Adult	X X	2,255	804 450	100	31		27,389	3,459
	01.0200	Agricultural Sec.			561	68			147,471	73,371
		Supplies/ P-Sec.	X X		65	15			33,742	4,431
		Adult Services		210			12			
	01.0300	Agricultural Sec.			8,199	897			2,155,279	1,072,309
		Mechanics P-Sec.	X X		86 70	10		4,900	36,338	4,772
		Adult	X X	466	154 150	35	12		9,130	1,153
	01.0400	Agricultural Sec.			505	137			132,750	66,047
		Products P-Sec.	X		15	10			7,787	1,023
		Adult	X X	958	600	50	10		36,519	4,611
	01.0500	Ornamental Sec.			5,609	1,189			1,474,443	733,575
		Horticulture P-Sec.	X X		342 500	125		28,378	259,551	34,083
		Adult	X X	1,013	1,600	100			97,334	12,297
	01.0600	Agricultural Sec.			931	230			244,733	121,761
		Resources P-Sec.	X X		330	125			171,304	22,495
		Adult		277						
	01.0700	Forestry Sec.			1,315	274			345,675	171,983
		P-Sec.	X X		320	125		2,492	166,112	21,813
		Adult		915						
	01.9900	Other Sec.			8,990				2,363,209	1,175,761
		P-Sec. Veterinary Medical	X		125	40			64,888	8,521
		Adult	X X	108	400	10			24,346	3,075
	SUBTOTAL AGRICULTURE	Sec.			27,342	3,023			7,187,420	3,575,935
		P-Sec.	X X		4,025	850		41,257	2,089,389	274,372
		Adult	X X	6,202	3,200	295	65		194,768	24,595

AGRICULTURE 01.00

FY: 1979 TABLE: 13 (b) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Actual 1992-79

Program Area	O. E. Program Number	Instructional Program, Level and Type of Institution	C C	T I	Projected Job Openings	Projected Enrollment	Estimated Supply		Allocation of Funds		
							Completers	Other Sources	Federal	State	Local
04.0100	Advertising	Sec.				530	130		44,377	139,322	69,316
		P-Sec.	X		58 147		55		2,653	76,308	10,020
		Adult	X	X	1051 1,700		130			99,840	12,607
04.0200	Apparel and Accessories	Sec.			528	1,670	575		139,829	438,994	218,412
		P-Sec.	X			105	50			54,506	7,158
		Adult			1,266			30			
04.0300	Automotive	Sec.				366	166		30,645	96,211	47,868
		P-Sec.									
		Adult			1,823						
04.0400	Finance and Credit	Sec.				120	58		10,047	31,545	15,694
		P-Sec.	X	X	574 648		210			336,379	44,172
		Adult	X	X	2420 2,100		400			123,333	15,575
04.0500	Floristry	Sec.				71	34		5,945	18,664	9,286
		P-Sec.	X			70	15			36,337	4,772
		Adult			102						
04.0600	Food Distribution	Sec.				1,750	900		146,527	460,025	228,874
		P-Sec.									
		Adult			3,911						
04.0700	Food Services	Sec.				1,560	829		130,619	410,079	204,025
		P-Sec.	X	X	172 90		20			46,719	6,135
		Adult	X	X	12-828 9,000		700	24		528,560	66,745
04.0800	General Merchandise	Sec.				3,453	895		289,120	907,693	451,602
		P-Sec.									
		Adult	X	X	4,234		300			46,983	5,933
04.0900	Hardware, Building Materials	Sec.				233	88		19,510	61,249	30,473
		P-Sec.									
		Adult			1,033						
04.1000	Home Furnishings	Sec.				67	30		5,610	17,612	8,763
		P-Sec.									
		Adult			669						
04.1100	Hotel and Lodging	Sec.				40	28		3,349	10,515	5,231
		P-Sec.	X	X		180	75			93,439	12,270
		Adult			304						

DISTRIBUTION AND MARKETING 04.00

FY 1979 TABLE: 13 (c) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O. E. Program Number	Instructional Program, Level and Type of Institution	C T C I	Projected Job Openings	Projected Enrollment	Estimated Supply		Allocation of Funds		
						Completers	Other Sources	Federal	State	Local
	04.1200	Industrial Marketing Sec. P-Sec. Adult			230	110		19,258	60,460	30,081
	04.1300	Insurance Sec. P-Sec. Adult		799		18 25		2,177	6,835 18,169 38,174	3,401 2,386 4,820
	04.1500	Personal Services Sec. P-Sec. Adult	X X	1,373	650 438	150 283	100	36,674	115,137	57,284
	04.1600	Petroleum Sec. P-Sec. Adult		452	112	67		9,378	29,442	14,648
	04.1700	Real Estate Sec. P-Sec. Adult		1,813	24	18		2,009	6,309	3,138
	04.1800	Recreation and Tourism Sec. P-Sec. Adult	X X	1,002	1,005 5,000	300 650	275		521,699 293,650 52,574	68,507 37,080 26,157
	04.1900	Transportation Sec. P-Sec. Adult		507	195 366 700	82 150 400		16,327 21,971 41,111	51,260 189,992 41,111	25,503 24,949 5,191
	04.2000	Retail Trade, Other Sec. P-Sec. Adult	X X	1,994	1,900 575	1,050 100	200	159,087 15,583	499,455 298,484	248,492 39,196
	04.3100	Wholesale Trade, Other Sec. P-Sec. Adult		189						
		SUBTOTAL DISTRIBUTION & MARKETING		26,359	12,985 3,357 19,950	5,446 1,050 2,730		1,087,234 40,207	3,413,381 1,742,629 1,171,651	1,698,248 228,836 147,951

DISTRIBUTION AND MARKETING 04.00

Program Area	O. E. Program Number	Instructional Program, Level and Type of Institution	C T C I	Projected Job Openings	Projected Enrollment	Estimated Supply		Allocation of Funds		
						Completers	Other Sources	Federal	State	Local
	07.0101	Dental Assistant Sec. P-Sec. Voc. Adult	X X	708 V 372	54 300 300	10 98		42,474	14,195 155,731	7,062 20,450
	07.0102	Dental Hygienist P-Sec. (AAS Degree) Adult	X X	156	380 350	120	51	78,977	181,686	23,858
	07.0103	Dental Laboratory P-Sec. Assistant Adult	X	57	70	25			36,337	4,772
	07.0203	Medical Laboratory P-Sec. Technician Adult	X X	446 V 88	325 213 88	95		23,664	168,709	22,154
	07.0301	Nursing (AAS Degree) P-Sec. Adult	X X	4,297	2,800 159 400	800	40	241,167	1,453,487 24,347	190,867 3,074
	07.0302	Practical (Voc.) Nurse P-Sec. Adult	X X	1,383 V 272	2,600 392 100	900	117	279,890	1,349,668 6,087	177,234 769
	07.0303	Nursing Assistant Sec. (Aide) P-Sec. Adult	X X	1,533 V 309	157 600 20,000	55 300 1,100		6,665	41,271 311,462 1,217,300	20,533 40,900 153,715
	07.0305	Surgical Technology P-Sec. Adult	X X	122	166 180 160	80	5	12,472	86,171	11,316
	07.0402	Physical Therapy P-Sec. Adult	X X	132	400	80		9,757	207,641	27,267
	07.0499	Other Rehabilitation P-Sec. Adult	X X	34 V 22	300 604 31	25	4	4,245	155,731	20,450
	07.0501	Radiologic Technology P-Sec. Adult	X X	136	318 418	100		16,786	165,075	21,677
	07.0503	Nuclear Medical P-Sec. Technology Adult	X	13	38 33	12			19,726	2,590
	07.0600	Ophthalmic P-Sec. Adult	X	105	75 91 21	30			38,933	5,113
	07.0700	Environmental Health Tech. Adult		68						
	07.0800	Mental Health Technology P-Sec. Adult	X X	68	500 304	70	3		259,552	34,083
	07.0903	Inhalation Thrp, P-Sec. Tech. (Respirat.) Adult	X X	67	233 284	65		1,951	129,951	15,883

FY 1979 TABLE: 13 (e) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O. E. Program Number	Instructional Program Level and Type of Institution	C T C I	Projected Job Openings	Projected Enrollment	Estimated Supply		Allocation of Funds		
						Completers	Other Sources	Federal	State	Local
HEALTH 07.00	07.0904	Medical Assistant			5,370	684				
		P-Sec. Adult	X X	✓ 262	147 300	60		9,199	1,411,617	702,318
				148	262					20,450
	07.0906	Health Aide			12	3			3,154	1,569
		P-Sec. Voc. Adult	X X		400	30		207,641	27,267	
	07.0907	Medical Emerg. P-Sec. Technology			100	20			51,910	6,817
		Adult	X X	79	12,980 10,000				608,650	76,858
	07.0909	Mortuary Science			60	10			31,146	4,090
		Adult	X	48						
	07.9900	Other			358	46			94,108	46,821
		P-Sec. Pharmacy Tech. Voc. Adult	X	✓ 66	42 40	15			20,764	2,727
				61						
	07.9900	Other	X		20	10			10,382	1,363
		P-Sec. Physician Assistant Adult	X X	31	7,375 6,000				365,190	46,114
		SUBTOTAL HEALTH		✓ 13437	5,951 9,995	798 2,945		727,247	1,564,345	778,303
		Adult	X X	10,212	50,630 36,500	1,100	252		5,188,434	681,328
									2,221,574	280,530

FY 1979 TABLE: 13 (f) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O. E. Program Number	Instructional Program, Level and Type of Institution	C T C I		Projected Job Openings	Projected Enrollment	Estimated Supply		Allocation of Funds		
							Completers	Other Sources	Federal	State	Local
	09.0201	Care & Guidance of Children				1,575	460		131,875	414,022	205,987
		P-Sec.	X	X	✓ 1,029	2,375	650		37,311	1,232,870	161,896
		Adult	X	X	2,292	5,000	700	7		304,325	38,430
	09.0202	Clothing Mgmt., Production Services				1,154	480		96,624	303,353	150,926
		P-Sec.	X	X	✓ 1,172	80	10			41,528	5,453
		Adult	X	X	1,386	2,100	400			127,817	16,140
	09.0203	Food Mgmt., Production & Services				1,569	524		131,372	412,444	205,202
		P-Sec.	X	X	1,235	6,000	500			365,190	46,114
		Adult	X	X		140	54		11,722	36,802	18,310
	09.0204	Home Furnishings, Equipment, Services				95	25			49,315	6,476
		P-Sec.	X	X	302	700	200			42,605	5,380
		Adult	X	X		40	2		3,349	10,515	5,232
	09.0205	Institutional, Home Mgmt., Services									
		P-Sec.			1,838						
		Adult					144			145,630	72,455
	09.0299	Other				554					
		P-Sec.			✓ 1,173						
		Adult			44						
		SUBTOTAL OCCUPATIONAL HOME ECONOMICS				5,032	1,664		374,942	1,322,766	658,112
		P-Sec.	X	X	✓ 1,173	2,550	685		37,311	1,323,713	173,825
		Adult	X	X	7,097	13,800	1,800	7		839,937	106,064

OCCUPATIONAL HOME ECONOMICS 09.00

FY 1979 TABLE: 13(h) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

A-Z, J-K 1978-79

Program Area	O. E. Program Number	Instructional Program, Level and Type of Institution	C T C I	Projected Job Openings	Projected Enrollment	Estimated Supply Completers	Other Sources	Allocation of Funds		
								Federal	State	Local
	16.0101	Aeronautical P-Sec. Technology Adult		9						
	16.0103	Architectural P-Sec. Technology Adult	X X	103	535 450	100			233,596	30,675
	16.0104	Automotive P-Sec. Technology Adult	X X	110	115 240	60			124,585	16,360
	16.0105	Chemical P-Sec. Technology Adult	X X	138	76 100	40		4,112	51,910	6,817
	16.0106	Civil P-Sec. Technology Adult	X X	320	605 575	120		6,254	298,484	39,196
	16.0107	Electrical P-Sec. Technology Adult	X X	181	361 375	60	4		60,865	7,686
	16.0108	Electronic P-Sec. Technology Adult	X X	560	2174 1,700	350	15	32,370	882,475	115,884
	16.0109	Electromechanical P-Sec. Technology Adult		62	257 145	40		1,712	75,270	9,884
	16.0110	Environmental P-Sec. Technology Adult	X X	78	439 425	65			220,619	28,971
	16.0111	Industrial P-Sec. Technology Adult	X X	489	2565 3,200	450		65,440	1,661,130	218,134
	16.0112	Instrumentation P-Sec. Technology Adult	X X	31	58 75	20		8,647	38,933	5,112
	16.0113	Mechanical P-Sec. Technology Adult	X X	185	717 575	150		6,217	298,484	39,196
	16.0114	Metallurgical P-Sec. Technology Adult	X X	15	17 150	25			9,130	1,153
	16.0117	Scientific Data P-Sec. Technology Adult		41						
	16.0601	Commercial Pilot P-Sec. Training Adult	X X	98	118 150	90	8		77,865	10,225
	16.0602	Fire/Fire Safety P-Sec. Technology Adult	X X	99	451 475	100		8,801	246,574	32,379

TECHNICAL 16.00

FY 1979 TABLE: 13(i) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O. E. Program Number	Instructional Program, Level and Type of Institution	C I	Projected Job Openings	Projected Enrollment	Estimated Supply		Allocation of Funds		
						Completers	Other Sources	Federal	State	Local
TECHNICAL 16.00	16.0604	Oceanographic Technology	X	75	159 250	70			129,776	17,042
	16.0605	Police	X		6090 5,500	1,050				
		Science	X	1,480				78,112	2,855,067	374,918
	16.9902	Water/Waste-Water Tech.	X	46	41 50	15		3,175	25,955	3,408
	16.9900	Other			84					
		P-Sec. <i>Gen. Occ. Tech.</i>			1724					
		Adult			1322					
		SUBTOTAL	X		14,285	2,780		214,840	7,415,386	973,764
		TECHNICAL	X	4,120	3,900	465	27		237,374	29,974
		Adult			<i>54-97 TERM ADULT</i>					
TRADES AND INDUSTRIES 17.00	17.0100	Air Conditioning			140	56		11,722	36,802	18,310
		P-Sec. Voc.	X	1451	1,330	275		36,696	688,026	90,662
		Adult	X	522	950	150	62		57,821	7,301
	17.0200	Appliance Repair			404	155		33,827	106,200	52,837
		P-Sec. Voc.	X	122	45	15			23,279	3,068
		Adult		192			9			
	17.0301	Body and Fender Repair			560	162		46,889	147,208	73,240
		P-Sec. Voc.	X	1243	1,000	170		16,689	517,313	68,167
		Adult		405			14			
	17.0302	Auto Mechanics			6,296	1,471		527,164	1,655,035	823,425
		P-Sec.	X	14202	4,000	900		110,456	2,069,260	272,666
		Adult	X	2,087	5,000	150	181		304,325	38,429
	17.0399	Other Automotive			1,800	214			473,168	235,414
		P-Sec.	X	135	25	15			12,933	1,704
		Adult		193						
TRADES AND INDUSTRIES 17.00	17.0400	Aviation Occupations			353	37		29,557	92,793	46,167
		P-Sec.	X	17	70	15		19,008	36,212	4,772
		Adult	X	124	1,300	20	45		79,125	9,991
17.0500	Blueprint Reading									
	P-Sec.									
	Adult									
					1726					

FY 1979 TABLE: 13(j) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O. E. Program Number	Instructional Program, Level and Type of Institution	C T C I	Projected Job Openings	Projected Enrollment	Estimated Supply		Allocation of Funds		
						Completers	Other Sources	Federal	State	Local
TRADES AND INDUSTRIES 17.00	17.0600	Business Machine Maintenance			147	32		12,308	38,642	19,225
		Sec.								
		P-Sec. Voc.								
		Adult		99			15			
	17.0700	Commercial Art			244	33			64,140	31,912
		Sec.			953					
		P-Sec.	X X		1,000	225			517,313	68,167
		Adult		310			10			
	17.0800	Commercial Fishery			100	15		8,373	26,287	13,079
		Sec.			50	10			25,866	3,408
		P-Sec.								
		Adult	X X	118	800	30			48,692	6,149
	17.0900	Commercial Photography			300	73		25,119	78,861	39,236
		Sec.			211	40			79,666	10,498
		P-Sec.	X		154					
		Adult		208						
	17.1001	Carpentry			4,500	1,120		376,835	1,182,919	588,534
		Sec.			37					
		P-Sec. Voc.	X X	2,329	1,400	250		57,204	724,238	95,434
		Adult	X X	2,023	1,100	300	126		66,952	8,454
	17.1002	Electricity			3,380	389		283,027	888,504	442,055
		Sec.			1,450	350		50,932	750,104	98,842
		P-Sec. Voc.	X X	1,869						
		Adult		1,381	1,800	90	242		109,557	13,834
	17.1004	Masonry			5,248	1,065		439,475	1,379,540	686,366
		Sec.			350	100		17,675	181,060	23,858
		P-Sec. Voc.	X X	461						
		Adult	X X	1,438	1,600	180	10	23,612	74,130	36,881
	17.1007	Plumbing and Pipefitting			282	61		724	86,391	11,384
		Sec.			167	55				
		P-Sec. Voc.	X	544	175	40	92		10,650	1,345
		Adult	X X							
	17.1099	Other			9,196				2,417,361	1,202,702
		Sec.			325	85			168,127	22,154
		P-Sec. Voc.	X X	431						
		Adult	X X	2,100	1,600	350	440		97,384	12,297
	17.1100	Custodial Service			225	82		18,839	59,150	29,427
		Sec.								
		P-Sec.								
		Adult		3,731						
	17.1200	Diesel Mechanic			50	14		4,187	13,144	6,539
		Sec.			300	75		8,478	155,194	20,450
		P-Sec.	X X	541						
		Adult		609			14			
	17.1300	Drafting			7,550	845				
		Sec.			884	300		13,870	1,984,675	987,430
		P-Sec. Voc.	X X	797	1,350				698,373	92,025
		Adult	X X	861	25	45	22		13,695	29

*Introductory Construction and Maintenance

FY 1979 TABLE: 13(k) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O. E. Program Number	Instructional Program, Level and Type of Institution	C T C I	Projected Job Openings	Projected Enrollment	Estimated Supply		Allocation of Funds		
						Completers	Other Sources	Federal	State	Local
TRADES AND INDUSTRIES 17.00	17.1400	Electrical Occupations			150	24		12,560	39,431	19,618
		P-Sec. Voc.	X X	V 4181	525	100		9,792	271,589	35,788
		Adult	X X	549	403	60	25		18,260	2,306
	17.1500	Electronics Occupations			126	30		10,550	33,122	16,479
		P-Sec. Voc.	X X	V 966	1,150	325		21,010	594,910	78,392
		Adult	X X	410	363	70	4		18,260	2,306
	17.1600	Fabric Maintenance Services			48	8		4,019	12,618	6,278
	17.1700	Foremanship/Management		1,334						
		P-Sec.								
		Adult								
	17.1900	Graphic Arts Occupations			8,500	1,900			517,353	65,330
		P-Sec.	X X	V 129	1,920	496		160,774	504,712	251,108
		Adult	X X		275	50		7,676	142,261	18,746
	17.2100	Instrument Maintenance/Repair			50	10	20		3,043	384
		P-Sec.	X X	399						
		Adult	X X							
	17.2200	Maritime Occupations			44	15			22,762	2,999
		P-Sec. Voc.	X	V 52	208	50		17,416	54,677	27,203
		Adult	X	V 93	75	15			38,798	5,113
				94						
	17.2302	Machine Shop			1,392	273		116,552	365,916	182,053
		P-Sec. Voc.	X X	V 1300	1,125	250		52,042	581,977	76,688
		Adult	X X	890	500	100	10		30,432	3,843
	17.2303	Machine Tool Operation								
		P-Sec. Voc.	X X	V 119	75	20			38,798	5,113
		Adult	X X	899	100	75			6,087	769
	17.2305	Sheet Metal			132	26		11,052	34,699	17,264
		P-Sec. Voc.								
		Adult								
	17.2306	Welding and Cutting			650	95	102	54,425	170,866	85,010
		P-Sec. Voc.	X X	V 2487	12,600	850		64,315	1,345,020	177,234
		Adult	X X	1,981	2,300	450	72		139,990	17,677
	17.2307	Tool and Die Making			115	40		7,403	59,491	7,839
		P-Sec. Voc.	X	V 115	75	20	33		4,565	576
		Adult	X							

METAL WORKING [2487]

FY 1979 TABLE: 13(1) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O. E. Program Number	Instructional Program, Level and Type of Institution	C T C I	Projected Job Openings	Projected Enrollment	Estimated Supply		Allocation of Funds		
						Completers	Other Sources	Federal	State	Local
TRADES AND INDUSTRIES 17.00	17.2399	Other Sec. Metalworking P-Sec. Occupations Adult		61	346					
	17.2601	Barbering Sec. P-Sec. Adult		195		3	170		789	392
	17.2602	Cosmetology Sec. P-Sec. Voc. Adult	X X	1,964	882	217		73,850	231,852	115,353
	17.2699	Other Sec. Personal Services Adult	X X	1,307	400	15	500	29,134	569,044	74,984
	17.2700	Plastics Occupations P-Sec. Voc. Adult	X X	294	1337	68		27,882	87,536	43,552
	17.2801	Firefighter Sec. Training P-Sec. Adult		2,105	4	2		2,093	6,572	3,270
	17.2802	Law Enforcement Training Sec. P-Sec. Adult	X X	3,793	10,338	1,400		9,964	31,282	15,563
	17.2899	Other Public Services Adult	X	178	50	10			3,043	384
	17.2900	Quantity Food Occupations P-Sec. Voc. Adult	X X	2,537	914	338		76,529	240,264	119,538
	17.3000	Refrigeration Sec. P-Sec. Adult		35	32	9		2,679	8,411	4,185
	17.3100	Small Engine Repair Sec. P-Sec. Voc. Adult	X X	942	1,445	189		120,990	379,848	188,985
			X X	306	225	40		2,868	116,395	15,338
			X X		2,122	200			103,470	13,066

FY 1979 TABLE: 13(m) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O. E. Program Number	Level and Type of Institution	C C	T I	Projected Job Openings	Projected Enrollment	Estimated Supply		Allocation of Funds		
							Completers	Other Sources	Federal	State	Local
TRADES AND INDUSTRIES 17.00	17.3300	Textile Production/ Fabrication				2,309 <i>49</i> <i>6340</i>	1,159 10		193,333	606,969	301,983 5,113
	17.3400	Leather Working			7,836	29	18		2,428	7,623	3,792
	17.3500	Upholstering			84	121	45		10,131	31,807	15,825
	17.3600	Woodworking			<i>189</i> 453	200	125			103,463	13,633
	17.3600	Sec.				2,792	474		233,777	733,936	365,153
	17.3600	P-Sec. Voc.		X	<i>168</i>	60	40		2,268	31,039	4,090
	17.3600	Adult		X X	1,652	3,800	400			231,287	29,206
	17.9900	Other			<i>145</i> 1,978	1,942	647			510,495	253,985
	17.9900	P-Sec. Surveying Voc.		X		68	15			35,177	4,635
	17.9900	Adult				<i>1830</i>	10,161		2,981,938	14,819,607	7,373,161
SPECIAL PROGRAMS	99.0100	Group Guidance				119,083			1,761,992		755,139
	99.0300	Remedial				(427)				[112,246]	[55,845]
	99.0400	Industrial Arts				<i>3172</i> 4,375			26,935	2,270,556	298,160
	99.0500	Vol. Firefighters				<i>841</i> 3,985				242,547	30,628
	99.0600	Other Not				7,268				576,812	258,435
	99.0600	Elsewhere				21,029				1,279,930	161,625
	99.0600	Classified				<i>SEE 17.38d</i>					
	99.0600	Sec.									
	99.0600	P-Sec.									
	99.0600	Adult									
SPECIAL PROGRAMS		SUBTOTAL				126,351			1,761,992	576,812	1,013,574
		SPECIAL				4,375			26,935	2,270,556	298,160
		PROGRAMS				25,014				1,522,477	192,253
		Adult		X X							

SUMMARY

FY 1979 TABLE: 13 (n) NORTH CAROLINA VOCATIONAL EDUCATION PROJECTED PLAN FOR MEETING JOB SKILL TRAINING NEEDS

Program Area	O. E. Program Number	Instructional Program, Level and Type of Institution	C T C I	Projected Job Openings	Projected Enrollment	Estimated Supply		Allocation of Funds		
						Completers	Other Sources	Federal	State	Local
SUMMARY - SKILLS DEVELOPMENT PROGRAMS	01.00	Agriculture			27,342	3,023		-0-	7,187,420	3,575,935
		P-Sec.	X X	✓ 5,309	4,025	850		41,257	2,089,389	274,372
		Adult	X X	6,202	3,200	295	65	-0-	194,768	24,595
	04.00	Distribution and Marketing			12,985	5,446		1,087,234	3,413,381	1,698,248
		P-Sec.	X X	✓ 3,679	3,357	1,050		40,207	1,742,629	228,836
		Adult	X X	26,359	19,950	2,730	629	-0-	1,171,651	147,951
	07.00	Health			5,951	798		-0-	1,564,345	778,303
		P-Sec.	X X	✓ 3,937	9,995	2,945		727,247	5,188,434	681,328
		Adult	X X	10,212	36,500	1,100	252	-0-	2,221,574	280,530
	09.02	Occupational Home Economics			5,032	1,664		374,942	1,322,766	658,112
P-Sec.		X X	✓ 1,432	2,550	685		37,311	1,323,713	173,825	
Adult		X X	7,097	13,800	1,800	7	-0-	839,937	106,064	
14.00	Business and Office			7,124	3,074		411,784	1,872,692	931,716	
	P-Sec.	X X	✓ 2,910	30,115	5,715	[2,840]	515,569	15,632,786	2,052,843	
	Adult	X X	27,152	20,150	2,675	9,238	-0-	1,226,430	154,869	
16.00	Technical			14,285	2,780		214,840	7,415,386	973,764	
	P-Sec.	X X	4,120	3,900	465	27	-0-	237,374	29,974	
	Adult	X X		56,376	10,161		2,981,938	14,819,607	7,373,161	
17.00	Trades and Industries			21,178	5,345		530,553	10,955,668	1,443,639	
	P-Sec.	X X	✓ 2,858	42,125	6,065	2,282	-0-	2,563,939	323,764	
	Adult	X X	50,653	114,810	24,166		4,855,898	30,180,211	15,015,475	
SUBTOTAL - SKILLS DEVELOPMENT PROGRAMS	Sec.			85,505	19,370		2,106,984	44,348,005	5,828,607	
	P-Sec.	X X	✓ 2,858	139,625	15,130	12,500	-0-	8,455,673	1,067,747	
	Adult	X X	131,795	126,351			1,761,992	576,812	1,013,574	
SUBTOTAL - SPECIAL PROGRAMS	Sec.			4,375			26,935	2,270,556	298,160	
	P-Sec.	X X		25,014			-0-	1,522,477	192,253	
	Adult	X X		56,881	N/A		1,209,984	7,584,708	2,905,644	
SUBTOTAL (Consumer and Homemaking Programs)	Sec.			36,000						
	P-Sec.									
	Adult		N/A							
STATE TOTAL (Related to Vocational Education Programs)	Sec.			298,042	24,166		7,827,874	38,341,731	18,934,693	
	P-Sec.	X X		89,880	19,370		2,133,919	46,618,561	6,126,767	
	Adult	X X		164,639	15,130	12,500	-0-	10,293,150	1,260,000	

SUMMARY - SKILLS DEVELOPMENT PROGRAMS

EXPLANATION OF INFORMATION CONTAINED IN TABLES 13 AND SOURCES OF DATA

Column: CC and TI

Post-secondary Institutions - either Community College or Technical Institute

Column: Projected Job Openings

Data from Employment Security Commission, North Carolina Department of Agriculture and North Carolina State University (See Table 12, Expansion and Replacement Need, 1979)

Column: Projected Enrollment

By level of education and type of institution - Data from Department of Public Education, Management Information System

Column: Estimated Supply - Completers

Base data from Management Information System

Column: Estimated Supply - Other Sources

Data from other education and training institutions

Column: Estimated Expenditures - Federal, State, Local

Data is projected using information from local applications and projected levels of enrollment to meet labor force needs. Estimated expenditures were compiled by the Controller's Office, State Board of Education.

NORTH CAROLINA VOCATIONAL EDUCATION PLAN FOR MEETING CONSUMER AND HOMEMAKING NEEDS FY 1979

TABLE: 14

OE Code	Instructional Program Level and Type of Institution	C C	T I	*Projected Enrollment	Estimated Expenditures		
					Federal	State	Local
09.0101	Comprehensive Homemaking			37,993	808,195	5,066,117	1,940,791
09.0102	Child Development			2,480	52,755	330,692	126,686
	Adult	X	X	1,000		8,750	
09.0103	Clothing and Textiles			3,192	67,901	425,632	163,056
	Adult	X	X	28,800		252,000	
09.0104	Consumer Education and Management			560	11,912	74,672	28,606
	Adult						
09.0106	Family Relationships			7,010	149,118	934,738	358,091
	Sec.			3,375	71,794	450,034	172,405
09.0107	Foods and Nutrition			1,500		13,125	
	Adult	X	X				
09.0109	Housing and Home Furnishings			1,450	30,845	193,348	74,070
	Sec.			4,700		41,125	
09.0199	Other, Personal Management for Wages and Careers			821	17,464	109,475	41,939
	Sec.			56,881	1,209,984	7,584,708	2,905,644
	TOTAL	X	X	36,000		315,000	

* Enrollments by unduplicated count

Data from Management Information Service

TABLE: 15

FY 1979 SUMMARY OF PROJECTED VOCATIONAL EDUCATION ENROLLMENT

	SECONDARY	POST- SECONDARY	ADULT
01 Agriculture	27,447	4,025	3,200
04 Distributive	12,468	3,357	19,250
07 Health	6,173	9,995	36,500
09.01 Consumer/Homemaking	56,881		36,000
09.02 Home Economics	4,584	2,550	13,800
14 Business and Office	6,504	30,115	20,150
16 Technical		14,285	3,900
17 Trade and Industrial	56,431	21,178	42,125
Subtotal	170,488	85,505	174,925
99.01 Group Guidance	119,083		
99.03 Remedial	(427)	4,375	3,985
99.04 Industrial Arts	7,268		
99.05 Volunteer Firefighters			21,029
Subtotal	126,351	4,375	25,014
Disadvantaged	(14,350)*	(11,650)	(14,380)
Limited English Speaking	(25)	(10)	(15)
Handicapped	(3,496)	(1,100)	(3,900)
Work-Study	(800)	(575)	
Coop	(22,000)	(850)	
Support Services for Women		(100)	
Day Care Services		(150)	
Prgm. for Homemakers/Heads of Household		(300)	
Apprenticeship Related			(3,000)
Ambulance Attendant			(7,000)
Corrections		(600)	(3,000)
Human Resource Development			(3,600)
New and Expanding Industry			(4,200)
Special Programs for the Disadvantaged	(1,180)	(4,000)	
Subtotal	(41,851)	(17,731)	(28,595)
GRAND TOTAL	298,042	89,880	199,939

*() Indicates Duplicate Count - Non-Add

TABLE: 16 LEVEL: Secondary			
ACTIVITIES, PROPOSED BUDGET and BENEFITS by PURPOSE			
ACTIVITIES	1979 ESTIMATED TOTAL FUNDS	BENEFITS	
<u>DISADVANTAGED (Subpart 2)</u>	\$3,954,388	<ol style="list-style-type: none"> 1. Approximately 14,350 disadvantaged students in grades 7-12 will have benefited from special programs to enable them to succeed in vocational education. 2. Improvement in programs and instruction from State leadership and allotted funds. 4. Improved instruction and services. 5. Approximately 800 disadvantaged vocational students will receive financial assistance through work-study to enable them to remain in school. 6. Approximately 3,000 disadvantaged dropouts and potential dropouts will have received vocational education through optional/extended day programs. 7. Twenty-five (25) limited English-speaking students will develop sufficient communication ability and job skills to obtain employment. 	
<u>HANDICAPPED (Subpart 2)</u>	\$ 1,017	<ol style="list-style-type: none"> 1. Handicapped students will be identified by criteria and provided with special vocational education programs and services. 2. Approximately 3,500 students will receive special vocational education and services. 3. Students will be made employable through special programs. 	
Provide Statewide Leadership and Federal/State/Local resources to provide learning experiences in vocational education for handicapped students according to their special needs and abilities through 145 Local Education Agencies.	\$1,977,703	<ol style="list-style-type: none"> 1. Approximately 300,000 students in grades 7-12 will receive vocational education through cooperative use of Federal, State and local funds. 2. Target groups receiving vocational education at secondary level will consist of: a. Prevocational, b. Vocational skill development, c. Disadvantaged, d. Handicapped, and e. Limited English-speaking students. 	
<u>SUBPART 2 (Section 120)</u>	\$54,537,310	<u>A. Vocational Education</u> To maintain, extend and improve programs of vocational education; and develop new programs of vocational education through 145 Local Education Agencies in the State.	

ACTIVITIES, PROPOSED BUDGET and BENEFITS by PURPOSE			
TABLE: 16	ACTIVITIES	1979 ESTIMATED TOTAL FUNDS	BENEFITS
LEVEL: Secondary			
B. <u>Work Study</u> Work study funds will be allocated to Local Education Agencies by criteria established in the State Plan.		\$ 180,261	Approximately 800 disadvantaged vocational students per year will receive financial assistance through workstudy, enabling them to remain in school.
C. <u>Cooperative Education</u> 1. Cooperative Vocational Education will be conducted through program areas at skill development levels in 145 Local Education Agencies. 2. Cooperative Education programs will be funded with State and local funds and will be conducted by criteria established in the State Plan.		(\$7,992,015)	1. (a) Approximately 22,000 students per year will have opportunity to participate in cooperative education at skill development level through several program areas. (b) Students will have opportunity to experience specialized occupations with remuneration from part time employment.
F. <u>Sex Bias Office Personnel</u> 1. Employ full time person to eliminate sex-bias and discrimination in vocational programs. 2. Establish office to fulfill requirements of the Act as stated in the State Plan.		\$ 33,335	1. Full time person will provide leadership in vocational education opportunities to persons of both sexes. 2. Progress will be made toward eliminating sex bias and sex stereotyping from vocational programs.
I. <u>Industrial Arts</u> Provide State level leadership and State resources to Industrial Arts programs which comply with requirements of the Act.		\$ 835,247	1. Industrial Arts instructional programs will improve in quality through State leadership, in-service for teachers, curriculum development and additional materials and equipment. 2. Approximately 7,000 Industrial Arts students per year will benefit from programs designed to assist them in making meaningful occupational choices and/or prepare them for entry into advanced trade and industrial or technical education programs.
102(a) <u>ADMINISTRATION</u> 1. State Administration Provide State staff for administration and supervision of Vocational Education. 2. Local Administration (a) Provide resources and consultant help to 145 Local Education Agencies for local administration, supervision, and evaluation of local programs. (b) State and local funds support a local director/planner for each Local Education Agency.		\$2,131,645 \$1,305,238	1. Maintenance of State vocational education staff and activities to ensure direction and quality of programs within State. 2. Local planning, administration and supervision will be coordinated at the local level to maintain, expand and initiate new programs of vocational education which will be relevant to student and labor market needs.

TABLE: 16

LEVEL: Secondary

ACTIVITIES, PROPOSED BUDGET and BENEFITS by PURPOSE

ACTIVITIES	1979 ESTIMATED TOTAL FUNDS	BENEFITS
<p><u>SUBPART 3 (Section 130)</u></p> <p><u>Research</u></p> <p>1. Continue Research Coordinating Unit which will provide Leadership in research projects in:</p> <p>(a) Relating program course priorities to labor market needs.</p> <p>(b) Developing models for training and retraining teachers.</p> <p>(c) Develop and validate system for determining core competencies.</p> <p>(d) Develop and install a comprehensive evaluation and follow-up system.</p> <p><u>Curriculum Development</u></p> <p>(a) Provide State leadership and coordination for:</p> <ul style="list-style-type: none"> -research on curriculum content, development and evaluation procedures -determination and validation of exit competencies expected of students in vocational education -the search, acquisition and dissemination of curriculum information and materials -the in-service of teachers on curriculum development, implementation, and instructional methodology. <p>(b) Provide for the acquisition and/or development of bias-free curriculum materials including course guides, units of instruction, individualized materials for student use, modified materials for use by Disadvantaged/Handicapped students, and banks of student assessment measures per curriculum area.</p> <p><u>Guidance and Counseling</u></p> <p>(a) Provide State leadership through adequate staff for Vocational Guidance, Counseling and Placement.</p> <p>(b) Provide resources and consultant services to Local Education Agencies.</p>	<p>\$ 221,639</p> <p>\$ 124,627</p> <p>\$2,517,131</p>	<p>1. Priorities will be validated by research</p> <p>(a) Vocational program offerings will more closely relate to labor market needs.</p> <p>(b) Teachers will more closely relate to needs of business and industry.</p> <p>(c) Core competencies will be more accurately validated.</p> <p>(d) Comprehensive evaluation and follow-up systems will improve from results of research.</p> <p>(a) Content and competencies in curriculum will more nearly relate to present and future job needs. A greater percentage of completers should find employment with success.</p> <p>(b) Teachers will have access to current information for planning and managing the teaching/learning process.</p> <p>(c) Students will have access to learning experiences and supplemental learning resources commensurate with their learning styles, needs and level of development.</p> <p>(d) Students exiting from the program will have access to a competency-based skill record of proficiency levels achieved through the instructional program.</p> <p>(e) Initial steps will have been taken to diminish duplicative curriculum efforts in-state and nationally.</p> <p>(a) A statewide system of Vocational Guidance, Counseling, and Placement will be maintained and expanded.</p> <p>(b) Vocational Guidance funds will be allocated to Local Education Agencies to provide local staff to serve needs of students.</p>

TABLE: 16 LEVEL: Secondary		ACTIVITIES, PROPOSED BUDGET and BENEFITS by PURPOSE	
ACTIVITIES		1979 ESTIMATED TOTAL FUNDS	BENEFITS
<p><u>Preservice and Inservice Training</u> Provide inservice training for teachers and administrators of vocational education.</p> <p><u>SUBPART 4 (Section 140)</u> <u>Special Program for Disadvantaged</u> Provide State leadership and resources to qualified Local Education Agencies to serve needs of special disadvantaged.</p> <p><u>SUBPART 5 (Section 150)</u> Consumer and Homemaking Ancillary Services Educational Programs</p> <p>(a) Provide State leadership in administration and supervision and commit resources to Local Education Agencies for programs in Consumer and Homemaking Education.</p>		<p>\$ 393,569</p> <p>\$11,700,336</p>	<p>Administration and quality of instruction will improve as result of inservices.</p> <p>The most severely disadvantaged in areas of greatest need will receive specialized instruction and services to enable them to succeed in vocational education and become employable.</p> <p>(a) Provide for approximately 900 Consumer/Homemaking Teachers in 145 Local Education Agencies.</p> <p>(b) Approximately 57,000 students will benefit from Consumer/Homemaking Education.</p> <p>(c) Programs will be responsive to needs of both male and female students, and will provide leadership in eliminating sex bias and stereotyping, and will be responsive to changing patterns of men and women in home and world of work.</p>

TABLE: 16
LEVEL: Post-Secondary

ACTIVITIES, PROPOSED BUDGET AND BENEFITS BY PURPOSE

ACTIVITIES	1979 ESTIMATED TOTAL FUNDS	BENEFITS
<u>DISADVANTAGED AND LIMITED ENGLISH SPEAKING</u> Provide tutorial assistance, remedial education, skill development, consumer education, guidance, motivational training, job orientation and placement which will assist these target groups to succeed in vocational education.	\$ 1,608,790	Provide instruction and program services which will assist 11,650 disadvantaged and 10 limited English speaking individuals to succeed in vocational education and to develop employment skills.
<u>HANDICAPPED</u> Provide counseling, remedial education, tutorial assistance, reader services, interpreter services, work evaluation, skill training, consumer education, motivational training, job orientation and placement which will assist this group to succeed in vocational education.	801,596	Provide instruction and program services to assist 1,100 handicapped to succeed in vocational education and to develop employment skills.
<u>SUBPART 2</u> <u>Vocational Education</u> Provide vocational/technical programs of less than baccalaureate level. Expand, where possible, new and emerging occupational programs.	54,859,247	Vocational and technical education will be provided for 89,880 full-time students so that they can qualify for employment or upgrade job skills.
<u>Work-Study</u> Provide work-study programs to assist selected individuals to continue their vocational programs.	34,000	Provide income for 575 students who work for a public or non-profit agency.
<u>Cooperative Education</u> Provide work experience related to program of study through cooperating businesses and industries.	210,000	Provide work experience through cooperating businesses and industries for 850 students.
<u>Energy Education</u> Provide vocational programs to train individuals to install and maintain solar energy equipment.	350	Incorporate training skills for energy education with air conditioning, heating and refrigeration curriculum.
<u>Construction</u> Expand facilities at two institutions: Southeastern Community College and McDowell Technical Institute.	7,420,000	Added space will be available to provide additional program options.
<u>Sex Equity Personnel</u> Full-time individual will assist in monitoring equal educational opportunity in vocational education and eliminating sex discrimination and sex stereotyping in vocational education programs.	16,665	Provide opportunity for prospective students to become informed of the wide variety of jobs and to thereby make a more informed selection of a vocational/technical program.
<u>Support Services for Women</u> Provide counseling, job development and job follow-up services for women seeking employment in non-traditional areas.	2,531	Assist 100 women to seek training and employment in non-traditional areas.
<u>Day Care Services</u> Provide day care services for children of vocational/technical students, while they are enrolled in vocational education programs.	43,511	Provide care for 150 young children so that a parent may participate in a vocational/technical education program.
<u>Program for Homemakers - Heads of Household</u> Provide vocational programs, orientation in how to seek employment and job placement services.	20,823	Provide instruction and program services which will assist 300 homemakers or heads of household to develop employment skills and become employable.

TABLE: 16 LEVEL: Adult			
ACTIVITIES, PROPOSED BUDGET AND BENEFITS BY PURPOSE			
ACTIVITIES	1979 ESTIMATED TOTAL FUNDS	BENEFITS	
<u>DISADVANTAGED AND LIMITED ENGLISH SPEAKING</u> Provide tutorial assistance, remedial education, skill development, consumer education, guidance, motivational training, job orientation and placement which will assist these target groups to succeed in vocational education.	\$ 427,626	Provide instruction and program services for 14,380 disadvantaged and 15 limited English speaking to assist them to succeed in vocational education.	
<u>HANDICAPPED</u> Provide counseling, remedial education, tutorial assistance, reader services, interpreter services, work evaluation, skill training, consumer education, motivational training, job orientation and placement which will assist this group to succeed in vocational education.	216,562	Provide instruction and program services for 3,900 handicapped to assist them to succeed in vocational education.	
<u>SUBPART 2</u> <u>Vocational Education</u> Provide preparatory and supplemental vocational education programs for adults who can profit from such instruction.	11,238,150	Provide preparatory or upgrading training for 199,939 adults to develop or to increase employment competencies. a. Ambulance Attendant (7,000) b. Apprenticeship Related (3,000) c. Corrections (3,000) d. Volunteer Firefighters (21,029) e. Human Resource Development (3,600) f. New and Expanding Industry (4,200) g. Remedial (3,985)	
<u>Administration</u> Provide for the administration and supervision of vocational education.	4,620,000	Improve the quality of programs, services, and activities.	
<u>SUBPART 3</u> <u>Guidance and Counseling</u> Provide counseling and guidance services for all students.	1,260,000	Assistance to students in selecting program and preparing for entrance into the labor market.	
<u>SUBPART 5</u> <u>Consumer/Homemaking</u> Provide consumer and homemaking programs and activities.	315,000	Provide instruction and program services to assist 36,000 adults to become better consumers and homemakers.	

Limited English Speaking Ability

The following formula was used to calculate the limited English speaking funding for secondary and post-secondary programs:

Secondary

$$\text{LESA funding} = \frac{\text{Number of LESA (Age 15-18}\frac{1}{2}\text{)}}{\text{Population (Age 15-18}\frac{1}{2}\text{)}} \times 20\% \text{ Disadvantaged set-aside}$$

Post-Secondary and Adult

$$\text{LESA funding} = \frac{\text{Number of LESA (Age 18}\frac{1}{2}\text{-24)}}{\text{Population (Age 18}\frac{1}{2}\text{-24)}} \times 20\% \text{ Disadvantaged set-aside}$$

Estimated Data for 1978 (N. C. Department of Administration)

State population - 5,678,621
Population (Age 15-18 $\frac{1}{2}$) - 384,381
Population (Age 18 $\frac{1}{2}$ -24) - 751,977

Estimated Number of Limited English Speaking Ability

Age 15-18 $\frac{1}{2}$ - 143
Age 18 $\frac{1}{2}$ -24 - 5,959

Ratio

Secondary - 0.0004
Post-secondary and adult - 0.0079

PROJECTED FUNDING BY PURPOSE

FY 1979

TABLE 17

PROGRAM SERVICE	SECONDARY			POST SECONDARY			ADULT			TOTAL		
	FEDERAL	STATE	LOCAL	FEDERAL	STATE	LOCAL	FEDERAL	STATE	LOCAL	FEDERAL	STATE	LOCAL
DISADVANTAGED (Subpart 2)	2,035,805	805,568	1,112,450	797,991	797,991	-0-	212,124	212,124	-0-	3,045,320	1,815,683	1,112,450
Limited English Speaking	815	322	445	6,354	6,354	-0-	1,689	1,689	-0-	8,858	8,365	445
HANDICAPPED	1,018,310	402,945	556,448	400,798	400,798	-0-	108,281	108,281	-0-	1,527,389	612,024	556,448
SUBPART 2 (Section 120)	5,091,552	33,732,062	15,713,696	2,545,393	69,717,967	12,113,767	-0-	14,283,150	1,575,000	7,636,945	117,733,179	29,402,463
A. Vocational Education	4,855,898	30,180,211	15,015,475	2,113,919	46,618,561	6,126,767	-0-	9,978,150	1,260,000	6,969,817	86,776,922	22,402,242
B. Work-Study	127,616	-0-	52,645	17,000	-0-	17,000	-0-	-0-	-0-	144,616	-0-	144,616
C. Cooperative Education		(5,674,132)	(2,317,883)		210,000						210,000	
D. Energy Education				140	210							
E. Construction				220,000	2,700,000	4,500,000				50,000		
F. Sex Bias Office Personnel	33,335	-0-	-0-	16,665	-0-							
I. Industrial Arts	-0-	576,812	258,435	2,000	531					2,000	531	
J. Support Services for Women				25,206	18,305					25,206	18,305	
K. Day Care Services				10,463	10,360					10,463	10,360	
L. Prgrms./Homemakers, Head-Household				140,000	1,995,000		-0-	420,000	-0-	214,703	4,471,942	-0-
102 a Administration	74,703	2,056,942	387,141	1,018,157	18,165,000	1,470,000	-0-	3,885,000	315,000		22,968,097	2,172,141
State Local				762,188	6,027,347	89,250	-0-	1,260,000		3,054,776	7,351,937	851,438
SUBPART 3 (Section 130)	2,036,619	64,590	7,049	128,000	31,800		-0-			278,000	96,390	7,049
1. Research	150,000	64,590										
2. Exemplary												
3. Curriculum Development	124,627	-0-	-0-							124,627		
4. Guidance and Counseling	1,761,992	-0-	755,139	845,143	5,987,554	89,250	-0-	1,260,000	-0-	2,607,135	7,247,554	844,389
5. Preservice & Inservice Training				8,376	6,416					8,376	6,416	
6. Grants (Overcome Sex Bias)				1,638	1,577					1,638	1,577	
State Local				35,000	(420,000)					35,000	(420,000)	
102 a Administration												
SUBPART 4 (Section 140)	393,569	-0-	-0-	196,755	-0-	-0-				590,324		
Special Program for Disadvantaged												
SUBPART 5 (Section 150)	1,209,984	7,584,708	2,905,644				-0-	315,000	-0-	1,209,984	7,899,708	2,905,644
Ancillary Services Consumer/Homemaking												
Depressed Areas	(403,286)									(403,286)		
TOTAL	11,786,654	42,590,195	21,050,871	4,965,448	76,950,457	12,203,017	322,094	16,180,244	1,575,000	17,074,196	135,720,896	34,828,888

() = Non-Add

RELATIVE ABILITY TO PAY INDEX BASED ON LATEST AVAILABLE DATA

Ranked according to unit with least ability to pay to unit with
highest ability to pay according to the formula used for making this determination.

Fiscal Year 1978-79

Prepared January 30, 1978

Units Which Will Receive
74% Reimbursement

Robeson	70,536
Fairmont	
Lumberton	
Maxton	
Red Springs	
St. Pauls	
Cherokee	74,131
Hoke	75,515
Warren	79,914
Columbus	80,826
Whiteville	
Northampton	81,906
Graham	82,005
Pamlico	82,889
Clay	86,787
Anson	88,147
Harnett	88,320
Caswell	88,331
Alexander	88,566
Richmond	88,884
Madison	89,257
Pender	89,643
Greene	89,813
Granville	90,019
Gates	90,048
Franklin	90,336
Franklinton	
Bladen	91,442
Washington	91,582
Avery	92,525
Sampson	92,793
Clinton	
Hertford	93,227

Units Which Will Receive
72% Reimbursement

Halifax	93,505
Roanoke Rapids	
Weldon	
Bertie	96,649
Johnston	97,435
Scotland	97,588
Edgecombe	98,994
Tarboro	
Duplin	99,822
Caldwell	101,049
Jones	103,412
Hyde	103,980
Wilkes	104,006
Vance	104,145
Swain	104,416
Camden	104,515
Pasquotank	105,350
Mitchell	105,353
Wayne	109,697
Goldsboro	
Cleveland	109,956
Kings Mountain	
Shelby	
Yancey	110,721
Chowan	111,159
Craven	111,275
New Bern	
McDowell	112,087
Martin	112,256
Currituck	112,636
Iredell	113,642
Mooresville	
Statesville	
Lee	114,553
*Surry	119,429
Elkin	
Mount Airy	

All city units will be ranked according to the data for the total county.

* Units in which reimbursement rate dropped more than 2%; but due to the State Board of Education policy to alleviate a hardship on any unit, it has determined that no unit should be cut more than 2% in any one year.

Units Which Will Receive
70% Reimbursement

Beaufort	114,880
Washington City	
Nash	115,297
Rocky Mount	
Cumberland	115,325
Fayetteville	
Randolph	115,692
Asheboro	
Lincoln	115,990
Haywood	116,276
Lenoir	116,426
Kinston	
Ashe	116,648
Tyrrell	119,422
Stanly	120,205
Albemarle	
Polk	120,766
Tryon	
Montgomery	120,878
Gaston	121,132
Davidson	121,562
Lexington	
Thomasville	
Perquimans	121,669
Alamance	121,889
Burlington	
Rutherford	122,007
Pitt	122,421
Greenville	
Rockingham	122,707
Eden	
Madison-Mayodan	
Reidsville	
Yadkin	123,020
Burke	123,148
Cabarrus	126,459
Concord	
Kannapolis	
Union	126,663
Monroe	
Davie	128,607

Units Which Will Receive
68% Reimbursement

Chatham	129,340
Watauga	129,365
Moore	131,077
Carteret	133,528
Wilson	136,966
Transylvania	137,744
Alleghany	137,800
Rowan	139,035
Salisbury	
Henderson	142,189
Hendersonville	
Buncombe	142,657
Asheville	
New Hanover	155,167
Onslow	159,644
Durham	161,336
Durham City	
Person	162,057
Guilford	164,264
Greensboro	
High Point	
Orange	164,888
Chapel Hill	
Forsyth	166,553
Catawba	167,217
Hickory	
Newton	
Wake	167,311
Jackson	176,053
Stokes	176,425
Macon	189,189
Mecklenburg	195,901
Dare	233,096
Brunswick	245,682

All city units will be ranked according to the data for the total county.

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENT MONTHS OF EMPLOYMENT FOR 1978-79
FOR SUB-PARTS 2, 3 & 5
PREPARED ON LATEST AVAILABLE DATA

TABLE: 18(a)
LEVEL: Secondary

REIM. RATE	L E A	ESTIMATED MONTHS TO BE ALLOTTED				STATE + FED. TOTAL	ESTIMATED REIMBURSEMENT			
		STATE		FEDERAL			STATE REGULAR	FEDERAL		LOCAL REGULAR
		REGULAR	GC & P*	REGULAR	GC & P*					
70%	Alamance	450	59	18	527	460,220	60,340	18,409	230,979	
70%	Burlington	249	36.5	11	296.5	254,655	37,329	11,250	129,953	
74%	Alexander	150.5	23	7	180.5	153,918	23,522	7,159	64,852	
68%	Alleghany	93.5	9.5	3	106	95,623	9,716	3,068	51,017	
74%	Anson	213.5	29.5	9	252	218,349	30,170	9,204	90,541	
70%	Ashe	262	27.5	8.5	298	267,950	28,124	8,693	130,610	
74%	Avery	90.5	17.5	5.5	113.5	92,555	17,897	5,625	40,779	
70%	Beaufort	156.5	23.5	7	187	160,054	24,034	7,159	81,960	
70%	Washington	116.5	19	6	141.5	119,146	19,431	6,136	62,018	
72%	Bertie	197.5	28	8.5	234	201,985	28,636	8,693	92,966	
74%	Bladen	237	38.5	11.5	287	242,382	39,374	11,761	103,116	
68%	Brunswick	223.5	36	11	270.5	228,576	36,818	11,250	130,189	
68%	Buncombe	685.5	127.5	38.5	851.5	701,068	130,396	39,374	409,818	
68%	Asheville	204.5	33.5	10	248	209,144	34,261	10,227	119,360	
70%	Burke	407.5	61.5	18.5	487.5	416,754	62,897	18,920	213,666	
70%	Cabarrus	280	37.5	11.5	329	286,359	38,352	11,761	144,197	
70%	Concord	128	13	4	145	130,907	13,295	4,091	63,552	
70%	Kannapolis	168	22	6.5	196.5	171,815	22,500	6,648	86,124	
72%	Caldwell	411	64.5	19.5	495	420,334	65,965	19,943	196,659	
72%	Camden	51.5	6.5	2	60	52,670	6,648	2,045	23,837	
68%	Carteret	214.5	33.5	10	258	219,371	34,261	10,227	124,173	
74%	Caswell	141	20.5	6.5	168	144,202	20,965	6,648	60,361	
68%	Catawba	362.5	58.5	18	439	370,732	59,828	18,409	211,286	
68%	Hickory	149.5	24.5	7.5	181.5	152,895	25,056	7,670	87,354	

*Guidance Counseling and Placement

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENT MONTHS OF EMPLOYMENT FOR 1978-79
FOR SUB-PARTS 2, 3 & 5
PREPARED ON LATEST AVAILABLE DATA

TABLE: 18(b)

LEVEL: Secondary

REIM. RATE	L E A	ESTIMATED MONTHS TO BE ALLOTTED				ESTIMATED REIMBURSEMENT			
		STATE REGULAR	FEDERAL		STATE + FED. TOTAL	STATE REGULAR	FEDERAL		LOCAL REGULAR
			REGULAR	GC & P*			REGULAR	GC & P*	
68%	Newton	93.5	14	4.5	112	95,623	14,318	4,602	53,904
68%	Chatham	238	30	9	277	243,405	30,681	9,204	133,317
74%	Cherokee	106	20.5	6	132.5	108,407	20,966	6,136	47,606
72%	Chowan	94.5	13.5	4	112	96,646	13,806	4,091	44,496
74%	Clay	72	7	2	81	73,635	7,159	2,045	29,102
72%	Cleveland	277	44.5	13.5	335	283,291	45,511	13,807	133,092
72%	Kings Mountain	125.5	19.5	6	151	128,350	19,943	6,136	59,991
72%	Shelby	136.5	21.5	6.5	164.5	139,600	21,988	6,648	65,354
74%	Columbus	390	48.5	14.5	453	398,857	49,601	14,829	162,758
74%	Whiteville	94.5	15.5	4.5	114.5	96,646	15,852	4,602	41,139
72%	Craven	263.5	31	9.5	304	269,484	31,704	9,716	120,776
72%	New Bern	192.5	28	8.5	229	196,872	28,636	8,693	90,979
70%	Cumberland	1,022.5	157	47.5	1,227	1,045,721	160,565	48,579	537,782
70%	Fayetteville	327	52	15.5	394.5	334,426	53,181	15,852	172,905
72%	Currituck	70.5	9.5	3	83	72,101	9,716	3,068	32,975
68%	Dare	60.5	8	2.5	71	61,874	8,182	2,557	34,172
70%	Davidson	468	70.5	21.5	560	478,628	72,101	21,988	245,442
70%	Lexington	114	17.5	5	136.5	116,589	17,897	5,114	59,827
70%	Thomasville	97	14.5	4.5	116	99,203	14,829	4,602	50,842
70%	Davie	149.5	22	7	178.5	152,895	22,500	7,159	78,235
72%	Duplin	335	50	15	400	342,608	51,136	15,341	158,916
68%	Durham	473	85.5	26	584.5	483,742	87,442	26,591	281,314
68%	Durham City	321.5	48.5	15	385	328,801	49,601	15,341	185,297
72%	Edgecombe	207	38.5	11.5	257	211,701	39,374	11,761	102,104

*Guidance Counseling and Placement

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENT MONTHS OF EMPLOYMENT FOR 1978-79
FOR SUB-PARTS 2, 3 & 5
PREPARED ON LATEST AVAILABLE DATA

TABLE: 18(c)
LEVEL: Secondary

REIM. RATE	L E A	ESTIMATED MONTHS TO BE ALLOTTED					ESTIMATED REIMBURSEMENT			
		STATE		FEDERAL		STATE + FED. TOTAL	STATE	FEDERAL		LOCAL
		REGULAR		REGULAR	GC & P*			REGULAR	GC & P*	
72%	Tarboro	99.5		20.5	6	126	101,760	20,966	6,136	50,059
68%	Forsyth	1,313.5		200	60.5	1,574	1,343,330	204,542	61,874	757,550
74%	Franklin	154.5		27	8	189.5	158,009	27,613	8,182	68,085
74%	Franklinton	65		7.5	2.5	75	66,476	7,670	2,557	26,947
70%	Gaston	997		159.5	48.5	1,205	1,019,642	163,122	49,601	528,139
74%	Gates	72.5		9	2.5	84	74,146	9,204	2,557	30,180
74%	Graham	96		8.5	2.5	107	98,180	8,693	2,557	38,444
74%	Granville	223		34.5	10.5	268	228,064	35,283	10,738	96,290
74%	Greene	123.5		19.5	6	149	126,305	19,943	6,136	53,534
68%	Guilford	752.5		118	36	906.5	769,589	120,680	36,818	436,289
68%	Greensboro	802.5		129	39	970.5	820,725	131,930	39,886	467,092
68%	High Point	288.5		47	14	349.5	295,052	48,067	14,318	168,211
72%	Halifax	281.5		43.5	13	338	287,893	44,488	13,295	134,284
72%	Roanoke Rapids	85		16	5	106	86,930	16,363	5,114	42,113
72%	Weldon	63.5		9	2.5	75	64,942	9,204	2,557	29,797
74%	Harnett	358		56	17	431	366,130	57,272	17,386	154,854
70%	Haywood	333.5		45	13.5	392	341,074	46,022	13,806	171,810
68%	Henderson	233.5		40.5	12.5	286.5	238,803	41,420	12,784	137,890
68%	Hendersonville	51.5		8.5	2.5	62.5	52,670	8,693	2,557	30,081
74%	Hertford	166		27	8	201	169,770	27,613	8,182	72,217
74%	Hoke	156.5		22	6.5	185	160,054	22,500	6,648	66,469
72%	Hyde	51		7	2	60	52,158	7,159	2,045	23,837
72%	Iredell	323		48.5	14.5	386	330,335	49,601	14,829	153,354

*Guidance Counseling and Placement

TABLE: 18(d)
LEVEL: Secondary

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENT MONTHS OF EMPLOYMENT FOR 1978-79
FOR SUB-PARTS 2, 3 & 5
PREPARED ON LATEST AVAILABLE DATA

REIM. RATE	L E A	ESTIMATED MONTHS TO BE ALLOTTED				STATE + FED. TOTAL	ESTIMATED REIMBURSEMENT				
		STATE		FEDERAL			STATE REGULAR	FEDERAL		GC & P*	LOCAL REGULAR
		REGULAR		REGULAR	GC & P*						
72%	Mooresville	71.5		11	3.5	86	73,124		11,250	3,579	34,167
72%	Statesville	113.5		18.5	5.5	137.5	116,078		18,920	5,625	54,627
68%	Jackson	118		23	7	148	120,680		23,522	7,159	71,231
72%	Johnston	461.5		77	23.5	562	471,981		78,749	24,034	223,277
72%	Jones	125.5		11	3.5	140	128,350		11,250	3,579	55,621
72%	Lee/Sanford	225		38.5	11.5	275	230,110		39,374	11,761	109,255
70%	Lenoir	372.5		34	10.5	417	380,959		34,772	10,738	182,767
70%	Kinston	157.5		26	8	191.5	161,077		26,590	8,182	83,933
70%	Lincoln	244		42	12.5	298.5	249,541		42,954	12,784	130,830
68%	Macon	110.5		19	6	135.5	113,009		19,431	6,136	65,215
74%	Madison	139.5		19.5	6	165	142,668		19,943	6,136	59,283
72%	Martin	190.5		32.5	10	233	194,826		33,238	10,227	92,569
72%	McDowell	241		34.5	10.5	286	246,473		35,284	10,738	113,625
68%	Mecklenburg	2,254		326.5	99	2,679.5	2,305,188		333,915	101,248	1,289,617
72%	Mitchell	86.5		17	5	108.5	88,464		17,386	5,114	43,106
70%	Montgomery	145.5		21	6.5	173	148,804		21,477	6,648	75,824
68%	Moore	364		50.5	15.5	430	372,266		51,647	15,852	206,955
70%	Nash	339.5		49.5	15	404	347,210		50,624	15,341	177,069
70%	Rocky Mount	197.5		32	9.5	239	201,985		32,727	9,716	104,751
68%	New Hanover	577.5		91	27.5	696	570,161		93,067	28,125	334,978
74%	Northampton	171.5		29.5	9	210	175,395		30,170	9,204	75,451
68%	Onslow	474		74	22.5	570.5	484,765		75,681	23,011	274,576
68%	Orange	160		20.5	6.5	187	163,634		20,966	6,648	90,001
68%	Chapel Hill	146		23.5	7	176.5	149,316		24,034	7,159	84,948

*Guidance Counseling and Placement

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENT MONTHS OF EMPLOYMENT FOR 1978-79
FOR SUB-PARTS 2, 3 & 5
PREPARED ON LATEST AVAILABLE DATA

REIM. RATE	L E A	ESTIMATED MONTHS TO BE ALLOTTED				ESTIMATED REIMBURSEMENT			
		STATE		FEDERAL		STATE + FED.		STATE	
		REGULAR		REGULAR		TOTAL		REGULAR	
		GC & P*		GC & P*		TOTAL		GC & P*	
REGULAR		REGULAR		TOTAL		REGULAR		LOCAL	
REGULAR		REGULAR		TOTAL		REGULAR		REGULAR	
74%	Pamlico	103	11.5	3.5	118	105,339	11,761	3,579	42,396
72%	Pasquotank	177	28	8.5	213.5	181,020	28,636	8,693	84,821
74%	Pender	154.5	26.5	8	189	158,009	27,102	8,182	67,906
70%	Perquimans	64.5	10	3	77.5	65,965	10,227	3,068	33,967
68%	Person	191.5	35.5	11	238	195,849	36,306	11,250	114,547
70%	Pitt	352.5	56.5	17	426	360,505	57,783	17,386	186,712
70%	Greenville	154.5	28	8.5	191	158,009	28,636	8,693	83,713
70%	Polk	103	8.5	2.5	114	105,339	8,693	2,557	49,965
70%	Tryon	31.5	3.5	1	36	32,215	3,579	1,023	15,778
70%	Randolph	405	60.5	18.5	484	414,198	61,874	18,920	212,132
70%	Asheboro	132	21	6.5	159.5	134,998	21,477	6,648	69,907
74%	Richmond	291	51.5	15.5	358	297,609	52,670	15,852	128,626
74%	Robeson	384.5	69.5	21	475	393,232	71,078	21,477	170,663
74%	Fairmont	76	14.5	4.5	95	77,726	14,829	4,602	34,133
74%	Lumberton	126.5	25	7.5	159	129,373	25,568	7,670	57,127
74%	Maxton	41	7.5	2	50.5	41,931	7,670	2,045	18,144
74%	Red Springs	59	9	3	71	60,340	9,204	3,068	25,510
74%	Saint Pauls	46.5	9	3	58.5	47,556	9,204	3,068	21,018
70%	Rockingham	148	23	7	178	151,361	23,522	7,159	78,016
70%	Eden	139	21.5	6.5	167	142,157	21,988	6,648	73,194
70%	Madison/Mayodan	87.5	12.5	4	104	89,487	12,784	4,091	45,582
70%	Reidsville	144.5	22	6.5	173	147,782	22,500	6,648	75,824
68%	Rowan	412	63.5	19.5	495	421,356	64,942	19,943	238,239
68%	Salisbury	100.5	14.5	4.5	119.5	102,782	14,829	4,602	57,514

*Guidance Counseling and Placement

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENT MONTHS OF EMPLOYMENT FOR 1978-79
FOR SUB-PARTS 2, 3 & 5
PREPARED ON LATEST AVAILABLE DATA

TABLE: 18(f)
LEVEL: Secondary

REIM. RATE	L E A	ESTIMATED MONTHS TO BE ALLOTTED				ESTIMATED REIMBURSEMENT			
		STATE		FEDERAL		STATE + FED.		STATE	
		REGULAR		REGULAR	GC & P*	TOTAL		REGULAR	LOCAL
70%	Rutherford	323.5	54.5	16.5	394.5	330,847	55,738	16,875	172,905
74%	Sampson	315	40.5	12.5	368	322,154	41,420	12,784	132,219
74%	Clinton	92	17	5	114	94,089	17,386	5,113	40,959
72%	Scotland	207.5	33.5	10	251	212,212	34,261	10,227	99,720
70%	Stanly	297	31.5	9.5	338	303,745	32,215	9,716	148,142
70%	Albemarle	71	11	3.5	85.5	72,612	11,250	3,579	37,474
68%	Stokes	205	30.5	9.5	245	209,656	31,193	9,716	117,916
72%	Surry	267.5	44	13.5	325	273,575	44,999	13,807	129,119
72%	Elkin	42	6	2	50	42,954	6,136	2,045	19,864
72%	Mount Airy	68.5	12	3.5	84	70,056	12,273	3,579	33,372
72%	Swain	99.5	11	3.5	114	101,760	11,250	3,579	45,291
68%	Transylvania	143	21	6.5	170.5	146,247	21,477	6,648	82,060
70%	Tyrrell	53	5.5	1.5	60	54,204	5,625	1,534	26,297
70%	Union	338.5	50.5	15.5	404.5	346,187	51,647	15,852	177,288
70%	Monroe	95	14	4	113	97,157	14,318	4,091	49,527
72%	Vance	235	42	12.5	289.5	240,337	42,954	12,784	115,015
68%	Wake	1,563	219.5	66.5	1,849	1,598,496	224,485	68,010	889,905
74%	Warren	133.5	22	6.5	162	136,532	22,500	6,648	58,205
74%	Washington	117.5	17	5	139.5	120,168	17,386	5,113	50,121
68%	Watauga	160.5	26.5	8	195	164,145	27,101	8,182	93,852
72%	Wayne	444	68	20.5	532.5	454,083	69,544	20,965	211,557
72%	Goldsboro	182	29.5	9	220.5	186,133	30,170	9,204	87,602
72%	Wilkes	361	59	18	438	369,198	60,340	18,409	174,013

*Guidance Counseling and Placement

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENT MONTHS OF EMPLOYMENT FOR 1978-79
FOR SUB-PARTS 2, 3 & 5
PREPARED ON LATEST AVAILABLE DATA

TABLE: 18(g)
LEVEL: Secondary

REIM. RATE	L E A	ESTIMATED MONTHS TO BE ALLOTTED				ESTIMATED REIMBURSEMENT			
		STATE REGULAR	FEDERAL		STATE + FED. TOTAL	STATE REGULAR	FEDERAL		LOCAL REGULAR
			REGULAR	GC & P*			REGULAR	GC & P*	
68%	Wilson	400.5	66	20	486.5	409,595	67,499	20,454	234,148
70%	Yadkin	227	27	8	262	232,155	27,613	8,182	114,832
72%	Yancey	87	16.5	5	108.5	88,976	16,875	5,114	43,106
	TOTAL	<u>36,404.0</u>	<u>5,550.0</u>	<u>1,683</u>	<u>43,637.0</u>	<u>37,230,735</u>	<u>5,676,041</u>	<u>1,721,220</u>	<u>19,012,837</u>

*Guidance Counseling and Placement

ESTIMATED ALLOTMENTS BASED ON FORMULAS FOR 1978-79
PREPARED ON LATEST AVAILABLE DATA
SET ASIDE ALLOCATION

TABLE: 19(a)

LEVEL: Secondary

L E A	SUB-PART 2						SUB-PART 4					
	DISADVANTAGED			HANDICAPPED			WORK STUDY			SPECIAL DISADVANTAGED		
	ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED		
	Federal	State	Local	Federal	State	Local	State	Federal	Local	State	Federal	Local
Alamance	21,715	8,593	12,989	10,860	4,297	6,496		1,012	434			
Burlington	13,392	5,299	8,010	6,698	2,650	4,006		984	422			
Alexander	8,508	3,367	4,172	4,255	1,684	2,087		775	272			
Alleghany	3,528	1,396	2,317	1,764	698	1,159		715	336			
Anson	10,744	4,251	5,269	5,373	2,126	2,635		839	295			
Ashe	10,151	4,017	6,072	5,077	2,009	3,037		895	384			
Avery	6,373	2,522	3,125	3,187	1,261	1,563		1,118	393		13,079	
Beaufort	8,600	3,403	5,144	4,301	1,702	2,573		740	317			
Washington	7,044	2,787	4,213	3,523	1,394	2,107		825	354			
Bertie	10,202	4,037	5,537	5,102	2,019	2,769		1,076	418		13,139	
Bladen	14,079	5,571	6,904	7,041	2,786	3,453		1,001	352			
Brunswick	13,246	5,241	8,700	6,625	2,621	4,351		1,182	556		13,210	
Buncombe	46,760	18,502	30,712	23,386	9,254	15,360		832	392			
Asheville	12,274	4,857	8,062	6,138	2,429	4,032		849	400			
Burke	22,491	8,899	13,453	11,248	4,451	6,728		1,040	446		13,358	
Cabarrus	13,726	5,431	8,210	6,865	2,716	4,106		722	309			
Concord	4,810	1,903	2,877	2,406	952	1,439		743	318			
Kannapolis	8,020	3,173	4,797	4,011	1,587	2,399		740	317			
Caldwell	23,684	9,372	12,855	11,845	4,687	6,429		839	326			
Camden	2,351	930	1,276	1,176	465	638		640	249			
Carteret	12,323	4,876	8,094	6,163	2,439	4,048		902	424			
Caswell	7,577	2,998	3,716	3,789	1,500	1,858		945	332			
Catawba	21,502	8,508	14,122	10,754	4,255	7,063		821	386			
Hickory	9,019	3,569	5,924	4,511	1,785	2,963		878	413			
Newton	5,140	2,034	3,376	2,571	1,017	1,688		863	406			

TABLE: 19(b)
LEVEL: Secondary

ESTIMATED ALLOTMENTS BASED ON FORMULAS FOR 1978-79
PREPARED ON LATEST AVAILABLE DATA
SET ASIDE ALLOCATION

L E A	SUB-PART 2						SUB-PART 4					
	DISADVANTAGED			HANDICAPPED			WORK STUDY			SPECIAL DISADVANTAGED		
	ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED		
	Federal	State	Local	Federal	State	Local	State	Federal	Local	State	Federal	Local
Chatham	10,918	4,320	7,171	5,460	2,161	3,586		665	313			
Cherokee	7,433	2,941	3,645	3,718	1,471	1,823		994	349			
Chowan	4,908	1,942	2,664	2,455	971	1,332		828	322			
Clay	2,564	1,015	1,257	1,282	507	629		899	316			
Cleveland	16,327	6,461	8,862	8,166	3,231	4,432		856	333			
Kings Mountain	7,199	2,849	3,908	3,601	1,425	1,955		945	368			
Shelby	7,882	3,119	4,296	3,942	1,560	2,140		825	321			
Columbus	17,757	7,026	8,708	8,881	3,514	4,355		938	330			
Whiteville	5,600	2,216	2,746	2,800	1,108	1,373		987	347		13,077	
Craven	11,447	4,530	6,213	5,725	2,265	3,107		757	294			
New Bern	10,247	4,055	5,562	5,125	2,028	2,782		952	370			
Cumberland	57,670	22,819	34,495	28,842	11,413	17,252		871	373			
Fayetteville	19,026	7,529	11,381	9,515	3,765	5,691		810	347			
Currituck	3,555	1,407	1,930	1,778	704	965		973	378		13,066	
Dare	2,976	1,178	1,955	1,488	589	977		761	358			
Davidson	25,887	10,243	15,484	12,947	5,123	7,744		782	335			
Lexington	6,332	2,505	3,787	3,167	1,253	1,894		810	347			
Thomasville	5,245	2,075	3,137	2,623	1,038	1,569		771	330			
Davie	8,163	3,230	4,883	4,083	1,616	2,442		732	314			
Duplin	18,349	7,261	9,959	9,177	3,631	4,981		980	381			
Durham	31,382	12,418	20,612	15,695	6,211	10,309		725	341			
Durham City	17,867	7,070	11,735	8,936	3,536	5,869		955	449			
Edgecombe	14,083	5,573	7,644	7,043	2,787	3,823		994	387		13,172	
Tarboro	7,546	2,986	4,096	3,774	1,493	2,048		878	341			
Forsyth	73,414	29,049	48,218	36,716	14,529	24,115		747	352			

TABLE: 19(c)
LEVEL: Secondary
ESTIMATED ALLOTMENTS BASED ON FORMULAS FOR 1978-79
PREPARED ON LATEST AVAILABLE DATA
SET ASIDE ALLOCATION

L E A	SUB-PART 2										SUB-PART 4		
	DISADVANTAGED					HANDICAPPED					WORK STUDY		
	ESTIMATED FUNDS ALLOTTED					ESTIMATED FUNDS ALLOTTED					ESTIMATED FUNDS ALLOTTED		
	Federal	State	Local	Federal	State	Local	Federal	State	Local	Federal	State	Federal	Local
Franklin	9,921	3,926	4,865	4,962	1,963	2,433	1,001		352			13,135	
Franklinton	2,781	1,101	1,364	1,391	550	682	987		347			13,039	
Gaston	58,465	23,134	34,971	29,240	11,570	17,490	895		384				
Gates	3,321	1,314	1,629	1,661	657	814	658		231				
Graham	3,038	1,202	1,490	1,519	601	745	1,295		455			13,042	
Granville	12,750	5,045	6,252	6,376	2,523	3,127	1,012		356				
Greene	7,144	2,827	3,503	3,573	1,414	1,752	959		337				
Guilford	43,328	17,145	28,458	21,669	8,575	14,232	754		355				
Greensboro	47,324	18,726	31,082	23,668	9,365	15,545	768		361				
High Point	17,162	6,791	11,272	8,583	3,396	5,637	800		376				
Halifax	16,019	6,339	8,695	8,012	3,170	4,349	1,100		428			13,224	
Roanoke Rapids	5,870	2,323	3,186	2,936	1,162	1,594	1,005		391				
Weldon	3,296	1,304	1,789	1,648	652	894	1,175		457			13,045	
Harnett	20,608	8,154	10,106	10,306	4,078	5,054	810		285				
Haywood	16,569	6,556	9,911	8,287	3,279	4,957	711		305				
Henderson	14,844	5,874	9,750	7,424	2,938	4,876	612		288				
Hendersonville	3,200	1,266	2,102	1,600	633	1,051	644		303				
Hertford	9,862	3,902	4,836	4,932	1,952	2,419	821		288				
Hoke	7,991	3,162	3,919	3,997	1,581	1,960	1,122		394			13,118	
Hyde	2,506	992	1,360	1,254	496	681	863		336				
Iredell	17,835	7,057	9,680	8,919	3,529	4,841	917		357				
Mooreville	4,129	1,634	2,241	2,065	817	1,121	1,023		398			13,063	
Statesville	6,726	2,661	3,651	3,364	1,331	1,826	867		337				
Jackson	8,436	3,338	5,541	4,219	1,670	2,771	761		358				
Johnston	28,166	11,145	15,287	14,087	5,574	7,646	835		325				

TABLE: 19(d)
LEVEL: Secondary

L E A	SUB-PART 2										SUB-PART 4		
	DISADVANTAGED					HANDICAPPED					SPECIAL DISADVANTAGED		
	ESTIMATED FUNDS ALLOTTED					ESTIMATED FUNDS ALLOTTED					ESTIMATED FUNDS ALLOTTED		
	Federal	State	Local	Federal	State	Local	Federal	State	Local	State	Federal	Local	Local
Jones	4,080	1,614	2,214	2,040	807	1,107	750		292				
Sanford/Lee	14,112	5,584	7,660	7,058	2,793	3,831	757		294				
Lenoir	12,530	4,958	7,495	6,267	2,480	3,749	824		353				
Kinston	9,628	3,810	5,759	4,815	1,905	2,880	934		400				
Lincoln	15,390	6,090	9,206	7,697	3,046	4,604	973		417		13,226		
Macon	7,052	2,790	4,632	3,527	1,396	2,317	771		363				
Madison	7,171	2,837	3,516	3,586	1,419	1,759	747		262				
Martin	11,851	4,690	6,433	5,927	2,345	3,217	1,069		416				
McDowell	12,604	4,987	6,841	6,304	2,494	3,421	931		362				
Mecklenburg	119,761	47,389	78,659	59,896	23,701	39,340	768		361				
Mitchell	6,153	2,435	3,340	3,077	1,218	1,670	962		374		13,076		
Montgomery	7,731	3,059	4,624	3,866	1,530	2,313	881		378				
Moore	18,495	7,318	12,147	9,250	3,660	6,075	881		415				
Nash	18,103	7,163	10,828	9,054	3,583	5,416	867		372				
Rocky Mount	11,747	4,648	7,026	5,875	2,325	3,514	853		366				
New Hanover	33,448	13,235	21,968	16,728	6,619	10,987	948		446				
Northampton	10,799	4,273	5,296	5,401	2,137	2,648	849		298				
Onslow	27,138	10,739	17,824	13,573	5,371	8,915	867		408				
Orange	7,585	3,001	4,982	3,793	1,501	2,491	694		327				
Chapel Hill	8,570	3,391	5,629	4,286	1,696	2,815	495		233				
Pamlico	4,252	1,683	2,085	2,127	842	1,043	1,062		373		13,060		
Pasquotank	10,229	4,048	5,552	5,116	2,024	2,777	803		312				
Pender	9,685	3,832	4,749	4,844	1,917	2,375	1,104		388		13,144		
Perquimans	3,752	1,484	2,244	1,876	742	1,122	899		385				
Person	13,092	5,181	8,599	6,548	2,591	4,301	959		451				

TABLE: 19(e)
LEVEL: Secondary

ESTIMATED ALLOTMENTS BASED ON FORMULAS FOR 1978-79
PREPARED ON LATEST AVAILABLE DATA
SET ASIDE ALLOCATION

L E A	SUB-PART 2						SUB-PART 4					
	DISADVANTAGED			HANDICAPPED			WORK STUDY			SPECIAL DISADVANTAGED		
	ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED			ESTIMATED FUNDS ALLOTTED		
	Federal	State	Local	Federal	State	Local	State	Federal	Local	State	Federal	Local
Pitt	20,577	8,142	12,308	10,291	4,072	6,156		736	315			
Greenville	10,291	4,072	6,156	5,147	2,037	3,079		690	296			
Polk	3,103	1,228	1,856	1,552	614	928		570	244			
Tryon	1,216	481	727	608	241	364		414	177			
Randolph	22,271	8,813	13,322	11,138	4,407	6,662		909	390			
Asheboro	7,702	3,048	4,607	3,852	1,524	2,304		750	321			
Richmond	18,815	7,445	9,226	9,410	3,724	4,615		885	311			
Robeson	25,471	10,079	12,490	12,739	5,041	6,247		1,200	422		13,345	
Fairmont	5,312	2,102	2,605	2,657	1,051	1,303		1,302	457		13,069	
Lumberton	9,251	3,660	4,536	4,626	1,831	2,269		1,221	429		13,122	
Maxton	2,683	1,062	1,316	1,342	531	658		1,253	440		13,039	
Red Springs	3,354	1,327	1,645	1,677	664	823		1,132	398			
Saint Pauls	3,343	1,323	1,639	1,672	662	820		1,242	436		13,043	
Rockingham	8,514	3,369	5,093	4,258	1,685	2,547		1,051	450		13,137	
Eden	7,854	3,108	4,699	3,928	1,554	2,349		1,044	447		13,125	
Madison/Mayodan	4,566	1,807	2,731	2,283	904	1,366		1,019	437		13,072	
Reidsville	8,061	3,190	4,822	4,031	1,595	2,411		998	428		13,128	
Rowan	23,297	9,218	15,301	11,651	4,610	7,652		694	327			
Salisbury	5,347	2,116	3,512	2,674	1,058	1,756		708	333			
Rutherford	19,933	7,887	11,923	9,969	3,945	5,963		870	373			
Sampson	14,873	5,885	7,293	7,438	2,943	3,647		786	276			
Clinton	6,160	2,437	3,021	3,081	1,219	1,511		846	297			
Scotland	12,335	4,881	6,695	6,169	2,441	3,348		888	345			
Stanly	11,620	4,598	6,951	5,811	2,300	3,476		747	320			
Albemarle	4,074	1,612	2,437	2,037	806	1,218		761	326			

ESTIMATED ALLOTMENTS BASED ON FORMULAS FOR 1978-79
PREPARED ON LATEST AVAILABLE DATA
SET ASIDE ALLOCATION

TABLE: 19(f)
LEVEL: Secondary

L E A	SUB-PART 2										SUB-PART 4		
	DISADVANTAGED					HANDICAPPED					WORK STUDY		
	ESTIMATED FUNDS ALLOTTED					ESTIMATED FUNDS ALLOTTED					ESTIMATED FUNDS ALLOTTED		
	Federal	State	Local	Federal	State	Federal	State	Local	State	Federal	Local	State	Local
Stokes	11,220	4,440	7,369	5,611	2,220	3,685	856	403					
Surry	16,081	6,363	8,728	8,042	3,182	4,365	948	369					
Elkin	2,119	838	1,150	1,060	419	575	941	366					
Mount Airy	4,416	1,747	2,397	2,209	874	1,199	955	371				13,062	
Swain	4,057	1,605	2,202	2,029	803	1,101	1,182	460				13,048	
Transylvania	7,622	3,016	5,006	3,812	1,508	2,504	683	321					
Tyrrell	2,027	802	1,212	1,014	401	606	1,016	435					
Union	18,472	7,309	11,049	9,239	3,656	5,526	803	344					
Monroe	5,118	2,025	3,061	2,559	1,013	1,531	885	379					
Vance	15,340	6,070	8,326	7,672	3,036	4,164	867	337					
Wake	80,603	31,894	52,940	40,312	15,951	26,477	633	298				13,106	
Warren	8,133	3,218	3,988	4,067	1,610	1,995	1,139	400					
Washington	6,311	2,497	3,095	3,156	1,249	1,548	778	273					
Watauga	9,720	3,846	6,384	4,861	1,924	3,193	817	384					
Wayne	24,936	9,867	13,535	12,471	4,935	6,769	786	306					
Goidsboro	10,822	4,282	5,874	5,412	2,142	2,938	817	318					
Wilkes	21,680	8,579	11,767	10,843	4,291	5,885	764	297					
Wilson	24,132	9,549	15,850	12,069	4,776	7,927	842	396					
Yadkin	9,971	3,945	5,964	4,987	1,973	2,983	800	343					
Yancey	6,024	2,384	3,270	3,013	1,192	1,635	934	363					
TOTAL	<u>2,036,112</u>	<u>805,676</u>	<u>1,210,600</u>	<u>1,018,310</u>	<u>402,945</u>	<u>605,442</u>	<u>127,616</u>	<u>51,955</u>				<u>393,569</u>	

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENT FOR FEDERAL MONTHS OF EMPLOYMENT FOR 1978-79
FOR SUB-PARTS 2, 3 & 5
PREPARED ON LATEST AVAILABLE DATA

TABLE 19-1a
Secondary

REIN. RATE	L E A	ESTIMATED FEDERAL MONTHS OF EMPLOYMENT					ESTIMATED REIMBURSEMENT			
		SUB PART 2	SUB PART 3	SUB-PART 5		SUB PART 2	SUB PART 3	SUB-PART 5		
				EDA COUNTIES	OTHER COUNTIES			EDA COUNTIES	OTHER COUNTIES	
70%	Alamance	38.5	18		20.5	37,965	18,409		22,500	
70%	Burlington	29.5	11		7	29,090	11,250		7,683	
74%	Alexander	19.5	7		3.5	19,229	7,159		3,841	
68%	Alleghany	6.5	3		3	6,410	3,068		3,292	
74%	Anson	24.5	9	5		24,159	9,204	7,051		
70%	Ashe	21.5	8.5	6		21,201	8,693	8,461		
74%	Avery	16	5.5	1.5		15,778	5,625	2,115		
70%	Beaufort	18.5	7	5		18,243	7,159	7,050		
70%	Washington	16	6	3		15,777	6,136	4,230		
72%	Bertie	22	8.5	6		21,694	8,693	8,461		
74%	Bladen	32	11.5	6.5		31,555	11,761	9,166		
68%	Brunswick	31	11	5		30,569	11,250	7,050		
68%	Buncombe	105.5	38.5		22	104,033	39,374		24,146	
68%	Asheville	26.5	10		7	26,132	10,227		7,683	
70%	Burke	50	18.5		11.5	49,305	18,920		12,622	
70%	Cabarrus	30.5	11.5		7	30,076	11,761		7,683	
70%	Concord	8.5	4		4.5	8,382	4,091		4,939	
70%	Kannapolis	17.5	6.5		4.5	17,257	6,648		4,939	
72%	Caldwell	48.5	19.5		16	47,826	19,943		17,561	
72%	Camden	4.5	2	2		4,437	2,045	2,820		
68%	Carteret	29	10	4.5		28,597	10,227	6,345		
74%	Caswell	17	6.5	3.5		16,764	6,648	4,935		
68%	Catawba	47.5	18		11	46,840	18,409		12,073	
68%	Hickory	20.5	7.5		4	20,215	7,670		4,390	
68%	Newton	11.5	4.5		2.5	11,340	4,602		2,744	
68%	Chatham	18.5	9		11.5	18,243	9,204		12,622	
74%	Cherokee	18.5	6	2		18,243	6,136	2,820		
72%	Chowan	11.5	4	2.5		11,340	4,091	3,525		
74%	Clay	6.5	2	.5		6,410	2,045	705		
72%	Cleveland	38.5	13.5		6	37,965	13,807		6,585	

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENT FOR FEDERAL MONTHS OF EMPLOYMENT FOR 1978-79
FOR SUB-PARTS 2, 3 & 5
PREPARED ON LATEST AVAILABLE DATA

TABLE 19-1b
Secondary

REIN. RATE	L E A	ESTIMATED FEDERAL MONTHS OF EMPLOYMENT					ESTIMATED REIMBURSEMENT				
		SUB PART 2	SUB PART 3	SUB-PART 5		SUB PART 2	SUB PART 3	ED A COUNTIES	SUB PART 5	ED A COUNTIES	OTHER COUNTIES
				ED A COUNTIES	OTHER COUNTIES						
72%	Kings Mountain	16.5	6		3	16,271	6,136				3,293
72%	Shelby	20	6.5		1.5	19,722	6,648			15,511	1,646
74%	Columbus	37	14.5	11		36,486	14,829				
74%	Whiteville	12	4.5	3.5		11,833	4,602				
72%	Graven	28.5	9.5	2.5		28,104	9,716			3,525	
72%	New Bern	24.5	8.5	3.5		24,159	8,693			4,936	
70%	Cumberland	115.5	47.5		41.5	113,894	48,579				45,548
70%	Fayetteville	40.5	15.5		11.5	39,937	15,852				12,622
72%	Currituck	7.5	3	2		7,396	3,068			2,820	
68%	Dare	6	2.5	2		5,917	2,557			2,820	
70%	Davidson	57.5	21.5		13	56,701	21,988				14,268
70%	Lexington	13	5		4.5	12,819	5,114				4,939
70%	Thomasville	11.5	4.5		3	11,340	4,602				3,293
70%	Davie	18	7		4	17,750	7,159				4,390
72%	Duplin	43.5	15	6.5		42,895	15,341			9,166	
68%	Durham	71	26		14.5	70,013	26,591				15,915
68%	Durham City	39.5	15		9	38,951	15,341				9,878
72%	Edgecombe	32.5	11.5	6		32,048	11,761			8,461	
72%	Tarboro	17.5	6	3		17,257	6,136			4,230	
68%	Forsyth	155.5	60.5		44.5	153,338	61,874				48,841
74%	Franklin	22.5	8	4.5		22,187	8,182			6,346	
74%	Franklinton	6	2.5	1.5		5,917	2,557			2,115	
70%	Gaston	151	48.5	8.5		148,901	49,601			11,986	
74%	Gates	7	2.5	2		6,903	2,557			2,820	
74%	Graham	7.5	2.5	1		7,396	2,557			1,410	
74%	Granville	27.5	10.5		7	27,118	10,738				7,683
74%	Greene	16.5	6	3		16,271	6,136			4,230	
68%	Cuiford	91	36		27	89,735	36,818				29,634
68%	Greensboro	108	39		21	106,499	39,886				23,048
68%	High Point	32	14		15	31,555	14,318				16,463

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENT FOR FEDERAL MONTHS OF EMPLOYMENT FOR 1978-79
FOR SUB-PARTS 2, 3 & 5
PREPARED ON LATEST AVAILABLE DATA

TABLE 19-1c
Secondary

REIM. RATE	L E A	ESTIMATED FEDERAL MONTHS OF EMPLOYMENT					ESTIMATED REIMBURSEMENT			
		SUB PART 2	SUB PART 3	SUB-PART 5		SUB PART 2	SUB PART 3	EDA COUNTIES	SUB-PART 5	
				EDA COUNTIES	OTHER COUNTIES				EDA COUNTIES	OTHER COUNTIES
72%	Halifax	37	13	6.5		36,486	13,295		9,166	
72%	Roanoke Rapids	15	5	1		14,791	5,114		1,410	
72%	Weldon	7.5	2.5	1.5		7,396	2,557		2,115	
74%	Harnett	38.5	17		17.5	37,965	17,386			19,207
70%	Haywood	35.5	13.5		9.5	35,006	13,806			10,427
68%	Henderson	33.5	12.5		7	33,034	12,784			7,683
68%	Hendersonville	7	2.5		1.5	6,903	2,557			1,646
74%	Hertford	22	8	5		21,694	8,182		7,051	
74%	Hoke	18.5	6.5	3.5		18,243	6,648		4,935	
72%	Hyde	6	2	1		5,916	2,045		1,410	
72%	Iredell	37.5	14.5		11	36,979	14,829			12,073
72%	Mooreville	8	3.5		3	7,889	3,579			3,293
72%	Statesville	15.5	5.5		3	15,284	5,625			3,293
68%	Jackson	19	7	4		18,736	7,159		5,640	
72%	Johnston	67	23.5	10		66,069	24,034		14,101	
72%	Jones	6.5	3.5	4.5		6,410	3,579		6,345	
72%	Lee/Sanford	31	11.5		7.5	30,569	11,761			8,231
70%	Lenoir	28	10.5	6		27,611	10,738		8,461	
70%	Kinston	22	8	4		21,694	8,182		5,641	
70%	Lincoln	39	12.5	3		38,458	12,784		4,230	
68%	Macon	16	6	3		15,777	6,136		4,230	
74%	Madison	17.5	6	2		17,257	6,136		2,820	
72%	Martin	27.5	10	5		27,118	10,227		7,051	
72%	McDowell	27.5	10.5		7	27,118	10,738			7,683
68%	Mecklenburg	290.5	99		36	286,472	101,247			39,511
72%	Mitchell	14	5	3		13,805	5,114		4,230	
70%	Montgomery	15	6.5		6	14,791	6,648			6,585
68%	Moore	38.5	15.5		12	37,965	15,852			13,171
70%	Nash	36.5	15		13	35,993	15,341			14,268
70%	Rocky Mount	25	9.5		7	24,652	9,716			7,683

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENT FOR FEDERAL MONTHS OF EMPLOYMENT FOR 1978-79
FOR SUB-PARTS 2, 3 & 5
PREPARED ON LATEST AVAILABLE DATA

TABLE 19-Id
Secondary

REIM. RATE	L E A	ESTIMATED FEDERAL MONTHS OF EMPLOYMENT					ESTIMATED REIMBURSEMENT				
		SUB PART 2	SUB PART 3	SUB-PART 5		SUB PART 2	SUB PART 3	EDA COUNTIES	SUB-PART 5 OTHER COUNTIES	SUB-PART 5 OTHER COUNTIES	SUB-PART 5 OTHER COUNTIES
				EDA COUNTIES	OTHER COUNTIES						
68%	New Hanover	76	27.5		15	74,944	28,125				16,463
74%	Northampton	24.5	9	5.5		24,159	9,204			7,756	
68%	Onslow	65	22.5	9		64,097	23,011			12,691	
68%	Orange	16	6.5		4.5	15,778	6,648				4,939
68%	Chapel Hill	22	7	1.5		21,694	7,159				1,646
74%	Pamlico	9.5	3.5	2		9,368	3,579			2,820	
72%	Pasquotank	22	8.5		6	21,694	8,693				6,585
74%	Pender	23	8	3.5		22,680	8,182			4,935	
70%	Perquimans	8	3	2		7,889	3,068			2,820	
68%	Person	30.5	11	5		30,076	11,250			7,051	
70%	Pitt	48.5	17	8		47,826	17,386			11,281	
70%	Greenville	25.5	8.5	2.5		25,146	8,693			3,525	
70%	Polk	5	2.5		3	4,931	2,557				3,293
70%	Tryon	2	1		1.5	1,972	1,023				1,646
70%	Randolph	50.5	18.5	10		49,798	18,920			10,976	
70%	Asheboro	15	6.5		6	14,791	6,648			6,585	
74%	Richmond	38.5	15.5		13	37,965	15,852				14,268
74%	Robeson	59.5	21	10		58,673	21,477			14,101	
74%	Fairmont	11.5	4.5	3		11,340	4,602			4,230	
74%	Lumberton	22	7.5	3		21,694	7,670			4,230	
74%	Maxton	5.5	2	2		5,424	2,045			2,820	
74%	Red Springs	7	3	2		6,903	3,068			2,820	
74%	Saint Pauls	8	3	1		7,889	3,068			1,410	
70%	Rockingham	18.5	7		4.5	18,243	7,159				4,939
70%	Eden	18.5	6.5	3		18,243	6,648				3,293
70%	Madison/Mayodan	11	4		1.5	10,847	4,091				1,646
70%	Reidsville	18	6.5	4		17,750	6,648				4,390
68%	Rowan	48	19.5	15.5		47,333	19,943				17,012
68%	Salisbury	11.5	4.5	3		11,340	4,602				3,293
70%	Rutherford	43.5	16.5	11		42,895	16,875				12,073

STATE BOARD OF EDUCATION
ESTIMATED ALLOTMENT FOR FEDERAL MONTHS OF EMPLOYMENT FOR 1978-79
FOR SUB-PARTS 2, 3 & 5
PREPARED ON LATEST AVAILABLE DATA

TABLE 19-1e
Secondary

REIM. RATE	L E A	ESTIMATED FEDERAL MONTHS OF EMPLOYMENT					ESTIMATED REIMBURSEMENT			
		SUB PART 2	SUB PART 3	SUB-PART 5		SUB PART 2	SUB PART 3	SUB-PART 5		
				EDA COUNTIES	OTHER COUNTIES			EDA COUNTIES	OTHER COUNTIES	
74%	Sampson	31.5	12.5	9		31,062	12,784	12,691		
74%	Clinton	14.5	5	2.5		14,299	5,113	3,525		
72%	Scotland	28.5	10	5		28,104	10,227	7,051		
70%	Stanly	24.5	9.5		7	24,159	9,716		7,683	
70%	Aibemarle	7.5	3.5		3.5	7,396	3,579		3,841	
68%	Stokes	23.5	9.5		7	23,173	9,716		7,683	
72%	Surry	31	13.5		13	30,569	13,807		14,268	
72%	Elkin	4.5	2		1.5	4,437	2,045		1,646	
72%	Mount Airy	10.5	3.5		1.5	10,354	3,579		1,646	
72%	Swain	10	3.5	1		9,861	3,579	1,410		
68%	Transylvania	16.5	6.5		4.5	16,271	6,648	2,115	4,939	
70%	Tyrrell	4	1.5	1.5		3,944	1,534			
70%	Union	38.5	15.5		12	37,965	15,852		13,171	
70%	Monroe	11	4		3	10,847	4,091		3,293	
72%	Vance	35.5	12.5		6.5	35,007	12,784		7,134	
68%	Wake	170	66.5		49.5	167,637	68,010		54,329	
74%	Warren	17	6.5	5		16,764	6,648	7,051		
74%	Washington	14	5	3		13,805	5,113	4,230		
68%	Watauga	24.5	8	2		24,159	8,182	2,820		
72%	Wayne	57.5	20.5	10.5		56,701	20,965	14,806		
72%	Goldsboro	27	9	2.5		26,625	9,204	3,525		
72%	Wilkes	45.5	18		13.5	44,867	18,409		14,817	
68%	Wilson	57	20	9		56,208	20,454	12,691		
70%	Yadkin	20	8		7	19,722	8,182		7,683	
72%	Yancey	16.5	5			16,270	5,114			
	TOTAL	4,529	1,683	286	735	4,466,057	1,721,220	403,286	806,698	

TABLE: 20

RANK ORDER IN WHICH APPLICATIONS WILL BE CONSIDERED

1978-79

POST-SECONDARY

	Economically Depressed Area	New Programs	General Unemployment Rate			
Robeson TI	*	*	10.9			
Martin CC	*	*	9.3			
Halifax CC	*	*	9.1			
Tri-County TI	*	*	8.9			
Piedmont TI	*	*	8.0			
Southeastern CC	*	*	8.0			
Carteret TI	*	*	6.6			
Anson TI	*	*	6.4			
Lenoir CC	*	*	6.4			
Wayne CC	*	*	6.4			
Beaufort Co. TI	*	*	6.1			
Wilson Co. TI	*	*	6.1			
Southwestern TI	*	*	5.7			
Craven CC	*	*	5.6			
Pitt TI	*	*	5.2			
Pamlico TI	*		9.5			
Bladen TI	*		9.2			
James Sprunt Institute	*		8.7			
Mayland TI	*		8.0			
Edgecombe TI	*		7.1			
Johnston TI	*		6.8			
Coastal Carolina CC	*		6.7			
Gaston College	*		6.2			
Sampson TI	*		6.2			
Roanoke-Chowan TI	*		5.9			
TI of Alamance		*	8.9			
Western Piedmont CC		*	8.0			
Cape Fear TI		*	7.1			
Fayetteville TI		*	6.9			
Catawba Valley TI		*	6.6			
Sandhills CC		*	6.1			
Randolph TI		*	6.0			
Nash TI		*	5.9			
Caldwell CC & TI		*	5.8			
Isothermal CC		*	5.8			
Forsyth TI		*	5.6			
Guilford TI		*	5.5			
Stanly TI		*	5.0			
Durham TI		*	4.9			
College of The Albemarle		*	4.8			
Rowan TI		*	4.7			
Wake TI		*	4.1			
Blue Ridge TI		*	4.0			
Rockingham CC			8.2			
Vance-Granville CC			7.8			
Mitchell CC			7.5			
Surry CC			7.5			
Cleveland Co. TI			6.8			
Richmond TI			6.7			
Montgomery TI			6.3			
Asheville-Buncombe TI			6.0			
Davidson Co. CC			5.9			
Central Carolina TI			5.8			
Central Piedmont CC			5.6			
McDowell TI			5.5			
Haywood TI			5.0			
Wilkes CC			4.9			

DATA SOURCES: EDA - Table 7; New Programs - Local Applications; Unemployment - Table 8

ESTIMATE OF ALLOTMENTS OF FEDERAL AND
REQUIRED MATCHING FUNDS BY PURPOSE
1978-79

POST-SECONDARY

	DIS- ADVANTAGED	HANDI- CAPPED	SUBPART 2	SUBPART 3*	SUBPART 4	TOTAL	PERCENT OF FEDERAL FUNDS**
Anson TI	14,271	7,135	30,397	11,986		63,789	52%
Asheville-Buncombe TI	58,674	29,337	124,979	49,281		262,271	48
Beaufort County TI	22,021	11,010	46,905	18,495		98,431	50
Bladen TI	19,007	9,503	40,486	15,964		84,960	50
Blue Ridge TI	22,813	11,406	48,593	19,161		101,973	48
Caldwell CC & TI	21,951	10,976	46,758	18,437		98,122	50
Cape Fear TI	40,557	20,279	86,389	34,064	17,578	198,867	45
Carteret TI	15,366	7,683	32,730	12,906	6,660	75,345	48
Catawba Valley TI	29,861	14,930	63,604	25,080		133,475	45
Central Carolina TI	14,566	7,283	31,026	12,234		55,109	50
Central Piedmont CC	132,238	66,119	281,674	111,068		591,099	45
Cleveland County TI	30,638	15,319	65,261	25,733		136,951	50
Coastal Carolina CC	59,322	29,661	126,359	49,825		265,167	55
College of Albemarle	15,087	7,544	32,136	12,672		67,439	55
Craven CC	33,956	16,978	72,327	28,519		151,780	55
Davidson County CC	34,892	17,446	74,322	29,306		155,966	48
Durham TI	60,265	30,132	128,367	50,617		269,381	50
Edgecombe TI	33,947	16,974	72,310	28,513	14,714	166,458	52
Fayetteville TI	115,475	57,738	245,968	96,988		516,169	55
Forsyth TI	84,825	42,412	180,681	71,245		379,163	48
Gaston College	51,014	25,507	108,662	42,847	22,110	250,140	48
Guilford TI	103,779	51,889	221,054	87,164		463,886	45
Halifax County CC	37,087	18,544	78,998	31,150	16,074	181,853	52
Haywood TI	18,032	9,016	38,408	15,145		80,601	52
Isothermal CC	20,131	10,066	42,880	16,908		89,985	48
James Sprunt Inst.	24,536	12,268	52,262	20,608		109,674	52
Johnston TI	36,955	18,478	78,716	31,039		165,188	55
Lenoir CC	35,348	17,674	75,294	29,689	15,321	173,326	52
Martin CC	16,117	8,059	34,331	13,537		72,044	48
Mayland TI	25,118	12,559	53,503	21,097	10,887	123,164	52
McDowell TI	13,303	6,652	28,337	11,173		59,465	52
Mitchell CC	26,906	13,453	57,311	22,598	11,662	131,930	52
Montgomery TI	9,416	4,708	20,056	7,908	4,081	46,169	48
Nash TI	38,238	19,119	81,449	32,116		170,922	52
Pamlico TI	5,435	2,717	11,577	4,565	2,356	26,650	55
Piedmont TI	13,825	6,912	29,447	11,611		61,795	45
Pitt TI	54,638	27,319	116,383	45,891		244,231	50
Randolph TI	27,543	13,772	58,668	23,134		123,117	52
Richmond TI	21,491	10,746	45,778	18,051	9,315	105,381	55
Roanoke-Chowan TI	15,203	7,602	32,383	12,769		67,957	52
Robeson TI	61,829	30,914	131,698	51,930	26,798	303,169	55
Rockingham CC	28,928	14,464	61,618	24,297	12,538	141,845	48
Rowan TI	31,828	15,914	67,794	26,732		142,268	48
Sampson TI	30,247	15,124	64,429	25,405		135,205	55
Sandhills CC	20,384	10,192	43,418	17,120		91,114	48
Southeastern CC	31,883	15,941	67,912	26,778		142,514	55
Southwestern TI	14,718	7,359	31,351	12,362		65,790	45
Stanly TI	15,667	7,834	33,372	13,159		79,032	52
Surry CC	22,721	11,361	48,397	19,084	9,848	111,411	50
T. I. of Alamance	32,261	16,131	68,718	27,097		144,207	50
Tri-County TI	16,193	8,096	34,491	13,600	7,018	79,398	55
Vance-Granville CC	37,497	18,748	79,870	31,494		167,609	52
Wake TI	107,110	53,555	228,150	89,963		478,778	45
Wayne CC	49,796	24,898	106,068	41,824		222,586	52
Western Piedmont CC	22,601	11,301	48,141	18,983	9,795	110,821	50
Wilkes CC	25,721	12,860	54,786	21,603		114,970	52
Wilson County TI	33,085	16,541	70,474	27,789		147,889	48
TOTAL	2,036,316	1,018,158	4,337,456	1,710,314	196,755	9,298,999	

*20 percent of these funds must be used for Guidance and Counseling.

**Applies to Disadvantaged, Handicapped, Subpart 2 and Subpart 3 only.
Subpart 4 is 100% federally funded.

TABLE: 22

PERCENT ENTITLEMENT OF FUNDS

POST-SECONDARY

	POPULATION OF ADMINISTRATIVE AREA AGE 15-64	NUMBER OF HANDICAPPED INDIVIDUALS IN ADMINIS- TRATIVE AREA OF INSTITUTION	NUMBER OF INDIVIDUALS HAVING INCOME BELOW THE POVERTY LEVEL	NUMBER OF INDIVIDUALS WITH LIMITED ENGLISH SPEAK- ING ABILITY	TARGET POTENTIAL COLUMNS 1-3	PERCENT OF SYSTEM TOTAL
Anson TI	14,409	1,729	4,971	1	6,701	.7008
Asheville-Buncombe TI	97,012	11,641	15,619	291	27,551	2.8814
Beaufort County TI	24,438	2,933	7,405	2	10,340	1.0814
Bladen TI	18,397	2,208	6,715	2	8,925	.9334
Blue Ridge TI	30,861	3,703	6,975	34	10,712	1.1203
Caldwell CC & TI	39,005	4,681	5,617	9	10,307	1.0780
Cape Fear TI	62,996	7,560	11,402	82	19,044	1.9917
Carteret TI	23,861	2,863	4,295	57	7,215	.7546
Catawba Valley TI	65,279	7,833	6,136	52	14,021	1.4664
Central Carolina TI	21,626	2,595	4,239	5	6,839	.7153
Central Piedmont CC	251,660	30,199	31,458	436	62,093	6.4940
Cleveland County TI	50,237	6,028	8,339	19	14,386	1.5046
Coastal Carolina CC	79,447	9,534	17,240	1,081	27,855	2.9132
College of Albemarle	18,178	2,181	4,872	31	7,084	.7409
Craven CC	46,348	5,562	10,196	186	15,944	1.6675
Davidson County CC	66,543	7,985	8,384	15	16,384	1.7135
Durham TI	93,874	11,265	16,897	136	28,298	2.9595
Edgecombe TI	34,422	4,131	11,807	2	15,940	1.6671
Fayetteville TI	162,636	19,516	32,690	2,016	54,222	5.6708
Forsyth TI	151,139	18,137	21,613	80	39,830	4.1656
Gaston College	99,967	11,996	11,896	62	23,954	2.5052
Guilford TI	200,458	24,055	24,456	219	48,730	5.0964
Halifax CC	34,309	4,117	13,278	20	17,415	1.8213
Haywood TI	28,269	3,392	5,060	15	8,467	.8855
Isothermal CC	32,015	3,842	5,603	8	9,453	.9886
James Sprunt Inst.	25,422	3,051	8,466	4	11,521	1.2049
Johnston TI	42,776	5,133	12,191	28	17,352	1.8148
Lenoir CC	39,450	4,734	11,835	29	16,598	1.7359
Martin CC	16,155	1,939	5,622	7	7,568	.7915
Mayland TI	27,041	3,245	8,545	4	11,794	1.2335
McDowell TI	21,638	2,597	3,635	15	6,247	.6533
Mitchell CC	49,800	5,976	6,623	35	12,634	1.3213
Montgomery TI	12,307	1,477	2,941	3	4,421	.4624
Nash TI	42,330	5,080	12,868	7	17,955	1.8778
Pamlico TI	5,903	708	1,842	-	2,550	.2669
Piedmont TI	17,435	2,093	4,394	4	6,491	.6789
Pitt TI	54,159	6,499	19,064	93	25,656	2.6832
Randolph TI	54,450	6,534	6,371	28	12,933	1.3526
Richmond TI	26,602	3,193	6,890	8	10,091	1.0554
Roanoke-Chowan TI	15,285	1,831	5,303	5	7,139	.7466
Robeson TI	57,801	6,936	22,080	16	29,032	3.0363
Rockingham CC	49,876	5,985	7,581	17	13,583	1.4206
Rowan TI	60,142	7,217	7,698	30	14,945	1.5630
Sampson TI	30,787	3,694	10,468	41	14,203	1.4854
Sandhills CC	26,639	3,197	6,367	7	9,571	1.0010
Southeastern CC	33,038	3,965	11,002	4	14,971	1.5657
Southwestern TI	16,856	2,023	4,855	33	6,911	.7228
Stanly TI	29,467	3,536	3,801	20	7,357	.7694
Surry CC	35,735	4,288	6,361	20	10,669	1.1158
T. I. of Alamance	65,732	7,888	7,231	29	15,148	1.5843
Tri-County TI	18,675	2,241	5,341	21	7,603	.7952
Vance-Granville CC	42,384	5,086	12,503	18	17,607	1.8414
Wake TI	182,797	21,936	27,968	390	50,294	5.2600
Wayne CC	59,338	7,121	16,140	121	23,382	2.4454
Western Piedmont CC	42,710	5,125	5,467	20	10,612	1.1099
Wilkes CC	35,289	4,235	7,834	8	12,077	1.2631
Wilson County TI	38,468	4,616	10,886	33	15,535	1.6247
TOTAL	3,023,873	362,865	587,336	5,959	956,160	100.000

DETERMINATION OF "ABILITY TO
PAY" AND PERCENT MATCHING

TABLE: 23

	PROPERTY VALUATION	POPULATION	PER CAPITA PROPERTY VALUATION	PERCENT FEDERAL FUNDING	PERCENT STATE FUNDING
Tri-County TI	\$ 170,594,838	26,765	\$6,374	55%	45%
Pamlico TI	63,249,925	9,467	6,681	55	45
Southeastern CC	348,458,002	51,561	6,758	55	45
Robeson TI	631,737,204	93,396	6,764	55	45
Sampson TI	329,382,085	47,880	6,879	55	45
Coastal Carolina CC	732,122,143	106,104	6,900	55	45
Craven CC	482,170,373	68,488	7,040	55	45
College of Albemarle	204,959,502	28,362	7,227	55	45
Johnston TI	476,474,274	65,555	7,268	55	45
Richmond TI	315,278,990	41,595	7,580	55	45
Fayetteville TI	1,746,086,756	229,500	7,608	55	45
Wilkes CC	419,626,239	53,963	7,776	52	48
Roanoke-Chowan TI	188,460,101	24,162	7,800	52	48
James Sprunt Institute	319,072,868	39,614	8,055	52	48
Anson TI	196,158,974	23,841	8,228	52	48
Vance-Granville CC	561,924,680	66,352	8,469	52	48
Edgecombe TI	468,112,513	54,793	8,543	52	48
Wayne CC	805,739,812	90,155	8,937	52	48
Lenoir CC	554,297,720	60,061	9,229	52	48
Randolph TI	769,373,931	82,608	9,314	52	48
Stanly TI	422,466,699	44,809	9,428	52	48
McDowell TI	317,776,076	33,688	9,443	52	48
Mayland TI	408,465,345	42,521	9,606	52	48
Halifax CC	530,660,946	55,032	9,643	52	48
Mitchell CC	742,400,989	76,924	9,651	52	48
Haywood TI	426,634,379	43,854	9,729	52	48
Nash TI	639,686,142	65,643	9,745	52	48
Caldwell CC & TI	595,045,353	60,374	9,856	50	50
T I of Alamance	990,800,738	99,033	10,005	50	50
Bladen TI	296,759,296	28,839	10,290	50	50
Central Carolina TI	348,524,617	33,178	10,505	50	50
Cleveland County TI	827,771,904	78,390	10,560	50	50
Western Piedmont CC	688,628,147	64,917	10,608	50	50
Pitt TI	870,536,235	79,526	10,947	50	50
Beaufort County TI	425,594,550	38,809	10,966	50	50
Durham TI	1,634,350,150	142,020	11,508	50	50
Surry CC	637,320,041	55,003	11,587	50	50
Rockingham CC	896,236,540	77,268	11,599	48	52
Asheville-Buncombe TI	1,765,920,413	151,341	11,668	48	52
Sandhill CC	499,122,681	42,410	11,769	48	52
Gaston College	1,826,522,774	154,678	11,809	48	52
Blue Ridge TI	587,448,056	49,459	11,877	48	52
Forsyth TI	2,710,117,402	226,998	11,939	48	52
Isothermal CC	610,252,288	50,733	12,029	48	52
Davidson County CC	1,214,988,704	100,984	12,031	48	52
Martin CC	303,612,850	25,232	12,033	48	52
Montgomery TI	237,732,594	19,412	12,247	48	52
Rowan TI	1,152,195,099	91,523	12,589	48	52
Carteret TI	461,372,856	36,359	12,689	48	52
Wilson County TI	775,782,422	59,759	12,982	48	52
Guilford TI	4,338,670,746	302,945	14,322	45	55
Wake TI	4,144,164,298	269,543	15,375	45	55
Southwestern TI	398,485,577	24,477	16,280	45	55
Caper Fear TI	1,610,280,112	96,128	16,751	45	55
Catawba Valley TI	1,803,248,152	98,353	18,334	45	55
Central Piedmont CC	7,281,283,803	376,978	19,315	45	55
Piedmont TI	578,920,106	26,757	21,636	45	55
TOTAL	\$53,783,060,010	4,588,119	\$11,722	50%	50%

Summary of Procedure Followed in Allocating
Federal Funds to Post-Secondary Institutions
(other eligible recipients)

Table 20 indicates the rank order in which applications will be considered in conformity with Federal law and the rules and regulations. All applications are considered for funding since the State does not operate on a minimum foundation basis. General Statute § 115A-5 states that: The State Board of Education may adopt and execute such policies, regulations and standards . . . to provide for the equitable distribution of State and Federal Funds to the several institutions.

Table 22 indicates the data used to calculate the entitlement of funds for post-secondary institutions.

Column 1 Population of the administrative area (the county/ies which provide local fund support) for age 15 to 64 (basically the age range that post-secondary institutions serve). Vocational Rehabilitation estimates that 12 per cent of the State's population is handicapped.

Column 2 is the estimated number of handicapped in each administrative area based upon this factor (12%).

Columns 2, 3 and 4 are added together for each institution and the sum for each institution appears in Column 5.

Column 6 shows the percent of the system total. Each line in Column 5 is divided by the column total and this percentage appears in Column 6.

Table 21 is an estimate of the allotments of Federal and State matching funds by purpose for each institution. The percent for each institution listed in Table 22 is multiplied by the Column total in Table 21 to arrive at the estimated dollar figure for each institution. This applies to all Columns except sub-part 4. Only those institutions which have greater than State average of drop-outs and unemployed youth receive sub-part 4 funds. The value in Column 6 (Table 22) for each institution that qualifies is totaled and divided by the new column total to produce a new percentage. This percentage times the sub-part 4 Column total produces the amount of sub-part 4 funds for each institution.

Table 23 shows the determination of ability to pay. This information is used to assign the percentage value of Federal and State funds for each institution and does not in any way affect the amount of funds received by each institution.

TABLE: 24
LEVEL: Secondary

CHANGES IN PROJECTED ENROLLMENT AND FUNDING
TO MEET EMPLOYMENT NEEDS

OE CODE	INSTRUCTIONAL PROGRAM AREA	PROJECTED ENROLLMENT			PROJECTED FUNDING					
		5 Yr. Plan-79	Annual Plan-79	+ - Difference	Federal			State + Local		
					5 yr. 79	Annual 79	Difference	5 yr. 79	Annual 79	Difference
01.	Agriculture	27,770	27,342	-428	--	--	--	6,580,090	10,763,355	4,183,265
04.	Distribution and Marketing	12,366	12,985	619	581,038	1,087,234	506,196	3,215,827	5,111,629	1,895,802
07.	Health Occupations	5,808	5,951	143	10,627	-0-	(10,627)	1,566,749	2,342,648	775,899
09.02	Occupational Home Economics	4,984	5,032	48	251,832	374,942	123,110	1,226,752	1,980,878	754,126
14.	Business and Office Education	6,775	7,124	349	374,850	411,784	36,934	3,440,204	2,804,408	(635,796)
16.	Technical									
17.	Trades and Industries	55,326	56,376	1,050	3,464,023	2,981,938	(482,085)	15,629,883	22,192,768	6,562,885
	Total	113,029	114,810	1,781	4,682,370	4,855,898	173,528	31,659,505	45,195,686	13,536,182

TABLE: 24(a)
LEVEL: Secondary

99.01	Consumer and Homemaking	89,970*	56,881	33,089	1,227,728	1,209,984	(17,744)	15,035,090	10,490,352	(4,544,738)
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*Duplicate count in 5 Year Plan.

ANALYSIS OF CHANGES IN ENROLLMENT AND FUNDING
TO MEET EMPLOYMENT NEEDS (SECONDARY)

Table 24 projects revised enrollment and funding totals, based upon improved enrollment data projections and accompanying revised funding.

Agriculture, .01 at the secondary level, projects an enrollment of 27,342 which is a decrease of 428 from the FY 1979 projection in the Five Year Plan. This is in keeping with the projected decrease in employment needs over the five year period. Adjustments have been made in projected enrollments in the various programs within agriculture as reflected in the 1979 Plan. Such adjustments are based on supplementary employment data for various programs within agriculture.

The State Board does not allot Federal vocational monies to the program area of agriculture; however, it does mandate standards for use of State and local funds for agricultural education.

Distribution and Marketing, .04. An increase in projected enrollment, with a corresponding increase in estimated Federal, State and local dollars, are reflected in Table 24. This increase is related to continued employment opportunities in distribution and marketing fields.

Health Occupations, .07. A small increase in enrollment in secondary Health Occupations programs is projected for FY 1979. Secondary Health Occupations programs provide basic and exploratory experiences for many advanced occupations in the broad field of health.

Federal funds have been removed from secondary Health Occupations programs due to difficulty in matching completions to job openings which usually require advanced training, minimal hours and license.

Occupational Home Economics, 09.02. This program reflects a small increase in enrollment toward meeting the modest increase in job openings projected for 1982.

Federal funds are applied to all programs within this area except 02.99, Other, which are special programs that do not otherwise fit the program codes descriptions. A modest increase in Federal, State and local funds are projected for Occupational Home Economics due to estimated cost factors for this program area.

Business and Office Education, 14. Projected enrollments and funding as shown on Table 24 reflect only those enrollments in business and office programs which are allotted vocational funds. Many students enroll and complete programs which are funded 100% with State ADM funds. Estimated completers are shown in "Other Sources" in Table 13.

Due to favorable demand and placement rates for completers of secondary programs, an overall increase in projected enrollment of approximately 5% is reflected in Table 24. Enrollment in 14.0201 Computer and Console Operators and 14.0202 Programmers were erroneously included in the Five Year Plan, due

to reporting by wrong code. Enrollments and funding have reallocated to proper codes in the FY 1979 Plan.

The funding pattern for Business and Office has been recomputed due to improved cost data for this program area.

Trades and Industries, 17. This area represents the largest skills development program area. Enrollment projections present a modest increase overall for Trades and Industries. Increases or decreases in enrollment by programs are generally related to possible job openings.

Federal funding for Other Automotive, Commercial Art Occupations, Other Construction and Maintenance and Drafting Occupations have been omitted in the FY 1979 Plan due to low completion and placement factor.

Federal funding shows a decrease of \$482,085 for Trades and Industries, due to removal from the four programs listed above. An increase in State and local funds are projected, based upon improved cost data and removal of some Federal funds.

Table 24(a) Consumer and Homemaking

The enrollment figure of 89,970 in the Five Year Plan was based upon duplicate count of students while the 1979 Plan projects 56,881 students on an unduplicated count. The unduplicated count better relates to the other program areas which are projected on the unduplicated count basis.

The decrease in Federal, State and local funding results from the change from duplicate count to unduplicated count, which, when computed on cost data results in a lower sum. The unduplicated count basis for enrollment in Consumer and Homemaking, with corresponding costs, will be used in future years and should not present the dramatic change in monies as in this plan.

TABLE: 25
CHANGES IN PROJECTED ENROLLMENT AND FUNDING
LEVEL: Post-Secondary

OE CODE	INSTRUCTIONAL PROGRAM AREA	PROJECTED ENROLLMENT			PROJECTED FUNDING					
		5 Yr. Plan-79	Annual Plan-79	+ - Difference	Federal			State + Local		
					5 yr. 79	Annual 79	Difference	5 yr. 79	Annual 79	Difference
01.	Agriculture	4,425	4,025	-400	\$ 67,059	\$ 41,257	\$ -25,802	\$ 2,695,677	\$ 2,363,762	\$ -331,915
04.	Distribution and Marketing	2,765	3,357	592	36,252	40,207	3,955	1,699,647	1,978,972	279,325
07.	Health Occupations	9,610	9,995	385	702,020	727,247	25,227	5,854,340	5,892,113	37,773
09.02	Occupational Home Economics	2,020	2,550	530	56,424	37,311	-19,113	1,230,569	1,503,239	272,670
14.	Business and Office Education	28,620	30,114	1,495	559,481	515,569	-43,912	17,435,089	17,752,973	317,884
16.	Technical	14,050	14,285	235	216,815	214,840	-1,975	8,559,155	8,421,095	-138,060
17.	Trades and Industries	21,100	21,178	78	572,114	530,553	-41,561	12,853,962	12,483,561	-370,401
09.01	Consumer and Homemaking	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
99.03	Remedial	4,300	4,375	74	-0-	26,935	26,935	2,619,528	2,568,716	-50,812
	Total	86,890	89,880	2,990	\$ 2,210,165	\$ 2,133,919	\$ -76,246	\$ 52,947,967	\$ 52,964,431	\$ 16,464

ANALYSIS OF CHANGES IN POST-SECONDARY ENROLLMENT AND FUNDING TO MEET EMPLOYMENT NEEDS

The following analysis has been done comparing the projections for FY 1979 in the Five-Year State Plan and the projections for FY 1979 in the Annual Plan.

Enrollment

The projected total enrollment has been adjusted upward by 2,990, based upon data that was included in local applications from each institution.

Funding

An increase in the level of Federal funding in FY 1979 in the Five-Year Plan had been projected. It appears that the President's budget is not proposing an increase; therefore, the level of funding in the Annual FY 1979 Plan has been reduced to the level of funding for FY 1978.

An increase in State and local funding was projected in the FY 1979 Five-Year Plan. Those levels were used in preparing the Annual FY 1979 Plan.

Agriculture

A decline for agriculture enrollments is projected. The largest decline was in Agricultural Production as a result of a decline in the veterans cooperative farm program, which is included in this category. Enrollment of veterans is declining in most programs.

A decline in the amount of Federal funds for agriculture programs is projected on the local applications. A corresponding reduction of State and local funds is projected because of the reduced enrollment projection.

Distribution and Marketing

An increase in enrollment is projected for distribution and marketing programs. The larger increases are projected in Finance and Credit, Real Estate, and Retail Trade programs.

A small increase in Federal funding for this group of programs has been projected by the institutions. A larger increase is projected from State and local funds.

Health Occupations

An increase in enrollment is projected for health occupations programs. The largest increase is projected in the Associate Degree Nursing and in Other Rehabilitation programs. The largest decline is projected in Practical Nursing and Nursing Assistant programs.

An increase in the use of Federal funds and State and local funds has been projected for programs in this area.

Home Economics

An increase in enrollment is projected for home economics programs. The largest increase is projected for programs which train for Care and Guidance of Children. Food Management and Institutional and Home Management program enrollments are projected to go to zero.

A reduction in the use of Federal funds is projected and an increase in State and local funds is projected to support programs in this area.

Business and Office

An increase in enrollments is projected for business and office programs. The largest projected increase is projected for Computer and Console Operators; Filing, Office Machines and Clerical; Steno and Secretarial; and Supervisory and Administration and Management.

A reduction in the use of Federal funds is projected and an increase in State and local funds is projected for programs in this area.

Technical

A small increase in enrollments is projected in technical programs. The largest enrollment increases are projected in Civil, Electrical, Electronic Technologies; Commercial Pilot Training; and Police Science. The largest declines are in Architectural, Automotive, Chemical, and Industrial Technologies.

A small decline in the use of Federal funds is projected, and a reduction in State and local funds is projected for programs in this area.

Trade and Industrial

A small increase in enrollment is projected for trade and industrial programs. The largest enrollment increases are projected in Air-Conditioning, Refrigeration and Heating (Solar Energy), Commercial Art, Electricity, Masonry, Other Construction and Maintenance, Electronic Occupations, Graphic Arts, Welding, Cosmetology, and Upholstering. The largest declines in enrollment are projected in Commercial Fishery Occupations, Carpentry, Other Metalworking Occupations and Law Enforcement.

A decline in the use of Federal funds is projected and a decline in State and local funds is projected for programs in this area.

TABLE: 26
LEVEL: Adult

CHANGES IN PROJECTED ENROLLMENT AND FUNDING
TO MEET EMPLOYMENT NEEDS

OE CODE	INSTRUCTIONAL PROGRAM AREA	PROJECTED ENROLLMENT			PROJECTED FUNDING					
		5 Yr. Plan-79	Annual Plan-79	+ - Difference	Federal			State + Local		
					5 yr. 79	Annual 79	Difference	5 yr. 79	Annual 79	Difference
01.	Agriculture	3,285	3,200	-85				\$ 182,538	\$ 219,363	\$ 36,825
04.	Distribution and Marketing	20,125	19,250	-875				1,123,843	1,319,602	195,759
07.	Health Occupations	31,000	36,500	5,500				1,722,577	2,502,104	779,527
09.02	Occupational Home Economics	19,350	13,800	-5,500				1,075,222	946,001	-129,221
14.	Business and Office Education	24,700	20,150	-4,550				1,372,505	1,381,299	8,794
16.	Technical	4,375	3,900	-475	\$ 404	-0-	\$ -404	243,106	267,348	24,242
17.	Trades and Industries	96,110	42,125	-53,985	2,116	-0-	-2,116	5,340,546	2,887,703	-2,452,843
09.01	Consumer and Homemaking	[45,450]	[36,000]	[-9,450]				[360,327]	[315,000]	[-45,327]
99.03	Remedial	3,200	3,985	785				177,813	273,175	93,362
99.05	Volunteer Firefighters	(26,000)	21,029	21,029				(1,444,743)	1,441,555	1,441,555
	Total	202,145	163,939	-38,206	2,520	-0-	-2,520	\$11,238,150	\$11,238,150	\$ -0-

Consumer and Homemaking figures shown in brackets [] are not included in the total.

ANALYSIS OF CHANGES IN ADULT ENROLLMENT AND FUNDING TO MEET EMPLOYMENT NEEDS

The following analysis has been done comparing the projections for FY 1979 in the Five-Year State Plan and the projections for FY 1979 in the Annual Plan.

Enrollment

A reduction in enrollment is projected for adult vocational programs. There are several factors involved in arriving at this projection. Some courses previously offered as adult vocational education courses are now being offered as part-time curriculum courses, and a realignment of the use of State funds for adult courses was required by the State Legislature. Approximately 75 percent of the enrollment in adult vocational education courses is for supplemental or upgrading training.

Funding

The same level of State funding has been projected in the Annual FY 1979 Plan as was projected in the FY 1979 Five-Year Plan. It is not known if the Legislature, which will meet in June, 1978, will grant that increase. The Legislature in 1977 required that \$1,468,830 of the funds appropriated for adult programs be used for adult high school programs. The net effect of this was to reduce the level of available funding for other adult programs.

The decision to reduce the level of projected enrollment was based upon these factors.

No Federal funding for adult courses was indicated on the local applications. The allotment of Federal funds to institutions may be used for post-secondary or adult programs.

Health Occupations

An increase in enrollment is projected for health occupations courses. The largest increases are projected for Nurse Assistant and Medical Emergency Technology. The largest declines are projected for Associate Degree Nursing, Practical Nursing and First Aide.

An increase in State and local funds is projected.

Home Economics

A decrease in enrollment is projected for home economics courses. The largest increase is projected for Food Management. The largest decline is projected in Institutional and Home Management Services.

A decrease in State and local funds is projected.

Business and Office

A decline in enrollment is projected in business and office courses. The largest increases are projected in Other Business Data Processing, Personnel Training and Related, Steno and Secretarial courses. The largest declines are projected for Computer and Console Operators; Programmers; Filing, Office Machines and Clerical; Supervisory and Administration; and Typing and Related Courses.

A small increase in State and local funds is projected.

Technical

A decrease in enrollment is projected in technical courses. The largest increase is projected in Electronics courses. The largest decreases in enrollment are projected in Chemical, Civil, Electrical, Industrial and Mechanical courses.

An increase in State and local funds is projected.

Trade and Industrial

A decrease in enrollment is projected in trade and industrial courses. The largest increases are projected in Aviation Occupations, Other Construction and Maintenance, Welding and Cutting, and Cosmetology courses. The largest declines in enrollment are projected in Air-Conditioning, Commercial Art, Commercial Fishery, Carpentry, Electricity, Masonry, Plumbing and Pipefitting, Diesel Mechanics, Drafting, Electrical Occupations, Electronic Occupations, Foremanship and Management, Graphic Arts, Machine Shop, Machine Tool Operation, Tool and Die Making, Other Metalworking Occupations, Law Enforcement, Other Public Services, Small Engine Repair, and Woodworking. A decline is shown in Volunteer Firefighter, but the number enrolled is listed in category 99.05.

A decrease in State and local funds is projected.

TABLE: 27
LEVEL: Secondary

PROGRAM/SERVICE	5 Yr. Plan	FEDERAL FY 1979		Difference	STATE/LOCAL FY 1979		Difference
DISADVANTAGED (Subpart 2)	1,937,973	2,036,112	98,139		1,938,043	1,918,276	19,767
Limited English Speaking	[508]	[508]	-0-		[509]	[509]	-0-
HANDICAPPED	968,987	1,018,310	49,323		968,986	959,393	(9,593)
SUBPART 2 (Section 120)	SUBTOTAL	5,091,552	246,955		36,651,470	49,445,758	12,794,288
A. Vocational Education	4,682,370	4,855,898	173,528		32,010,716	45,195,686	13,184,970
B. Work-Study	128,892	127,616	(1,276)		52,645	52,645	-0-
C. Cooperative Education					[7,503,978]	[7,992,015]	[488,037]
D. Energy Education							
E. Construction							
F. Sex Bias Office Personnel	33,335	33,335	-0-				
I. Industrial Arts					1,130,313	835,247	(295,066)
J. Support Services for Women							
K. Day Care Services							
L. Prgrams./Homemakers, Head-Household							
102 a Administration	-0-				2,152,558	2,056,942	(95,616)
SUBPART 3 (Section 130)	SUBTOTAL	2,036,619	98,646		1,305,238	1,305,238	-0-
1. Research	179,329	150,000	(29,329)		10,676,005	826,778	(9,849,227)
2. Exemplary					71,473	71,639	166
3. Curriculum Development		124,627	124,627		[250,000]	-0-	[250,000]
4. Guidance and Counseling	1,733,394	1,761,992	28,598		10,604,532	755,139	(9,849,393)
5. Preservice & Inservice Training	25,250	-0-	(25,250)		[120,000]	-0-	[120,000]
6. Grants (Overcome Sex Bias)							
102 a Administration	State						
	Local						
SUBPART 4 (Section 140)	Special Program for Disadvantaged	393,569	(5,629)				
SUBPART 5 (Section 150)	Ancillary Services						
Consumer/Homemaking	Program/Instruction	1,209,984	(17,744)		15,035,090	10,490,352	4,544,738
TOTAL	TOTAL	11,786,146	469,690		65,269,594	63,640,557	(1,629,037)

ANALYSIS OF CHANGES IN SECONDARY FUNDING BY PURPOSE

Secondary Changes in Federal Funds By Projected Program Funding

All Federal differences reflect the change in the Grant award as received for Fiscal Year 1978, carried into Fiscal Year 1979, making possible a better estimate.

Secondary Changes in State Funds By Projected Program Funding

DISADVANTAGED

The decrease in Disadvantaged is due to a more accurate estimate, based on the cost for matching funds.

HANDICAPPED

The decrease in Handicapped is due to a more accurate estimate, based on the cost for matching funds.

SUBPART 2 (Section 120)

The \$13,000,000 increase reflects the additional funds from the North Carolina General Assembly in the amount of \$4,100,000 plus a salary increase in the amount of \$3,200,000 and a realignment of funds which were previously reflected in the Guidance and Counseling section. This also reflects increase certificate levels and adjustments in teachers' ratings.

C. COOPERATIVE EDUCATION

This increase is due to change in student enrollment and salary increases.

I. INDUSTRIAL ARTS

This decrease reflects changes in certificate level ratings and salaries paid to individuals teaching in this fund.

102a. ADMINISTRATION

This decrease reflects a better estimate on funds available based on actions of the North Carolina General Assembly.

4. GUIDANCE AND COUNSELING

This change reflects a different thinking as to the distribution of these funds. The student population, which was assigned in the 5 year plan, was spread throughout the program areas, but the funds were placed against Guidance and Counseling. To better reflect the cost to the area in which the students were actually involved in, we have refigured this cost against the program areas.

SUBPART 5 CONSUMER HOMEMAKING

The dramatic decrease in the Consumer Homemaking enrollment brought substantial changes in expenditures.

TABLE: 28
LEVEL: Post-Secondary

CHANGES IN PROJECTED FUNDING BY PURPOSE

PROGRAM/SERVICE	FEDERAL			STATE/LOCAL		
	5 Yr. Plan	FY 1979	Difference	5 Yr. Plan	FY 1979	Difference
DISADVANTAGED (Subpart 2)	\$ 830,550	\$ 804,127	-26,423	\$ 830,550	\$ 804,127	-26,423
Limited English Speaking	(218)	218	+218	(218)	218	+218
HANDICAPPED	415,246	400,798	-14,448	415,246	400,798	-14,448
SUBPART 2 (Section 120) SUBTOTAL	2,674,676	2,545,393	-129,283	81,831,734	81,831,734	0
A. Vocational Education	2,130,945	2,113,919	-17,026	52,668,000	52,745,328	+77,328
B. Work-Study	53,767	17,000	-36,767	53,767	17,000	-36,767
C. Cooperative Education	-0-	-0-		210,000	210,000	0
D. Energy Education	13,535	140	-13,395	693	210	-483
E. Construction	234,079	220,000	-14,079	7,200,000	7,200,000	0
F. Sex Bias Office Personnel	16,665	16,665	0	-0-	-0-	0
I. Industrial Arts	-0-	-0-	0	-0-	-0-	0
J. Support Services for Women	11,511	2,000	-9,511	18,051	531	-17,520
K. Day Care Services	41,574	25,206	-16,368	38,623	18,305	-20,318
L. Prgrms./Homemakers, Head-Household	12,600	10,463	-2,137	12,600	10,360	-2,240
102 a Administration	160,000	140,000	-20,000	1,995,000	1,995,000	0
Local				19,635,000	19,635,000	0
SUBPART 3 (Section 130) SUBTOTAL	1,047,211	1,018,157	-29,054	6,116,597	6,116,597	0
1. Research	(134,600)	128,000	+128,000	(31,800)	31,800	+31,800
2. Exemplary	-0-	-0-	0	-0-	-0-	0
3. Curriculum Development	-0-	-0-	0	(420,000)	-0-	-420,000
4. Guidance and Counseling	916,790	845,143	-71,647	6,042,750	6,076,804	+34,054
5. Preservice & Inservice Training	68,182	8,376	-59,806	52,500	6,416	-46,084
6. Grants (Overcome Sex Bias)	22,239	1,638	-20,601	21,347	1,577	-19,770
102 a Administration	40,000	35,000	-5,000	-0-	(420,000)	+420,000
Local				-0-	-0-	0
SUBPART 4 (Section 140) Special Program for Disadvantaged	200,000	196,755	-3,245	-0-	-0-	0
SUBPART 5 (Section 150) Ancillary Services Consumer/Homemaking Program/Instruction						
TOTAL	\$5,176,683	4,965,448	-202,235	\$89,194,127	\$89,153,474	-40,653

ANALYSIS OF CHANGES IN POST-SECONDARY FUNDING BY PURPOSE

The following analysis is a comparison of the data submitted in the Five-Year State Plan for FY 1979 and the data included in the Annual Plan for FY 1979.

An increase was projected for Federal, State and local funding in the Five-Year Plan. An increase in Federal funding by Congress does not appear likely at this time; therefore, the level of funding used in the Annual FY 1979 Plan is the level of Federal expenditure for FY 1978.

The projected levels of State and local funding remains the same, although the level of funding by the Legislature and County Commissioners is not known at this time.

DISADVANTAGED - HANDICAPPED

The projected level of Federal and State matching of funds for disadvantaged and handicapped has been reduced to the level of Federal and State matching expenditures for FY 1978.

SUBPART 3

No Federal funding is projected for FY 1979 for this subpart.

The State and local level of funding has been projected at approximately the same level. A reduction in Preservice and Inservice training has been projected.

SUBPART 5

The State and local level of funding for Consumer and Homemaking has been projected at the same level.

TABLE: 29
LEVEL: Audit

CHANGES IN PROJECTED FUNDING BY PURPOSE

PROGRAM/SERVICE	FEDERAL		STATE/LOCAL	
	5 Yr. Plan	FY 1979	5 Yr. Plan	FY 1979
DISADVANTAGED (Subpart 2)	\$176,660	\$213,266	176,660	\$ 213,266
Limited English Speaking	(120)	47	(120)	47
HANDICAPPED	88,360	108,281	88,360	108,281
SUBPART 2 (Section 120) SUBTOTAL			15,858,150	15,858,150
A. Vocational Education			11,235,000	11,238,150
B. Work-Study				
C. Cooperative Education				
D. Energy Education				
E. Construction				
F. Sex Bias Office Personnel				
I. Industrial Arts				
J. Support Services for Women				
K. Day Care Services				
L. Prgms./Homemakers, Head-Household	2,520	-0-	3,150	-0-
102 a Administration			420,000	420,000
State				
Local			4,200,000	4,200,000
SUBPART 3 (Section 130) SUBTOTAL			1,272,216	1,260,000
1. Research				
2. Exemplary				
3. Curriculum Development				
4. Guidance and Counseling			1,260,000	1,260,000
5. Preservice & Inservice Training			12,216	-0-
6. Grants (Overcome Sex Bias)				
102 a Administration				
State				
Local				
SUBPART 4 (Section 140) Special Program for Disadvantaged				
SUBPART 5 (Section 150) Ancillary Services Consumer/Homemaking Program/Instruction				
TOTAL	\$267,540	\$321,594	\$17,710,386	\$17,761,998
				+51,612

ANALYSIS OF CHANGES IN ADULT FUNDING BY PURPOSE

The following analysis is a comparison of the data submitted in the Five-Year State Plan for FY 1979 and the data included in the Annual Plan for FY 1979.

DISADVANTAGED - HANDICAPPED

The projected level of Federal and State matching of funds for disadvantaged and handicapped has been increased. The level of expenditure for FY 1978 was increased by a small amount and the increase was reflected for adults rather than for post-secondary.

SUBPART 2

Federal funding for Programs for Homemakers and Heads of Households was not projected by the institutions; therefore, this line item was reduced. The funding for this group from post-secondary budget can and may be used for adults also.

The State and local level of funding is projected at the same level as indicated in the Five-Year Plan.

The Federal level of funding has been reduced to the Federal level of expenditure for FY 1978. The projected levels of funding for Work-Study, Energy Education, Support Services for Women, Day Care Services and Programs for Homemakers and Heads of Households have been adjusted in the local applications by the post-secondary institutions. The funding for Construction and State Administration has been reduced to allow for additional funding of vocational programs.

The State and local level of funding is projected at the same level as indicated in the Five-Year Plan. Adjustments in levels of State and local funding by line item have been projected by the institutions.

SUBPART 3

The Federal level of funding has been reduced to the Federal level of expenditure for FY 1978. The projected level of funding for Preservice and Inservice training and Grants to Overcome Sex Bias were reduced by the institutions. The proposed reduction for State Level Administration was done to allow the funds to be used for other purposes in Subpart 3.

The State and local level of funding is projected at the same level as indicated in the Five-Year Plan. Adjustments in the levels of funding by line item have been projected by the institutions.

The projected State level expenditure for Curriculum Development (\$420,000) was changed to the State Administration line. The purpose of the funding remains the same, curriculum development. Curriculum development is administered by another division and not by the Research Coordinating Unit.

SUBPART 4

The Federal level of funding has been reduced to the Federal level of expenditure for FY 1978.

COOPERATION AND COORDINATION NEEDED WITH OTHER AGENCIES

A primary purpose of vocational education is training of people to fill needs of present and future job markets. Both the social and economic needs of people and the welfare and growth of the State's economy rests largely on the premise of well trained people in satisfactory jobs.

In order to maximize the use of resources for vocational education and the resulting values from such training, it is imperative that supportive services from many agencies be available. These agencies have the expertise in their particular roles to provide valuable support to vocational education.

Some of the supportive services and coordination needed by vocational education are:

- ° Data and other services for planning,
- ° Preparation and further development of staff,
- ° Evaluation of programs and outcomes,
- ° Opportunity to coordinate with other training programs for special needs and for job skill development, and
- ° Counseling and placement of those completing vocational programs.

Cooperative support is needed from and coordination with the following agencies which are listed below:

Employment Security Commission,
Special Education,
State Employment and Training Council,
University of North Carolina,
Vocational Rehabilitation,
Correctional System,
Apprenticeship,
Economic Development of the State,
American Indians.

A description of cooperation and coordination needed appears as an Appendix to this Plan.

RESULTS OF COORDINATION OF VOCATIONAL EDUCATION
PROGRAMS WITH EMPLOYMENT AND TRAINING PROGRAMS

1. A position of coordinator has been established in each of Department of Public Instruction and Department of Community Colleges. The offices function in liaison capacity between vocational/technical education and employment training programs.
2. A representative from State Employment and Training Council sits on the Vocational Education State Plan Committee.
3. Local plans, applications, and accountability reports require assurances that local plans were made in consultation with prime sponsors in local areas.
4. Vocational/Technical Education State staff coordinate regularly with staff of State Employment and Training Council through established committees and special meetings.
5. Representatives of State Employment and Training Council and the State Board sit on State Occupational Information Coordinating Committee (SOICC).
6. \$2,000,000 of CETA funds awarded to support the secondary extended day program.
7. Approximately \$6,000,000 of CETA funds awarded to support Specialized Training Improvement Programs (STIP), (post-secondary).
8. Assistance provided by the Department of Community Colleges in the development and establishment of Job Corps site.
9. Five percent funds have been used to support institutional training and single referrals for 2,053 students.
10. A joint meeting was held on May 3, 1978 between the North Carolina Employment and Training Council and the State Board of Education. At this meeting a joint resolution was passed, agreeing to continue and expand cooperation and to encourage their staffs to review policy and program issues and develop recommendations leading toward the goal of a comprehensive program of education and employment training for North Carolina.

ACTIVITIES OF SEX EQUITY PERSONNEL

In reviewing the efforts of the state offices responsible for working toward the elimination of sex bias in vocational and technical programs, it is evident that this was a year of organization. Much of the work has been directed toward establishing offices in the Department of Public Instruction and in the Department of Community Colleges which could operationally provide services to local educational agencies and two-year institutions in an effective and efficient manner. Beyond these efforts, however, attention has been given to carrying out activities related to each of the functions required and outlined in the law. The two offices have worked diligently to articulate with one another in an effort to coordinate and maximize the resources available in carrying out their work.

The following represents an overview of the activities carried out for each function as well as to report more specific means by which the two offices coordinated activities for fiscal year 1978.

FUNCTION (A): Take action necessary to create awareness of programs and activities in vocational education designed to reduce sex stereotyping in all vocational education programs.

Secondary Activities:

1. Set up budget, established office, hired support staff
2. Participated in Education Professions Development Act (EPDA) activities in North Carolina such as: Principals, Local Directors and Master Teacher workshops
3. Staff Development activities at the state level were held for Program Area consultants and support personnel
4. Curriculum revisions on the Program of Studies were made. This involved writing of competencies needed by students to become aware of sex bias and pinpointing courses where these competencies could be infused
5. Inservice with teacher education institutions to help them become aware of sex stereotyping and help initiate curricular changes enforcing the awareness of sex stereotyping

Post-Secondary Activities:

1. Established budget to fund activities
2. Recruited, interviewed, and selected the full-time staff person
3. Requested a letter from the state president announcing the establishment of the office designated jointly to address the issue and to work toward the elimination of sex bias.
4. Requested the cooperation of institutional administrators for support in disseminating information on the requirements of the law and the implementation of it.
5. Attended meetings of key groups by invitation to create awareness of the office and its purpose

Articulation:

1. Met regularly to plan, report, discuss and coordinate activities of the two offices
2. Prepared joint presentations to State Advisory Council and other interested groups

FUNCTION (B): Gather, analyze, and disseminate data on the status of men and women students and employees in vocational education programs of the State.

Secondary Activities:

1. Gathered perceptions of Local Directors as to their activities that have gone on locally to eliminate sex bias
2. Gathered numbers of students in pioneering courses state-wide to compare with previous years. The resulting outcome would be to come up with a list of courses which have the most difficulty attracting pioneering students and offering help through the state consultants to overcome these problems
3. Identified five LEAs where strategies for eliminating sex bias in vocational education were employed. Examined student, teacher and administrator perceptions and studied numbers to determine if the strategies had any results

Post-Secondary Activities:

1. Established and maintained a working relationship with the division of management information systems to assess information that is currently being collected and to determine need for further establishment of systems for the collection of data not previously collected
2. Developed a format for comparison of numbers and percentages of participation of men and women in vocational education programs in previous years to provide historical perspective for the system
3. Collected and disseminated information to institutions
4. Provided information to Office of Publications and Information for use in news releases, feature stories, etc.

Articulation:

Shared data that was gathered, analyzed and disseminated

FUNCTION (C): Assist in the development of programs and actions necessary to correct problems brought to the attention of the State Board through activities carried out.

Secondary Activities:

1. Developed with help of state staff, local directors, and teachers a model program for the orientation of students

- about vocational education programs--Designated pilot units to field test
2. Surveyed local director who wrote a plan for New Pioneers--where they stand, how familiar, what are the future needs
 3. Worked with Division of Equal Education in seeing that vocational education is represented in Summer Training Institutes and Equal Education Planning Workshops

Post-Secondary Activities:

1. Surveyed institutions to determine programs currently in progress and to conduct a needs-assessment
2. Based upon the results of the needs-assessment, outlined programs to meet needs, and developed a system of evaluation for the programs
3. Developed a clearinghouse of information and services for utilization by institutions

Articulation:

1. Executed an agreement for the sharing of resources
2. Developed clearinghouses for collection of resources

FUNCTION (D): Assist in the review of grants made by the State Board to assure that the interests and needs of women are addressed in all projects assisted under this Act.

Secondary Activity:

Developed and implemented a procedure by which all grant requests are reviewed prior to submission to the State Board for final approval

Post-Secondary Activity:

Developed and implemented a procedure by which all grant requests are reviewed prior to submission to the State Board for final approval

Articulation:

Jointly developed assurance statements for use in review of grant requests

FUNCTION (E): Review all vocational education programs in the State for sex bias.

Secondary Activities:

1. Through Local Director contacts:
 - (a) have assessed follow-through of New Pioneers Plans
 - (b) have assessed Equal Education LEA plans for effectiveness in reducing sex bias in vocational education

2. Established and maintained files for each LEA for program materials reviewed and analyzed (pamphlets, brochures, course descriptions, etc.)
3. Worked closely with Program Area consultants to analyze progress toward eliminating sex bias in LEAs.

Post-Secondary Activities:

1. Developed format for review of programs
2. Provided inservice training for other state-level staff who may be directly or indirectly involved in the review of vocational education programs
3. Conducted institutional visits to make on-site reviews of programs
4. Established and maintained files for each institution for program and other materials reviewed and/or utilized

FUNCTION (F): Monitor the implementation of laws prohibiting sex discrimination in all hiring, firing, and promotion procedures within the state relating to vocational education.

Secondary Activities:

1. Established relationship with Assistant Superintendent responsible for Title IX activities and set up assurance statement with his office
2. Conducted survey to assess LEA Employment Procedures

Post-Secondary Activities:

1. Conducted annual survey of institutions related to employment procedures
2. Collected and maintained copies of assurance forms in compliance with requirements of Title IX

FUNCTION (G): Assist local educational agencies and other interested parties in the state in improving vocational education opportunities for women.

Secondary Activities:

1. Spoke to Program Area consultants
2. Made presentations to State Staff Conferences
3. Worked with ad hoc advisory council made up of program area advisory council members

Post-Secondary Activities:

1. Established and maintained liaison with internal and external groups involved in vocational and technical programs
2. Provided technical assistance activities to institutions in the development and implementation of programs to carry out the goals

3. Participated in and/or developed programs, workshops, seminars or other activities upon request

Articulation:

Conducted joint projects for public school and community college personnel

FUNCTION (H): Make available to the State Board, the State Advisory Council, the National Advisory Council on Vocational Education, the State Commission on the Status of Women, the Commissioner, and the general public information developed under this section.

Secondary Activities:

1. Made annual report each year available to NACVE, SACVE, Council on Status of Women, The Commissioner and general public
2. Maintained file of pertinent information so that interested groups could borrow them for a reasonable length of time
3. Made available periodic newsletters to these groups

Post-Secondary Activities:

1. Prepared annual report outlining activities and results of the system toward meeting the goals
2. Maintained files of resources and information and established a system whereby files and clearinghouse information may be borrowed by interested groups for a reasonable length of time

FUNCTION (I): Review and submit recommendations with respect to overcoming sex bias and sex stereotyping in vocational education programs for the five-year State Plan and its annual program plan prior to their submission to the Commissioner for approval.

Secondary Activities:

1. Attended meetings with Vocational Education State Plan Committee
2. Attended hearings on State Plan
3. Made presentation at ASCVE (State Advisory Council on Vocational Education) meeting
4. Signed off on certification of State Plan

Post-Secondary Activities:

1. Based upon review of the annual report and the staff activity, recommendations will be developed and submitted to the appropriate committee for approval prior to submission to the State Board.

2. Accepted recommendations from institutional constituencies and analyzed them for submission to the appropriate committee for approval prior to inclusion in and submission to the State Board

Articulation:

Jointly prepared activity report on annual plan

RESULTS OF PARTICIPATION OF LOCAL ADVISORY COUNCILS

1. The State Board has notified all eligible recipients of the requirement to establish Local Advisory Councils. Furthermore, the State Board certifies in the State Plan that such eligible recipients have established such councils.
2. The Local Application from eligible recipients lists advisory council members by name, occupation and address.
3. Regional meetings were conducted with local planners and administrators to explain requirements and functions of local councils. The Local Application informs eligible recipients that:

"The local advisory council shall be composed of representatives of the general public including at least a representative of business, industry, and labor. Individuals representing consumer interests, parenting responsibilities, and employment and training councils should also be included. The structure and membership of the council should broadly represent ethnic origin, race, sex, age span, and geographic location."
4. Local Boards of Education assure through the application that:
 - (a) "Vocational programs/services are developed and conducted in consultation with the LEA Vocational Education Advisory Council."
 - (b) "The decision of which vocational education programs are to be offered for "gainful employment/skill development" or "other purposes," occupational surveys, and/or statistics and will be determined in part on identifiable needs using *Vocational Advisory Council* recommendations. Surveys and/or statistics used shall be current, and these data shall reflect existing job requirements and employment needs. The Vocational Education Advisory Council membership should reflect clientele groups which it purports to serve."
5. Liaison has been established by State Advisory Council with local advisory councils through local eligible recipients.
6. The involvement of local advisory councils varies with the local education agency and other eligible recipient. Basically the advisory councils have advised local agencies on (a) current labor market needs and the relevancy of proposed programs; and (b) development of the local plan and application to the State Board. Changes in local applications concerning program enrollment, program offerings and funding can be attributed, in part, to the use of advisory councils. These changes are reflected in this annual state plan.

APPENDICES

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COOPERATION AND COORDINATION NEEDED WITH OTHER AGENCIES

A primary purpose of vocational education is training of people to fill needs of present and future job markets. Both the social and economic needs of people and the welfare and growth of the State's economy rests largely on the premise of well trained people in satisfactory jobs.

In order to maximize the use of resources for vocational education and the resulting values from such training, it is imperative that supportive services from many agencies be available. These agencies have the expertise in their particular roles to provide valuable support to vocational education.

Some of the supportive services needed by vocational education are:

- ° Data and other services for planning,
- ° Preparation and further development of staff,
- ° Evaluation of programs and outcomes,
- ° Opportunity to coordinate with other training programs for special needs and for job skill development, and
- ° Counseling and placement of those completing vocational programs.

Cooperative support is needed from the following agencies which are listed alphabetically:

Employment Security Commission,

Special Education,

State Employment and Training Council

University of North Carolina,

Vocational Rehabilitation.

EMPLOYMENT SECURITY COMMISSION

A. *Employment Data*

1. Annual statewide assessment of categories of employment by Occupational Education (O.E.) code.
2. Annual assessment of categories of employment by O. E. code, by county.
3. Projected employment needs by O. E. code for State and each county for immediate future year and for the 5th future year.

4. Annual data on general unemployment by county.
5. Annual data on youth unemployment by county.
6. More explicit information on employment and unemployment by sex and by minority groups.

B. Testing Services

1. Continuing arrangements for local education agencies and post-secondary institutions to utilize services of local offices of Employment Security Commission in administration of Employment Service Specific Aptitude Test Batteries to candidates for employment or further education.
2. Cooperation at the local level between local managers of ESC and local school administrators in exchange of follow-up studies or information on the occupations, places of employment, adjustment, and progress on the job of trainees tested with Employment Service tests.

C. Job Placement

Continued and, where possible, expanded services in guidance, counseling, and placement at the local level for vocational graduates of secondary and post-secondary institutions.

SPECIAL EDUCATION

Pursuant to recent federal/state legislation, the Divisions of Vocational Education and Exceptional Children have increased their cooperative relationships in providing effective programs/services for students with special needs. P.L. 94-142 (Education of All Handicapped Act) and P.L. 94-482 (Vocational Education Act) provide the basic legislative framework for this cooperation.

Therefore, it shall be the intent of Vocational Education, under the auspices and direction of the State Board of Education, to establish effective working relationships with the Division for Exceptional Children in the following areas:

- A. Program Planning*-- Coordinated state/local planning of special programs/services will be accomplished in the following ways:
1. Establish a continuously active coordination committee comprised of appropriate members of both Divisions to develop a comprehensive state/local plan coordination process.
 2. Develop comprehensive contractual agreement statements as to joint programs/services to be planned and implemented.
 3. Modify the local plan process to require that the local coordinator of special education be on the planning committee for vocational education and sign-off on the portion of the local plan of vocational education that deals with programs for the handicapped.

B. *Delivery of Programs/Services*--Appropriate state/local personnel shall be involved in the delivery of effective programs/services for special needs populations in the state through cooperative efforts in the following areas:

1. Identification, referral, screening, diagnosis and placement.
2. Development and implementation of vocationally related individualized educational programs.
3. Provision for appropriate supportive services.
4. Curriculum materials development.
5. Program and student evaluation on the state/local levels.

C. *Staff Development*--The two divisions will work cooperatively in the provision of appropriate preservice and inservice staff development activities as are necessary to deliver the "full range of services" required by legislative mandates and State Board of Education policy.

STATE EMPLOYMENT AND TRAINING COUNCIL

The largest federally funded labor force training program in North Carolina is directed by the Governor of North Carolina through a State Employment and Training Council and administrative staff. The program is made available through the Comprehensive Employment and Training Act, Public Law 93-203.

This Act provides for flexible local planning in job training and employment opportunities for the disadvantaged, under-employed, and unemployed. While this Act establishes different purposes and to some extent different target populations to those of vocational education, there are many activities and services which can be employed to complement both of these programs.

The State Board of Education, local boards of education and local boards of trustees need to assist and need the assistance of the State Employment and Training Council. Through their respective staffs, a more effective consolidated direction toward meeting the labor force needs of North Carolina citizens and industries is possible.

In keeping this goal, the State Board promotes the implementation of procedures with all agencies involved with CETA administration which would:

1. Insure that prime sponsors are provided with full information relating to the nature of services of secondary and post-secondary vocational education available to assist said sponsors in determining levels of quality and standards of service arrangements.
2. Assist the prime sponsors in the coordination of CETA-funded programs with State Board funded vocational education and supportive service programs.

3. Determine the technical assistance and information which needs to be provided by the State Board and vice-versa (prime sponsors) in the development of aspects of the respective State or local plans required of each and the delivery of programs and services.
4. Insure, where possible, effective utilization of existing facilities and delivery systems designated to provide programs and services.
5. Insure working cooperatively, where appropriate, in providing staff development activities for personnel responsible for vocational education programs and employment and training services.
6. Coordinate the sharing of results from experimental, developmental, demonstration and pilot projects gained from research or other such grants or contracts for the purpose of improving techniques and demonstrating the effectiveness of specialized methods, curriculum or practices in meeting labor force, employment and training problems.

THE UNIVERSITY OF NORTH CAROLINA

The University of North Carolina, with its sixteen constituent institutions primarily focused on human development and strategically located throughout the State, is prepared to contribute significantly to (1) the development of policy for vocational education; (2) the provision of administrative, supervisory and leadership services; (3) the preparation of teachers in various vocational fields; (4) the development of curriculum and teaching materials; (5) the provision of guidance, counseling and placement services; (6) the conduct of research; and (7) the development and evaluation of programs for vocational education.

The State Plan for Vocational Education presents here the desired contribution on the part of the University of North Carolina as an identifiable component, so that the Board of Governors of the University may have the opportunity of including that component in the University of North Carolina Long-Range Plan to the extent that it is consistent with the mission and priorities of the University and the resources available to it.

The State Board of Education perceives the role of The University of North Carolina to be:

(1) Recruitment and preparation (both pre-service and in-service) of professional personnel for occupational education:

A. Teachers: Agricultural Education
Business and Office Occupations
Distributive Education
Health Occupations Education
Home Economics Education
Industrial Arts Education
Occupational Exploration
Trade and Industrial Education
Public Service Occupations
Disadvantaged and Handicapped
Technical Education

E. Guidance Personnel

C. Administrators and Supervisors

D. Curriculum Specialists, Evaluation Specialists, Research Specialists, Program Development Specialists

(2) Program Development

- A. For new and emerging occupations
- B. For modifying existing programs
- C. For elimination of sex bias and sex stereotyping
- D. For provision of guidance and counseling services

(3) Research and Inquiry

- A. Instructional methods
- B. Facilities and Equipment Utilization
- C. Examination of alternative strategies

(4) Curriculum Development

- A. For existing programs
- B. For new and emerging programs

(5) Extension and Service Activities

- A. To school systems throughout the State
- B. To personnel in program areas

(6) Evaluation

- A. Of needs
- B. Of programs
- C. Of services

The Role of The University of North Carolina is perceived until 1982 to include:

(1) Continued, improved, and expanded professional development programs for those areas for which responsibility has already been assumed.

(2) The development of new programs (or major expansions of existing programs) of preparation for teachers for:

- a. Health Occupations
- b. Public Service Occupations
- c. Occupational Exploration
- d. Disadvantaged and Handicapped
- e. Cooperative Education
- f. Energy Education

(3) Strengthening of programs in one or more institutions to train administrators, program planners, research specialists, curriculum specialists, and evaluation specialists in the broad field of occupational education, which may include doctoral level preparation.

(4) Expansion and strengthening of efforts for statewide in-service education programs for:

- a. Middle school and secondary school teachers
- b. Community college and technical institute personnel
- c. Administrative and supervisory personnel
- d. Guidance, counseling, and student personnel officers

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- a. Middle school and secondary school teachers
- b. Community college and technical institute personnel
- c. Administrative and supervisory personnel
- d. Guidance, counseling, and student personnel officers

(5) The conduct of research, the development of curricula and teaching materials, the provision of pre-service and in-service programs, and special efforts to lessen the effects of sex bias and sex stereotyping in occupational education.

(6) The conduct of evaluations of programs and curricula.

(7) The examination and revision of teacher education programs to assure inclusion of experiences designed (1) to assist in effectively working with the disadvantaged and handicapped; (2) to incorporate occupational information into the curricula; (3) to eliminate sex bias; (4) to lessen the effects of sex stereotyping.

(8) The establishment and maintenance of working relations with State Board of Education staffs for meshing of the State Plan for Occupational Education with The University Long-Range Plan.

(9) The examination and revision of curricula for the preparation of guidance personnel to assure consistence with current needs of people to be served through occupational education, consistence with the broadened concepts of vocational counseling, including counseling offenders in correctional institutions, counseling persons of limited English speaking ability, and counseling to eliminate sex and racial bias and lessen the effects of sex and racial stereotyping.

(10) Improvement in the articulation of programs designed for entry-level into certain occupations at the community colleges and technical institutes with programs designed to improve career opportunities in the same or allied fields at the baccalaureate level.

(11) The provision of leadership functions as critics, forecasters, and proposers of alternative actions.

(12) Assistance in the organization of state and local advisory councils, training of advisory council members, and preparation of materials for advisory council use.

Funding

The State Board of Education supports the solicitation and acquisition of funds which are necessary in order to accomplish the projected role of the University as heretofore indicated from the General Assembly. The State Board of Education believes that funds should be provided to the Board of Governors of the University of North Carolina on an annual and continuing basis in amounts adequate to provide program improvement and supportive services as follows:

- (1) Research programs,
- (2) Pre-service and in-service training programs,
- (3) Guidance and counseling services, programs, and activities,
- (4) Curriculum development,
- (5) New program development,
- (6) Program evaluation, and
- (7) Efforts to eliminate sex bias and sex stereotyping.

The State Board of Education supports the efforts of the Board of Governors in obtaining such funds and believes that overall goals and objectives for occupational education cannot be accomplished without such input from the university system.

VOCATIONAL REHABILITATION

Whereas, recent legislative mandates (notably the Vocational Education Act of 1976, the Vocational Rehabilitation Act of 1973, and the Education of All Handicapped Act of 1975) have consistently provided for cooperative relationships between agencies, institutions, and departments delivering programs/services to persons with special needs, it shall be the intent of the Division of Vocational Education to work jointly with the Division of Vocational Rehabilitation (Department of Human Resources) in the following areas:

- A. *State/Local Planning*--Appropriate state/local personnel shall jointly develop plans for delivery of a full range of services necessary to meet the individual needs of handicapped persons. These plans shall be consistent with federal/state legislative guidelines and State Board of Education policy.
- B. *Delivery of Programs/Services*--The Division of Vocational Education and the Division of Vocational Rehabilitation shall cooperate in the provision of appropriate programs/services for the handicapped in the following areas:

1. Identification, diagnosis, and evaluation of handicapped persons.
2. Vocational guidance and counseling.
3. Vocational adjustment and training.
4. Job placement and follow-up.
5. Provision of jointly developed appropriate staff development activities for personnel serving the handicapped.
6. Program and student evaluation.

ASSISTANCE TO THE REHABILITATION OF PRISON INMATES THROUGH VOCATIONAL EDUCATION

Some 13,000 individuals are incarcerated within the correctional system of North Carolina. The return of these inmates to free society is dependent partially upon the degree of rehabilitation which is effected within each individual. Many inmates have attained less than a high school education and do not have skills which would qualify them for employment.

Since 1965, educational courses have been provided by the technical institutes and community colleges to inmates in the correctional system. This effort has been directed toward assisting in the rehabilitation of the inmate by providing basic education, high school completion and vocational education to develop job skills.

The State Board of Education directs that a continuing role of the technical institutes and community colleges be to assist in rehabilitating prison inmates by providing courses for general educational and skill development.

ASSISTANCE TO THE DEVELOPMENT OF JOB SKILLS THROUGH APPRENTICESHIP RELATED INSTRUCTION

Since the formation of the community college system in 1963, technical institutes and community colleges have had the responsibility of providing related instruction for apprentices.

The State Board of Education directs that a continuing role of the technical institutes and community colleges be to provide the required related instruction so that apprentices may become proficient and qualified to meet job skill requirements.

ASSISTANCE TO THE ECONOMIC DEVELOPMENT OF THE STATE

The economic development of the state is enhanced when there are jobs available for all those who want to work and the unemployment level is at a minimum. Sufficient jobs for all citizens of the state are generated by existing industry expanding its operation or new industry locating within the state.

The State Board of Education directs that a continuing role of the technical institutes and community colleges be to provide training for the citizens of the state to qualify for jobs created by existing industry expanding or new industry locating within the state.

ASSISTANCE TO AMERICAN INDIANS

North Carolina has the largest American Indian population of any state east of the Mississippi River.

In order to insure quality education for American Indian students, the State is committed to:

- . improving educational service for American Indians in the public schools.
- . bringing about appropriate changes necessary to insure that minorities are accepted for what they are, are allowed to contribute according to their talents and their uniqueness; and
- . incorporating into vocational education curriculum aspects which promote and provide opportunities for American Indians.

PUBLIC HEARINGS

Comments and responses from Public Hearings on the FY 1979 Annual Plan are summarized as follows:

Comment No. 1: The [job] placement of 50%-60% of a class is unrealistic in rural areas such as Craven County.

Response: The State Plan does not include a statement that 50%-60% of students be placed in jobs; however, a yearly average of 60% job placement of students completing programs of vocational education appears realistic since it includes jobs for which students are trained, related jobs, post-secondary institutions and military service. Reports from many LEAs indicate this is being exceeded.

Comment No. 2: Some geographical areas are transient in population such as Cherry Point Marine Corps Air Station. Students who begin in grade 10 are gone before grade 12.

Response: It is recognized that students are mobile and particularly in areas surrounding military bases. The Vocational Education Program of Studies provides a logical sequence of instruction which helps assure appropriate instruction for all students. In addition, competencies which a student should develop are being identified. These will indicate the extent of training the student has received as well as aid instructional personnel wherever the student may go when leaving a school.

Comment No. 3: There seems to be a conflict in State Board of Education policy that says Vocational Education is open to "all" students, then on the other hand says no college bound students may enroll.

Response: Chapter 115 of the North Carolina General Statutes, Article 27A, states vocational education "shall be available to all students who desire it in the public secondary schools of this State." Furthermore, it states the purposes of vocational education in North Carolina public secondary schools shall be:

- (1) to prepare individuals for paid or unpaid employment in recognized occupations, new occupations, and emerging occupations. (Vocational Skill Development.)
- (2) to prepare individuals for participation in advanced or highly skilled vocational and technical education. (Preparation for Advanced Education.)
- (3) to assist individuals in the making of informed and meaningful occupational choices. (Prevocational-Introductory.)

Priority must be given to students who fit into one of the above categories, however, college bound students are not excluded.

Comment No. 4: Responsible career decisions at age 14 are highly unlikely due to lack of maturity. Even with the career programs in the lower grades, students do change their minds often.

Response: The current Vocational Education Program of Studies provides for students to be involved in the career decision-making process through grade 10. See response to comment number 3.

Comment No. 5: It appears that the State spends too much time trying to meet federal guidelines with only twelve percent of the funding coming from the Federal Government.

Response: The State Board of Education is authorized to accept federal funds for vocational education provided acceptance of the funds does not cause the public schools of North Carolina to be operated contrary to any provisions of the Constitution or Statutes of the State. In accepting federal funds, federal guidelines must be met. Chapter 115, Article 27A, of the North Carolina General Statutes contains essentially the same requirements as federal guidelines.

Comment No. 6: Why should federal funds be given only to those not going to college? All students are potential wage earners.

Response: Federal guidelines specify "that funds received under this Act will not be used for any program of vocational education (except personnel training programs under section 135, renovation programs under subpart 4 of part B, and homemaking programs under subpart 5 of this part) which cannot be demonstrated to prepare students for employment, be necessary to prepare individuals for successful completion of such a program, or be of significant assistance to individuals enrolled in making an informed and meaningful occupational choice as an integral part of a program of orientation and preparation. See response to comment number 3.

Comment No. 7: Students being locked in will not allow them to take other courses that would improve their vocational skills.

Example: Typing II students cannot enroll in graphics or data processing. Students in drafting cannot enroll in other T & I courses.

Response: Neither State Board policies nor the Vocational Education Program of Studies prevent a student from enrolling in two vocational education courses at the same time; however, in order to complete a sequence of skills, a student may have to make a choice relative to courses in which to enroll.

Comment No. 8: We believe a student should have the opportunity to take both vocational and college prep courses if he desires to do so.

Response: Federal guidelines specify "that funds received under this Act will not be used for any program of vocational education (except personnel training programs under section 135, renovation programs under subpart 4 of part B, and homemaking programs under subpart 5 of this part) which cannot be demonstrated to prepare students for employment, be necessary to prepare individuals for successful completion of such a program, or be of significant assistance to individuals enrolled in making an informed and meaningful occupational choice as an integral part of a program of orientation and preparation. See response to comment number 3.

Comment No. 9 It has come to my attention through the local board of education that effective July 1, students in the college prep program will not be able to enroll in vocational programs. Is this not a form of tracking that we had in the early 60's?

Response: Chapter 115 of the North Carolina General Statutes. Article 27A, states vocational education "shall be available to all students who desire it in the public secondary schools of this State." Furthermore, it states the purposes of vocational education in North Carolina public secondary schools shall be:

- (1) to prepare individuals for paid or unpaid employment in recognized occupations, new occupations, and emerging occupations. (Vocational Skill Development.)
- (2) to prepare individuals for participation in advanced or highly skilled vocational and technical education. (Preparation for Advanced Education.)
- (3) to assist individuals in the making of informed and meaningful occupational choices. (Prevocational-Introductory.)

Priority must be given to students who fit into one of the above categories; however, college bound students are not excluded.

Comment No. 10: What about the student who is seeking a variety of experiences at high school level in order to make wise career choices at the post-secondary level? Are these funds not paid by the parents in the form of taxes? And hasn't the State Board of Education removed the freedom of choice by the students? What student is it, whether male or female, college bound or not, [who] doesn't have a definite need for programs such as courses [in] consumer and homemaker [homemaking]? Are we not charged with preparing the student for the "world of work" - not just one specific "job"!

Response: State Board of Education policies do not prohibit a student from enrolling in two vocational education courses at the same time. Consumer and Homemaking are considered vocational courses; however, limited resources is a constraint to the number of courses offered.

Comment No. 11: What about the student who wants to enter an institution such as East Carolina University in Home Economics and they want to take all the possible courses in home economics at the high school level?

Response: See responses to comments number 2 and 3. Also, one of the purposes of vocational education (preparation for advanced education) is participation in vocational education teacher education programs.

Comment No. 12: A number one deficiency of high school graduates seems to be in the area of mathematics. Post-secondary schools must offer remedial programs which should have been covered in high school. Every vocational student should have access to an expert math teacher.

Response: The State Board is focusing on competencies in communication and computation through a testing program. Requirements and expected outcomes should result in graduates with increased capabilities in these areas.

The State Board of Education believes that there can be no high quality vocational education program without a high quality general education program serving as a base. Furthermore, the Board recommends that math programs, communication programs and vocational programs be taught in such a way at the local level to increase the competencies.

Comment No. 13: Can legislation be enacted to financially supplement the Prevocational curriculum program as adopted by the Vocational Division of the State Department of Public Instruction?

Response: It is always possible to encourage the North Carolina General Assembly to consider the enactment of legislation to increase financial support for special programs. As a general rule, this activity is unsuccessful unless it receives a ground swell of local support on a statewide basis or is supported by the Governor.

The State Board of Education adopted in May, 1977, a new formula for vocational education funds which calls for increasing the number of teachers and support dollars to vocational education. These monies and teaching positions, however, are not earmarked by specific program areas or levels of instruction. They are allotted to local school units in lump sum by personnel months of employment (for teaching positions) and dollars for teaching positions, equipment, materials, inservice education and other such items.

Through the assessment of needs and the local planning process, the local board of education has the authority to determine which program areas, such as Prevocational, will receive what proportion of these funds.

Comment No. 14: Why, in general education, are all funds 100% money, while in vocational education we use matching monies? Is not vocational education equally as important as reading, math, and other survival skills?

Response: By law, general education teachers are funded 100% from State school funds. Federal funds for vocational education require matching from State monies. In order to provide sufficient vocational education in the State, local matching money is required. Many of these programs are tailored to local needs and directly benefit the local economy.

Legislature and the State Board are making progress toward full funding by additional monies appropriated and applied to vocational education.

Comment No. 15: A system should be developed that would provide each student with a certificate which would show his/her level of training, machine capability, and just what machines that industry could expect he or she to be able to operate and to what degree of accuracy.

Response: At the secondary level, competency-based curricula is being developed for use in fifty-two significant vocational programs. Beginning with FY 79, students exiting from any of these programs will be given a skill record showing which competencies have been achieved by the student. The student skill record will indicate to prospective employers, post-secondary instructors, students and/or parents the type of specific training and the corresponding level of proficiency achieved for each student.

Work is progressing at the post-secondary level to develop competency-based curriculum. Upon completion of a program, each student will be given a record showing which competencies have been learned. This will indicate to prospective employers the type of training which an individual has had.

Comment No. 16: We are requesting that the State Board of Education adopt a policy to ensure that the subjects within the scope and sequences of the business and office education programs be taught by qualified teachers who are certified in business and office subjects.

Response: Why the Board Cannot Implement - These positions are generally funded locally or through ADM positions and are non-vocational. The Administrative Procedures Act speaks to certification of

these people in the following manner:

Any teaching assignment outside the certificate field is recognized as being out-of-field. Excessive assigning of teachers in out-of-field situations will affect the accreditation status of the school. Teachers with out-of-field assignments should be required to complete credit periodically toward meeting the requirements for the certificate in the area of the out-of-field assignment.

A teacher does not receive a salary penalty for teaching out-of-field as has been true in the past. The penalty is on the school system if excessive assigning of teachers out-of-field is allowed to take place. Some certificates are issued which are limited to teaching in the area(s) listed on the certificate.

There is concern at all levels about individuals teaching such courses as typing who do not have a background in business education, but present policy permits this for all general education.

Comment No. 17: An additional area of concern of the Executive Board of the North Carolina Business Education Association relates to the approximately 1500 business teachers who are teaching courses in the designated scope and sequence programs for business education, which include Levels I, II, and III as listed on page 5 of the 1979 State Plan.

Because we feel that all of these business teachers contribute to the vocational preparation of students, thereby providing "vocational education" instruction as defined on page 4 of the State Plan, the Executive Board of the North Carolina Business Education Association requests that all business teachers, both the non-reimbursed as well as the 250-270 reimbursed, be invited to participate in the planning for vocational business education at both the local and state levels.

Response:

The State Plan for Vocational Education includes those programs funded from federal, State and local vocational funds. Many programs and individual courses do contribute to vocational education purposes; an example being the courses in business taught by State allotted teachers. The State Plan accounts for only those teachers and programs funded from vocational funds. At present there are no reporting, accountability or follow-up activities on those students who complete the general education program in business. The State Plan does, however, project a number of completers from general education business courses as indicated in Table 13 in the column entitled "Other Sources."

Business education teachers, through staff development activities and through the North Carolina Business Education Association, should have ample opportunity to participate in planning for business education at both State and local levels. There are numerous avenues for participation in development of the State Plan, such as, through State staff, advisory committees, public hearings, and through direct communication.

Comment No. 18: Recommend that the State Board of Education implement the 3-step recommendation which the State Advisory Council on Vocational Education made in its Annual Report last December.

COORDINATE the further development of Vocational Education policy; INVOLVE other constituent groups in developing that policy, so that we eventually get to the stage where we truly do have an overall, statewide policy for Vocational Education; and PREPARE a comprehensive plan through which the policy can be implemented.

Response: The State Board of Education accepts this recommendation and authorizes the staff to continue to conduct activities in coordinating future development of vocational education policies by involving other constituent groups to the end that there shall be an overall statewide policy for vocational education. In addition, the State Board of Education authorizes its staff to continue the development of a comprehensive plan for secondary and post-secondary vocational education which is deemed necessary in order to implement said policy.

Comment No. 19: A comment was made referring to the 50-50 matching requirement for work-study funds used by post-secondary institutions.

Response: Subpart 2 funds for post-secondary come from the 15 percent set aside. It is from this category of funding that work-study funds can be allotted. The Federal Law and the Rules and Regulations require the set-aside funds be matched 50-50 on a purpose by purpose basis and not on a statewide matching basis.

Comment No. 20: A comprehensive State Plan for guidance in education is needed.

Response: There is being designated at this time a committee which will develop a comprehensive State Plan for guidance in grades K-12. It is anticipated this effort will be coordinated with planning for the post-secondary level.

Comment No. 21: Vocational education must continually be mindful of and seek to aggressively expand its role in the economic development of our State.

Response: The State Board of Education is mindful of the role of vocational/technical education in the economic development

of the State. Many State agencies are directly involved in economic development. A continuing goal is toward better coordination of activities to maximize use of resources.

Vocational/technical education, through use of updated labor market data, directing programs toward needs and direct response through new industry training, enters into the spectrum of economic development.

Comment No. 22: There is a disparity among funding patterns for general education, vocational education and community college/technical teacher-pupil ratios. Community college/technical institute classes and high school vocational classes sometime have very small enrollments.

Response: Vocational technical classes require a narrow pupil-teacher ratio, where shop work, laboratory activities, and individualized instruction techniques are involved. Shop and laboratory activities at both secondary and post-secondary levels require close and personal supervision.

At the post-secondary level, the funding pattern is based on an average 23 to 1 ratio. Where classes fall below this ratio, then other classes must be larger to compensate for the small classes.

Comment No. 23: The Extended School Day Program is very beneficial to students who have special needs, both in vocational and academic areas. The formula for figuring teacher allocations for ESD programs should be revised to include the six best out of the seven last months of the school year rather than the present six out of the seven first months. ESD enrollment increases during the school year.

Response: The Division of Teacher Allotment and General Control indicates that to count the best six months from the last seven would present serious problems. It would be almost impossible to retrieve all reports and make allocations for the following school year, if the last seven months were used as a base.

Comment No. 24: Additional man-months should be allocated for vocational guidance and counselling, preferably one vocational guidance counselor at each junior high and each senior high school.

Response: Guidance and counselling resources from Subpart 3 of the Federal Act are allocated to LEAs based upon a formula as explained in the five-year State Plan for Vocational Education. There are additional resources that may be used at the discretion of the local board of education and as set forth in the local plan.

Comment No. 25: Goals in the State Plan should include a substantial increase in staff development/in-service monies for secondary programs.

Response: The North Carolina General Assembly in 1974-75 withdrew its support of \$184,000 in vocational inservice funds and \$315,000 of vocational teacher education funds. There is presently an amount of \$25,000 of Federal vocational funds available for this purpose on a request for proposal basis to satisfy critical needs. The professional services division has \$200,000 available to LEAs on an ADM basis and may be used for several types of inservice activities. The State 100% non-matching money may be used for inservice training at the discretion of the local education agency.

Comment No. 26: Simplify State and local plans for vocational education.

Response: Efforts are made to simplify plans and paper work, however, requirements of Federal and State legislation pose minimal requirements that must be met. The various publics to vocational education increasingly call for input and additional information to be available, which makes paper work reduction difficult.

Comment No. 27: The State Department of Education should see that the youth organization gets the time needed to make it an equal partner with school, work and job in the 2-part cooperative program. The State Department needs to inservice the regular guidance counselors, the school administrators and the local central office staff.

Response: Although the State Board of Education and the Department of Public Instruction recognize and encourage vocational education youth organizations, they do not establish local rules and timetables for meetings. The State Vocational Division actively engages in staff development on vocational education for principals and central office administrators. Local policy and operating procedures are developed at the local level.

Comment No. 28: The State Board of Education take a more firm posture on staffing patterns and making funds available to insure that 100 percent of the high school student body receives adequate and appropriate occupational information and vocational guidance.

Response: Vocational Guidance and Counselling services in the high schools is increasing. At present, there is the equivalent of 160 full-time guidance, counselling and placement positions, up from the reported equivalent of 96 positions for 1976-77. The middle grades or prevocational programs provide a tremendous amount of occupational information to students.

Comment No. 29: The State Board of Education should give renewed consideration and emphasis to the full utilization of the post-secondary delivery system. This recommendation includes

a renewed emphasis on quality programs rather than quantity. I am suggesting that the attitude of the State Board simply result in adequate appropriations to ensure quality programs.

Response: The State Board of Education continues to emphasize the full utilization of the post-secondary system by requesting increased funding from the Legislature. The Legislature is responsible for appropriating funds; the State Board of Education allocates that funding. Table 17 indicates the anticipated level of funding for FY 1979.

Comment No. 30: The State Board of Education should maintain as one of its pressing goals and issues that of improving the image of vocational education in North Carolina. As such, this recommendation infers funding considerations to accomplish this goal and mission.

Response: Although the State Board does not allocate funds specifically for a line item on "Public Relations" for vocational education, the Board is vitally concerned that vocational education present a favorable image as well as all public education. An image cannot be legislated or mandated by policy. The State Board continues to request additional funds for maintenance and expansion of vocational education. Adequately developed and trained students exiting from vocational education who get good jobs, due to their training, is one of the best ways to maintain a favorable image for the program.

Comment No. 31: It is recommended that the State Board initiate action and activities that will result in the acquisition of sound, timely, and dependable planning data for post-secondary vocational education purposes.

Response: The required State Occupational Information Coordinating Committee has been established. It is presently involved in assessing data needs. It is anticipated that more data will be available shortly for planning of all vocational education programs.

Comment No. 32: It is recommended that the State Board consider base institutional budgeting. This budgetary concept should be one that will allow adequate funds year-after-year, not only to continue quality post-secondary programs, but to include a greater involvement with the community, the mind, the hand, and then we will not have to worry so much about image.

Response: The present State budget formula for post-secondary has been found to be inadequate. The Community College Advisory Committee has been charged with developing and recommending a new budget formula. It is anticipated that the Legislature will be asked to concur in the use of a new formula.

Comment No. 33: Goals are not measurable in the 1978 State Plan. Objectives and strategies, that are measurable, should be included in the Plan.

Response: The 1978-82 Plan expresses goals and objectives for meeting job market needs by program and by level of instruction in a numerical format rather than narrative. Table 13 provides the goals for enrollment, projected completions, and estimated costs by program to meet projected job market needs. The rationale for offering programs, justification for enrollments within program areas and use of supporting funds appears just prior to Table 13.

Table 16 contains broad goals by purpose of the Act (Section 104.186 - Rules and Regulations), with estimated funding, estimated number of individuals to be served by each purpose and anticipated benefits to be derived through each purpose.

Accountability reports will reveal to what extent goals and objectives in the State Plan have been met, including evaluation of the effectiveness of programs offered.

Comment No. 34: Some poorer counties cannot match State and Federal funds for vocational education. The Board should consider 100% vocational funding.

Response: On an ability to pay formula, poorer counties match monies at a smaller percentage rate than wealthier counties. Counties with high youth dropout and unemployment rate receive priority rating on 100% Federal monies.

The Legislature and State Board are progressing toward more adequate funding with resources available.

Comment No. 35: Extended Day and other alternatives should be explored and expanded.

Response: Extended Day programs are expanding and other alternatives are being explored to the extent of available funding.

Comment No. 36: As we [the North Carolina Commission of Indian Affairs] operate a job training program with limited resources for the unemployed and economically disadvantaged Indian and Native American citizens of our State, we are very concerned about linking up with other programs which provide vocational education to interested persons.

Response: The State Board of Education is equally concerned about unemployed and economically disadvantaged Indian and Native American citizens of North Carolina. Since the Native American population of our State (the largest Native American population east of the Mississippi River) is for the most part integrated into the society of North

Carolina and is not restricted to reservation life, the State Board of Education attempts to respond to this population by distributing resources to local boards of education and local boards of trustees on a formula basis, which does take into account all unemployed and economically disadvantaged citizens of our State. In addition, the State Board of Education recognizes the need to highlight the specific employment needs of our Native American citizens and will gladly work with the North Carolina Commission of Indian Affairs to do so.

Comment No. 37: In nearly all cases only the required amount of State money has been designated for programs to help the disadvantaged. These programs are needed to assist many students unable to enter the mainstream of vocational education classes. I feel that the budget should be realigned and take more money from other programs to supplement this amount.

Response: The State Board of Education does spend the mandated amount for disadvantaged students. With the passage of the Amendments of 1976, the amount required to be spent in assisting the disadvantaged has more than doubled. All vocational skill development programs are open to all students including the disadvantaged. Programs for the disadvantaged, such as the Optional School program and the Human Resource Development program are in addition to other programs offered. The set-aside federal funds for the disadvantaged are used to supplement program services and activities for this target group.

Comment No. 38: By law of the new regulations, an office of sex bias has been set up. I feel that this office should be extended to deal with the related problem of racial bias. Sex and race bias and discrimination are related and the person charged with dealing with sex bias should be allowed to deal with racial discrimination when they come across it. The person chosen to handle the office of sex and race bias should be a female and preferably a black or Indian female. Only a person from a background of discrimination can fully understand the problem and deal with the person now experiencing it. To choose a person from this background would not violate equal opportunity law.

Response: The Educational Amendments of 1976 specifically state the responsibility of the State Board of Education in elimination of sex bias and sex role stereotyping. Such law does not specify the responsibility of the State Board of Education with regard to racial discrimination; this is covered under other federal statutes. This should not be interpreted to mean a disregard on the part of any State staff member, including the person representing the sex bias office, of racial discrimination problems as they are observed. It is the responsibility of every staff person in the Division of

Vocational Education to make recommendations for the elimination of race bias and discrimination when observed in the same manner they do with regard to sex bias as it is seen.

In response to the recommendation that only a minority female could appropriately handle the responsibilities of this office, the State Board of Education reaffirms its position of July 1977 wherein it stated that to eliminate all persons except minority females from consideration for the position would be in itself discriminatory. The persons employed at the secondary and post-secondary levels were both employed by practices under the Affirmative Action Plans of both departments.

Comment No. 39: A total look must be taken at the race and sex makeup of the vocational education staff in North Carolina.

Response: Data are available which list both race and sex of all persons who work within the respective divisions of vocational/occupational education in North Carolina.

Comment No. 40: A look must also be taken at the county fund allocation formula. As it is now projected, some of the severely disadvantaged areas of our state will not receive as much vocational education money as some of the richer areas. The money should be used to supplement the programs that can use it the most.

Response: The formula under which federal vocational education monies are distributed to local education agencies has received the approval of the U. S. Office of Education and does in their view speak to the specific needs of the target areas of disadvantaged and economically deprived persons.

Comment No. 41: The Hearing process should be extended to other parts of the State.

Response: The State Board of Education is contemplating a different approach to hearings that will involve more areas of the State and hopefully more input from lay citizens.

Comment No. 42: Recommend that the State Board of Education consider adopting the policy that secondary and post-secondary vocational schools should utilize already existing community resources in the placement of students and graduates when they become interested in seeking either part-time or full-time employment.

Response: The State Board of Education accepts this recommendation and through its guidelines and policy statements to local boards of education and local boards of trustees shall encourage each of them to incorporate the utilization of job services offices of the Employment Security Commission in the placement of full-time and/or part-time students for employment.

Comment No. 43: It is recommended that "apprenticeship training programs" be added to the stated purpose of vocational education as found on page 3 of FY 1979 State Plan.

Response: The purpose of vocational education as it appears on page 3 of FY 1979 State Plan is quoted from Chapter 115, Article 27A, which states the purposes of secondary vocational education in North Carolina. Whereas the State Board of Education supports the utilization of apprenticeship training programs to accomplish the mutually agreed upon purpose of preparation of individuals for employment, it views apprenticeship training as a method with which its secondary program must be coordinated and not an explicit purpose for which vocational education trains. The State Board of Education believes that to be the intent of the Commissioner of Labor. Therefore, wherever it is possible in this document, the recommended use of "apprenticeship training programs" to complete secondary and post-secondary vocational education purposes shall be utilized.

Comment No. 44: Add to page 9 of FY 1979 Plan an additional objective: To provide apprenticeship - related instruction to meet the special needs of apprentices registered with the North Carolina Department of Labor in skilled apprentice training programs.

Response: Has been included on page 9 of FY 1979 Plan.

Comment No. 45: Add to page 10 an additional definition:

"Apprentice Training Program"

Apprenticeship Training - is skills training based upon a formal written agreement between the employer and the apprentice stating the conditions of the training period: the length of time, amount of pay, rate of periodic pay increases, with certification as a journeyman upon completion of the term. The training is on-the-job, lasts from 1 to 5 years and requires 144 hours of related classroom instruction per year.

Response: See page 10 of Plan.

Comment No. 46: Other Completions column on Table 13 should show apprenticeship completions.

Response: Apprenticeship completions have been added on adult line in the column, "Other Completions," in the OE Code 17, Trades and Industries, Table 13.

Comment No. 47: Table 15, "Summary of Projected Vocational Enrollment," should show projected enrollment under Apprenticeship Related of 3,000 adults rather than 1900.

Response: The figure of 3,000 is used on Table 15 rather than 1900.

Comment No. 48: No curriculum development monies, which may be used for materials for apprenticeship-related instruction, are shown for post-secondary or adult levels on Table 16.

Response: Curriculum materials and development are included within "Administration," Table 16, post-secondary and adult levels.

Comment No. 49: Diligent efforts be made to assure that users are aware of the hearings, i.e., notices on bulletin boards, classroom announcements, insert in curriculum catalogue.

Response: Assuming that "users" refers to students (secondary and post-secondary), the State Board of Education accepts this recommendation and will urge local boards of education and local boards of trustees to encourage participation by such students in future public hearings.

Comment No. 50: In order to stimulate knowledge and interest, the news media should be educated to vocational education issues, especially in conjunction with the hearings, as the media might consider doing local or state related articles and programs about vocational education.

Response: The State Board of Education has and will continue to provide news articles to local media for their use in advertising the public hearings as well as spot announcements and editorials which might be used in radio and t.v. for the same purpose. For the 1978 hearings, notices were sent to 19 minority radio stations and to 25 radio stations which serve the general population. Materials of the type mentioned above were sent to approximately 200 newspapers in the State for their use. The State Board of Education has no way of forcing media to utilize these materials and therefore cannot assure that anything will appear in the paper other than the paid legal advertising.

Comment No. 51: Since most people don't read the legal notices, public notice of time, date and purpose for hearings should be in the main section of the newspapers.

Response: See response to comment number 50.

Comment No. 52: Wording should be simply, should be explained and should be in lay language.

Response: Efforts are made continually to word statements concerning public hearings in lay language. The State Board staff will attempt to improve in this effort.

Comment No. 53: Paid public notices should appear in all minority newspapers.

Response: Paid public announcements did appear this year in 10 minority newspapers, as well as 4 newspapers which serve the general population.

Comment No. 54: Press releases should be timed so minority newspapers and newspapers of minority and women's organizations could be notified far enough in advance for notification of their readership.

Response: In addition to the press releases mentioned above, a total of 1,017 notices of the public hearing were mailed to various groups across the State. This included 50 different individuals on a list submitted by the Legal Defense Fund. In addition, the following groups were contacted by the Sex Bias office:

- (1) Council on Status of Women
- (2) American Association of University Women - N. C. Division
- (3) League of Women Voters
- (4) N. C. Federation of Negro Women's Clubs, Inc.
- (5) N. C. Federation of Women's Clubs, Inc.
- (6) N. C. Women's Political Caucus
- (7) Women's Equity Action League - N. C. Division
- (8) N. C. Federation of Business and Professional Women's Clubs, Inc.
- (9) N. C. Congress of Parents and Teachers
- (10) N. C. Women's Forum
- (11) N. C. National Organization of Women (NOW)

Comment No. 55: Great use should be made of radio and t.v. public service announcements.

Response: See response to comment number 50.

Comment No. 56: Thought must be given to holding hearings at many central locations, at least one in each of the Council of Government regions.

Response: Whereas the State Board of Education this year did only hold three hearings, plans are being made for FY 79 to conduct more hearings. They would be more accessible to more citizens of our State.

Comment No. 57: Meetings could be held in the afternoon and evening on one day with a morning meeting the next day. Weekend meetings should be considered to accommodate working people.

Response: The 1978 public hearings were conducted from 4:00 until 6:00 p.m. and resumed at 7:30 p.m. and concluded no earlier than 9:00 p.m. This did allow participation from citizens who normally work during the 8-hour work day.

Comment No. 58: Effort should be made to remain flexible to encourage the greatest amount of input from participants.

Response: The State Board of Education is perfectly willing to be flexible in its public hearings in order to increase citizen input.

Comment No. 59: To encourage greater black or other minority participation, the State must include staff or Committee members who are female or minority males at the hearings.

Response: At each of the three public hearings during FY 78 there were staff members representing both minorities and females.

Comment No. 60: Copies of each presentation should be available to the public. Each presentation should be summarized in the Plan and each Presenter's name, occupation, race and sex listed.

Response: Each presenter at the public hearing is requested to make his/her presentation in writing. The recommendations in each presentation are then presented in the Plan as required by law. The State Board of Education rejects the suggestion that each presenter's name, occupation, race, and sex be listed in the State Plan because such information does not necessarily have any bearing upon the validity of the recommendation. Recommendations are treated in the same manner regardless of their sources. This information can be made available, however, to any one seeking such information because it will be kept recorded in the State office.

Comment No. 61: The Plan should state which part of each presentation were included and where they appear in the Plan; the Plan should identify each part of each presentation which was either rejected or not considered and the reasons therefore.

Response: The State Board of Education concurs with the recommendation made and the format of this annual plan includes such information.

Comment No. 62: Groups or individuals who have made or who would make comments pertinent to vocational education planning should be sought out to assure their participation in a timely manner at future public hearings.

Response: The State Board of Education is eager to seek out and listen to any group or individuals who would make comments pertinent to vocational education. Its staff is constantly trying to improve the record of citizen input into the planning process.

Comment No. 63: The notification memo should be more explicit by stating in lay language what the hearing process is all about. The language in both the 1977 and 1978 memos explaining the purpose of the hearing was unclear and almost verbatim.

Response: The State Board of Education recognizes that improvements can be made in the process used to notify potential speakers at the hearing. Attention will be given to improving this process.

Comment No. 64: A simple and efficient procedure must be developed to make copies of the first draft of the proposed Annual State Plan available to interested citizens before the public hearings. Comments and criticisms cannot be intelligently formulated unless persons are able to secure copies of the proposals well in advance of the hearings.

Response: The State Board of Education recognizes that first draft copies of the proposed Plan should be available before the public hearing. It cannot afford to make massive distribution but will continue to make available copies to interested citizens upon request.

Comment No. 65: The picture at the secondary level is no better [than post-secondary]. Attachment No. 4 is a list of all employees for the 1976-77 school year in the Division of Vocational (Occupational) Education. Not only does that Attachment show that the number of black employees is extremely low (Native Americans are absent), but it also shows that of those few black employees who somehow managed to get hired only one is a Salary Grade 75 or higher. Entire Sections and Program Areas are all-white.

The implied recommendation seems to be that the Board of Education do a better job of hiring and promoting of minorities.

Response: The Division of Vocational Education, as do all divisions within the Department of Public Instruction, follows an Affirmative Action Plan in hiring and promoting patterns. Such an Affirmative Action Plan is on file in the State Superintendent's office and can be checked by any interested party. Current employment pattern by sex and race as of March, 1978, is 5 black females, 5 black males, 58 white females and 35 white males.

Comment No. 66: In view of the apparent fact that the University System has never been in compliance with either the mandates of the United States Constitution or the requirements of Title VI of the Civil Rights Act of 1964, we caution the State Board to tread into any vocational education relationship with that System most gingerly.

Response: The State Board of Education is dependent upon the university system in the provision of teaching/administrative staff for vocational education programs.

Comment No. 67: An attachment shows the race and sex of all members of the Boards of Trustees of post-secondary institutions and selected institutional full- and part-time employees by race and sex.

Response: The Board of Trustee membership is appointed by the Governor, the local boards of education and local county commissioners.

The State Board of Education does not have any legal input concerning these appointments.

An Affirmative Action Plan has been developed by each institution and will be followed in the employment of staff and faculty.

Comment No. 68: There are almost no black employees on the staff of the Department of Community Colleges.

Response: The data cited reflected the composition of the staff in the spring of 1976. Current data indicates that in positions other than secretarial or clerical there are 28 females and 49 males. Of this group, there are 3 black females, 2 black males, one Native American male, 25 white females and 46 white males. The Department has developed an Affirmative Action Plan.

Comment No. 69: A comment was made about the composition of the Community College Advisory Council.

Response: The council referred to was dissolved, and in September, 1977, the State Board of Education appointed a 20-member council. The composition of this council is 4 black and 16 white members, of which 2 are female and 18 are male.

Comment No. 70: No one on the staff of the Industrial Services Division, Department of Community Colleges, makes any inquiry whatsoever into that plant's or company's equal opportunity policy, status, or practice.

Response: The State Board of Education has been concerned historically with fair employment practices in the State of North Carolina. However, the request that its staff make any inquiries into private industry's employment practices is beyond the responsibility of either the State Board of Education or its staff.

Comment No. 71: The 1976 Act required that this Committee meet four times, at the second meeting the first draft of the Plan was to be discussed and at the third meeting the Plan as redrafted (second draft) should be discussed. This did not happen in North Carolina. At the second meeting of the Committee bits and pieces of the Plan were presented with entire sections either completely blank or only partially complete. The same thing happened at the third meeting of the Committee. It is our reading of the legislation that a complete first draft of the proposed Five Year Plan must be presented at the second meeting and the subsequent meetings discuss and redraft as need be each previous (complete) draft. We were also concerned because once any portion of any of the drafts was approved by the Committee it seldom resurfaced for any discussion or consideration later.

The committee seems to be implying that as the Vocational Education State Plan Committee reviews the drafts of the State Plan in subsequent years that the draft be a complete document.

Response: The State Board of Education recognizes the frustrations of a committee working with a partial document. The State Board of Education staff will do its best to improve this process to the end that not only members of this committee but all interested persons might review a complete draft as soon as it is possible to put one together.

Comment No. 72: [This entire section contains certain individuals' statements concerning the relationship between the State and federal government. In order for these quotes to be fully understood they must be properly interpreted within the context of the entire conversation that was ensuing at that point in time. Regardless of the committee's interpretation of these comments it does seem to imply that State staff (a) treated its responsibility lightly and did not take seriously its mandate to comply to federal and State statutes, and (b) it seems to imply that recommendations of the Vocational Education State Plan Committee were disregarded.]

Response: The State Board of Education assures any interested citizen that its staff is very serious in complying with federal and State law particularly in the involvement of lay citizens in its planning efforts. Comments which appear in this document taken out of context should not be interpreted as being either "callous or cavalier." The State Board of Education stands firm upon the frankness with which its staff approaches the difficult problem of State determination of programs with federal purposes being properly incorporated. All recommendations properly made by the committee either became a part of the Plan or were rejected in writing as required by law.

Comment No. 73: Composition of the five-year and FY 1978 State Plan Committee was predominantly white and male.

Response: Concern was expressed about the composition of the committee. Therefore, the committee appointed in October, 1977, to work on the development of the 1979 State Plan had the following composition: 3 black females, 1 black male, 1 Native American male, 5 white females, and 6 white males. This grouping is more representative of the race and sex distribution of the State. Student membership was not directed by the Educational Amendments of 1976. We look to the teachers and administrators to represent student concerns.

Comment No. 74: An in-house group was used in the preparation of the five-year and FY 1978 State Plan.

Response: This group was dissolved and has not been used in the preparation of the FY 1979 State Plan.

Comment No. 75: The three funding formulas approved by the State Board frustrate the purpose of the funds authorized by P.L. 94-842 [482] for use of states in providing vocational education for students in secondary and post-secondary programs. The formula allocations proceed, both in form and application, from equalized per capita and relatively uniform percentage bases which are expressly prohibited by Section 106(5) (B) (ii).

. . . we have doubts, for vocational education, about the application of the state policy which divides federal monies on a basis of 2/3 to the secondary level and 1/3 to the post secondary level. We assume there is a basic justification for this policy. We are not questioning that policy in general, but only with regard to the allocation of federal vocational education monies. Nor or [are] we necessarily recommending that this policy be changed for federal vocational education monies. We are simply suggesting that this policy be examined in the vocational education context to see whether or not the rationale for this overall policy applies here.

Response: In determining the formulas for allocation of vocational education funds provided by the federal government, the State Board of Education took into account those factors required by law, namely the number of low-income families and number of general unemployment. These specific categories were checked with the Department of Health, Education and Welfare prior to using them as the basis for the formula. In the final analysis, these criteria were utilized in the formula and approved by Health, Education and Welfare.

In keeping with the facts that funds also must be placed where students are, according to law, it was necessary that ADM in grades 7-12 be a part of the formula. In secondary schools, the correlation between low-income families and general unemployed does not necessarily determine the number of students to be served. Therefore, without using this as part of the determining factor, funds could flow where there are no students. The question as to whether or not the distribution of low-income families and general unemployed was properly made between LEAs was determined on the best available data with an understanding, as written in the formula, that counties had the option of determining the proration between city and county units within a certain LEA.

By using number of low-income families and general unemployed, the State of North Carolina does in fact meet the intent of Congress for funding vocational education based upon socio-economic and demographic factors.

Comment No. 76: A comment was directed toward the service area for post-secondary institutions.

Response: Administrative areas, not service areas, are used for determining data. An institutional administrative area, as defined by General Statute 115A-2, is the area comprised of the county or counties directly responsible for the local financial support and administration of the institution.

Comment No. 77: A comment was directed toward the ratio of state/Local matching funds being based upon an ability-to-pay index for post-secondary institutions.

Response: All required matching funds are from state appropriations, except for work-study. The Budget Division of the Department of Administration has ruled that State funds cannot be used to match work-study funds because the State Board had requested matching funds from the Legislature and these funds were never appropriated. Therefore, it would not be legal to use State funds for a purpose for which the Legislature has failed to provide funds.

The ability-to-pay index is used to determine which portions of the funds are designated as federal or State. The ability-to-pay index is not used to determine the amount of funds allocated to any institution.

Comment No. 78: An exhibit shows the comparison of an allotment of funds to Robeson Technical Institute and Wake Technical Institute and the ratio of those allotments to the number of low-income families.

Response: This is not a valid comparison because the allotment was based upon the number of handicapped, the number of limited English speaking and the number of individuals from families below the poverty income level.

Comment No. 79: Comments were stated concerning the priority ranking of local applications, determination of ability-to-pay and percent matching.

Response: These areas are explained in Section I-B-8.3 of the Five-Year State Plan. All post-secondary institutions have submitted a local application. The priority ranking will be found on page 81 of the Five-Year State Plan.

The calculation of allotments to institutions is based upon the number of handicapped, the number of limited English speaking and the number of individuals from low-income families. The percent matching is determined by the ability-to-pay index and does not change the amount of the calculated allotment for each institution.

Comment No. 80: The state must amend all portions of the Five-Year State Plan which rely upon or are supported by data which are unreliable, invalid, inaccurate or incomplete.

Response: Employment data has been supplied by the Employment Security Commission. Their data for agricultural education is not complete and supplemental data from the State Department of Agriculture and from North Carolina State University were used.

Projections of labor force needs have been completed using a national matrix. A State matrix is being developed and will be used when it is available. The Employment Security Commission has been very cooperative in helping to convert data from their coding system to the Office of Education training codes, which must be used in the State Plan.

It was intended to point out limitations of the data and not to indicate that the data was unreliable.

Comment No. 81: Need for more explicit information on employment and unemployment by sex and minority groups.

Response: The State Occupational Information Coordinating Committee is conducting an assessment of data needs. This study will indicate what information is needed as well as what is available.

Comment No. 82: An initial table was developed showing male and female enrollment projections in consumer and homemaking programs.

Response: The Act and the Rules and Regulations do not require the listing of enrollment by sex or race.

Comment No. 83: Three tables, population density, number of school-age children from low-income families, and estimated number of handicapped persons were omitted or changed.

Response: The table on population density was omitted because it was not relevant. The table on number of children from low-income families was incorrect data. The data required was the concentration of low-income families; therefore, the substitution.

The table on the number of handicapped persons was inadvertently omitted. That table will be submitted as an amendment to the Five-Year State Plan.

Comment No. 84: Tables showing projected labor market needs and projected enrollment were changed from the first draft.

Response: The State Plan Committee raised questions about the data. The data was rechecked, and some errors had been made in

compiling the data. In some instances, supplemental data from the Department of Agriculture and North Carolina State University were used to adjust some of the projections.

Comment No. 85: Various sections such as "Other Sources" must be explained.

Response: The information in the column "Other Sources" is to indicate supply of trained individuals from other educational programs. Where information is not supplied, it is an indication that no additional training was being done.

Comment No. 86: An explanation of the value of the degree obtained from any program must be included.

Response: It is rather obvious that the uneducated or undereducated have difficulty in obtaining employment. The U. S. Department of Labor indicates that the educational requirements for all jobs is 17 percent college or university education, 51 percent post-secondary education, 26 percent high school education and 6 percent less than high school education.

Comment No. 87: Are secondary, post-secondary and adult completers able to compete for the same jobs?

Response: Some programs at secondary and post-secondary levels are similar and completers could compete for the same job. All technical programs are at a higher level than secondary. Adult enrollment is predominantly individuals who are currently employed.

Comment No. 88: Does completion of the course guarantee employment or can a student receive equal skill training on the job?

Response: Completion of a vocational education program makes an individual more qualified for employment than one without it.

Comment No. 89: An explanation should be included about the high number of non-completers in some programs.

Response: There are non-completers in many programs for various reasons, such as: students who change employment goals, early leavers who drop out to go to work and students enrolled on a part-time basis. Approximately 75 percent of the adult enrollment is presently employed and taking courses to upgrade their skills.

Comment No. 90: Some explanation regarding the job described under each category, including pay scale, career development and advancement, must be included.

Response: This information is available from other sources and publications.

Comment No. 91: Overtraining of students in various fields.

Response: 07.9900, Physician Assistant, has a projected supply of 10 in 1978, not 300. 14.0203, Programmers, has a projected supply of 263 in 1978, not 450.

Comment No. 92: Undertraining for undersupplied occupations.

Response: 04.1600, Petroleum, is a distributive education program that trains individuals to work in gasoline stations. This type of training is most often learned on the job.

14.0400, Information Communications, is a group of occupations such as telephone operator, mail and postal clerks, and mail handling machine operators. These occupations are most often learned on the job.

Comment No. 93: North Carolina should have included in the Plan the names of the full-time personnel and their organizational position so USOE and the general public could determine if there was adequate administrative support for fulfilling the Act's mandates.

Response: The FY 79 North Carolina State Plan contains the certification statement on page xi and will be signed by personnel for sex equity.

Comment No. 94: The Plan sets forth no coordination between the bias personnel at the secondary and the post-secondary levels or between the Title IX coordinators at those levels. There has been no apparent thought given to the important question of the coordination of and relationship between Title IX and Title VI issues within the two departments or throughout the State Department of Public Education.

Response: The current Annual Plan includes a copy of a coordination plan of the sex bias personnel, secondary and post-secondary and Title IX programs at those levels.

Comment No. 95: Because of the above we reassert our recommendation that this must be a one person office, reporting to one person, with one \$50,000 budget, with authority over both secondary and post-secondary levels. This recommended office should also have authority over all Title IX and Title VI issues in vocational education in both departments.

Response: Because of the dual position of the State Director of Vocational Education in the Department of Public Instruction and Associate Vice President for Vocational Education for the Department of Community Colleges, ultimately this entire program is coordinated by that office. All plans for compliance with sex bias legislation are coordinated and finally approved in that office with input from the office of sex bias at both the secondary and post-secondary systems.

Comment No. 96: [This entire section implies that the State of North Carolina is not nearly aggressive enough in eliminating sex bias or racial discrimination. The section questions seriously whether or not the State's position of persuasion, training, or education can combat the problem. It proposes, in essence, that the State be a "watch dog" and that it totally entwine the questions of sex and race in the office of sex bias.]

Response: Whereas the State Board of Education did respond positively to this committee's suggestion to include race along with sex in any portion of the Plan where it was appropriate, it did not include that in the office of sex bias. The COMMENTS misquoted the Vocational Education Amendments of 1976 when on page 36 of the COMMENTS it inserts minority and race in its statement of responsibilities of bias personnel. Any interested persons should compare the statement of responsibilities of the bias personnel as proposed by the committee with the actual statement of its duties and responsibilities as quoted in the Federal Rules and Regulations on page 53821, Section 104.75. The State Board of Education has agreed that its responsibility is to move positively to eliminate sex bias, sex-role stereotyping and racial injustices from the vocational education program. It does not seem that it can legally mandate these additional duties of monitoring racial problems to the already overburdened office of sex bias.

Comment No. 97: Industrial Services Division needs to be involved in this coordination effort.

Response: Additional references to the new and expanding industry training program are included in the FY 1979 Plan, pages 50 and 57 and page 60 of the amendments to the Five-Year State Plan.

Comment No. 98: The Apprenticeship Division of the Department of Labor needs to be involved in this coordination effort.

Response: Suggestions have been made by the Department of Labor and changes have been made in the FY 1979 Plan on pages 9, 10, 44, 45, 46, 50, and 57. An amendment to the Five-Year State Plan was required by the October 3, 1977, Rules and Regulations. This section, I-B-35, is page 50 of the amendments.

Comment No. 99: Plan must describe how programs assisted with Federal vocational funds are to be coordinated with the 5 percent set-aside for manpower training under CETA.

Response: Section I-B-12 of the Five-Year State Plan states the criteria for coordinating with manpower training programs and with CETA.

The results of coordinating with manpower training programs is on page 96 of the FY 1979 State Plan.

Comment No. 100: An attachment indicates recommendations for data collection and dissemination at the post-secondary level.

Response: The data suggested on tables 1-6 is data that is available from the U. S. Office of Education - Higher Education General Education Survey (HEGIS) Form 2300-2.3. The data suggested on tables 7-22 is data that is not required by any existing federal report and has not been requested by state-level administration. The data suggested on tables 23-29 is not available at the State level to compile these data. The data suggested on tables 30 and 31 is reported partially to the Office of Civil Rights. Originally, it was anticipated that retention data would be collected, but after serious study, the Office of Civil Rights concluded that student retention studies were inappropriate for community and junior colleges and technical institutes due to the fluctuating enrollment patterns of students in these types of institutions.

Comment No. 101: States are required to assess the current and future need for job skills and set out explicitly the goals the state will seek to achieve in meeting the need for particular job skills.

Response: Projected employment needs for each year of the five years is detailed. Projected enrollment for approximately 180 vocational education programs is detailed for each of the five years. The estimated enrollment in programs projects what the State proposes to do in meeting labor market needs.

Comment No. 102: Federal funds may not be used for any program which cannot be demonstrated to prepare students for employment, to prepare them for successful completion of a vocational program or to assist them in making informed or meaningful occupational choices.

Response: Since the document under discussion is a State Plan for Vocational Education, there is nothing in the Plan that does not meet this criteria. Section I-B discusses programming for vocational education.

Comment No. 103: The plan must give priority to applicants proposing programs new to the area to be served.

Response: All local educational agencies and post-secondary institutions have submitted applications, and it is assumed that they will continue to submit an application. The State Board of Education has funded each applicant. The allotment for each applicant can be used to support the proposed new program.

Data indicating labor market needs is provided to applicants or they have the alternative to develop their own assessment

of need. Each applicant decides on what programs to offer depending upon area needs. The programs which an applicant proposes to offer are shown in the local application.

Comment No. 104: The Governor's comments were critical of the Plan because it does not include the Department of Correction's vocational education programs.

Response: Vocational education has been provided to inmates of the correctional system for 10 years. Additional comments on this program are included in the FY 1979 Plan, and an amendment to the Five-Year State Plan is included.

Comment No. 105: Copies of the local applications were not in the appendix.

Response: Copies of the State Plan which did not have the local applications appended, may be updated if a request for copies is directed to the State staff.

Comment No. 106: We do not understand the use of the word "tentative." Why should the allotments referred to be tentative?

Response: All draft copies and the contents of the State Plan are tentative until the State Board of Education has approved the State Plan.

All allotments are approved by the State Board contingent upon receipt of federal and State funds at the levels which are proposed in the State Plan. The State does not operate on the basis of deficit funding.

Comment No. 107: [The implied recommendations throughout this entire section seem to be that the State Board of Education staff is not completely doing its responsibility of monitoring and enforcement of federal and State guidelines as they apply to State programs.]

Response: Each local board of education in its local plan signs statements of compliance. It is, and shall continue to be, the responsibility of the State staff to monitor the full compliance of each of these statements of assurance.

Comment No. 108: . . . the major policy issue we take exception to is the State Board's decision to allocate all state and local non-matching monies on an ADM/per capita basis. . .

. . . the Plan allocates over 80% of all vocational education funds on a per capita basis. This is clearly outside the spirit of the 1976 Act. In the 1976 legislation, Congress recognized the fact that not only is job training a critical need in this country, but that minorities, women, disadvantaged and handicapped persons have been systematically excluded from job training programs. The clear message of the 1976 Act is that of a new national policy that these

persons must be included in the job training systems and their needs must be given priority. North Carolina, in allocating its non-matching monies on an ADM or per capita basis, is ignoring its responsibilities towards the general welfare and public interest. We believe the Over-match money in the future must be targeted, as a matter of policy, towards those persons most in need.

. . . we have doubts, for vocational education, about the application of the State policy which divides federal monies on a basis of 2/3 to the secondary level and 1/3 to the post-secondary level. We assume there is a basic justification for this policy. We are not questioning that policy in general, but only with regard to the allocation of federal vocational education monies. Nor or [are] we necessarily recommending that this policy be changed for federal vocational education monies. We are simply suggesting that this policy be examined in the vocational education context to see whether or not the rationale for this overall policy applies here.

Response:

The committee on COMMENTS misunderstands the Board of Education policy concerning the splitting of vocational education monies 1/3 to post-secondary and 2/3 to secondary. This policy applies only to federal vocational education resources. Regardless of the State's placement of percentages at the current point, federal law requires a minimum of 15% being spent at the post-secondary. Historically, since 1963 the State has made this split which seems to be working. The State Board of Education will continue in the hopes of making more positive responses to the needs of its citizens.

Comment No. 109:

. . . we assessed the Plan on the basis of the knowledge and material we were able to obtain. At nearly all stages of our analysis, we found explanations and justifications regarding sections of the Plan hard to obtain. A large problem with the entire Plan is in the way it is done. The nature of the Plan's format, organization, tables, narratives and so forth make it most difficult for lay persons, students advocates for the rights of children, vocational education personnel, and community organizations to easily identify or decipher or evaluate the proposed ideas and goals.

Response:

The State Board of Education accepts this recommendation that all of its plan be made more clear and more accessible to lay persons. It shall do everything in its power to accomplish this in the future.

Comment No. 110: The observation was made that vocational education classes in North Carolina have unequal racial and sex representation.

Response : Though North Carolina is concerned about the question of unequal racial and sex representation in vocational classes, the data concerning racial and sex make-up of classes was not required as a part of the State Plan and therefore was not included.

AMENDMENTS TO FIVE YEAR PLAN

- | | | |
|---------|------------|---|
| Part I | Page 8 | Addition of Objective (m), Apprenticeship-Related Instruction |
| Part I | Page 9 | Addition of Definition No. 10
"Apprenticeship Training Programs" |
| Part I | Page 13 | I.B-5.3 Request for copy of local plan format |
| Part I | Page 55 | I.B-35 Apprenticeship Programs |
| Part I | Page 64-65 | Additional Agencies and Groups Added for Cooperation and Coordination Needed With Other Agencies |
| | | <ul style="list-style-type: none">. Assistance to the Rehabilitation of Prison Inmates Through Vocational Education. Assistance to the Development of Job Skills Through Apprenticeship-Related Instruction. Assistance to the Economic Development of the State. Assistance to American Indians |
| Part II | Page 14(a) | Table 10(a) 1974 Estimated Number of Handicapped Persons per County, 12% of Total Population 15-64 Years |

I. B-1.4 *Policy for the Continued Development of the North Carolina Program of Post-Secondary Vocational/Technical Education*

I. PURPOSE

General Statute 115A-1 provides for the establishment, organization, and administration of a system of educational institutions throughout the state offering courses of instruction in one or more of the general areas of . . . technical, vocational, and adult programs.

The law further states that the major purpose of each and every institution operating under the provisions of this chapter shall be and shall continue to be the offering of vocational and technical education and training and basic high school level academic education needed in order to profit from vocational and technical education for students who are high school graduates or who are beyond the compulsory age limit of the public school system and who have left the public schools.

II. OBJECTIVE

To establish and maintain the North Carolina program of post-secondary vocational and technical education for students who are high school graduates or who are beyond the compulsory age limit of the public school system and who have left the public schools. These programs are supported by state funding, with federal vocational education funds supplementing to the extent available.

The specific objectives of post-secondary vocational and technical education are:

- (a) To provide expanded vocational and technical education opportunities for young people and adults who would not otherwise continue their education.
- (b) To prepare individuals for employment in recognized occupations, new occupations, and emerging occupations.
- (c) To prepare individuals for participation in advanced or highly skilled post-secondary vocational and technical education.
- (d) To assist individuals in the making of informed and meaningful occupational choices.
- (e) To provide vocational programs of less than technician level, preparing students for jobs requiring different levels of occupational ability and skill. The occupational entry of the graduate is at the semi-skilled or craft worker level.
- (f) To provide technical programs, preparing students for jobs in industry, agriculture, business, and service occupations. The occupational entry of the graduate is at the semi-professional level.

- (g) To provide for the training needs of new and expanding industries.
- (h) To provide vocational and technical extension programs consisting of single courses, each complete in itself, designed for the specific purposes of training an individual for employment, upgrading the skills of persons presently employed, and retraining others for new employment in occupational fields.
- (i) To provide Human Resources Development Programs (HRD) to recruit, train, and place in employment chronically unemployed or underemployed adults.
- (j) To provide specialty education extension programs offered in the areas of ambulance training, electrical lineworker safety training, fire service training, fisheries occupations training, forensic science education, hospitality education, law enforcement training, management development programs, and telephone safety training.
- (k) To provide an opportunity for special credit students who take one or more single courses for credit but who are not enrolled in a regular vocational or technical curriculum program.
- (l) To provide occupational training and basic education for unemployed, underemployed, and disadvantaged or handicapped persons eligible for such training as defined in the rules and regulations of the Comprehensive Employment and Training Act.
- (m) To provide apprenticeship-related instruction to meet the special needs of apprentices registered with the North Carolina Department of Labor skilled apprentice training programs.

III. DEFINITIONS

1. "Comprehensive Employment and Training Act (CETA) Programs" consist of occupational training and basic education for unemployed, underemployed and disadvantaged persons. The program is a cooperative venture between labor and education. The Labor Department selects both the fields in which training is to be offered and the students to receive the training. The Department of Community Colleges provides the training.
2. "Extension Programs" include Adult Basic Education, CETA (Comprehensive Employment and Training Act), New Industry, and self-supporting recreational programs in addition to the regular budget extension program areas of Occupational Extension, Adult High School, and Academic Extension.
3. "Human Resources Development Programs (HRD)" are intensive and unified efforts to recruit, train, and place in employment or, optionally, vocationally train chronically unemployed or underemployed adults. The primary objective of the training component is to help the jobless trainee reorient himself or herself to the world of work, appreciate

the effects of his or her behavior on others, and develop the basic academic and communication skills prerequisite to obtaining and maintaining employment. Periodic contacts with each trainee for twelve months after training is an inherent function of the Human Resources Development Program.

4. "New and Expanding Industry Programs" provide for the training needs of new industries which are moving into the state and also for existing industries undergoing a major expansion which results in the need for additional skilled labor force.
5. "Occupational Extension Programs" consist of single courses, each complete in itself, designed for the specific purposes of training an individual for employment, upgrading the skills of persons presently employed, and retraining others for new employment in occupational fields.
6. "Special Credit Students" are those students who take one or more single courses for credit but who are not enrolled in a regular vocational or technical curriculum program.
7. "Speciality Education" is a special subset of occupational extension programs which are offered in the areas of ambulance training, electrical lineworker safety training, fire service training, fisheries occupations training, forensic science education, hospitality education, law enforcement training, management development programs, and telephone safety training.
8. "Technical Education Curriculum Programs" are designed to prepare an individual for paraprofessional employment leading to an Associate in Applied Science degree. The programs are generally two academic years in length and include the application of scientific principles in research, design, development, production, distribution or service.
9. "Vocational Education Curriculum Programs" consist of a series of courses designed to prepare an individual for employment in a specific occupation. These programs consist of a sequence of courses which generally can be completed in one year or less by a full-time student. Successful completion of a vocational curriculum program leads to a diploma or certificate.
10. "Apprenticeship Training Programs" are skills training programs based upon a formal written agreement between the employer and the apprentice stating the conditions of the training period: the length of time, amount of pay, rate of periodic pay increases, with certification as a qualified craft worker (journeyman) upon completion of the term. The training is on the job, lasts from 1 to 5 years and requires 144 hours of related classroom instruction per year.

IV. PROCEDURE FOR ALLOCATING FUNDS TO POST-SECONDARY INSTITUTIONS

Federal funding for disadvantaged, handicapped, Subparts 2 and 3 programs, services, and activities will be distributed only to post-secondary institutions submitting an annual local application.

Local applications which have been submitted requesting federal funding will be placed in ranking order based on:

- (a) The highest rate of unemployment of an administrative area [county(ies) providing local support], and
- (b) The county(ies) (administrative area) which has been designated as an economically depressed area by the U.S. Department of Commerce, and
- (c) New and emerging occupations as identified by the N.C. Employment Security Commission or the N.C. Department of Commerce.

Subparts 2 and 3.

Distribution of federal funds will be based on the following required criteria except as noted in (c) of this section:

- (a) The amount of funds available to each eligible recipient will be determined by the relative number or concentration of students whose education imposes higher-than-average costs; these target groups shall include handicapped persons, persons from low-income families and persons from families in which English is not the dominant language. A ratio shall be derived for each institution which submits an appropriate application with such ratio being the quotient of the total target population for that institution divided by the sum of the target population for all institutions submitting approvable local plans, and
- (b) The ratio of federal to state matching funds will be determined by the relative financial ability to pay index. This index will be determined by the ratio derived by dividing the equalized tax valuation of the county(ies) (administrative area) by the county's(ies') latest official population.
- (c) Federal funds designated for use for construction (subpart 2), research, exemplary, and curriculum development (subpart 3) will be requested by project proposals written for specific project funding. Final approval of the project and funding allocation will rest with the State Board of Education.

Subpart 4.

Distribution of Subpart 4 federal funds will be made only to those institutions which submit approvable plans and which are in a county(ies) (administrative area) having higher-than-state-average youth unemployment and higher-than-state-average school dropout rates. The method of distribution of funds will be the same as described in Subparts 2 and 3.

Subpart 5.

State funds are used to support Consumer and Homemaking programs within the post-secondary system.

- (b) That a local advisory council composed of representatives of the general public, including business, industry, labor, and those with parenting responsibilities, has been established and that such council has been consulted in development and evaluation of local annual application.
 - (c) The vocational needs of potential students, an analysis of labor market needs, and an indication of how and to what extent the programs/services proposed will meet such needs.
 - (d) How evaluations of programs/services have been used to develop proposed programs/services.
 - (e) How the proposed activities relate to employment and training programs conducted in the area by a prime sponsor established under the Comprehensive Employment and Training Act of 1973 and an assurance that a coordinated approach to meeting the vocational education and training needs of the area will be taken.
 - (f) The relationship between vocational education programs/services to be conducted with funds under this Act and other programs in the area which are supported by State and local funds.
 - (g) That plans have been developed by the local educational agency to ensure that enrollment in vocational education programs eliminates discriminations such as sex, ethnic origin, handicapping conditions.
 - (h) Estimated resources needed to support programs, projects, and ancillary services to be provided by the LEA or post-secondary institution.
- 5.2 *Each local education agency shall prepare and submit to the State Board of Education its annual application for Federal and State aid which has been granted or appropriated to the State Board.*
- 5.3 *A copy of the local application format is available upon request from either the State Director of Vocational Education or, President, Department of Community Colleges.*

I.B-6 FORMAL HEARINGS AND APPEAL PROCEDURE BY ELIGIBLE RECIPIENT Sec 109(d)

6.1 *Request to Board for a Hearing*

If a local education agency is dissatisfied with action of the State Board, with respect to approval of an application by such local agency, then that agency may make, in writing, and within thirty (30) days, a request for a formal hearing before the Board. The parties involved will be given written notice of the time and place for the hearing. At the time of the formal hearing, all evidence will be heard. A written record of these proceedings will be made. The Board must notify the parties involved of its decision and the reasons therefore, in writing, within thirty (30) days after the formal hearing.

Any eligible recipient may appeal the final decision of the State Board, with respect to a local application as provided in Public Law 94-482, Section 109, as follows:

"(e)(1) If any eligible recipient is dissatisfied with the final action of the State board or other appropriate State administering agency with respect to approval of an application by such eligible recipient for a grant pursuant to this Act, such eligible recipient may, within sixty days after such final action or notice thereof, whichever is later, file with the United States court of appeals for the circuit in which the State is located a petition for review of that action. A copy of the petition shall be forthwith transmitted by the clerk of the court to the State board or other appropriate State administering agency. The State board or such other agency thereupon shall file in the court the record of the proceedings on which the State board or such other agency based its action, as provided in section 2212 of title 28, United States Code.

"(2) The findings of fact by the State board or other appropriate administering agency, if supported by substantial evidence, shall be conclusive; but the court, for good cause shown, may remand the case to the State board or other such agency to take further evidence, and the State board or such other agency may thereupon make new or modified findings of fact and may modify its previous action, and shall certify to the court the record of the further proceedings.

"(3) The court shall have jurisdiction to affirm the action of the State board or other appropriate administering agency or to set it aside, in whole or in part. The judgment of the court shall be subject to review by the Supreme Court of the United States upon certiorari or certification as provided in section 1254 of title 28, United States Code.

"(f)(1) The Commissioner shall prescribe and implement rules to assure that any hearing conducted under section 434(c) of the General Education Provisions Act in connection with funds made available from appropriations under this Act shall be held within the State of the affected unit of local government or geographic area within the State.

"(2) For the purposes of paragraph (1)--

"(A) the term 'unit of local government' means a county, municipality, town, township, village, or other unit of general government below the State level; and

"(B) the term 'geographic area within a State' means a special purpose district or other region recognized for governmental purposes within such State which is not a unit of local government."

I. B-7 PRIORITY FOR APPROVING APPLICATION (LOCAL)

Sec 106(a)(5)(A)

- 7.1 Since the North Carolina State Board of Education elects to provide federal vocational education funds to all local educational agencies and post-secondary institutions, it shall give priority consideration to those which:

35.1 *Use of Funds.*

The State Board may use funds under Section 120 of the Act to support related instruction for apprentices.

35.2 *Program Requirements.*

- (a) The vocational training is supplemental to the on-the-job training experience of the apprentice;
- (b) The worker involved in the apprenticeable occupation must be at least 16 years of age, except where a higher minimum age standard is fixed by law;
- (c) The apprentice training agreement must specify a given length of planned work experience training through employment on the job which is supplemented by related instruction;
- (d) The skilled trade must possess all of the following characteristics:
 - (1) It is customarily learned in a practical way through training and work on the job;
 - (2) It is clearly identified and commonly recognized throughout the industry;
 - (3) It involves manual, mechanical, and technical skills and knowledge;
 - (4) It provides equal access to both sexes.

35.3 *Classification of Apprentices.*

35.31 *Registered.*

- (a) Where the program or apprentice or both are registered under the apprenticeship law of the state in which the apprentice is employed.
- (b) Where the program or apprentice or both are registered by a state apprenticeship agency operating under powers vested in it by a legally responsible state authority.
- (c) Where the program or apprentice or both are registered by the Bureau of Apprenticeship and Training, US Department of Labor.

35.32 *Non-Registered.*

Where a program or apprentice or both are not registered under any of the three conditions in paragraphs 35.21 (a), (b), or (c), but a new program is conducted under an implied or written agreement between the apprentice and an employer, a group of employers, employee-employer committee or a governmental agency.

35.4 *Standards.*

The standards of apprenticeship program must adhere to the State Apprenticeship Law and to the requirements outlined in 29 CFR Part 29 (Department of Labor Apprenticeship Programs).

PART I-C

COOPERATIVE SUPPORT NEEDED FROM OTHER AGENCIES

A primary purpose of vocational education is training of people to fill needs of present and future job markets. Both the social and economic needs of people and the welfare and growth of the State's economy rests largely on the premise of well trained people in satisfactory jobs.

In order to maximize the use of resources for vocational education and the resulting values from such training, it is imperative that supportive services from many agencies to be available. These agencies have the expertise in their particular roles to provide valuable support to vocational education.

Some of the supportive services needed by vocational education are:

- ° Data and other services for planning,
- ° Preparation and further development of staff,
- ° Evaluation of programs and outcomes,
- ° Opportunity to coordinate with other training programs for special needs and for job skill development, and
- ° Counseling and placement of those completing vocational programs.

Cooperative support is needed from the following agencies which are listed below:

Employment Security Commission,

Special Education,

State Employment and Training Council,

University of North Carolina,

Vocational Rehabilitation,

Assistance to the Rehabilitation of Prison Inmates Through Vocational Education,

Assistance to the Development of Job Skills Through Apprenticeship Related Instruction, and

Assistance to American Indians.

EMPLOYMENT SECURITY COMMISSION

A. *Employment Data*

1. Annual statewide assessment of categories of employment by Occupational Education (O.E.) code.
2. Annual assessment of categories of employment by O. E. code, by county.
3. Projected employment needs by O. E. code for State and each county for immediate future year and for the 5th future year.

(12) Assistance in the organization of state and local advisory councils, training of advisory council members, and preparation of materials for advisory council use.

Funding

The State Board of Education support the solicitation and acquisition of funds which are necessary in order to accomplish the projected role of the University as heretofore indicated from the General Assembly. The State Board of Education believes that funds should be provided to the Board of Governors of the University of North Carolina on an annual and continuing basis in amounts adequate to provide programs improvement and supportive services as follows:

- (1) Research programs,
- (2) Pre-service and in-service training programs,
- (3) Guidance and counseling services, programs, and activities
- (4) Curriculum development,
- (5) New program development,
- (6) Program evaluation, and
- (7) Efforts to eliminate sex bias and sex stereotyping.

The State Board of Education supports the efforts of the Board of Governors in obtaining such funds and believes that overall goals and objectives for occupational education cannot be accomplished without such input from the university system.

VOCATIONAL REHABILITATION

Whereas, recent legislative mandates (notably the Vocational Education Act of 1976, the Vocational Rehabilitation Act of 1973, and the Education of All Handicapped Act of 1975) have consistently provided for cooperative relationships between agencies, institutions, and departments delivering programs/services to persons with special needs, it shall be the intent of the Division of Vocational Education to work jointly with the Division of Vocational Rehabilitation (Department of Human Resources) in the following areas:

- A. *State/Local Planning*--Appropriate state/local personnel shall jointly develop plans for delivery of a full range of services necessary to meet the individual needs of handicapped persons. These plans shall be consistent with federal/state legislative guidelines and State Board of Education policy.
- B. *Delivery of Programs/Services*--The Division of Vocational Education and the Division of Vocational Rehabilitation shall cooperate in the provision of appropriate programs/services for the handicapped in the following areas:

1. Identification, diagnosis, and evaluation of handicapped persons.
2. Vocational guidance and counseling.
3. Vocational adjustment and training.
4. Job placement and follow-up.
5. Provision of jointly developed appropriate staff development activities for personnel serving the handicapped.
6. Program and student evaluation.

ASSISTANCE TO THE REHABILITATION OF PRISON INMATES THROUGH VOCATIONAL EDUCATION

Some 13,000 individuals are incarcerated within the correctional system of North Carolina. The return of these inmates to free society is dependent partially upon the degree of rehabilitation which is effected within each individual. Many inmates have attained less than a high school education and do not have skills which would qualify them for employment.

Since 1965, educational courses have been provided by the technical institutes and community colleges to inmates in the correctional system. This effort has been directed toward assisting in the rehabilitation of the inmate by providing basic education, high school completion and vocational education to develop job skills.

The State Board of Education directs that a continuing role of the technical institutes and community colleges be to assist in rehabilitating prison inmates by providing courses for general educational and skill development.

ASSISTANCE TO THE DEVELOPMENT OF JOB SKILLS THROUGH APPRENTICESHIP RELATED INSTRUCTION

Since the formation of the community college system in 1963, technical institutes and community colleges have had the responsibility of providing related instruction for apprentices.

The State Board of Education directs that a continuing role of the technical institutes and community colleges be to provide the required related instruction so that apprentices may become proficient and qualified to meet job skill requirements.

ASSISTANCE TO THE ECONOMIC DEVELOPMENT OF THE STATE

The economic development of the state is enhanced when there are jobs available for all those who want to work and the unemployment level is at a minimum. Sufficient jobs for all citizens of the state are generated by existing industry expanding its operation or new industry locating within the state.

The State Board of Education directs that a continuing role of the technical institutes and community colleges be to provide training for the citizens of the state to qualify for jobs created by existing industry expanding or new industry locating within the state.

ASSISTANCE TO AMERICAN INDIANS

North Carolina has the largest American Indian population of any state east of the Mississippi River.

In order to insure quality education for American Indian students, the State is committed to:

- . improving educational service for American Indians in the public schools.
- . bringing about appropriate changes necessary to insure that minorities are accepted for what they are, are allowed to contribute according to their talents and their uniqueness; and
- . incorporating into vocational education curriculum aspects which promote and provide opportunities for American Indians.

TABLE 10(a) 1974 ESTIMATED NUMBER OF HANDICAPPED PERSONS PER COUNTY
12% of Total Population 15-64 Years

Less Than 4,106						4,106 and More		
County	No.	County	No.	County	No.	County	No.	No.
1. Alexander	1,619	31. Henderson	3,366	61. Transylvania	1,618	1. Alamance	7,848	
2. Alleghany	612	32. Hertford	1,739	62. Tyrrell	257	2. Buncombe	11,418	
3. Anson	1,633	33. Hoke	1,192	63. Vance	2,430	3. Burke	4,908	
4. Ashe	1,436	34. Hyde	388	64. Warren	1,038	4. Cabarrus	5,919	
5. Avery	966	35. Jackson	1,781	65. Washington	1,051	5. Caldwell	4,521	
6. Beaufort	2,668	36. Jones	690	66. Watauga	2,057	6. Catawba	7,710	
7. Bertie	1,375	37. Lee	2,440	67. Wilkes	3,928	7. Cleveland	5,664	
8. Bladen	1,920	38. Lincoln	2,643	68. Yadkin	1,937	8. Cumberland	20,311	
9. Brunswick	1,932	39. Macon	1,206	69. Yancey	910	9. Davidson	7,929	
10. Camden	387	40. Madison	1,165			10. Durham	10,966	
11. Carteret	2,573	41. Martin	1,803			11. Forsyth	17,467	
12. Caswell	1,337	42. McDowell	2,437			12. Gaston	11,996	
13. Chatham	2,344	43. Mitchell	990			13. Guilford	23,757	
14. Cherokee	1,221	44. Montgomery	1,448			14. Iredell	5,787	
15. Chowan	781	45. Moore	2,944			15. Johnston	4,699	
16. Clay	379	46. Northampton	1,685			16. Lenoir	4,227	
17. Columbus	3,465	47. Pamlico	682			17. Mecklenburg	30,987	
18. Currituck	522	48. Pasquotank	2,012			18. Nash	4,402	
19. Dare	568	49. Pender	1,329			19. New Hanover	6,787	
20. Davie	1,494	50. Perquimans	570			20. Onslow	9,901	
21. Duplin	2,794	51. Person	1,954			21. Orange	5,621	
22. Edgecombe	3,795	52. Polk	844			22. Pitt	5,931	
23. Franklin	1,936	53. Richmond	2,994			23. Randolph	6,458	
24. Gates	600	54. Rutherford	3,584			24. Robeson	6,022	
25. Graham	481	55. Sampson	3,305			25. Rockingham	5,562	
26. Granville	2,473	56. Scotland	2,117			26. Rowan	7,181	
27. Greene	1,074	57. Stanly	3,359			27. Union	4,414	
28. Halifax	3,816	58. Stokes	1,841			28. Wake	20,537	
29. Harnett	3,858	59. Surry	4,022			29. Wayne	6,570	
30. Haywood	3,207	60. Swain	574			30. Craven	5,075	
						31. Wilson	4,316	

SOURCE: Population Data, U. S. Department of Commerce

